



2017-18 Ten-Year Charter Review Report

Washington Yu Ying Public Charter School

November 20, 2017

DC Public Charter School Board
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BOARD VOTE AND KEY FINDINGS

The District of Columbia Public Charter School Board (DC PCSB) staff conducted a ten-year charter review of Washington Yu Ying Public Charter School (Yu Ying PCS) according to the standard required by the School Reform Act (SRA), D.C. Code §§ 38-1802 *et seq.*¹

Yu Ying PCS is a single campus local education agency (LEA), serving grades prekindergarten-3 (PK3) through five, that adopted the PK-8 Performance Management Framework (PMF) as its goals and academic achievement expectations.

Pursuant to the school's Charter and Charter Agreement², Yu Ying PCS met its goals. Its average PMF score since its last charter review in school year (SY) 2011-12 is 78.3% - well above the 45% minimum required by its Charter Agreement. DC PCSB staff has also determined that the school has not committed a material violation of law or of its charter, has adhered to generally accepted accounting principles, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

Based on these findings, on November 20, 2017, the DC PCSB Board voted 6 – 0 to continue the school's charter.

CHARTER REVIEW STANDARD

The SRA provides that DC PCSB "shall review [a school's] charter at least once every [five] years."³ As part of this review, DC PCSB must determine whether:

- (1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.⁴

If DC PCSB determines that a school has committed a material violation of applicable law or of its charter, or has not met its goals and academic expectations, as described above, DC PCSB may, at its discretion, grant the school a continuance or revoke the school's

¹ D.C. Code § 38-1802.12(a)(3).

² Please see Yu Ying PCS Charter Agreement attached as Appendix A.

³ D.C. Code § 38-1802.12(a)(3).

⁴ D.C. Code § 38-1802.12(c).

charter. Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school (1) has engaged in a pattern of nonadherence to generally accepted accounting principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.⁵

⁵ D.C. Code § 38-1802.13(b).

BACKGROUND INFORMATION ABOUT SCHOOL

School History and Overview

Yu Ying PCS began operating in 2008 under authorization from DC PCSB, and is located in Ward 5. In SY 2012-13, the first year considered in this review, the school served grades PK4 through six. In SY 2013-14, it changed to grades PK3 through five as part of its membership in the DC International School, further described below. The mission of the school is:

Washington Yu Ying PCS strives 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.⁶

Yu Ying PCS is a dual language immersion school. Students in PK3 and PK4 are fully immersed in Mandarin Chinese all day. Kindergarten through fifth grade students learn all subjects in both English and Chinese. Students spend equal time with their Chinese and English teachers by alternating between two classrooms.

As an International Baccalaureate (IB) World School, Yu Ying PCS uses the International Baccalaureate Primary Years Program (IB PYP) curriculum, which “emphasizes communication and collaboration as a means of making sense of the world through its inquiry-based curriculum.” IB PYP focuses on six subjects: language, social studies, math, science, technology, and physical education. IB PYP also includes six transdisciplinary themes, which students in every grade focus on across all subject areas. Those themes are: (a) who we are; (b) where we are in place and time; (c) how we express ourselves; (d) how the world works; (e) how we organize ourselves; and (f) sharing the planet.⁷ As part of IB PYP, every student creates a portfolio that includes summative assessments, a culminating project that demonstrates learning and growth at the end of each unit of inquiry.

Yu Ying PCS, along with four other language-immersion DC charter schools, is a member school of DCI, an IB middle-high school offering language immersion instruction in Chinese, French, and Spanish. As a DCI member school, outgoing Yu Ying PCS students are eligible to be enrolled in DCI without applying through the DC school lottery.⁸ DCI is managed cooperatively by the member schools, with the executive director of each member school serving on DCI’s Board of Trustees.

⁶ See Yu Ying PCS charter amendment signed December 2015, attached to this report as Appendix B.

⁷ See 2015-16 Yu Ying PCS annual report, p. 4, attached to this report as Appendix C.

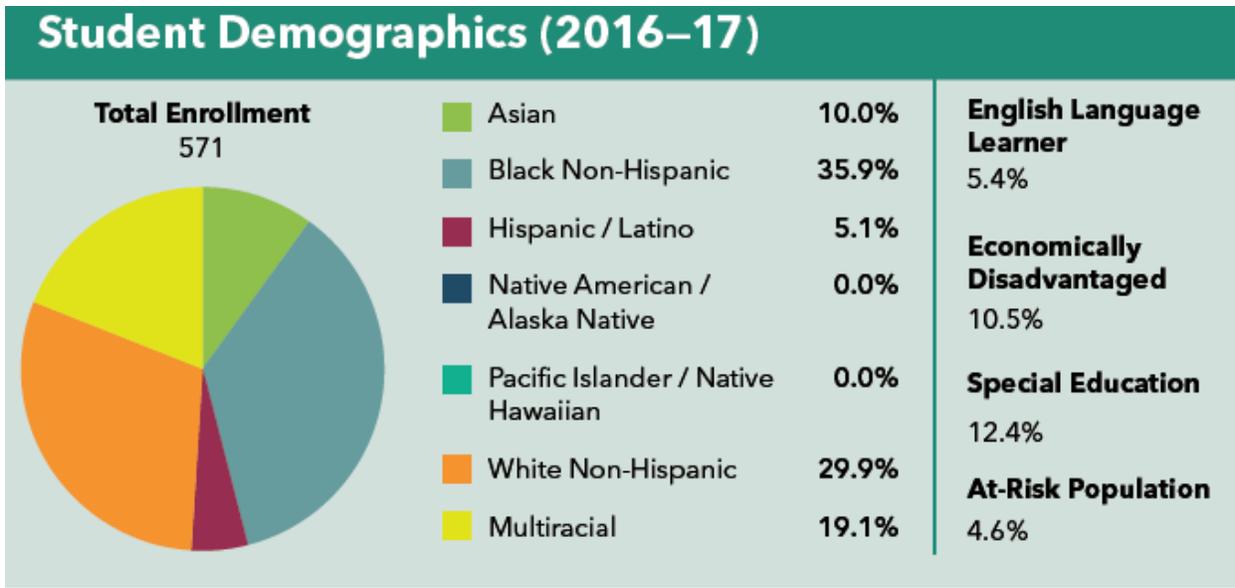
⁸ To make this arrangement possible, the SRA was amended. See D.C. Code § 38-1802.01(c-1).

Enrollment Trends

The table below shows the school’s enrollment. Yu Ying PCS’s enrollment has increased each year since SY 2013-14. In SY 2017-18, Yu Ying PCS has an enrollment ceiling of 630. The school is among the most sought-after DC charters, with over 1,000 students waitlisted for the 2017-17 school year.

Yu Ying PCS – Enrollment						
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Grade Levels	PK4-5	PK3-6	PK3-5	PK3-5	PK3-5	PK3-5
Number of Students	439	511	528	551	571	579
Enrollment Projections	454	516	536	554	555	566

Yu Ying PCS – Enrollment by Grade					
	2012-13	2013-14	2014-15	2015-16	2016-17
PK3			48	48	48
PK4	76	80	54	76	76
Kindergarten	114	80	77	76	79
Grade 1	68	114	76	73	75
Grade 2	64	68	106	74	72
Grade 3	53	58	65	99	73
Grade 4	41	52	55	60	96
Grade 5	23	37	47	45	52
Grade 6		22			
Total	439	511	528	551	571



PMF Outcomes

The school’s annual performance data on the PK-8 PMF – which assess reading and math proficiency, academic growth, attendance, and re-enrollment – are summarized in the table below.

Yu Ying PCS - PMF Outcomes						
2012-13		2013-14		2014-15	2015-16	2016-17
PK3-2	3-5	PK3-2	3-6	PK3-5	PK3-5	PK3-5
Met 7 of 7 EC targets	Tier 1 – 78.3%	EC PMF’s 1st year; no scores issued	Tier 1 – 71.4%	No PMF scores or tiers due to change in state assessment	Tier 1 – 77.6%	Tier 1 – 86.0%

Five-Year Charter Review

In SY 2012-13, DC PCSB conducted a five-year charter review of Yu Ying PCS. DC PCSB determined that the school met all of its 17 goals, and that it met the compliance and fiscal charter review standards.⁹ The school met its literacy and math goals, with Yu Ying PCS students outperforming the charter sector in reading and math proficiency. Yu Ying PCS also met goals related to Chinese literacy, reenrollment, and diversity, among other areas. Based on these findings, the DC PCSB Board voted to continue the school’s charter.

Communication with the School

DC PCSB staff met with school leaders at Yu Ying PCS on April 3, 2017. During this meeting, staff discussed the review process and provided the school with a table similar to the one below.

	2012-13	2013-14	2014-15	2015-16	2016-17 Score Needed
Result	78.3%	Met the floor of all EC PMF Measures 71.4%	Hold Harmless	77.6%	Standard Met*

*Standard Met: Even if the school achieves 0% of the possible PMF points on the SY 2016-17 PMF, it would still meet the goals standard for 10-Year Charter Review, which is obtaining an average PMF score of 45% and meeting the floor of all EC PMF measures.

⁹ See Yu Ying PCS five-year charter review, attached to this report as Appendix D.

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires DC PCSB to review whether a school has met its goals and academic achievement expectations at least once every five years. Goals and academic achievement expectations are considered part of the renewal analysis only if they were included in a school’s charter or charter amendment approved by the DC PCSB Board.

In July 2017, Yu Ying PCS adopted the most recently revised *Elect to Adopt the PMF as Goals Policy*.¹⁰

The chart below summarizes DC PCSB’s determinations of whether the school’s academic program met its respective goals and academic expectations. These determinations are further detailed in the body of this report.

Goals and Academic Expectations	Met?
<p>The School Corporation will be deemed to have met its goals and academic achievement expectations if at its ten-year charter review in school year 2017-18, the</p> <p>1 school’s average PMF score for 2012-13, 2013-14, 2015-16, and 2016-17 is equal to or exceeds 45%; and the school has met the floor of all Early Childhood (EC) PMF measures in SY 2013-14.</p>	Yes.

Assessment: **Yu Ying PCS met its goals and academic expectations.** The table below provides an overview of the school’s PMF performance; the school’s average PMF score during the review period was above 45%. The school also met the floor of all EC PMF measures in SY 2013-14. The school’s PMF trends are detailed on the following pages.

Yu Ying PCS - PMF Outcomes							
2012-13		2013-14		2014-15	2015-16	2016-17	Average
PK3-2	3-5	PK3-2	3-6	PK3-5	PK3-5	PK3-5	
Met 7 of 7 EC targets	Tier 1 – 78.3%	EC PMF’s 1st year; no scores issued	Tier 1 – 71.4%	No PMF scores or tiers due to change in state assessment	Tier 1 – 77.6%	Tier 1 – 86.0%	78.3%

Student Academic Achievement and Progress Measures

The PMF focuses on progress and achievement in English language arts and math. The proficiency tables display results for subgroups if more than 10 students took the state

¹⁰ Please see the Elect to Adopt the PMF as Goals Policy attached as Appendix E.

assessment. The PMF also includes school environment measures: attendance, re-enrollment, and scores from the Classroom Assessment Scoring System (CLASS). Many charts are color coded. Please use the following key:

KEY for Campus Rate Data Charts	
3+	A PARCC score of 3 = Approaching College and Career Ready 3+ denotes the percentage of students who obtained a 3, 4 or 5 on the PARCC
4+	A PARCC score of 4 = College and Career Ready 4+ denotes the percentage of students who obtained a 4 or 5 on the PARCC
n-size	Number of students who took the state assessment at this school
Green	<ul style="list-style-type: none"> Met the EC PMF floor in 2013-14 Greater than or equal the state average or charter sector average of the same grade band
Red	<ul style="list-style-type: none"> Did not meet the EC PMF floor in 2013-14 Less than the state average or charter sector average of the same grade band
No Shading	<ul style="list-style-type: none"> Data from 2014-15, when the state transitioned to PARCC. (Note – as stated above, if the school did better than the state average, this is colored green.) PK – 2 “display only” data that does not factor into the PMF score

English Language Arts (ELA)

ELA Proficiency

Yu Ying PCS’s ELA proficiency rates were above the state average for all students during every year of this review. In SY 2016-17, the rate of all students who obtained a 4 or 5 on the ELA portion of the assessment was nearly 27 percentage points above the state average at 58.2%. Black students, Hispanic students, and students with disabilities all outperform the state averages by double-digits in every year. Especially promising is the percent of students with disabilities earning a 4 or 5.

Economically disadvantaged students – a small percentage of the overall student body -- scored below the state average in the SY 2012-13 and SY 2013-14 but scored well above the city average in SY 2016-17. The only subgroups that performed slightly below the state average are white students, who scored slightly below the state average in four of five years and Asian students who also scored slightly below the average in two of five years.

Yu Ying PCS - ELA Proficiency											
Subgroup	2012-2013 DC CAS Grades 3 - 6		2013-2014 DC CAS Grades 3 - 5			2014-2015 PARCC Grades 3 - 5		2015-2016 PARCC Grades 3 - 5		2016-2017 PARCC Grades 3 - 5	
	School	State	School	State		School	State	School	State	School	State
All	70.1	49.7	68.9	48.4	3 +	80.4	48.5	74.4	51.8	80.5	55.1
					4 +	62.0	25.3	50.8	27.7	58.2	31.4

Yu Ying PCS - ELA Proficiency

Subgroup	2012-2013 DC CAS Grades 3 - 6		2013-2014 DC CAS Grades 3 - 5			2014-2015 PARCC Grades 3 - 5		2015-2016 PARCC Grades 3 - 5		2016-2017 PARCC Grades 3 - 5	
	School	State	School	State		School	State	School	State	School	State
	117		167		<i>n-size</i>	163		199		220	
Black Non- Hispanic	54.7	42.3	51.9	41.0	3 +	63.2	40.7	63.3	44.2	67.5	47.3
					4 +	39.7	16.6	34.2	19.7	43.4	22.3
	53		81		<i>n-size</i>	68		79		83	
Hispanic	N/A	50.9	80.0	47.4	3 +	90.5	47.4	76.9	51.4	60.0	56.2
					4 +	81.0	20.4	46.2	24.2	40.0	29.0
	<i>n < 10</i>		10		<i>n-size</i>	42		13		15	
White	90.0	92.9	86.5	92.8	3 +	92.9	90.8	75.9	90.8	93.1	93.5
					4 +	76.2	76.5	59.3	73.5	65.5	81.2
	30		37		<i>n-size</i>	42		54		58	
Asian	70.0	73.3	81.8	78.1	3 +	100	78.2	83.3	80.5	81.0	84.7
					4 +	72.7	57.4	58.3	56.0	57.1	66.0
	10		11		<i>n-size</i>	11		12		21	
Multiracial	73.7	79.1	85.7	82.4	3 +	93.8	80.6	90.2	80.8	95.3	85.4
					4 +	81.3	62.7	70.7	62.7	83.7	67.8
	19		28		<i>n-size</i>	32		41		43	
English Learners	53.3	43.8	50.0	38.5	3 +	N/A	37.7	N/A	42.4	N/A	47.1
					4 +		13.1		16.8		19.7
	15		12		<i>n-size</i>	<i>n < 10</i>		<i>n < 10</i>		<i>n < 10</i>	
Students with Disabilities	41.2	21.2	37.0	20.4	3 +	44.4	14.1	57.9	19.4	67.9	20.8
					4 +	27.8	4.4	21.1	6.7	35.7	7.5
	17		27		<i>n-size</i>	18		19		28	
Econ Dis	38.5	41.1	32.1	39.4	3 +	53.3	38.3	54.5	43.3	59.1	47.5
					4 +	33.3	14.4	18.2	18.5	31.8	21.9
	26		28		<i>n-size</i>	15		22		22	
Male	66.7	44.7	67.1	43.3	3 +	80.8	43.6	71.0	46.5	71.0	49.4
					4 +	56.4	21.5	40.9	23.8	44.9	26.5
	57		85		<i>n-size</i>	78		93		107	
Female	73.3	54.9	70.7	53.6	3 +	80.0	53.5	77.4	57.2	89.4	60.9
					4 +	67.1	29.0	59.4	31.6	70.8	36.3
	60		82		<i>n-size</i>	85		106		113	

ELA Growth

A median growth percentile (MGP) of 50 indicates that a school’s students have average year-to-year growth in ELA proficiency, as compared to other DC students in the same grades and with the same initial state assessment performance. An MGP above 50 indicates that the school’s students have above-average year-to-year growth, while an MGP below 50 indicates below-average growth. Yu Ying PCS’s ELA MGP was consistently above 50 for every subgroup since SY 2014-15, which was the first administration of the PARCC assessment. In SY 2016-17, the school’s overall ELA MGP was 70 – among the highest in the city.

Yu Ying PCS					
ELA MGP					
	2012-13	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All	55	55	66	69	70
Black Non-Hispanic	47	53	61	64	65
White	58	66	75	72	75
Multiracial	n<10	49	70	65	51
Students with Disabilities	73	66	53	58	64
Economically Disadvantaged	55	53	53	55	63
Male	54	55	68	72	70
Female	59	56	62	63	70

Note: The state does not calculate an MGP for at-risk students.

Yu Ying PCS had the option of including measures for grades PK3 through two literacy on its PMF report that are “Display Only” – that is, are not incorporated into its PMF score or tier. Only in SY 2013-14 was the school held accountable for these assessments in the PMF, as the school had to meet the PMF floor for each measure. The results for SY 2013-14 are shaded green if the school met the floor.

While PK students exceeded all of the targets of their assessments, the K through two students met the floors of their targets in SYs 2012-13 through 2014-15 but had median conditional growth percentiles under 50 for SYs 2015-16 and 2016-17. This means that the school’s students (who were in 100% Chinese language classes in PK3 and PK4, and 50% Chinese language classes in K-5) had slightly below average year-to-year growth in English reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance on the NWEA-MAP assessment.

PK English Reading		
Year	Measure	Result
2012-13	Student Progress: Bracken School Readiness Assessment. Floor: ¹¹ 60 Target: ¹² 100	97.0% of students met or exceeded the publisher’s expectations.
2013-14		85.0% of students met or exceeded the publisher’s expectations.
2014-15	PK Reading: Brigance™ Development Assessment Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year. Floor: 30 Target: 70	63.4% of students met or exceeded the publisher’s expectations.
2015-16		99.2% of students met or exceeded the publisher’s expectations.
2016-17		97.6% of students met or exceeded the publisher’s expectations.

¹¹ The floor determines the minimum value for which any points are awarded.

¹² The target determines the value at which the maximum points for a common measure are awarded.

K-2 English Reading Student Progress		
Year	Measure	Result
2012-13	Student Achievement/Progress: Dynamic Indicators of Basic Early Skills assessment. Floor: 50 Target: 90	84.0%
2013-14		80.8%
2014-15	Student Achievement/Progress: Dynamic Indicators of Basic Early Skills assessment.	Typical growth ¹³ - 72.9%
2015-16	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in reading	Median conditional growth percentile - 46.0
2016-17	A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance on the NWEA-MAP.	Median conditional growth percentile - 47.5

Math

Math Proficiency

Yu Ying PCS's math proficiency rates for all students were above the state average during all of the years in this review. In SY 2016-17, the students were 17 percentage points above the state average for students who obtained a 4 or a 5 on the math portion of the PARCC. With few exceptions, Black students, Hispanic students, Students with Disabilities and Economically Disadvantaged students have performed well above the state average during the review period.

Yu Ying PCS - Math Proficiency											
Subgroup	2012-2013 DC CAS Grades 3 -6		2013-2014 DC CAS Grades 3 -5			2014-2015 PARCC Grades 3 -5		2015-2016 PARCC Grades 3 -5		2016-2017 PARCC Grades 3 -5	
	School	State	School	State		School	State	School	State	School	State
All	81.2	50.6	80.8	52.6	3 +	83.4	54.5	81.9	57.2	80.5	59.3
					4 +	60.1	27.9	58.8	33.2	51.4	34.1
	117		167		n-size	163		199		220	
	71.7	42.4	65.4	44.8	3 +	67.6	46.8	63.3	49.8	68.7	51.8

¹³ When a student meets or exceeds Typical Growth, the student is scoring at or above the end of year rate that is typical for students in the same grade and same starting score.

Yu Ying PCS - Math Proficiency

Subgroup	2012-2013 DC CAS Grades 3 -6		2013-2014 DC CAS Grades 3 -5			2014-2015 PARCC Grades 3 -5		2015-2016 PARCC Grades 3 -5		2016-2017 PARCC Grades 3 -5	
	School	State	School	State		School	State	School	State	School	State
Black Non-Hispanic					4 +	36.8	20.0	39.2	25.1	34.9	25.0
	53		81		n-size	68		79		83	
Hispanic	N/A	55.9	90.0	56.6	3 +	80.0	56.1	92.3	59.4	80.0	61.4
					4 +	60.0	24.4	53.8	30.5	33.3	34.0
	n < 10		10		n-size	10		13		15	
White	86.7	91.4	94.6	92.9	3 +	95.2	91.1	92.6	92.2	91.4	94.5
					4 +	83.3	72.7	74.1	77.7	62.1	80.5
	30		37		n-size	42		54		58	
Asian	100.0	83.3	100	86.3	3 +	100.0	92.1	91.7	87.6	76.2	89.8
					4 +	81.8	69.8	58.3	68.9	66.7	68.5
	10		11		n-size	11		12		21	
Multiracial	84.2	80.5	96.4	83.9	3 +	96.9	84.4	97.6	84.3	90.7	84.3
					4 +	71.9	59.6	78.0	65.3	67.4	68.5
	19		28		n-size	32		41		43	
English Learners	80.0	51.6	91.7	51.5	3 +	N/A	50.9	N/A	53.2	N/A	55.9
					4 +		19.8		26.3		28.2
	15		12		n-size	n < 10		n < 10		n < 10	
Students with Disabilities	82.4	24.8	66.7	25.6	3 +	55.6	19.6	42.1	26.4	64.3	26.8
					4 +	27.8	5.8	31.6	10.9	35.7	10.5
	17		27		n-size	18		19		28	
Econ Dis	57.7	42.3	57.1	44.5	3 +	53.3	45.9	63.6	49.8	63.6	52.4
					4 +	40.0	18.6	27.3	24.5	22.7	26.0
	26		28		n-size	15		22		22	
Male	87.7	48.9	89.4	50.7	3 +	87.2	52.8	80.6	55.1	79.4	57.3
					4 +	61.5	27.6	52.7	32.0	46.7	33.4
	57		85		n-size	78		93		107	
Female	75.0	52.3	72.0	54.6	3 +	80.0	56.2	83.0	59.4	81.4	61.4
					4 +	58.8	28.2	64.2	34.3	55.8	34.9
	60		82		n-size	85		106		113	

Math Growth

An MGP of 50 indicates that a school’s students have average year-to-year growth in math proficiency, as compared to other DC students in the same grades and with the same initial state assessment performance. An MGP above 50 indicates that a school’s students have above-average year-to-year growth, while an MGP below 50 indicates below-average growth. With two exceptions, students in every subgroup showed above-average growth in every year of the review period.

Yu Ying PCS Math MGP					
	2012-13	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All	73	60	56	58	61
Black Non-Hispanic	67	53	45	43	54
White	66	60	60	68	N/A
Multiracial	n<10	77	77	63	55
Students with Disabilities	88	73	48	39	58
Economically Disadvantaged	75	54	42	55	64
Male	76	71	64	61	66
Female	69	52	51	57	59

Note: The state does not calculate MGP for at-risk students.

Yu Ying PCS had the option of including measures for grades PK3 through two math on its PMF report that are “Display Only” – that is, are not incorporated into its PMF score or tier. Only in SY 2013-14 was the school held accountable for these assessments in the PMF, as the school had to meet the PMF floor for each measure. The results for SY 2013-14 are shaded green if the school met the floor of the measure. As the chart shows, the school met all of the floors of the EC PMF measures. The results on the school’s chosen assessments show both in both grade bands.

PK Math Growth Targets		
Year	Measure	Result
2012-13	The school did not have a math assessment for PK this year.	N/A
2013-14	Student Progress: Bracken School Readiness Assessment Floor: ¹⁴ 60 Target: 00	91.8% of students met or exceeded the publisher's expectations.
2014-15	PK Math: Brigance™ Development Assessment Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year.	76.2% of students met or exceeded the publisher's expectations.
2015-16		99.2% of students met or exceeded the publisher's expectations.
2016-17		93.5% of students met or exceeded the publisher's expectations.

¹⁴ The floor determines the minimum value for which any points are awarded.

K-2 Math Targets		
Year	Measure	Result
2012-13	60% of kindergarten students will achieve average growth or higher in mathematics on the Discovery Predictive assessment.	84.0%
2013-14	Student Progress: Bracken School Readiness Assessment. Floor: ¹⁵ 60 Target: ¹⁶ 100	85.0%
2014-15	K-2 Math: Discovery Education™ Assessment	Typical growth - 90.2%
2015-16	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in reading A median conditional growth percentile of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance on the NWEA-MAP.	Median conditional growth percentile - 65.0
2016-17		Median conditional growth percentile - 65.0

School Environment Measures

School environment measures – in-seat attendance (ISA), re-enrollment, and the Classroom Assessment Scoring System (CLASS) for pre-kindergarten – are designed to show the school's climate and parent satisfaction.

In-Seat Attendance

DC PCSB measures ISA. Each year of this review, Yu Ying PCS has had significantly higher ISA rates than the overall charter sector during the review period.

Yu Ying PCS In-Seat Attendance Grades PK3 – 5										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	School	Charter Sector								
All	99.2%	91.8%	97.0%	92.3%	96.4%	92.7%	96.2%	92.5%	95.7%	92.6%

¹⁵ The floor determines the minimum value for which any points are awarded.

¹⁶ The target determines the value at which the maximum points for a common measure are awarded.

Re-enrollment

A school’s re-enrollment rate assesses family satisfaction with a school by measuring the rate at which students who are eligible return from one year’s official enrollment audit to the next year’s official enrollment audit.¹⁷ Students who move out-of-state or have other situations that would prevent them from re-enrolling are excluded from this rate.

Yu Ying PCS’s re-enrollment rate was well above the charter sector average each year. In the re-enrollment period from SY 2015-16 to SY 2016-17, the school’s rate was almost 17 percentage points above the sector at 98.6%. This indicates that families are highly satisfied with the school, choosing to return year after year.

Yu Ying PCS Re-enrollment Rate Grades PK3 – 5								
	2012-13 to 2013-14		2013-14 to 2014-15		2014-15 to 2015-16		2015-16 to 2016-17	
	School	Charter Sector	School	Charter Sector	School	Charter Sector	School	Charter Sector
All	95.7%	81.3%	97.5%	82.2%	97.6%	83.0%	98.6%	81.8%

CLASS¹⁸

Yu Ying PCS’s CLASS performance was below the charter sector average for SY 2013-14 through SY 2015-16. In SY 2016-17, the school showed improvement and earned observation scores higher than the sector average in the emotional support and classroom organization domains.

¹⁷ The enrollment audit occurs in October of each school year.

¹⁸ All DC early childhood programs are assessed by independent reviewers using the CLASS tool, which focuses on classroom interactions that boost student learning. The CLASS tool measures Emotional Support, Classroom Organization, and Instructional Support on a scale from 1-7. The Emotional Support and Classroom Organization indicators have a floor of three and a target of six on the PMF. On a national level, pre-school programs score lower on the Instructional Support indicator. Accordingly, DC PCSB’s floor for this indicator is one with a target of four.

CLASS Performance Targets			
Year	Domain	School	Charter Sector
2013-14	Emotional Support	5.6	5.7
2014-15		5.8	5.9
2015-16		5.6	6.0
2016-17		6.8	6.1
2013-14	Classroom Organization	4.0	5.2
2014-15		4.7	5.5
2015-16		4.9	5.9
2016-17		6.6	5.8
2013-14	Instructional Support	1.8	2.5
2014-15		2.7	2.8
2015-16		2.4	3.1
2016-17		3.0	3.0

Qualitative Site Review (QSR) Outcomes

DC PCSB conducts QSRs of charter schools to observe qualitative evidence of the extent to which a school is meeting its mission and goals, as well as to assess classroom environments and quality of instruction. In February and March 2016, in anticipation of this charter review analysis, DC PCSB conducted a QSR of Yu Ying PCS.¹⁹

DC PCSB observed evidence that Yu Ying PCS was meeting its mission, noting that classes were instructed in all subjects in both Chinese and English, and that “all observations were held in warm and respectful learning environments where praise and encouragement was evident.”

In QSRs, each observation is assigned an Unsatisfactory, Basic, Proficient, or Distinguished rating in classroom environment²⁰ and instruction.²¹ Regarding the school’s environment, it was noted in the QSR report that “interactions throughout the school community were positive and supportive. Teachers had high expectations for students.”²²

¹⁹ See Yu Ying PCS QSR report, attached to this report as Appendix F.

²⁰ To assess classroom environment, DC PCSB observes whether teachers (a) create an environment of respect and rapport; (b) establish a culture for learning; (c) manage classroom procedures; and (d) manage student behavior

²¹ To assess instruction, DC PCSB observes how teachers (a) communicate with students; (b) use questioning/prompts and discussion techniques; (c) engage students in learning; and (d) use assessment for instruction.

²² See Appendix F, p. 2.

The following table details the percentage of classrooms at each campus that were rated proficient or distinguished in each domain.

% of Classrooms Rated Proficient or Distinguished in the Domain	
Classroom Environment	Instruction
89%	86%

Yu Ying PCS’s SY 2016-17 QSR rating was above average compared to other K through eight schools that received a QSR in SY 2016-17. The average rating across 30 K through eight campuses was 75% proficient or distinguished in the Classroom Environment domain and 69% in the Instruction domain. In the Classroom Environment domain, Yu Ying PCS had 89% of observations scoring at the proficient or distinguished level. In the Instruction Domain, Yu Ying PCS had 86% of the observations earn a proficient or distinguished score.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires DC PCSB to determine at least once every five years whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”²³ The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. The below table discusses the school’s compliance with various requirements from SY 2012-13 to the time of this report’s publication.

Compliance Item	Description	School’s Compliance Status 2012-13 to Present²⁴
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2012-13
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process ²⁵ and the school must distribute such policies to students and parents.	Compliant since 2012-13
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students. ²⁶ To ensure that schools adhere to this clause, DC PCSB monitors schools for various indicators, including but not limited to whether schools: <ul style="list-style-type: none"> - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations. 	Compliant since 2012-13
Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school’s employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2012-13

²³ D.C. Code § 38.1802.13(a)(1).

²⁴ See Compliance Reports, attached to this report as Appendix G.

²⁵ See *Goss v. Lopez*, 419 U.S. 565 (1975).

²⁶ D.C. Code § 38.1802.04(c)(4)(A).

Compliance Item	Description	School's Compliance Status 2012-13 to Present²⁴
Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2012-13
Facility licenses D.C. Code § 47-2851.03(d); D.C. MUN. REGS., tit. 14, §§ 14-1401 <i>et seq.</i>	A DC charter school must possess all required local licenses.	Compliant since 2012-13
Proper composition of Board of Trustees D.C. Code § 38-1802.05(a)	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since 2012-13
Accreditation status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since 2012-13

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to use a competitive bidding process for any procurement contract valued at \$25,000 or more, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

For SYs 2013-14 and 2014-15, the school did not properly submit all contract documents. However, these contracts were entered into before DC PCSB implemented the current version of the Procurement Contract Submission Policy and it would be impractical for the school to submit these contracts at this time. For SY 2015-16, DC PCSB staff found the school to be in compliance with the Procurement Contract Submission Policy.

Special Education Compliance

Charter schools are required to comply with all federal and local laws regarding students with disabilities, including the Individuals with Disabilities Education Act²⁷ (IDEA) and

²⁷ 20 U.S.C. §§ 1400 *et seq.* See 20 U.S.C. § 1413(a)(5).

Section 504 of the Rehabilitation Act of 1973.²⁸ The following section summarizes Yu Ying PCS’s IDEA special education compliance from SY 2012-13 to the present.

Office of the State Superintendent of Education (OSSE) Special Education Compliance Reviews

OSSE monitors charter schools’ special education compliance and publishes three primary types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Special Conditions Reports. OSSE’s findings regarding special education compliance for this LEA are summarized below.

(1) Annual Determinations

As required by federal regulation, OSSE annually analyzes each LEA’s compliance with special education compliance indicators and publishes these findings in an Annual Determination report.²⁹ Each year’s report is based on compliance data collected from the prior federal fiscal year. For example, in SY 2016-17, OSSE published its 2014 Annual Determination report based on the school’s 2014-15 performance.

The LEA’s Annual Determination compliance performance is detailed in the table below.³⁰

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level
2013	86%	Meets Requirements
2014	97%	Meets Requirements
2015	100%	Meets Requirements

(2) On-Site Monitoring Report

OSSE conducts an on-site assessment of an LEA’s special education compliance with student-level and LEA-level indicators in alignment with their coordinated Risk-Based Monitoring,³¹ and publishes its findings in an On-Site Monitoring Report. Annually, OSSE assigns a risk designation to each LEA based on several criteria, including its IDEA Part B performance³², which OSSE then uses to determine if an

²⁸ 29 U.S.C. § 794.

²⁹ As required by federal regulation 34 C.F.R. § 300.600(c).

³⁰ See Annual Determination reports, attached to this report as Appendix H.

³¹ See <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Risk-Based%20Monitoring%20Guidance.pdf>.

³² Part B of IDEA applies to students ages 3-21

LEA will receive on-site monitoring.³³ LEAs are responsible for being 100% compliant with student-level indicators and LEA-level indicators.³⁴

In 2013, OSSE published an On-Site Compliance Monitoring Report of Yu Ying PCS based on the school's performance in SY 2012-13.³⁵

On-Site Monitoring Report – LEA-Level Compliance			
Compliance Area	Compliant?	Noncompliant Indicators	Corrected?
Extended School Year	1 of 1 indicator compliant	N/A	N/A
Least Restrictive Environment	1 of 1 indicator compliant	N/A	N/A
Individualized Education Program (IEP)	1 of 1 indicator compliant	N/A	N/A
Data	2 of 2 indicators compliant	N/A	N/A
Dispute Resolution	1 of 1 indicators compliant	N/A	N/A
Fiscal	14 of 14 indicators compliant	N/A	N/A

On-Site Monitoring Report – Student-Level Compliance			
Compliance Area	Compliant?	Noncompliant Indicators	Corrected?
Initial Evaluation and Reevaluation	8 of 8 indicators compliant	N/A	N/A
IEP	12 of 13 indicators compliant	<ul style="list-style-type: none"> Implementation of Related Services 	Yes
Least Restrictive Environment	2 of 2 indicators compliant	N/A	N/A

(3) Special Conditions Reports

OSSE submits reports to the U.S. Department of Education's Office of Special

³³ The type of monitoring an LEA will receive varies depending on its designation as a "high," "medium," or "low risk" sub-grantee. An on-site monitoring visit will occur for LEAs classified as "high" risk.

³⁴ If OSSE determined an LEA was less than 100% compliant with a student-level indicator that could not be cured retroactively, OSSE would identify the point of noncompliance as an LEA-level violation and give the LEA 365 days to cure the finding.

³⁵ See SY 2012-13 On-Site Monitoring Report Attachments, attached to this report as Appendix I.

Education Programs (OSEP) three times each year,³⁶ detailing LEAs' compliance in three areas: (1) Initial Evaluation timeliness;³⁷ (2) Reevaluation timeliness; and (3) Secondary Transition requirements (for students age 16 and up). This LEA is evaluated in adhering to Initial Evaluation and Reevaluation timeliness and the outcomes are detailed in the tables below.

Special Conditions Reporting Period – April 2012 through March 2013				
	Quarter 1 (April 1 – June 30)	Quarter 2 (July 1 – September 30)	Quarter 3 (October 1 – December 31)	Quarter 4 (January 1 – March 31)
Initial Evaluation Timeline	N/A ³⁸	N/A	N/A	N/A
Reevaluation Timeline	N/A	N/A	N/A	N/A

Special Conditions Reporting Period – April 2013 through March 2014				
	Quarter 1 (April 1 – June 30)	Quarter 2 (July 1 – September 30)	Quarter 3 (October 1 – December 31)	Quarter 4 (January 1 – March 31)
Initial Evaluation Timeline	N/A	N/A	N/A	N/A
Reevaluation Timeline	N/A	N/A	N/A	N/A

Special Conditions Reporting Period – April 2014 through March 2015			
	August 1 Report (April 1 – June 30)	November 1 Report (July 1 – Sept. 30)	May 1 Report (October 1 – March 31)
Initial Evaluation Timeline	N/A	N/A	N/A
Reevaluation Timeline	N/A	N/A	Compliant

³⁶ Prior to SY 2014-15, OSSE conducted reviews quarterly. The data for the special conditions from that timeframe is thus organized across four quarters.

³⁷ Starting with SY 2017-18, OSSE is no longer under special conditions with OSEP on Initial Evaluations. Moving forward, OSSE will only report on Reevaluation and Secondary Transition in Special Conditions reporting. Initial evaluation data will still be periodically reviewed for compliance and included in Public Reporting for Annual Performance Reports (APRs). For the purposes of this report, Initial Evaluations are included since OSSE reported on this area of compliance in the past.

³⁸ Not applicable (N/A) indicates that OSSE did not conduct a review of the school for the listed compliance area during the specified timeframe.

Special Conditions Reporting Period – April 2015 through March 2016			
	August 1 Report (April 1 – June 30)	November 1 Report (July 1 – Sept. 30)	May 1 Report (October 1 – March 31)
Initial Evaluation Timeline	N/A	N/A	N/A
Reevaluation Timeline	N/A	N/A	N/A

Special Conditions Reporting Period – April 2016 through March 2017			
	August 1 Report (April 1 – June 30)	November 1 Report (July 1 – Sept. 30)	May 1 Report (October 1 – March 31)
Initial Evaluation Timeline	N/A	N/A	N/A
Reevaluation Timeline	N/A	N/A	N/A

Child Find Focused Monitoring Report

In the Child Find review process, OSSE reviews LEA identification rates twice each school year (Fall and Spring). If an LEA has an identification rate less than half of DC’s average identification rate, then OSSE sends the LEA a notification letter. If the LEA is identified again in the second review, then OSSE may conduct focused monitoring activities. During SY 2014-15, OSSE found that Yu Ying PCS identified 6.46% of its students eligible for special education, which was significantly lower than the DC’s 2014-15 identification rate of 14.00%. The focused monitoring activities included student file reviews, staff interviews, and policy reviews. The results of the focused monitoring activities were sent to the LEA’s leader.³⁹ OSSE then conducted a follow-up review and found that the LEA continued to have a persistently low identification rate (5.6%) and issued a follow-up letter in Spring 2016.⁴⁰

OSSE recommended that Yu Ying PCS:

- Ensure that information regarding the special education referral process is included in the Family Handbook and ensure that the information is aligned with federal and local regulatory requirements.
- Ensure that special education information is readily available to parents throughout the year, such as through the LEA’s website, informative brochures, etc.
- Update the LEA’s website to include information for parents regarding special education and provide parents with the website link to this information.

³⁹ Please find the Child Find Focused Monitoring Report for Yu Ying PCS attached as Appendix J.

⁴⁰ Please find the Child Find Focused Monitoring follow-up letter issued to Yu Ying PCS attached as Appendix K.

- Provide staff professional development opportunities throughout the year focused on the special education process.
- Ensure that the LEA's learning support coordinator and/or other appropriate special education staff members work closely with their assigned OSSE LEA monitor to review and/or resolve any special education matters that may arise.
- Have staff access OSSE's Policy in Practice Webinar series relevant to IDEA compliance.

Hearing Officer Determination (HOD) Implementation Review

OSSE manages and oversees compliance through the HOD Tracker (formerly called the Blackman Jones database) that tracks the timely implementation of actions required by HODs. As of July 2017, no HODs have been issued against Yu Ying PCS.⁴¹

⁴¹ HODs are the written decisions issued as a result of a due process complaint that proceeds to hearing. Many other complaints are withdrawn due to settlement or for a host of other reasons. Not all outcomes are required to be tracked and, for this reason, DC PCSB is reporting here only on HODs resulting in finding(s) made against the LEA for the purposes of this report.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY

INTRODUCTION

The SRA requires DC PCSB to revoke a school’s charter if it determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles (GAAP);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.⁴²

The results of DC PCSB’s review of Yu Ying PCS’s financial records are presented below.

SUMMARY OF FINDINGS

Yu Ying PCS has adequate financial performance, has complied with GAAP, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

Yu Ying PCS’s first year of operation was Fiscal Year (FY) 2009. For this report we reviewed the audited financial data from FY 2012 through FY 2016. During this period, both enrollment and total revenues have increased. The school generated surpluses in all five years and the school has built a solid reserve position. Based on our review, Yu Ying PCS does not warrant any concerns for economic viability or fiscal mismanagement.

FINANCIAL OVERVIEW

The following table provides an overview of Yu Ying PCS’s financial information. Between FY 2012 and FY 2016, enrollment and revenue grew by 50% and 46%, respectively. During the same period, the school built a net asset position of \$9.3 million. Overall, the school has exhibited strong financial results as it continues to manage its program in a fiscally responsible manner.

Financial Highlights (\$ in 000s)					
	2012	2013	2014	2015	2016
Maximum Enrollment⁴³	387	468	Unknown ⁴⁴	588	612
Audited Enrollment	367	439	511	528	551
Total Revenue	\$6,813	\$8,047	\$9,384	\$9,765	\$9,962
Surplus/(Deficit)⁴⁵	\$1,393	\$1,117	\$1,621	\$719	\$1,014
Unrestricted Cash Balances	\$3,266	\$4,047	\$5,059	\$5,485	\$6,640

⁴² See D.C. Code § 38-1802.13(b).

⁴³ Maximum Enrollment represents the largest possible number of students for which the school may receive public funding. It may be higher than the school’s targeted or budgeted enrollment, but provides a good proxy for the school’s enrollment expectations over time.

⁴⁴ The maximum enrollment prior to FY 2015 was not located due to missing records.

⁴⁵ Surplus / (Deficit) is total revenue minus total expenses.

Financial Highlights (\$ in 000s)					
	2012	2013	2014	2015	2016
Number of Days of Cash on Hand⁴⁶	233	226	251	243	287
Net Asset Position⁴⁷	\$4,802	\$5,919	\$7,541	\$8,259	\$9,274
Primary Reserve Ratio⁴⁸	89%	85%	97%	91%	104%

FISCAL MANAGEMENT

Overall fiscal management considers the school’s liquidity, debt burden, cost management, and internal controls. Together, these factors reflect the effectiveness of school leaders and the school’s board in managing school finances. Yu Ying PCS’s fiscal management is sound: the school’s liquidity is strong; the school has an adequate ability to service its debt; costs are effectively managed; and the financial audit reveals no issues with their internal control environment. These areas are discussed further below.

Liquidity

Liquidity refers to the school’s ability to meet its financial obligations, particularly in the short term. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school’s viability. Two indicators of a school’s liquidity are its current ratio⁴⁹ and its days of cash on hand. The current ratio measures a school’s financial resources available to meet short-term obligations (i.e., those obligations due in the following 12 months). When the current ratio is less than one, the school’s ability to meet these obligations is in doubt; we consider a current ratio of greater than 1.0 the “target” of acceptable performance. A current ratio below 0.7 raises concern about the school’s liquidity; we consider this the “floor” of acceptable performance. The second measure, days of cash on hand, reflects a school’s ability to satisfy its financial obligations using only existing cash balances (in the event of unexpected cash delays). 45 days of cash on hand is the target and 15 is the floor.

Yu Ying’s current ratio was consistently strong during the last five years, never going below 3.1. This means the school has had at least three times the PCSB target of 1.0 and the school’s vendors have a low risk of nonpayment. Yu Ying PCS’s days of cash on hand also confirms their robust financial position, as it has never been lower than the DC PCSB’s target of 45.

⁴⁶ Number of Days of Cash on Hand equals unrestricted cash and cash equivalents divided by daily operating expenses (which equals annual operating expenses divided by 365 days). It is a measure of the school’s ability to pay debts and claims as they come due.

⁴⁷ Net Asset Position equals total assets minus total liabilities.

⁴⁸ Primary Reserve Ratio equals total net assets, less intangible assets, divided by total annual expenses.

⁴⁹ A school’s current ratio is its current assets divided by current liabilities.

Liquidity							
	Floor	Target	2012	2013	2014	2015	2016
Current Ratio	<0.7	>1.0	3.4	4.5	3.1	5.9	7.7
Number of Days of Cash on Hand	<15	>45	233	226	251	243	287

A final measure of liquidity is solvency,⁵⁰ or a school's ability to pay outstanding obligations, including amounts due to vendors, employees, and lenders should it need to liquidate suddenly. DC PCSB reviewed Yu Ying PCS's FY 2016 audited financial statements and determined that the school has the capability to meet its obligations. Solvency is not an issue for Yu Ying PCS.

Debt Burden

As part of the evaluation of a school's long-term viability, DC PCSB considers a school's debt burden. DC PCSB reviews two debt ratios – the debt ratio⁵¹ and the debt service coverage ratio.⁵² The debt ratio measures how leveraged a school is, or the extent to which a school relies on borrowed funds to finance its operations. A ratio greater than 0.90 is a cause for concern; a ratio below 0.50 is a signal of financial strength. The debt service coverage ratio measures a school's ability to service its debt. For this metric, a ratio less than 1.0 is a cause for concern and a ratio above 1.2 is a sign of strength.

DC PCSB has no concerns with Yu Ying PCS's current debt structure nor its ability to service its debt. The school's debt ratio was above the floor and has trended towards the target in each year. The school's debt coverage ratio exceeds the DC PCSB target.

Debt Burden							
	Floor	Target	2012	2013	2014	2015	2016
Debt Ratio	>0.90	<0.50	0.74	0.69	0.63	0.63	0.60
Debt Service Coverage Ratio	<1.0	>1.2	<i>N/A-metric introduced in FY16</i>				2.4

Cost Management

The following table provides an overview of the school's spending decisions over the past five years. Since FY 2012, expenses increased by 65%, compared to the 46% increase in revenues. The largest increase was for personnel salaries and benefits. However, given the school's strong net asset position, costs appear to be effectively managed at the school.

⁵⁰ Except when the school owns a facility, solvency equals unrestricted cash plus receivables with a high probability of collection, minus liabilities and closure expenses.

⁵¹ Debt Ratio equals the total liabilities divided by the total assets.

⁵² Debt Service Coverage Ratio equals Earnings Before Interest, Depreciation, and Amortization (EBITDA) divided by the sum of scheduled principal payments and interest paid (not including balloon payments).

Cost Management (\$ in 000s)					
	2012	2013	2014	2015	2016
Salaries and Benefits	\$3,227	\$4,304	\$5,088	\$5,933	\$5,965
Direct Student Costs	\$495	\$708	\$581	\$616	\$658
Occupancy Expenses	\$1,056	\$1,232	\$1,146	\$1,315	\$1,159
General Expenses⁵³	\$641	\$685	\$948	\$1,182	\$1,165

As a Percent of Expenses						
	2012	2013	2014	2015	2016	FY16 Sector Median
Salaries and Benefits	60%	62%	66%	66%	67%	61%
Direct Student Costs	9%	10%	7%	7%	7%	11%
Occupancy Expenses	19%	18%	15%	15%	13%	16%
General Expenses	12%	10%	12%	13%	13%	11%

Internal Controls

At the highest level, internal controls are processes assuring achievement of an organization's objectives in operational effectiveness and efficiency, reliable financial reporting, and compliance with laws, regulations, and policies.

Audits of Yu Ying PCS establish that the school has adhered to GAAP. The school's auditors issued unmodified audit opinions on the financial statements for all five years and there were no material weaknesses or other findings identified. Yu Ying PCS's financial audit also confirms the school has an adequate internal control environment.

Internal Controls					
	Audit Year				
	2012	2013	2014	2015	2016
Modified Statement Opinion. The auditor issues an opinion letter on the basic financial statements. An <i>unmodified</i> opinion means the auditor is satisfied professionally that the statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be <i>modified, adverse, or disclaimed</i> .	No	No	No	No	No
Material Weakness. A material weakness is a deficiency, or combination of deficiencies, in internal control over financial reporting, such that there is a reasonable	No	No	No	No	No

⁵³ DC PCSB has worked with the Financial Oversight Task Force to revise definitions of cost categories, including combining Office Expenses and General Expenses beginning in FY 2016. Other category definitions have also changed over time.

Internal Controls					
	Audit Year				
	2012	2013	2014	2015	2016
possibility that a material misstatement of the school's financial statements will not be prevented, or detected and corrected in a timely manner.					
Statement Non-Compliance. The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a direct and material effect on the determination of financial statement amounts.	No	No	No	No	No
Modified Program Opinion (Uniform Guidance). When expenditures of federal funds are greater than \$750,000, the auditor performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school's major federal programs. A <i>modified opinion</i> indicates instances of noncompliance.	No	N/A	N/A	No	N/A
Program Material Weakness (Uniform Guidance). In planning and performing the audit of major Federal programs, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable possibility of material noncompliance with a requirement of a federal program that will not be prevented, or detected and corrected, on a timely basis.	No	N/A	N/A	No	N/A
Findings & Questioned Costs. The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0	0	0
Unresolved Prior Year Findings. The auditor discloses prior year audit findings that have not been corrected.	No	No	No	No	No
Going-Concern Issue. The auditor indicates that the financial strength of the school is questioned.	No	No	No	No	No
Debt-Compliance Issue. The audit discloses that the school was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	No	No	No	No	No

ECONOMIC VIABILITY

Measures of economic sustainability include earnings and cash flows, reserves, and trends in both enrollment and revenue. Together, these measures assess the risk that the school will not be able to continue operations. The first set of indicators address earnings and cash flow, specifically the school's operating results⁵⁴ and earnings before depreciation and amortization (EBDA).⁵⁵ In general, DC PCSB recommends that a school have positive annual operating results and cash flows.

⁵⁴ Total annual revenue less total annual expenditures.

⁵⁵ EBDA is the change in net assets plus depreciation and amortization.

Based on these measures, Yu Ying PCS’s performance has been strong. The school generated a surplus each year, and EBDA was over \$1.5 million each year under review.

(\$ in 000s)	Floor	2012	2013	2014	2015	2016
Surplus/Deficit	<0	\$1,393	\$1,117	\$1,621	\$719	\$1,014
Earnings before Depreciation and Amortization	<0	\$1,710	\$1,519	\$2,033	\$1,525	\$1,523

Other measures of economic viability include the school’s net asset position and primary reserve ratio. DC PCSB would be concerned with net assets reserves below zero. We expect that schools accrue reserves greater than or equal to 25% of operating expenditures-

Yu Ying PCS’s net asset position grew by 93% between FY 2012 and FY 2016 as the school has continued to run operating surpluses and add to reserves. The primary reserve ratio has exceeded the 25% target in all five years, crossing 100% in FY 2016.

(\$ in 000s)	Floor	Target	2012	2013	2014	2015	2016
Net Asset Position	<0	N/A	\$4,802	\$5,919	\$7,541	\$8,259	\$9,274
Primary Reserve Ratio	<0	>25%	89%	85%	97%	91%	104%

The final measures of economic viability are trends in enrollment and revenues. Enrollment trends provide information about the school’s ability to attract students and receive DC and federal funds for operations. Stable or growing enrollment and revenue indicates that the school is likely to remain financially stable, barring any extraordinary circumstances. Declining enrollment, however, may be cause for concern.

Yu Ying PCS’s enrollment and revenue grew from FY 2012 through FY 2017. Given the school’s academic track record and popularity among families in DC, DC PCSB believes that he school will be able to continue to attract students and serve the community.

Enrollment over Time						
	2012	2013	2014	2015	2016	2017
Enrollment	367	439	511	528	551	571
Growth in Enrollment	52%	20%	16%	3%	4%	4%
Growth in Revenues	11%	18%	17%	4%	2%	N/A

Washington Yu Ying PCS 10-Year Charter Review Report

Appendix

- A. Charter Agreement
- B. December 2015 Charter Amendment
- C. 2015-16 Annual Report
- D. 5-Year Charter Review Report
- E. PMF as Goals Policy
- F. QSR Report
- G. Compliance Reports
- H. Annual Determination Reports
- I. 2012-13 On-Site Monitoring Report Attachments
- J. Child Find Focused Monitoring Report
- K. Child Find Focused Monitoring follow-up letter

Appendix A

Charter Agreement

Charter Agreement Amendment

FOURTH AMENDMENT TO THE 2014 SECOND AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND WASHINGTON YU YING PUBLIC CHARTER SCHOOL

This Amendment (the “**Amendment**”) is entered into by and between Washington Yu Ying Public Charter School, a District of Columbia nonprofit corporation (the “**School Corporation**”) and the DC Public Charter School Board (originally “**PCSB**,” hereinafter “**DC PCSB**” or the “**Charter Board**”; collectively, the “**Parties**”). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on May 19, 2008, wherein the School Corporation agreed, among other things, to operate a public charter school (the “**School**”) in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the “**Act**”);

WHEREAS, the Parties entered into an amended and restated contract on June 16, 2014, wherein the School Corporation agreed, among other things, to continue operating the School in accordance with the Act.];

WHEREAS, the Parties entered into a second amended and restated contract on September 2, 2014 (the “**Charter Agreement**”), wherein the School Corporation agreed, among other things, to continue operating the School in accordance with the Act.];

WHEREAS, on December 14, 2015, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to amend its mission statement;

WHEREAS, on June 15, 2015, DC PCSB voted to approve a petition from the School Corporation to assign its rights and obligations regarding the middle and high school to DC International School (DCI); and

WHEREAS, on October 17, 2016, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to correct its enrollment ceiling.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 Section 2.3 of the Charter Agreement is struck and replaced with the following:

2.3. Goals and Academic Achievement Expectations.

A. The School Corporation has selected as its measure of academic achievement expectations for its PK-3 through fifth grade programming the indicators listed in the Early Childhood/Elementary School/Middle School (PK-8) Performance Management Framework (“**PMF**”).

(i) Accordingly, changes to the PMF implemented by DC PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights automatically become part of the measurement of the School’s academic achievement expectations. However, if changes other than those listed above are made to the PMF that the School Corporation elects not to accept, the School Corporation shall provide DC PCSB a petition for a charter revision pursuant to § 38-1802.04(c)(10).

(ii) The School Corporation currently operates one campus. If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated by DC PCSB both individually and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined in this Section. (“**Campus**” is defined by DC PCSB’s *Definition of School, Campus and Facility Policy* as having: a distinct grade range; a single school leader responsible for the academic program for the entire grade span of the campus; distinct goals to measure progress and attainment; student matriculation from one grade to the next in a clear progression that does not require internal lotteries; an LEA identifier; and a unique campus-identifier assigned to it by the DC Office of the State Superintendent of Education (“**OSSE**”). A campus may have a distinct grade span, such as early childhood, elementary, middle, or high school, or a combination of the above. A campus may be in the same facility or different facilities.)

B. Teacher Interaction Score and Additional Measures. The full description of the PMF is contained in the associated Policy & Technical Guide (“PMF Guide”). Pursuant to the PMF Guide, DC PCSB will use a teacher interaction score to assess prekindergarten (“PK”) instruction in schools with PK programs as shown in the chart below. If a measure is not included in the School Corporation’s PMF scoring, it will be displayed on the School’s Score Card as an un-tiered measure. The table below includes both the teacher interactive score, which is part of the PMF score, and the additional measures that may be considered as part of review and renewal but are not part of the school’s score.

Domain	Measure/Assessment	Counts in PMF Score?
Pre-kindergarten Emotional Support	Classroom Assessment Scoring System (CLASS) Emotional Support Domain scored by an external vendor as designated by the publisher and detailed in the PMF Guide for that given year.	Yes

Domain	Measure/Assessment		Counts in PMF Score?
Pre-kindergarten Classroom Organization	Classroom Assessment Scoring System Classroom Organization (CLASS) Classroom Organization Domain scored by an external vendor as designated by the publisher and detailed in the PMF Guide for that given year.		Yes
Pre-kindergarten Instructional Support	Pre-kindergarten Instructional Support Classroom Assessment Scoring System (CLASS) Instructional Support Domain scored by an external vendor as designated by the publisher and detailed in the PMF Guide for that given year		Yes
Pre-kindergarten Language and Literacy Student Outcomes	Brigance (SY 2013-14 and beyond) as designated by the publisher and detailed in PMF Guide for that given year.		No
Pre-kindergarten Mathematics Student Outcomes	Brigance (SY 2013-14 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year.		No
Kindergarten Literacy Student Outcomes	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (SY 2013-14 and SY 2014-15) as designated by the publisher and detailed in the PMF Guide for that given year.	NWEA MAP Literacy (SY 2015-16 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year.	No
Kindergarten Math Student Outcomes	Discovery (SY 2013-14 and SY 2014-15) as designated by the publisher and detailed in the PMF Guide for that given year.	NWEA MAP Math (SY 2015-16 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	No
Grade One and Two Literacy Student Outcomes	DIBELS (SY 2013-14 and SY 2014-15) as designated by the publisher and detailed in the PMF Guide for that given year.	NWEA MAP Literacy (SY 2015-16 and beyond) as designated by the publisher and detailed in the PMF Guide for that given year	No
Grade One and Two Mathematics Student Outcomes	Discovery (SY 2013-14 and SY 2014-15) as designated by the	NWEA MAP Math (SY 2015-16 and beyond) as designated by the publisher	No

Domain	Measure/Assessment		Counts in PMF Score?
	publisher and detailed in the PMF Guide for that given year.	and detailed in the PMF Guide for that given year	

C. Standard for charter review and renewal. The School Corporation’s ten-year charter review will occur in school year 2017-18 and the fifteen-year charter renewal will occur in school year 2022-23. The School Corporation will be deemed to have met its goals and academic achievement expectations if:

Ten-Year Charter Review: At its ten-year charter review in school year 2017-18, the school’s average PMF score for SY 2012-13, 2013-14, 2015-16, and 2016-17 is equal to or exceeds 45%; and the school has met the floor of all Early Childhood PMF measures in SY 2013-14.

Charter Renewal: At its fifteenth-year charter renewal in SY 2022-2023, the school’s average PMF score for SY 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22 is equal to or exceeds 50%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF’s scores over the five-year period; provided that for school year 2014-15, the DC PCSB Board may consider improvement on the PMF indicators and measures. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

D. The School Corporation shall conduct district-wide assessments for its students and shall report the scores to DC PCSB in a timely manner, if DC PCSB does not receive them directly from OSSE.

E. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act for any proposed changes to the School’s academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by DC PCSB, or the manner in which the School will conduct district-wide assessments, in accordance with DC PCSB’s *Charter Amendments for Revised Goals and Academic Achievement Expectations Policy* and no later than April 1 prior

to the Academic Year in which the proposed changes will be implemented.

SECTION 2. CHARTER AGREEMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

SECTION 3. OTHER PROVISIONS

3.1 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

3.2 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

3.3 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

3.4 Assignment. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

3.5 No Third-Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

3.6 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

3.7 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

3.8 Dispute Resolution. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-1802.13 of the Act, or to exercise any other authority pursuant to the Charter Agreement, this Amendment, or the law.

3.9 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spears@dcpcsb.org
Telephone: (202) 328-2660

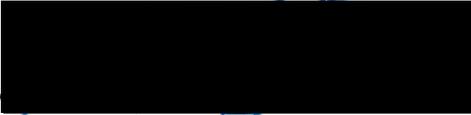
If to the School Corporation:

Yu Ying PCS
Attention: Maquita Alexander
maquita@washingtoneyuying.org
202-635-1950

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

**WASHINGTON YU YING PUBLIC
CHARTER SCHOOL**

**DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD**

By 

By 

Ned Cabot
Yu Ying PCS Board Chair

Darren Woodruff, Ph.D
DC PCSB Board Chair

Date: 8/21/17

Date: 8/1/2017

Charter Agreement Amendment

SECOND AMENDMENT TO THE 2015 AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND WASHINGTON YU YING PUBLIC CHARTER SCHOOL

This Amendment (the “**Amendment**”) is entered into by and between Washington Yu Ying Public Charter School, a District of Columbia nonprofit corporation (the “**School Corporation**”) and the DC Public Charter School Board (originally “**PCSB**”, hereinafter “**DC PCSB**” or the “**Charter Board**”; collectively, the “**Parties**”). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on May 19, 2008, wherein the School Corporation agreed, among other things, to operate a public charter school (the “**School**”) in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the “**Act**”);

WHEREAS, the Parties entered into an amended and restated contract on June 16, 2015 (the “**Charter Agreement**”), wherein the School Corporation agreed, among other things, to continue operating the School in accordance with the Act; and

WHEREAS, on December 14, 2015, DC PCSB voted to approve a petition from the School Corporation to amend its Charter to amend its mission statement.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 Section 3.2 C of the Charter Agreement is struck and replaced with the following:

C. The School shall maintain an enrollment substantially in accordance with Schedule I. The School Corporation shall provide PCSB a written request for approval for an increase in the maximum enrollment of the School no later than three (3) months before the requested change date with evidence that (a.) the School Property has sufficient capacity to accommodate the increased enrollment; and (b.) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase; (c) a revised Schedule I; and (d) such other items as PCSB may request.

1.2 Schedule I attached to the Charter Agreement is struck and replaced with the schedule I attached to this amendment.

1.3 Section 3.3 of the Charter Agreement is struck in its entirety and replaced with the following:

3.3 Disciplinary Policies

A. The School Corporation shall implement student disciplinary policies and procedures, including policies and procedures for the suspension and expulsion of students, and shall provide a copy of those policies and procedures to students and parents within the first ten business days of the beginning of the school year, and provide a copy to DC PCSB for its approval as part of the Annual Compliance Reporting. Such policies and procedures shall be age/grade level appropriate and consistent with applicable law including, but not limited to, requirements for provision of alternative instruction, and federal laws and regulations governing the discipline and placement of students with disabilities. However, the School Corporation agrees to provide DC PCSB with a written request for approval prior to the adoption of any material changes to its Discipline Policies that are to take effect before the next Annual Compliance Reporting.

B. Pursuant to DC PCSB's Data and Document Submission Policy, the School Corporation shall track and report suspensions and expulsions in accordance with the expectations for timely submission, including daily attendance, which is uploaded weekly, and discipline data, which is uploaded monthly. The School Corporation shall use the data management reporting software identified by DC PCSB. If the School Corporation operates two or more campuses, the School Corporation shall maintain, track, and report discipline data for each campus separately.

1.4 Attachment H to the Charter Agreement is struck in its entirety.

SECTION 2. CHARTER AGREEMENT

2.1 **Reservation of Rights.** The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 **Continuing Effectiveness.** Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

2.3 **Representations and Warranties.** The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

2.4 **Counterparts and Electronic Signature.** This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

2.5 **Severability.** In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

2.6 Assignment. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.7 No Third Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

2.8 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

2.9 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

2.10 Dispute Resolution. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-1802.13 of the Act, or to exercise any other authority pursuant to the Charter Agreement, this Amendment, or the law.

2.11 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

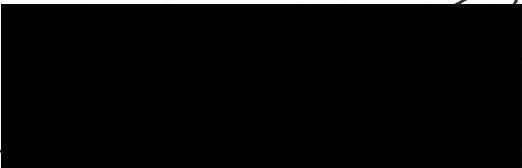
District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spearson@dpcsb.org
Telephone: (202) 328-2660

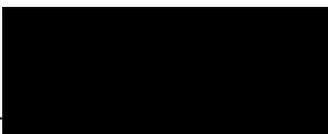
If to the School Corporation:
Yu Ying PCS
220 Taylor St. NE
Washington, DC 20017
Attention: Maquita Alexander
maquita@washingtoneyuying.org
202-635-1950

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

**WASHINGTON YU YING
PUBLIC CHARTER SCHOOL**

**DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD**

By: 

By: 

Ned Cabot

Darren Woodruff, Ph.D.

Yu Ying PCS Board Chair

DC PCSB Board Chair

Date:

Date:

Schedule I. Maximum Enrollment Schedule

Washington Yu Ying Public Charter School

Washington Yu Ying PCS reserves the right to adjust the number of students in each grade, while staying within the confines of the total LEA enrollment for each school year.

Grade	2014-15	2015-16	2016-17	2017-18 and Beyond
PK3	60	60	60	60
PK4	76	76	76	76
K	76	76	76	76
1	76	76	76	76
2	114	76	76	76
3	70	114	76	76
4	64	70	114	76
5	52	64	70	114
LEA Total	588	612	624	630

Charter Agreement Amendment

FIRST AMENDMENT TO THE 2015 AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND WASHINGTON YU YING PUBLIC CHARTER SCHOOL

This Amendment (the “**Amendment**”) is entered into by and between Washington Yu Ying Public Charter School, a District of Columbia nonprofit corporation (the “**School Corporation**”) and the DC Public Charter School Board (“**DC PCSB**” or the “**Charter Board**”; collectively, the “**Parties**”). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on May 19, 2008, wherein the School Corporation agreed, among other things, to operate a public charter school (the “**School**”) in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the “**Act**”).

WHEREAS, the Parties entered into an amended and restated contract on June 16, 2015 (the “**Charter Agreement**”), wherein the School Corporation agreed, among other things, to continue operating the School in accordance with the Act.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows.

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 Section 2.1 of the Charter Agreement (mistakenly labeled as Section 2 A. in the Charter Agreement) is struck in its entirety and replaced with the following.

2.1 Mission Statement.

A. The School Corporation shall operate in accordance with its mission statement: “Washington Yu Ying PCS strives 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.”

B. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to its mission.

SECTION 2. CHARTER AGREEMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

2.3 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

2.4 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

2.5 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

2.6 Assignment. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.7 No Third Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

2.8 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

2.9 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

2.10 Dispute Resolution. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter Agreement pursuant to D.C. Code § 38-1802.13.

2.11 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested,

in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spears@dcpcsb.org
Telephone: 202-328-2660

If to the School Corporation:

Washington Yu Ying PCS
2nd St NE
Washington, DC 20017
Attention: Maquita Alexander, Head of School
maquita@washingtoneyu.org
202-635-1950

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

**WASHINGTON YU YING
PUBLIC CHARTER SCHOOL**

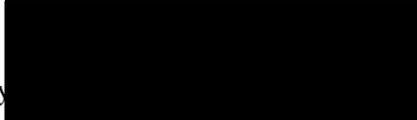
**DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD**

By 

Maurice Smith

Washington Yu Ying PCS Board Chair

Date:

By 

Darren Woodruff, Ph.D

DC PCSB Board Chair

Date: 8/5/2016

SECOND AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

WASHINGTON YU YING PUBLIC CHARTER SCHOOL

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SECOND AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT

This SECOND AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT (this “**Agreement**”) is entered into on this 2nd day of September 2014 by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (“**PCSB**”) and WASHINGTON YU YING PUBLIC CHARTER SCHOOL, a District of Columbia nonprofit corporation (the “**School Corporation**”).

RECITALS

WHEREAS, pursuant to the Congressionally-enacted District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the “**Act**”), PCSB has authority to charter, monitor, oversee, and amend, renew and/or revoke charters of School Corporations in a manner consistent with the letter and intent of the Act;

WHEREAS, pursuant to §38-1802.03 of the Act, PCSB has the authority to approve petitions to establish public charter schools in the District of Columbia and to approve amendments thereof;

WHEREAS, the School Corporation submitted, and PCSB approved, a petition in accordance with §38-1802.02 of the Act to establish the public charter school known as Washington Yu Ying Public Charter School (the “**Original Petition**”), and the School Corporation and PCSB entered into a Charter School Agreement, dated as of May 19, 2008, memorializing certain obligations of the School Corporation in relation to the operation of the public charter school described in the Original Petition (the “**Original Agreement**”);

WHEREAS, the School Corporation submitted a petition to PCSB pursuant to §38-1802.04(c)(10) of the Act to amend the Original Agreement to expand its enrollment to include students in middle school and high school, and such petition was conditionally approved by PCSB on December 17, 2012 (the “**YY Charter Amendment**”);

WHEREAS, each of Elsie Whitlow Stokes Community Freedom Public Charter School, Latin American Montessori Bilingual Public Charter School PCS, Mundo Verde Public Charter School, and DC Bilingual Public Charter School (collectively, with the School Corporation, the “**Member Schools**”) also submitted a petition to amend its respective charter to expand its program to include a middle school and a high school on terms and conditions substantially similar to those specified in the Yu Ying Charter Amendment, and each adopted an identical mission statement, goals, curricula and education philosophy to that specified in the Yu Ying Charter Amendment for its middle school and high school, and, after an additional public hearing, PCSB conditionally approved each such petition on June 24, 2013 (each, together with the Yu Ying Charter Amendment, a “**Member School Charter Amendment**” and collectively, as amended, the “**Combined School Petition**”);

WHEREAS, the Member Schools’ Charter Amendments provide that the Member Schools’ middle school and high school will be operated jointly as a single middle-high school (the “**Combined School**”), operated by the District of Columbia International School, a District of Columbia nonprofit corporation (“**DCI**” or the “**Combined School Corporation**”);

WHEREAS, pursuant to an Amended and Restated Charter Agreement executed by the School Corporation and PCSB on June 16, 2014 (the “**First Amended Agreement**”), PCSB acknowledged the School Corporation’s authority, in accordance with the Combined School Petition, to participate in the Co-located School Campus with the other Member Schools through the establishment of DCI, whose sole purpose was to operate the Co-located School Campus;

WHEREAS, pursuant to § 38-1802.01(c-1) of the Act, PCSB has the authority to approve one joint program for applicants seeking to establish a jointly operated school where two or more public charter schools that have adopted, for the combined program, identical mission statements, goals, curricula and educational philosophy may combine to create a jointly operated middle and high school;

WHEREAS, pursuant to the DCI Operation Agreement executed among the Member Schools and DCI (as amended, the “**Assignment**”) the Member Schools have assigned, transferred and delegated to, and combined all of their respective authority and responsibilities for the operations of the Combined School, to DCI;

WHEREAS, at its July 21, 2014 Board meeting, PCSB voted to approve the Combined School as operated by DCI as the one joint program it has the authority to approve, and to treat DCI as a public charter school pursuant to § 38-1802.01(c-1) of the Act (the “**Combined School Approval**”); and

WHEREAS, the Parties wish to amend, restate and supersede the First Amended Agreement in order to give effect to PCSB’s recognition of the assignment of the rights, responsibilities, and authority of the middle and high schools of the School Corporation to DCI now holding all authority, rights and responsibilities in relation to the Combined School Petition and the operation of the Combined School.

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the parties agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. The School Corporation, which established a public charter school (the “**School**”) in the District of Columbia in 2008 pursuant to the terms and conditions of the Original Petition and the Original Agreement, shall continue to operate such School in accordance with this Agreement, the Act, and other applicable federal and District of Columbia laws. Effective as of July 1, 2014, the School’s charter shall include both an elementary school Campus, consisting of grades pre-K 3 through five and a middle/high school campus, consisting of grades six through twelve (“**Campus**” is defined as a distinct grade-span, such as early childhood, elementary, middle, or high school or a combination of such); provided that the middle and high school campuses are authorized to be operated solely and jointly with the middle and high school campuses of the other Member Schools, as DCI, and as detailed in sections 1.1C and 10.6 of this agreement and the DCI Direct Agreement as defined below.

A. Effect of Amendment and Restatement. Effective as of September 2, 2014, this Agreement amends and supersedes the Original Agreement, as amended and superseded by

the First Amended Agreement; shall constitute the School Corporation's charter (the "Charter"); and shall be binding on the School Corporation, the School, and PCSB.

B. Charter. Pursuant to §38-1802.03(h)(2) of the Act, the following sections of the YY Charter Amendment are specifically included as part of the Charter:

(i) The School's statement regarding the mission and goals of the School and the manner in which the school will conduct any district-wide assessments, as set forth in Sections 2.1 and 2.3 of this Agreement;

(ii) Proposed Rules and Policies for Governance and Operation of School Corporation, [**Attachment A**];

(iii) Articles of Incorporation and Bylaws of the School Corporation, [**Attachment B**];

(iv) Procedures to Ensure Health and Safety of Students and Employees, [**Attachment C**];

(v) Assurance to Seek, Obtain, and Maintain Accreditation [**Attachment D**];
and

(vi) Relationship Between School and Employees, [**Attachment E**].

The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to these provisions in this Section 1.1(B) of the Agreement, except that the School Corporation shall be permitted to change and submit to PCSB for approval, but shall not be required to provide PCSB a petition for a charter revision for any proposed changes to its Articles of Incorporation or Bylaws, Rules and Policies for Governance and Operation, or changes in its accrediting body.

C. Effect of Combined School Approval. By virtue of the Combined School Approval and the Assignment, the middle-high school campus previously authorized to be created by the School Corporation under the operation of DCI is no longer a part of the School Corporation but rather is a part of the Combined School, which is separately existing and operated by DCI. Pursuant to the Combined School Approval and Assignment, the School Corporation has assigned, transferred, and delegated all of its authority, rights and responsibilities under the Act with respect to its middle-high school campus to DCI. The Parties further acknowledge that DCI is bound to operate the Combined School in accordance with the Act and a direct agreement between PCSB and DCI that recognizes DCI's possession of the rights, authority and responsibilities of the Combined School and treats DCI as a public charter school under the Act ("**DCI Direct Agreement**"). The School Corporation shall have no rights to participate in the operation of DCI or the Combined School (except as may be agreed between DCI and the Member Schools from time to time) nor any responsibility for the obligations of DCI or the operation of the Combined School.

1.2 Effective Date and Term. The Charter commenced on May 8, 2008 and shall continue for a term of fifteen years therefrom unless renewed, revoked, or terminated in

accordance with §§38-1802.12 and 1802.13 of the Act and Section 9 of this Agreement; provided that the middle-high school campus, the rights, authority, and responsibility of which have been approved as part of the jointly operated middle-high school DCI in accordance with § 38-1802.01(c-1) of the Act and assigned pursuant to the Assignment, will be deemed to have commenced on September 2, 2014, and shall continue for a term of fifteen years therefrom unless renewed, revoked, or terminated in accordance with §§38-1802.12 and 1802.13 of the Act and Section 9 of the DCI Direct Agreement.

SECTION 2. EDUCATIONAL PROGRAM

A. Mission Statement. **A.** The School Corporation shall operate in accordance with its mission statement: “Washington Yu Ying Public Charter School; Inspiring and preparing young people to create a better world by challenging them to reach their full potential in a nurturing Chinese and English educational environment.”

B. The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to its mission.

2.2 Age-Grade. **A.** Pursuant to § 38-1802.04(c)(14) of the Act, the School shall provide instruction to students in grades pre-k3 through five. In the first five Academic Years following the Amendment Effective Date, the School may provide instruction to students in accordance with maximum enrollment set forth in Schedule I. “**Academic Year**” shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year.

B. The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act in order to instruct students in any other age/grade. If the participation of the School Corporation in the Combined School ends for any reason, in accordance with the Assignment, the School Corporation must submit a petition to revise its charter to instruct students in any age/grade other than grades pre-k3 through five.

2.3 Goals and Academic Achievement Expectations. **A.** The School Corporation has the following academic and mission-specific goals:

- (1) Students will achieve literacy in English.
- (2) Students will achieve literacy in Chinese.
- (3) Students will be adept inquirers and flexible thinkers capable of solving problems effectively.
- (4) Students will understand and master increasingly complex mathematical concepts.
- (5) Students will master the scientific method and apply it.
- (6) Students will be able to relate their learning to the outside world.

(7) Students will become life-long learners who possess a positive attitude toward school and learning.

(8) The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.

(9) Students will embrace diversity and respect other cultures.

(10) Students will treat themselves, other students, staff and the physical plant with respect.

(11) Students will learn to work collaboratively and resolve conflicts effectively and safely.

(12) Students will embrace the community by contributing to their school and wider community with service projects.

(13) Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.

(14) The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and board members.

(15) The school will be a good citizen and contribute to the local community.

(16) The school will be led by an active Board of Trustees that will work with the Head of School and principal to effectively run the School.

(17) The school will be in sound fiscal health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.

B. The School Corporation shall conduct district wide assessments for its students as required by applicable law and shall report the scores to PCSB in a timely manner, if PCSB does not receive them directly from OSSE.

The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by PCSB, or the manner in which the School will conduct district-wide assessments, no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

2.4 Curriculum. **A.** The School Corporation shall design and implement the educational program set forth in its Original Petition.

B. The School Corporation shall have exclusive control over its instructional methods, consistent with §38-1802.04(c)(3)(a) of the Act, but the School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any material change in the curriculum that results in a material change in the School’s mission or goals no later than April 1 prior to the Academic Year in which the modified curriculum will take effect. The School Corporation shall provide PCSB with any materials requested by PCSB in connection with the petition for charter revision. A change in textbooks, formative assessments, or other instructional resources shall not be deemed a material change.

2.5 Students with Disabilities. **A.** The School Corporation shall provide services and accommodations to students with disabilities in accordance with part B of the Individuals with Disabilities Education Act (20 U.S.C. §1411 *et. seq.*), the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 *et. seq.*), Section 504 of the Rehabilitation Act of 1973 (20 U.S.C. 794), and any other federal requirements concerning the education of students with disabilities.

B. Pursuant to §38-1802.10(c) of the Act, the School Corporation has elected to be treated as a local educational agency (“**LEA**”) for the purpose of providing services to students with disabilities. The School Corporation shall notify PCSB in writing of any change in election by April 1 prior to any Academic Year in which the change in election shall be effective.

SECTION 3. ADMINISTRATION AND OPERATION

3.1 Location. **A.** The head office of the School Corporation and the academic campus shall be located at 220 Taylor St NE, Washington, DC 20017 (the “**School Property**”).

B. The School shall not operate at a location other than the School Property, unless the School Corporation provides a written request for approval to PCSB at least three (3) months prior to its intended relocation. PCSB reserves the right to delay or prohibit the School’s opening in any such new property until the School Corporation has satisfied the pre-opening requirements listed in **Attachment F**.

3.2 Enrollment. **A.** Enrollment in the School shall be open to all students of ages or in grades as set forth in Section 2.2 above who are residents of the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by §38-1802.06 of the Act. The School Corporation shall determine whether each student resides in the District of Columbia according to guidelines established by the D.C. Office of the State Superintendent of Education (“**OSSE**”).

B. If eligible applicants for enrollment at the School for any Academic Year exceed the number of spaces available at the School for such Academic Year, the School Corporation shall select students pursuant to the random selection process in **Attachment G** and in accordance with the requirements of the Act. The random selection process shall include (i) an annual deadline for enrollment applications that is fair and set in advance of the deadline; and (ii) a process for selecting students for each Academic Year (a) if applications submitted by the

deadline exceed available spaces, and (b) if spaces become available after the beginning of the Academic Year. The School Corporation shall provide PCSB with written notice of any material change to the random selection process described above at least thirty (30) days prior to the date of the proposed implementation.

C. The School shall maintain an enrollment of no more than 588 students in the 2014-2015 Academic Year, and no more than 592 students in subsequent Academic Years substantially in accordance with **Schedule I**. The School Corporation shall provide PCSB a written request for approval for an increase in the maximum enrollment of the School no later than three (3) months before the requested change date with evidence that (a.) the School Property has sufficient capacity to accommodate the increased enrollment; and (b.) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase; (c) a revised Schedule I; and (d) such other items as PCSB may request.

3.3 Disciplinary Policies. A. The School Corporation shall implement student disciplinary policies and procedures, including policies and procedures for the suspension and expulsion of students (“Discipline Policies”), and shall provide a copy of those policies and procedures to students and parents within the first ten (10) days of the beginning of each school year, and provide a copy to PCSB as part of the annual compliance reporting. Such policies and procedures shall be age/grade level appropriate and consistent with applicable law including, but not limited to, requirements for provision of alternative instruction, and federal laws and regulations governing the discipline and placement of students with disabilities. The School Corporation agrees to provide PCSB with 60 days’ written notice prior to adoption of any material change to its Discipline Policies. Copies of the current Discipline Policies (See **Attachment H**) have been submitted to PCSB.

B. Pursuant to PCSB’s Attendance and Discipline Data Policy, the School Corporation shall track suspensions and expulsions, by Campus, on a monthly basis using the data management reporting software identified by PCSB. All such attendance and discipline data shall be maintained, tracked, and reported for each Campus separately.

C. The School Corporation shall report any student expulsions or suspensions for longer than five (5) days to PCSB within ten (10) days of the expulsion or suspension and will maintain records of all expulsions and suspensions by the School. All such data shall be maintained, tracked, and reported by the School Corporation for each of its Campuses separately.

3.4 Complaint Resolution Process. Pursuant to §38-1802.04(c)(13) of the Act, the School Corporation shall establish an informal complaint resolution process and shall provide a copy to students, parents, and PCSB. Such policies and procedures shall be consistent with applicable law. The School Corporation shall provide PCSB written notice of a material change to such complaint resolution process at least three (3) months prior to adoption.

3.5 Operational Control.

A. Pursuant to §38-1802.04(c)(3) of the Act, the School Corporation shall exercise exclusive control over its expenditures, administration, personnel and instructional methods subject to limitations imposed in § 38-1802.04 of the Act.

B. Pursuant to §38-1802.04(b) of the Act, the School Corporation shall have the following powers, consistent with the Act and the terms of this Agreement:

- (i) to adopt a name and a corporate seal;
- (ii) to acquire real property for use as the School's facilities;
- (iii) to receive and disburse funds for School purposes;
- (iv) subject to §38-1802.04 (c)(1) of the Act; to make contracts and leases including agreements to procure or purchase services, equipment, and supplies;
- (v) subject to §38-1802.04 (c)(1) of the Act, to secure appropriate insurance;
- (vi) to incur debt in reasonable anticipation of the receipt of funds from the general fund of the District of Columbia or the receipt of federal or private funds;
- (vii) to solicit and accept any grants or gifts for School purposes;
- (viii) to be responsible for the School's operation, including preparation of a budget and personnel matters; and
- (ix) to sue and be sued in the School Corporation's own name.

3.6 Accreditation.

A. Within five years from the effective date of this Second Amended and Restated Charter, the School Corporation shall seek, obtain and maintain accreditation from an appropriate accrediting agency as set forth in §38-1802.02(16) of the Act. (See **Attachment D** for such an assurance.)

B. The School Corporation shall provide PCSB with a written request for approval for any proposed changes to the School's accreditation.

3.7 Nonsectarian. The School Corporation and the School shall be nonsectarian and shall not be affiliated with a sectarian school or religious institution.

SECTION 4. GOVERNANCE

4.1 Organization. The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

4.2 Corporate Purpose. The purpose of the School Corporation as set forth in its articles of incorporation shall be limited to the operation of a public charter school pursuant to §38-1802.04(c)(16) of the Act.

4.3 Governance. **A.** The School Corporation shall be governed by a Board of Trustees (the "**Board of Trustees**"). The Board of Trustees are fiduciaries of the School

Corporation and shall operate in accordance with the School Corporation's articles of incorporation and by-laws consistent with this Agreement and the provisions of the Act and the District of Columbia Nonprofit Corporation Act.

A. Pursuant to §38-1802.04(c)(10) of the Act, the Board of Trustees shall provide PCSB with written a request for approval of any material change(s) to its articles of incorporation or bylaws within three (3) months of the effective date of such change.

4.4 Composition. Pursuant to §38-1802.05 of the Act, the Board of Trustees of the School Corporation shall consist of an odd number of members, with a minimum of three (3) members and a maximum of fifteen (15) members, at least two of whom shall be parents of students currently attending the School, and the majority of whom shall be residents of the District of Columbia.

4.5. Authority. Pursuant to §38-1802.05 of the Act, the Board of Trustees shall have the final decision-making authority for all matters relating to the operation of the School, consistent with this Agreement, the Act, and other applicable law; however nothing herein shall prevent the Board of Trustees from delegating decision-making authority to officers, employees, and agents of the School Corporation. The Board of Trustees shall (a) set the overall policy for the School; (b) be responsible for overseeing the academic and fiscal integrity of the School; and (c) assure the School's compliance with this Agreement and the Act.

SECTION 5. FINANCIAL OPERATION AND RECORD KEEPING

5.1 Financial Management. The School Corporation shall operate in accordance with Generally Accepted Accounting Principles ("GAAP") and other generally accepted standards of fiscal management and sound business practices to permit preparation of the audited financial statements required in §38-1802.04(c)(11) of the Act. The School Corporation's accounting methods shall comply in all instances with any applicable governmental accounting requirements.

5.2 Tuition and Fees. The School Corporation shall not charge tuition to any student, other than a non-resident student in accordance with §38-1802.06(e) of the Act, unless such student would otherwise be liable for tuition costs under the Act. The School Corporation may charge reasonable fees or other payment for after school programs, field trips, or similar student activities.

5.3 Costs. The School Corporation shall be responsible for all costs associated with operation of the School including the costs of goods, services, and any district-wide assessments or standardized testing required by this Agreement or by applicable law.

5.4 Contracts. **A.** Pursuant to §38-1802.04(c)(1) of the Act, the School Corporation shall provide PCSB with respect to any procurement contract awarded by the School Corporation or any entity on its behalf and having a value equal to or exceeding \$25,000, not later than three (3) days after the date on which such award is made (i) all bids for the contract received by the School Corporation, if any; (ii) the name of the contractor who is awarded the contract; and (iii) the rationale for the award of the contract. The PCSB may request copies of these procurement contracts to be provided to the PCSB upon request. The foregoing shall not apply to any contract

for the lease or purchase of real property by the School Corporation, any employment contract for a staff member, or any management contract between the School Corporation and a management company designated in its petition.

B. The School Corporation shall petition PCSB for a charter amendment pursuant to the requirements of §38-1802.04(c)(10) prior to entering into a contract for the management of the School (a “**School Management Contract**”) with any third party. The School Corporation shall petition PCSB for a charter amendment pursuant to the requirements of §38-1802.04(c)(10) prior to canceling; terminating; or materially amending, modifying, or supplementing any School Management Contract.

C. The School Corporation shall award "interested party contracts" or "conflicting interest contracts," as those terms are defined in PCSB’s Submission of Procurement Contracts and Board of Trustees Meeting Minutes Policy, effective September 15, 2014, and as amended thereafter, pursuant to such PCSB policy, and in accordance with the School Corporation’s conflict of interest policies and procedures, to the extent that the School Corporation’s policies are not inconsistent with PCSB’s policy.

D. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that PCSB has no responsibility for the debts or action of the School Corporation or the School. The School Corporation shall not purport to act as the agent of PCSB or the government of the District of Columbia with respect to any contract.

5.5 Insurance. The School Corporation shall procure and maintain appropriate insurance sufficient to cover its operations. All insurers shall be independent brokers licensed in the District of Columbia. All insurance policies shall be endorsed to name the Board of Trustees and its directors, officers, employees, and agents as additional insureds. The Board of Trustees shall provide annual proof of insurance coverage sufficient to cover its operations as determined by its Board of Trustees to be reasonably necessary, subject to the availability of such insurance on commercially reasonable terms. The School Corporation’s current insurance certificate is at **Attachment I.**

5.6 Tax-Exempt Status. The School Corporation shall maintain its tax-exempt status from the federal government and the District of Columbia.

5.7 Enrollment and Attendance Records. **A.** The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Section 7 below.

B. If the School Corporation operates two or more Campuses under the Charter, each Campus shall maintain and submit to PCSB, and in state and federal reports, distinct and unique enrollment and attendance records.

5.8 Board of Trustee Meeting Minutes. The School Corporation shall maintain copies of all minutes of meetings of the Board of Trustees of the School Corporation, including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting, certified by an officer of the School Corporation or a member of the Board of Trustees as to their

completeness and accuracy. The School Corporation shall make such documents available for inspection by PCSB, its officer, employees, or agents upon request.

SECTION 6. PERSONNEL

6.1 Relationship. All employees hired by the School Corporation shall be employees of the School and, pursuant to §38.1802.07(c) of the Act, shall not be considered to be an employee of the District of Columbia government for any purpose.

6.2 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten (10) hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons either directly or through a School Management Contract. From time to time as established by the School Corporation, the School Corporation shall conduct random background checks on each employee and each person who regularly volunteers at the School more than ten (10) hours a week, but at a minimum once every two (2) years.

SECTION 7. REPORTING REQUIREMENTS

7.1 Annual Reports. The School Corporation shall deliver to PCSB, by a date specified by PCSB, an annual report in a format acceptable to PCSB which shall include all items required by §38-1802.04(c)(11)(B) of the Act (the “**Annual Report**”). The Annual Report shall include an assessment of compliance with the performance goals, objectives, standards, indicators, targets, or any other basis for measuring the School’s performance as PCSB may request. The School Corporation shall permit any member of the public to view such report on request.

7.2 Audited Financial Statements. As soon as available but no later than one hundred and twenty (120) days after the end of each Academic Year, the School Corporation shall deliver to PCSB financial statements audited by an independent certified public accountant or accounting firm who shall be selected from an approved list developed pursuant to §38-1802.04(c)(11)(B)(ix) of the Act in accordance with GAAP and government auditing standards for financial audits issued by the Comptroller General of the United States. Such audited financial statements shall be made available to the public upon request. These statements may include supplemental schedules as required by PCSB.

7.3 Quarterly Financial Reports. Unless otherwise notified by PCSB, the School Corporation shall prepare and submit to PCSB within thirty (30) days after the end of each fiscal quarter starting with the fiscal quarter beginning July 1, 2014: (i) the balance sheet of the School Corporation at the end of such quarter and the related statements of income and cash flows of the School Corporation for such quarter and for the period from the beginning of the then current Academic Year to the end of such quarter, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as of the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments; and (ii) notes to the balance sheet

describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of \$500 and fundraising efforts for such quarter-and for the period from the beginning of the then current Academic Year to the end of such quarter. These reports may include supplemental schedules as required by PCSB.

7.4 Budget. No later than June 1 of each Academic Year, the School Corporation shall submit to PCSB its budget, including an annual operating budget, an annual capital budget, and cash flow projections (collectively, a “**Budget**”) for the next succeeding Academic Year. The School Corporation’s initial Budget shall be in accordance with the Budget submitted with its Petition to PCSB. If PCSB has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded in writing, the School Corporation may only implement a Budget with the prior written approval of PCSB. PCSB may specify the format and categories and information contained in the Budget.

7.5 Enrollment Census. Pursuant to §38-1802.04(c)(12) of the Act, the School Corporation shall provide to OSSE student enrollment data required by OSSE to comply with §38-204 of the District of Columbia Code. Such report shall be in the format required by OSSE for similar reports from District of Columbia Public Schools, and all counts of students shall be conducted in a manner comparable to that required by OSSE for enrollment counts by District of Columbia Public Schools.

7.6 Attendance Data. No later than fifteen (15) days after the end of each month during the Academic Year and during summer school, if offered, the School Corporation shall provide student daily attendance data, including present, tardy, partial-day absence, excused absence, and unexcused absence for the School using attendance management reporting software identified by PCSB. If the School Corporation operates two or more Campuses under the Charter, each Campus shall maintain and submit to PCSB distinct and unique attendance data.

7.7 Key Personnel Changes. The chair of the Board of Trustees or an officer of the School Corporation shall provide notice within five days of the chair of the Board of Trustees or an officer of the School Corporation receiving written notice of the intended departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees, an officer of the School Corporation, or key personnel as identified by position in **Attachment J** (but no later than the time the School Corporation announces such departure publicly) to PCSB identifying the person, the position such person is leaving, the date of such departure, and the actions the School Corporation has taken or intends to take to replace such person.

7.8 Authorizations. Within forty-five (45) days after the end of each Academic Year, the School Corporation shall provide a certification by an officer of the School Corporation or its Board of Trustees that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect. If the School Corporation receives notice, whether formal or informal, of any alleged failure to comply with the terms or conditions of any Authorization, the School Corporation shall provide PCSB, within seven (7) days of receiving such notice, a report detailing the nature and date of such notice and the School Corporation’s intended actions in response. “**Authorizations**” shall mean any consent, approval,

license, ruling, permit, certification, exemption, filing, variance, order, decree, directive, declaration, registration, or notice to, from, or with any governmental authority that is required in order to operate the School.

7.9 Events of Default. The School Corporation shall promptly report to PCSB any notice of default or claim of material breach it receives that seriously jeopardizes the continued operation of the School Corporation or the School including: (i) any claim there has been a material breach of any contract that affects the operation of the School; (ii) any claim or notice of a default under any financing obtained by the School Corporation; and (iii) any claim that the School Corporation has failed to comply with the terms and conditions of any Authorizations required to operate the School. The report shall include an explanation of the circumstances giving rise to the alleged default or breach and the School Corporation's intended response.

7.10 Litigation. The School Corporation shall promptly report to PCSB the institution of any material action, arbitration, government investigation, or other proceeding against the School Corporation or any property thereof (collectively "**Proceedings**") and shall keep PCSB apprised of any material developments in such Proceedings. In its Annual Report, the School Corporation shall provide PCSB a schedule of all Proceedings involving any alleged liability or claim against it or, if there has been no change since the last report, a statement to that effect.

7.11 Certificates of Insurance. No later than August 15 of each Academic Year, the School Corporation shall deliver to PCSB a certificate of insurance with respect to each insurance policy required pursuant to Section 5.5 above and **Attachment I**. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall identify underwriters, the type of insurance, the insurance limits, and the policy term. The School Corporation shall furnish PCSB with copies of all insurance policies or other evidence of insurance required pursuant to Section 5.5 above and **Attachment I** upon request.

7.12 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide PCSB with a copy of each such report at the time the School Corporation provides the report as required by the Act.

SECTION 8. COMPLIANCE

8.1 Compliance With Applicable Laws. The School Corporation shall operate at all times in accordance with the Act and all other applicable District of Columbia and federal laws subject to the limitations in Sections 8.2 and 8.3 below or from which the School Corporation is not otherwise exempt, and District of Columbia and federal provisions prohibiting discrimination on the basis of disability, age, race, creed, color, gender, national origin, religion, ancestry, sexual orientation, gender identification or expression, marital status, or need for special education services, or other characteristics as proscribed by law.

8.2 Waiver of Application of Duplicate and Conflicting Provisions. Pursuant to §38-1802.10(d) of the Act, no provision of any law regarding the establishment, administration, or operation of public charter schools in the District of Columbia shall apply to the School Corporation or PCSB to the extent that the provision duplicates or is inconsistent with the Act.

8.3 Exemption From Provisions Applicable to D.C. Public Schools. Pursuant to §38-1802.04(c)(3)(B) of the Act, the School Corporation shall be exempt from District of Columbia statutes, policies, rules, and regulations established for the District of Columbia Public Schools by OSSE, Board of Education, Mayor, or District of Columbia Council, except as otherwise provided in the Charter or in the Act.

8.4 Cooperation. The School Corporation shall, and shall cause its Board of Trustees, officers, employees, and contractors to, cooperate with PCSB, its staff, and its agents in connection with PCSB's obligations to monitor the School Corporation.

8.5 Access. Upon reasonable notice, the School Corporation shall grant to PCSB, its officers, employees, or agents, access to its property, books, records, operating instructions and procedures, curriculum materials, and all other information with respect to the operation of the School and the School Corporation that PCSB may from time to time request, and allow copies to be made of the same and shall cooperate with PCSB, its officers, employees, or agents, including allowing site visits as PCSB considers necessary or appropriate for the purposes of fulfilling its oversight responsibilities consistent with §38-1802.11(a) of the Act, provided that the review or access will not unreasonably interfere with the operation of the School and School Corporation.

8.6 Notice of Concern. If PCSB determines through its oversight of the School Corporation that any condition exists that (i) seriously jeopardizes the continued operation of the School Corporation, the School, or a School's Campus; (ii) is substantially likely to satisfy the conditions for charter revocation pursuant to §38-1802.13 of the Act; and/or (iii) threatens the health, safety, or welfare of students of the School, then PCSB may issue a written notice to the School Corporation stating the reasons for its concerns and inquiry ("**Notice of Concern**"). Upon receipt of such notice and upon request of PCSB, the School Corporation and/or DCI, as appropriate, shall meet with PCSB to discuss PCSB's concerns and the School Corporation's response to PCSB's Notice of Concern.

8.7 Administrative Fee. The School Corporation shall pay annually to PCSB, no later than November 15 of each Academic Year, the maximum amount permitted by the Act to cover the administrative responsibilities of PCSB. Notwithstanding the foregoing, PCSB shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual Academic Year funding from the government of the District of Columbia by such date, provided that the School Corporation pays PCSB such fee within five (5) business days of the School Corporation's receipt of such funding.

SECTION 9. CHARTER RENEWAL, REVOCATION, AND TERMINATION

9.1 Charter Renewal. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act. If such renewal is granted by PCSB in accordance with the Act, PCSB and the School Corporation shall (i) renew this Agreement with amendments satisfactory to PCSB and the School Corporation; or (ii) enter into a substitute agreement satisfactory to PCSB and the School Corporation. PCSB will consider the performance of each Campus individually, and will

propose, in the event of probable Charter non-renewal, the closure of the under-performing Campus in lieu of the Charter non-renewal.

9.2 Charter Revocation. **A.** Pursuant to §38-1802.13 of the Act, PCSB may revoke the Charter if PCSB determines that the School has (i) committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the Charter, including violations relating to the education of children with disabilities; or (ii) failed to meet the goals and student academic achievement expectations set forth in the Charter.

B. Pursuant to §38-1802.13 of the Act, PCSB shall revoke the Charter if PCSB determines that the School (i) has engaged in a pattern of nonadherence to generally accepted accounting principles; (ii) has engaged in a pattern of fiscal mismanagement; or (iii) is no longer economically viable.

C. In the event of probable Charter revocation, if the School Corporation operates more than one campus, the School Corporation agrees to PCSB's consideration of the performance of each Campus individually. In the event of probable Charter revocation due to violations or failures outlined in 9.2 (A) or (B) above at one Campus, the School Corporation agrees to PCSB considering closure of the Campus where the violations or failures pursuant to 9.2(A) and (B) above occurred; closure of one Campus shall not necessarily affect the status of the other Campus.

9.3 Termination. The rights and obligations of the Parties pursuant to this Agreement shall terminate upon Charter revocation or nonrenewal; or by mutual written agreement of the parties hereto.

9.4 Probation and Corrective Action. **A.** If PCSB proposes to revoke the Charter pursuant to §38-1802.13(a) of the Act, PCSB may, as an alternative to charter revocation, place the Campus or Campuses where circumstances or occurrences permit revocation on probation and require the School Corporation, in consultation with PCSB, to develop and implement a written corrective action plan in relation to such Campus ("**Corrective Plan**"). The Corrective Plan shall include the reasons that the Charter is subject to revocation under § 38-1802.13(a), the terms and conditions of probation and the results the Campus shall achieve to avoid charter revocation. Although PCSB may elect to enter into a Corrective Plan with the School Corporation as an alternative to charter revocation, nothing herein shall require PCSB to place the School or any of its Campuses on probation or develop a Corrective Plan.

B. If PCSB elects to place the School or one of the School's Campuses on probation and enters into a Corrective Plan with the School Corporation, the School Corporation shall provide PCSB a written request for approval five (5) business days prior to taking any of the following actions: (a) waiving any material default under, or material breach of, any School Management Contract; (b) taking any action affecting or waiving or failing to enforce any material right, interest, or entitlement arising under or in connection with any School Management Contract; (c) taking any action affecting any material provision of any School Management Contract or the performance of any material covenant or obligation by any other party under any School Management Contract; or (d) providing any notice, request, or other document permitted or required to be provided pursuant to any School Management Contract

affecting any material rights, benefits, or obligations under any such School Management Contract in any material respect.

9.5 Mandatory Dissolution. **A.** In accordance with §38-1802.13a of the Act, the School Corporation shall dissolve if the Charter (i) has been revoked by PCSB; (i) has not been renewed by PCSB; or (ii) has been voluntarily relinquished by the School Corporation. Mandatory dissolution is only applicable in the case of revocation, non-renewal or voluntary relinquishment of the Charter and is not applicable in the case of a campus closure pursuant to 9.2(C).

B. In the event of dissolution, PCSB, in consultation with the Board of Trustees of the School Corporation, shall develop and execute a plan for (i) liquidating the School Corporation's assets in a timely fashion and in a manner that will achieve maximum value; (ii) discharging the School Corporation's debts; and (iii) distributing any remaining assets in accordance with §38-1802.13a of the Act.

SECTION 10. OTHER PROVISIONS

10.1 Applicable Law. This Agreement and the Charter and the rights and obligations of the parties hereunder shall be governed by, subject to, construed under, and enforced in accordance with, the laws of the District of Columbia, without regard to conflicts of laws principles.

10.2 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of PCSB in the exercise of any power, right, or privilege hereunder shall impair such power, right, or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right, or privilege preclude other or further exercise thereof or of any other power, right, or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

10.3 Counterparts and Electronic Signature or Signature by Facsimile. This Agreement and any amendments, waivers, consents, or supplements hereto or in connection herewith may be signed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures or signatures received by facsimile by either of the parties shall have the same effect as original signatures.

10.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto, constitutes the entire agreement of the parties and all prior representations, understandings, and agreements are merged herein and superseded by this Agreement. This Agreement may be amended or modified only by written agreement of the parties hereto.

10.5 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations shall not in any way be affected or impaired thereby.

10.6. Assignment. **A.** The Charter runs solely and exclusively to the benefit of the School Corporation and shall not be assignable by either party; provided that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia. Notwithstanding the foregoing, the Parties acknowledge and agree that by virtue of the Assignment and the Combined School Approval, the School Corporation has assigned, transferred, delegated and combined all of its respective authority, rights and responsibilities with respect to a middle-high school campus under the Yu Ying Amendment, for the creation of the Combined School, to DCI, and that: (i) the Combined School is not a Campus of the School Corporation, (ii) DCI is the holder of all authority and rights in relation to the Combined School; (iii) PCSB shall solely look to DCI for compliance pertaining to the Combined School, will exercise its authority under the Act solely against DCI in the event of non-compliance at the Combined School, and releases the School Corporation from any and all liability with respect to such noncompliance.

B. In the event that DCI's authority to operate the Combined School is revoked pursuant to Section 9.2 of the DCI Direct Agreement, or the DCI Direct Agreement is terminated pursuant to Section 9.3 of the DCI Direct Agreement, the School Corporation may submit a petition to revise its Charter to include and operate a middle-high school campus as part of the School Corporation pursuant to Section 38-1802.04(c)(10) of the Act.

10.7. No Third Party Beneficiary. Except as expressly provided herein, nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement. "**Person**" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

10.8. Waiver. No waiver of any breach of this Agreement or the Charter shall be held as a waiver of any other subsequent breach.

10.9. Construction. This Agreement shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which party drafted the underlying document.

10.10. Dispute Resolution. Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict PCSB's ability to revoke, not renew, or terminate the Charter pursuant to §38-1802.13 of the Act and Sections 9.1, 9.2, and 9.3 above of this Agreement.

10.11. Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when sent by email provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; delivered by hand (with written confirmation of receipt); or received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change thereof is delivered as provided in this Section 10.11) shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spears@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Washington Yu Ying Public Charter School
220 Taylor St NE
Washington, D.C. 20017
Attention: Maquita Alexander, Head of School
Email: Maquita@Washintonyuying.org
Telephone: (202) 635-1950

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the dates written below.

**WASHINGTON YU YING PUBLIC
CHARTER SCHOOL**

[Redacted Signature]

By: CHRISTINA MURTAUGH

Title: BOARD OF TRUSTEE CHAIR

Date: 6/16/14

**DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD**

[Redacted Signature]

By: [Redacted]

Title: [Redacted]

Date: [Redacted]

-

SCHEDULE I

Maximum Enrollment – Washington Yu Ying Public Charter School

- Enrollment Ceiling for each year is listed as the Total for that year. The school may enroll greater numbers in a particular grade, as long as it does not exceed the total enrollment ceiling.

Grade	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2024 (at capacity)
PK3	60	60	60	60	60	60
PK4	76	76	76	76	76	76
KG	76	76	76	76	76	76
1	76	76	76	76	76	76
2	114	76	76	76	76	76
3	70	114	76	76	76	76
4	64	70	114	76	76	76
5	52	64	70	114	76	76
Yu Ying Subtotal	588	612	624	630	592	592

ATTACHMENTS

ATTACHMENT A	Proposed Rules and Policies for Governance and Operation of School Corporation
ATTACHMENT B	Articles of Incorporation and Bylaws of School Corporation
ATTACHMENT C	Procedures to Ensure Health and Safety of Students and Employees
ATTACHMENT D	Assurance to Seek, Obtain, and Maintain Accreditation
ATTACHMENT E	Relationship Between School and Employees
ATTACHMENT F	Pre-opening Requirements to Operate New Campus Locations
ATTACHMENT G	Random Selection Process
ATTACHMENT H	Discipline Policies
ATTACHMENT I	Insurance Certificate of School Corporation
ATTACHMENT J	Key Personnel

Washington Yu Ying Public Charter School

Charter Amendment

June 5, 2014

Board of Trustees

Washington Yu Ying PCS
Charter Amendment
June 2014
Attachment **A**

The Board of Trustees plays a key role in setting forth the vision for the school and ensuring the school's mission is fulfilled. The Board, as the governing body of Washington Yu Ying, will provide strategic direction for the school, nurture strong school leaders, and ensure adequate financial resources and legal compliance. In doing so, the Board of Trustees will ensure the success of the academic program, faithfulness to the terms of its charter, and long-term viability.

Composition of the Final Board. The Board will be composed of an odd number of 9-15 members. As noted above, expertise being sought for the Board includes educational experience, including with the International Baccalaureate curriculum and DC inner-city schools; real estate development and facilities management; accounting; human resources, community outreach/communication; and fund-raising. Parents are expected to play an important role in strengthening the Board and ensuring that the school's mission remains relevant to the school community. At least two Trustees will be selected from among parents of current students. The Head of School will be an *ex-officio, non-voting* member of the Board.

Responsibilities of the Board. The Board will be responsible for policy, strategy and oversight, leaving all day-to-day operational matters to the school administration. The specific responsibilities of the Board will be set out in a Board Policy handbook (the "Board Policies").

Generally, the Board will be responsible for the following:

Determine Mission and Purpose. The Board of Trustees will be responsible for crafting the school's mission and philosophy and ensuring that the school operates in accordance with its mission.

Plan. The Board will review the development of and approve annual strategic plans with concrete and measurable goals to ensure that Washington Yu Ying's programs remain consistent with its mission and successful.

Select, Evaluate and Support the Head of School. The Board will be responsible for hiring and evaluation of the Head of School. The Board will clarify their own functions as distinct from those of the Head of School, recognizing that is the Head of School's exclusive responsibility to select and supervise the school staff. The Board will establish clear objectives and expectations of the Head of School and provide feedback to the Head of School that will support him or her in the fulfillment of his duties.

Ensure Adequate Resources. The Board will set targets and goals for resources. While the Head of School and/or director of development will ultimately be the chief fundraiser and will be responsible for developing budgets, the Board will have the ultimate responsibility for and be accountable for the financial stability and financial future of the school. The Board, through appropriate Committees, will establish targets with respect to fund-raising efforts and otherwise work to ensure the school is in a position to secure appropriate facilities in the short and long term.

Manage Resources Effectively. The Board will ensure that the school's resources are managed effectively through review and approval of the annual budget and monitoring of the financial reports of the Head of School, providing for an annual audit by a certified public

Washington Yu Ying Public Charter School

Charter Amendment

June 5, 2014

accountant in accordance with all applicable law and establishment of appropriate financial controls, all in accordance with requirements of the schools chartered by the PCSB.

Enhance the School's Public Standing. Trustees are ambassadors for Washington Yu Ying. As such, they will promote the mission, enrollment, recruitment and engage in general public relations for the school. They will engage the business community, the government and the DC community as a whole.

Promote Fairness and Maintain Accountability for School Personnel. The Board will adopt guiding principles for all personnel policies and procedures to be developed by the Head of School. To ensure fairness, the Board will be responsible for ensuring adequate grievance protocols and may delineate the Head of School's authority for hiring, promoting, evaluating and releasing staff in a manner that ensures consistency, but the Board will not get involved with individual personnel matters (other than in accordance with an appropriate grievance channel), which are the responsibility of the Head of School.

Ensure a Safe and Respectful Environment in which to Work and to Learn. The Board of Trustees will promote, through the development of policies to ensure compliance with all applicable laws, including in relation to health, safety, and civil rights, that Washington Yu Ying is a safe and respectful environment for its employees, students and visitors.

Recruit, Develop and Assess the Board. The Board will be responsible for assessing their own collective performance, for developing the collective and individual knowledge and awareness of responsibilities among the Trustees, and for ensuring Trustee's adhere to their commitments to Washington Yu Ying. The Board of Trustees will also be responsible for identifying gaps in the expertise of the Board of Trustees and recruiting and training new board members to ensure effectiveness of the Board for years to come.

Additional detail concerning the role of the Board of Trustees will be set forth in the Board Policies.

Selection and Terms of the Board. Trustees will serve for a period of three years or until a successor has been elected. Terms will be staggered to ensure that new Trustees serve alongside experienced Trustees. Trustees may serve no more than two consecutive terms. The current Trustees have been elected to serve for terms of two or three years initially, while the officers of the Board serve as such for one-year (renewable) terms. The Bylaws and the Board Policies set forth the procedures for the nomination and election of Trustees as well as the preconditions to each Trustee's service (including, for example, execution of a Board Member Agreement and adherence to the conflicts of interest policies).

Relationship to the School Constituencies. The Board of Trustees will govern Washington Yu Ying and work with the various school constituencies in a spirit of cooperation and partnership while retaining the ultimate responsibility for policy.

The Board will have regularly scheduled meetings each school year; the schedule and agendas for such meetings will be published in a timely manner. The Board and its committees shall also hold additional meetings as needed, after giving appropriate notice as required under the Bylaws and applicable laws. Although the Board of Trustees is not subject to the District of Columbia's open meeting laws, the Board of Trustees shall be mindful of its public accountability as a publicly-funded organization, and shall therefore seek a balance in its governance between the need for the Board

Washington Yu Ying Public Charter School

Charter Amendment
June 5, 2014

to have candid discussion and the obligation to be accessible and accountable to the public. To that end, the Board shall establish policies ensuring that the Board of Trustees shall hold meetings periodically that include a public comment period, notwithstanding its rights to restrict participation in the other portions of such quarterly meetings to the Board of Trustees and its express invitees. The Board will also endeavor to keep the policy-making process for Washington Yu Ying as open and transparent as possible, and will communicate the results of its meetings to the broader school community in a timely manner and will keep minutes and records as required by the Bylaws and applicable law.

The Board of Trustees will be expected to work cooperatively with the Head of School in providing strategic vision and oversight while leaving day-to-day operations to the school administration, as further articulated below. The Board will participate in an annual training session that will help integrate new Trustees and provide all Trustees an opportunity to review the mission of the school and the role of the Board as distinct from that of the school administration.

Committees. The Board is expected to form a number of committees to assist the Board as a whole in carrying out its responsibilities and provide guidance to the Board and oversight to the Head of School. These committees will be structured as leanly as is practical.

Such committees would be chaired in each case by a Trustee but would in some cases include as members non-Trustees, such as members of our advisory board and other members of our school community. Each committee will have the authority to act only consistent with the delegated authority to such committee, and committees including non-Trustee members will serve only advisory functions. Each Trustee would be expected to serve on at least one committee.

The Board of Trustees currently has the following committees: *[Executive.* This committee, comprised solely of Trustees, will coordinate the work of the Board and be the direct contact with the Head of School. As indicated in the Board Policies, the Executive Committee will not be authorized to act on behalf of the Board with express delegation in specific matters.

Board Development. This Committee coordinates Board recruitment, development, orientation and retention. It facilitates the annual assessment and nomination of officers, articulates the role of individual Trustees and the Board as a whole, and identifies training needs of new and incumbent Trustees.

Finance. The committee will review and advise the Board in relation to the annual budget and other financing matters, including investment policy.

Community Relations and Fundraising. The Committee will advise the Board and work with the Board as a whole, the administrative staff and other constituencies on fundraising, public relations and community outreach efforts.

All committees will be chaired by a member of the Board of Trustees. Committees serving advisory roles will in many cases draw on the skills of members of the Advisory Board (comprised of individuals with expertise in education, law, management finance and fund-raising; intended to add depth and breadth to the skill set within the Board itself) and members of the Parent Association. In this manner, the Board of Trustees will have access to a greater diversity of experience and viewpoints, which it will use to inform its policy-making, while remaining ultimately and solely responsible for such policy-making.

Washington Yu Ying Public Charter School

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The Head of School's Role in Relation to the Board. The Board of Trustees is responsible for governance and policy-making for Washington Yu Ying including the hiring and evaluation of the Head of School. In turn, the Head of School, as the lead administrator of the Washington Yu Ying, will be responsible for implementing school policy in the operations of the school.

While the cooperative relationship between the Board of Trustees and the Head of School that functions effectively as a partnership and is enhanced by communication, respect and explicitly assigned roles and areas of focus, the Head of School will be held accountable by and to the Board of Directors for his or her performance as the school's chief administrator.

The differences in the roles of the Board of Trustees and the Head of School are demonstrated by the examples below:

The Board of Trustees Roles	The Head of School's Roles
Determine the mission of Washington Yu Ying	Carry out the mission.
Hire, evaluate and terminate the Head of School	Hire, evaluate, and terminate all other staff.
Participate in development of the strategic plan for the school	Participate and implement the strategic plan for the school.
Review and evaluate and approve annual business plan and budget.	Prepare business plan, budgets and information for Board review and approval.
Monitor progress of programs in terms of meeting the goals and mission of Washington Yu Ying.	Manage programs, staff, services and community relations.
Review Board materials; be prepared to make strategic decisions.	Prepare Board materials to facilitate policy-making by the Board.
Establish financial policies and hire certified public accounting firm.	Implement financial policies and work with auditors to facilitate their timely completion of required financial reports.

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



C E R T I F I C A T E

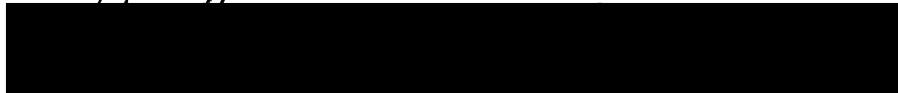
THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this **CERTIFICATE OF INCORPORATION** is hereby issued to:

WASHINGTON YU YING SCHOOL, INC.

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the **10th** day of **March, 2006**.

Patrick J. Canavan, Psy. D.
Director

Business and Professional Licensing Administration



Patricia E. Grays
Superintendent of Corporations
Corporations Division

Anthony A. Williams
Mayor

**ARTICLES OF INCORPORATION
OF
WASHINGTON YU YING SCHOOL, INC.**

(a District of Columbia Nonprofit Corporation).

To:

Department of Consumer and Regulatory Affairs
Business & Professional Licensing Administration
Corporations Division
941 North Capitol Street, NE
Washington, D.C. 20002

We, the undersigned natural persons of the age of twenty-one years or more, acting as incorporators of a corporation under the Non-Profit Corporation Act (D.C. Code, 2001 edition, Title 29, Chapter 3), adopt the following Articles of Incorporation:

FIRST: The name of the corporation is WASHINGTON YU YING SCHOOL, INC. (hereinafter the "Corporation").

SECOND: The period of duration of the Corporation shall be perpetual.

THIRD: The corporation is organized exclusively for charitable and educational purposes under section 501(c)(3) of the Internal Revenue Code, or any corresponding section of any future federal tax code. Specifically, the purpose for which the corporation is organized is to promote quality bilingual education, in English and Chinese, for children in the District of Columbia, including by founding a District of Columbia Public Charter School consistent with such purpose, and other lawful activities. The Corporation shall have in furtherance of the aforesaid purpose all of the powers conferred upon corporations organized pursuant to the provisions of the District of Columbia Non profit Corporation Act, including without limitation the power to solicit grants and contributions for such purposes.

FOURTH: The Corporation shall have no members.

FIFTH: The Board of Directors of the Corporation shall be referred to as the Board of Trustees and such persons shall be vested with the management and control of the affairs of the Corporation. The manner of election or appointment of the Trustees of the Corporations shall be prescribed by the Bylaws of the Corporation.

SIXTH: Provisions for the regulation of the internal affairs of the Corporation, including provisions for distribution of assets on dissolution or final liquidation are as follows:

A. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, any trustee or officer of the Corporation, or any other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered to or for the Corporation and to make payments and distributions in furtherance of the purposes set forth in Article THIRD hereof.

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B. No substantial part of the activities of the Corporation shall be carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise permitted by §501(h) of the Code, and in any corresponding laws of the District of Columbia), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements concerning) any political campaign on behalf of (or in opposition to) any candidate for public office.

C. Notwithstanding any other provisions of these Articles of Incorporation, the Corporation shall not directly or indirectly carry on any activity which would prevent it from obtaining exemption from Federal income taxation as a corporation described in §501(c)(3) of the Code, or cause it to lose such exemption status, or carry on any activity not permitted to be carried on by a corporation, contributions to which are deductible under §170(c)(2).

D. In the event of dissolution or final liquidation of the Corporation, all of the remaining assets and property of the Corporation shall, after paying or making provision for the payment of all liabilities and obligations of the Corporation and for necessary expenses thereof, be distributed to such organization or organizations organized and operated exclusively for the charitable or educational purposes as shall at the time qualify as an exempt organization or organizations under §501(c)(3) of the Code as the Board of Trustees shall determine. In no event shall any of the assets of the property be distributed to any Trustee, officer, or any private individual.

SEVENTH: The address, including street and number, of the initial registered office of the Corporation is c/o Thelen Reid & Priest LLP, 701 Eighth Street, NW, Washington, DC 20001, and the name of the initial registered agent at such address is Ms. Andrea Lachenmayr, Esq.

EIGHTH: The number of Trustees initially constituting the Board of Trustees is three (3), but the number of Trustees may be increased or decreased in the manner set forth in the Bylaws of the Corporation. The names and addresses, including street and number and zip code, of the persons who are to serve as Trustees until the first annual meeting or until their successors are elected are:

Ms. Mary Shaffner
1637 Irving Street, NW
Washington, D.C. 20010

Ms. Lisa Marie Chiu
1448 Q Street, NW
Washington, DC 20009

Ms. Manisha Modi
2130 13th Street, NW
Washington, DC 20009

NINTH: The Board of Trustees is expressly authorized to make, repeal, alter, amend and rescind any or all of the Bylaws of the Corporation.

TENTH: The Corporation reserves the right to amend, change or repeal any provision contained in these Articles of Incorporation or to merge or consolidate this Corporation with any other nonprofit corporation in the manner now or hereafter prescribed by statute, provided, however, that any such action shall be calculated exclusively to carry out the objects and purposes for which the Corporation is formed, and all rights herein conferred or granted shall be subject to this reservation.

ELEVENTH: The names and addresses, including street and number and zip code, of the incorporators are as follows:

Andrea Lachenmayr, Thelen Reid & Priest, LLP, 701 Eight Street, N.W., Washington, D.C. 20001
Andrea Schroepfer, Thelen Reid & Priest, LLP, 701 Eight Street, N.W., Washington, D.C. 20001
Jing Zhang, Thelen Reid & Priest, LLP, 701 Eight Street, N.W., Washington, D.C. 20001

Date: March 9, 2006

[Redacted signature area]

Andrea Lachenmayr

[Redacted signature area]

Andrea Schroepfer

[Redacted signature area]

Jing Zhang

I, Mary E. F.-Siavoshan, a Notary Public, hereby certify that on the 9th day of March, 2006, Andrea Lachenmayr, Andrea Schroepfer, and Jing Zhang appeared before me and signed the foregoing document as incorporators, and have averred that the statements therein contained are true.

[Redacted signature area]

Mary E. F.-Siavoshan
Notary Public, District of Columbia.
My commission expires on 14 July 2006





DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS AND PROFESSIONAL LICENSING ADMINISTRATION
CORPORATIONS DIVISION

Government
Of the
District of Columbia
941 NORTH CAPITOL STREET, N.E.
WASHINGTON, D.C. 20002

WRITTEN CONSENT TO ACT AS REGISTERED AGENT

TO:
The Superintendent of Corporations
Department of Consumer and Regulatory Affairs
BUSINESS AND PROFESSIONAL LICENSING ADMINISTRATION, Corporations
Division
941 North Capitol Street, N.E.
Washington, D.C. 20002

(A) BY A DISTRICT OF COLUMBIA RESIDENT
PURSUANT TO D.C. CODE TITLE 29, and TITLE 41

I, Andrea Lachenmayr

A Bona fide Resident of the District of Columbia Herein Consent to Act as a Registered
Agent For:

WASHINGTON YU YING SCHOOL, INC.

Name of Business

SIGNATURE OF REGISTERED AGENT

DATE: March 9, 2006



(B) BY A LEGALLY AUTHORIZED CORPORATION

THE CORPORATION HEREIN NAMED IS:

An Authorized Corporate Registered Agent in the District of Columbia, per Signatures of
its President/Vice-President and Secretary/Assistant Secretary, Herein Consents to Act as
Registered Agent For:

NAME OF CORPORATION

SIGNATURE:
OF PRESIDENT OR VICE-PRESIDENT OR AUTHORIZE OFFICIAL

ATTEST:
OF SECRETARY OR ASSISTANT SECRETARY

DATE: _____



**AMENDED AND RESTATED BYLAWS
OF
WASHINGTON YU YING PUBLIC CHARTER SCHOOL
A District of Columbia Nonprofit Corporation (the “Corporation”)**

**ARTICLE I
GENERAL PROVISIONS**

Section 1.01 Charter. The Corporation shall be operated in a manner consistent with the charter granted to the Corporation by the District of Columbia Public Charter School Board (the “Chartering Authority”) in accordance with the District of Columbia School Reform Act of 1995, as amended, DC Code §38-1800.01 et seq. (the “Charter”).

Section 1.02 Registered Office. The Corporation shall maintain a registered office within the District of Columbia at a location designated by the Board of Trustees.

Section 1.03 Other Offices. The Corporation may also have offices in other locations, as deemed necessary by the Board of Trustees.

**ARTICLE II
PURPOSES**

Section 2.01 Nonprofit Corporation. This Corporation is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including for such purposes, distributions of assets to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code.

Section 2.02 Purposes. The sole purpose of the Corporation shall be the operation of a District of Columbia public charter school known as “Washington Yu Ying Public Charter School.”

Section 2.03 Dissolution Upon Loss of Charter. The Corporation shall be dissolved in accordance with the District of Columbia Nonprofit Corporation Act (DC Code §29-301.01 et seq. (the “Nonprofit Corporation Act”), as the same shall be amended or replaced from time-to-time) when (1) the Charter is revoked by the Chartering Authority, (2) the Charter is not renewed by the Chartering Authority, or (3) the Corporation voluntarily relinquishes the Charter.

**ARTICLE III
MEMBERS**

Section 3.01 Members. The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board of Trustees. All rights which would otherwise by law vest in the members shall vest in the Board. The Board of Trustees shall have all powers and duties for the conduct of the activities of the Corporation.



**AMENDED AND RESTATED BYLAWS
OF
WASHINGTON YU YING PUBLIC CHARTER SCHOOL
A District of Columbia Nonprofit Corporation (the “Corporation”)**

**ARTICLE IV
BOARD OF TRUSTEES**

Section 4.01 General Powers. The Board of Trustees shall manage the affairs of the Corporation in accordance with the law, the Articles of Incorporation, the Charter, and these Bylaws. The Board may delegate any portion of the management of the Corporation’s activities to any person(s), management company or committees; however, the Board has the ultimate authority over the management of all activities and affairs and execution of all corporate powers. Subject to the authority of the Board to cause the Corporation to enter into binding contractual obligations of a specified duration, the Board may rescind any assignment, referral or delegation of authority at any time.

Section 4.02 Specific Powers. The Board shall have the following powers in addition to any other powers outlined in these Bylaws and permitted by law:

a To select and remove all of the officers, agents and employees of the Corporation; to prescribe powers and duties for them that are consistent with the law, the Corporation’s Articles of Incorporation or these Bylaws; and to fix their compensation;

b To conduct, manage and control the affairs and activities of the Corporation and to make rules and regulations that are consistent with the law, the Corporation’s Articles of Incorporation or these Bylaws, as it deems best;

c To adopt, make, modify, and use a corporate seal from time-to-time, as it deems best;

d To acquire real property for use as the Corporation’s facilities;

e To receive and disburse funds for Corporate purposes and approve the annual budget, programs, and expenditures evaluated against the Corporation’s Mission and Vision;

f To secure appropriate insurance and to make contracts and leases, including agreements to procure or purchase services, equipment, and supplies;

g To incur debt in reasonable anticipation of the receipt of funds from the general fund of the District of Columbia or the receipt of Federal or private funds;

h To solicit and accept any grant or gifts for corporate purposes, which are not subject to any condition contrary to any law or the Corporation’s Charter and the Corporation maintains for financial reporting purposes separate accounts for grants or gifts;

i To sue and be sued in the Corporation’s own name;

j To determine the Corporation’s mission and vision and ensure that the Corporation effectively fulfills its mission and achieves its vision, and to set forth, measure, act upon, and communicate board goals and status, as outlined in Board Policies;

k To adopt policy and procedures which adhere to the Corporation’s Mission Statement and will govern the Corporation;



**AMENDED AND RESTATED BYLAWS
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A District of Columbia Nonprofit Corporation (the “Corporation”)**

l To select, appoint, evaluate, and/or remove the School Leader who shall be responsible for carrying out the work of the Corporation in accordance with the policies established by the Board of Trustees, and to provide the School Leader with moral and professional support necessary to achieve the Corporation’s goals; and,

m To carry out other duties as described in the Charter granted by the Charting Authority, including the submission of an annual report on the extent to which the Corporation is meeting its mission and goals.

Section 4.03 Number and Qualifications of Trustees. The Board of Trustees shall be comprised an odd number of trustees of no less than five (5) and no more than fifteen (15) persons, the majority of whom must be residents of the District of Columbia; as of the date of these Bylaws, the Board of Trustees shall be comprised of eleven (11) Trustees. The Board of Trustees shall include at least two members who are nominated and elected by the Board of Trustees from among the parents and guardians of children properly enrolled in the school, according to a process specified by the Board from time to time (each, a “Parent Trustee”). The Board may modify trustee requirements or qualifications, including setting a fixed number of Trustees (at any odd number from five to fifteen), by Board resolution or amendment of the Bylaws from time to time, subject to the other requirements of these Bylaws.

Section 4.04 Election and Term of Trustees. The Board may elect or appoint any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

a Trustees shall be elected by the affirmative vote of 2/3 of the total number of Trustees then on the Board at any regular meeting or a special meeting duly called for such purpose.

b Each Trustee (whenever elected) shall hold office for t a period of three years, unless specified otherwise in the resolution electing such Trustee, in each case absent his/her earlier resignation or removal. Trustees may be re-elected to successive terms and may serve simultaneously as one or more officers (subject to Article V); provided that no Trustee shall serve for more than two consecutive three-year terms or a total of six consecutive years.

c No decrease in the number of Trustees shall have the effect of shortening the term of any incumbent Trustee.

Section 4.05 Vacancies, Resignation and Removal. Vacancies on the Board of Trustees shall exist (1) on the death, resignation or removal of any trustee, and (2) whenever the number of authorized trustees is increased.

a Except for the situation described in Section 4.05.e, any Trustee may resign at any time upon written notice to the Board of Trustees or to the Board Chair. Such resignation shall take effect at the time specified in the resignation, and no acceptance of such resignation is necessary to make it effective.

b Any Trustee serving as a parent/guardian representative shall be deemed to have resigned if he/she ceases to have a child properly enrolled at Washington Yu Ying Public Charter School.



**AMENDED AND RESTATED BYLAWS
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A District of Columbia Nonprofit Corporation (the “Corporation”)

- c** Any Trustee shall be deemed to have resigned if he/she is absent from the monthly board meeting for 3 times during any Fiscal Year without alerting the Board Chair / Secretary at least 24 hours in advance of the meeting time.
- d** Any Trustee may be removed, with or without cause, at a meeting expressly called for that purpose, by the affirmative vote of 2/3 of the number of Trustees present excluding the relevant trustee. Repeated failure to satisfy the duties expected of Officer positions, committee roles, or the general duties of a Trustee as outlined in Board Policies shall warrant a dismissal vote.
- e** No Trustee may resign if the Corporation would then be left without a duly elected Trustee or Trustees in charge of its affairs, except upon notice to the appropriate agency of the District of Columbia.
- f** For avoidance of doubt, the failure of the Board of Trustees to have serving, at any time, an odd number of Trustees, shall not affect the validity of any action taken by the Board in accordance with these Bylaws. For avoidance of doubt, in the event that vacancies on the Board of Trustees or any change in the status of the Board of Trustees result at any time in (i) a failure of the Board of Trustees to have at least two Parent Trustees or (ii) a failure of the majority of then serving members of the Board of Trustees to be residents of the District of Columbia, neither such condition shall invalidate any action taken by the Board of Trustees in accordance with these Bylaws during the period expiring six months following the last vacancy or the Board of Trustees being notified of a change in status giving rise to condition(s). Notwithstanding any other provision herein, the Trustees serving on the Board of Trustees at any time may continue to act for the purpose of filling vacancies as required by these Bylaws , by the affirmative vote of a majority vote of such Trustees, even though requirements as to the composition of the Board of Trustees are not at such time satisfied.

**ARTICLE V
OFFICERS**

Section 5.01 Designation of Officers of the Board. The Corporation shall have Board Chair, a Vice Board Chair, a Secretary, and a Treasurer, who shall be designated as officers of the Board and shall concurrently serve as Trustees. The Corporation may also have one or more Vice Board Chairs, Assistant Secretaries, Assistant Treasurers, and other such officers with such titles as may be determined from time-to-time by the Board of Trustees. A Trustee may hold any number of offices, except that no Trustee may serve concurrently in any two of the offices of Board Chair, Secretary and Treasurer.

Section 5.02 Officer Nominations. The Officers referred to in Section 5.01 (hereafter “Board Officers”) shall be nominated every other year by a special committee, the Nominating Committee, and voted to term of office by a majority of the number of Trustees present, pursuant to nomination procedures outlined in Board Policies. The Nominating Committee shall be comprised of three Trustees who are appointed by the Board Chair and will not run for any Board Officer position while on this Committee.



**AMENDED AND RESTATED BYLAWS
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A District of Columbia Nonprofit Corporation (the “Corporation”)

Section 5.03 Election and Term of Office. Board Officers shall be elected by the Board of Trustees and each officer shall hold office until he/she resigns, is removed or disqualified to serve, or until his/her successor shall be elected and qualified, whichever occurs first.

Section 5.04 Removal and Resignation. The Board may remove any Board Officer, with or without cause, at any time by the affirmative vote of a majority of the number of Trustees present excluding the relevant Board Officer. Pursuant to Section 4.05d, repeated failure to satisfy duties expected of the Board Officer shall warrant removal procedures. Such removal shall not prejudice the Board Officer’s rights, if any, under an employment contract. Any Board Officer may resign at any time by giving written notice to the Board of Trustees or to the Board Chair, the resignation becomes effective upon receipt of the notice or at a later date if specified in the notice.

Section 5.05 Vacancies. Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Trustees. In the event of a vacancy in any office other than that of Board Chair, such vacancy may be filled temporarily by appointment by the Board Chair until the Board fills the vacancy.

Section 5.06 Board Chair. The Board Chair shall preside at all meetings of the Board. He/she may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board, except where required or permitted by law to be otherwise signed and executed and except where the signing and execution thereof shall be expressly delegated by the Board to some other Officer or agent of the Corporation. He/she may delegate, as needed, to any other officer any or all of the duties of the office of Board Chair. He/she may exercise other powers and perform other duties as may be assigned to him/her by the Board of Trustees or are provided by law.

Section 5.07 Vice Board Chairs. The Vice Board Chair(s) shall perform the duties of and exercise the powers of the Board Chair at his/her request, or in his/her absence or inability to act. If there is more than one Vice Board Chair, the Board of Trustees may determine who shall perform any of such duties. The Vice Board Chair(s) may exercise other powers and perform other duties as may be assigned to him/her by the Board of Trustees or the Board Chair, or as may be provided by law.

Section 5.08 Secretary. The Secretary shall perform the duties of and exercise the powers of the Board Chair when both Board and Vice Board Chairs are absent or not able to act. The Secretary has the duty to record the proceedings of the meetings of the Board of Trustees and any committees; he/she shall ensure prompt distribution of Board materials and see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; he/she shall track and report on all Board action items and prepare an Annual Report for the Corporation; he/she shall be custodian of the records of the Corporation; he/she may affix the corporate seal to any authorized document on behalf of the Corporation; and may exercise other powers and perform other duties as may be assigned to him/her or them by the Board of Trustees or the Board Chair, or as may be provided by law.

Section 5.09 Treasurer. The Treasurer shall perform the duties of and exercise the powers of the Board Chair when Board Chair, Vice Board Chair and Secretary are absent or not able to act. The Treasurer shall oversee all funds and securities of the school, and monitors and prepares regular financial reports for the Board of Trustees. He/she shall manage, with the financial



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committee, the Board’s review of and action related to the Board’s financial responsibilities; works with the School Leader to ensure that appropriate financial reports are made available to the Board on a timely basis; presents the annual budget to the Board, with the School Leader, for approval; reviews the annual audit and answers Board members’ questions about the audit; ensures that external reporting requirements imposed by funders, regulators, and others are met appropriately and on a timely basis; and may exercise other powers and perform other duties as may be assigned to him/her by the Board of Trustees or the Board Chair, or as may be provided by law.

Section 5.10 Other Officers. Any Board Officers shall have such powers and duties as shall be stated in a resolution adopted by the Board of Trustees.

**ARTICLE VI
ADMINISTRATIVE OFFICERS**

Section 6.01 School Leader. The School Leader, who may from time-to-time be designated by a different title, such as “Head of School” or “Executive Director”, shall be the chief executive officer and chief administrative officer of the Corporation. Subject to the oversight of the Board of Trustees, he or she shall exercise the duties and powers incident to such title as provided herein or provided by law and shall exercise other powers and perform other duties as may be assigned to him/her by the Board of Trustees from time to time.

a The School Leader shall, subject to the direction of the Board, (1) be responsible for general supervision of the business and affairs of the Corporation, (2) be responsible for providing broad leadership and direction to the Corporation and (3) establish and maintain management systems needed to ensure and report on the implementation of policies established by the Board of Trustees.

b The School Leader, who shall serve at the will of the Board, shall be appointed by a majority of the Trustees of the Corporation. The School Leader may be removed, with or without cause, by a majority of the Trustees of the Corporation. The School Leader shall report to the Board and, between Board meetings, to the Board Chair.

c The School Leader may sign on behalf of the Corporation, individually or together with the Board Chair, Secretary, or Treasurer or any other proper officer of the Corporation thereunto authorized by the Board, any deeds, mortgages, bonds, contracts, or other instruments which the directors have authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or the Bylaws to some other officer or agent of the Corporation, or shall be required by the law to be otherwise signed or executed. Subject to the Corporation’s conflict of interest policies as the same shall be adopted from time-to-time, the Board of Trustees hereby authorizes the School Leader to sign on behalf of the Corporation such contracts as the School Leader determines in his/her discretion to be consistent with the Charter, the budget, the purposes and powers of the Corporation and in the best interests of the Corporation, without specific approval of the Board of Trustees, involving expenditures or commitments not exceeding \$25,000 or of a term of more than 12 months (unless terminable by the Corporation without penalty).

Section 6.02 Subordinate Officers. The subordinate officers of the Corporation are all administrative officers below the office of School Leader. The School Leader shall designate



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those individuals who shall serve as subordinate officers, and they shall have such duties as are from time-to-time assigned to them by the School Leader.

**ARTICLE VII
MEETINGS OF THE BOARD OF TRUSTEES**

Section 7.01 Meetings. Meetings shall be held at a time and place determined by the Board of Trustees, except that the first meeting of a newly-elected Board of Trustees shall be held as soon after its election as the trustees may conveniently assemble. No call or notice shall be required for regular meetings for which the time and place have been fixed by the Board of Trustees. Special meetings may be called by the Board Chair, if any, or a Vice Board Chair, if any, or by a majority of the Trustees.

Section 7.02 Meetings by Conference Telephone or Other Means Permitted. Any member of the Board of Trustees, or any committee designated by the Board of Trustees, may participate in a meeting of the Board of Trustees or of such committee, by means of a telephone conference or similar communications equipment by means of which all persons participating in the meeting can hear each other, and participation in a meeting pursuant to this Bylaw shall constitute presence in person at such meeting.

Section 7.03 Notice or Waiver of Notice. Notice of the time and place shall be given for special meetings at least 72 hours in advance of such special meeting. Notice must be either delivered personally to each Trustee or by mail, facsimile, or email to his or her address as maintained by the Secretary. If such notice is given by mail, it shall be deemed delivered one business day after it is deposited in the United States mail properly addressed and with postage prepaid thereon. If such notice is given by facsimile, it shall be deemed delivered to a particular Trustee when transmitted to the facsimile number of such Trustee as it appears in the records of the Corporation as maintained by the Secretary, before 5 pm on a business day (and, if after 5 pm, at 9 am on the next business day). If such notice is given by email, it shall be deemed delivered to a particular Trustee when sent to the email address of such Trustee as it appears in the records of Secretary, provided that such Trustee acknowledges such receipt by reply email or the notifying party contacts the relevant Trustee by telephone or personally to alert him or her to such emailed notice. Notwithstanding the foregoing, a Trustee may waive notice of any regular or special meeting of the Board of Trustees by written statement filed with the Board of Trustees, or by oral statement at any such meeting. Attendance at a meeting of the Board of Trustees shall also constitute a waiver of notice, except where a Trustee states that he or she is attending for the purpose of objecting to the conduct of business on the ground that the meeting was not lawfully called or convened.

a The notice of any meeting need not specify the business to be transacted or the purpose of the meeting except as indicated in Article XII Section 12.6.

b Notice of any adjournment of a meeting of the Board of Trustees to another time or place because a quorum is not present shall be given to the Trustees who were not present at the time of the adjournment and, unless such time and place are not announced at the meeting, to the other Trustees.



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c Any requirement of furnishing a notice shall be waived by any Trustee who signs a waiver of notice before or after the meeting. A Trustee’s attendance at any meeting shall constitute a waiver of notice of such meeting, excepting such attendance at a meeting by such Trustee for the purpose of objection to the transaction of business because the meeting is not lawfully called or convened.

Section 7.04 Quorum. A majority of the number of Trustees then serving on the Board of Trustees shall constitute a quorum for the transaction of business. The Board Chair or presiding officer may adjourn the meeting to another time or place subject to the call of the Board Chair or the presiding officer.

Section 7.05 Action. Except where a higher percentage or number of Trustees is specified with respect to board action on any particular matter herein, when a quorum is present, the vote of a majority of the total number of trustees present shall constitute the act of the Board of Trustees.

Section 7.06 Conduct of Meetings. Meetings of the Board of Trustees shall be presided over by the Board Chair, or in his/her absence by one of the Vice Board Chairs, or in their absence by a Trustee chosen at the meeting. The Secretary shall act as Secretary of the meeting, but in his/her absence the Trustee presiding over the meeting may appoint any person to act as Secretary of the meeting. Meetings shall be governed by Robert’s Rules of Order, to the extent not inconsistent with the Articles of Incorporation, these Bylaws, or provisions of applicable law.

Section 7.07 Proxy Vote. Absentee voting through the designation of proxy to another Board member is permissible and must be executed only as prescribed in the DC Nonprofit Corporation Act or in the Board Policies.

Section 7.08 Action by Trustees without a Meeting. Any action required or permitted to be taken at any meeting of the Board of Trustees or of any committee may be taken without a meeting if all members of the Board of Trustees or such committee consents in writing, and the writing or writings are filed with the minutes or proceedings of the Board of Trustees or committee. For such purposes any consent indicated by a Trustee (1) by email copied to all other Trustees or (2) by any other means of electronic communication established by board policies shall constitute a written consent of such Trustee to such matter.

Section 7.09 Attendance of Meetings. The Board of Trustees may request that non-Trustees attend meetings of the Board of Trustees, in order to report to the Board and/or participate in discussions of the Board of Trustees in an advisory capacity, including without limitation any Administrative Officer of the Corporation and other advisors and/or guests. The School Leader shall be entitled to notice of and to attend all regular and special meetings of the Board of Trustees, and to participate in such capacity therein; provided that the Board of Trustees shall have the discretion to exclude the School Leader from meetings or portions thereof intended for deliberation by the Board of Trustees with respect to the performance and/or compensation of the School Leader, and from meetings in which the members of the Board of Trustees meet for the purposes of participating in board training, planning and similar functions, and from such other meetings as the Board of Trustees determines by a vote of a majority of the Trustees then in office.]



**AMENDED AND RESTATED BYLAWS
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**ARTICLE VIII
COMMITTEES**

Section 8.01 Board Committees. The Board of Trustees, by resolution and adopted by a majority of the Trustees in office, may appoint one or more committees, each of which shall consist of two or more Trustees and which shall have and exercise such authority as specified in the resolution. Any committee shall have and may exercise all the powers and authority of the Board of Trustees as afforded in the committee resolution in the management of the business and affairs of the Corporation. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Trustees, or any individual Trustee, of any responsibility imposed upon it or him/her by law.

Section 8.02 Committee Rules. Unless the Board of Trustees otherwise provides, each committee designated by the Board may adopt, amend, and repeal rules for the conduct of its business. In the absence of a provision by the Board of Trustees or a provision in the rules of such committee to the contrary, the entire authorized number of members of such committee shall constitute a quorum for the transaction of business, the vote of all such members shall be the act of such committee, and in other respects each committee shall conduct its business pursuant to Article II of these Bylaws.

Section 8.03 Advisory Committees. The Board of Trustees may also elect or appoint such advisory committees, which may include individuals who are not Trustees, as the Board may deem appropriate. To the extent any such committee includes non-Trustee members, such committees shall serve in an advisory capacity only and shall not exercise any policy making or other governing authority of the Board of Trustees.

**ARTICLE IX
CODE OF ETHICS & CONFLICT OF INTEREST**

Section 9.01 Code of Ethics. The Board of Trustees shall adopt a Code of Ethics to set forth standards of behavior for trustees.

Section 9.02 Conflict of Interest Policy. The Board of Trustees shall adopt, and periodically review a conflicts of interest policy to govern disclosure and provision for voting in relation to matters giving rise to a conflict of interest involving any member of the Board of Trustees and its committees. The Board of Trustees shall adopt and enforce policies to ensure that each person becoming a member of the Board of Trustees, a member of a Board or advisory committee or a key employee of the Corporation shall be informed of such policy and shall acknowledge awareness of such policy as a condition to serving in such role, as the case may be.

**ARTICLE X
IRC 501(C)(3) TAX EXEMPTION PROVISIONS**

Section 10.01 Limitations on Activities. No substantial part of the activities of this Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation except as otherwise provided by Section 501(h) of the Internal Revenue Code, and this



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Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. This Corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Section 10.02 Prohibition Against Private Inurement. No part of the net earnings of this Corporation shall inure to the benefit of, or be distributed to, its members, directors or Trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this Corporation.

Section 10.03 Distribution of Assets.

a General Provision for Distribution Upon Dissolution. Upon the dissolution of this Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this Corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of this state.

b Distribution Following Dissolution Due to Loss of Charter. If the Corporation is dissolved following the revocation of the Charter by the Chartering Authority, the non-renewal of the Charter by the Chartering Authority, or the voluntary relinquishment of the Charter by the Corporation, then any assets to be distributed pursuant to a plan of distribution under Section 48(3) of the Nonprofit Corporation Act shall be transferred to the State Education Office of the District of Columbia and used solely for educational purposes.

Section 10.04 Private Foundation Requirements and Restrictions. In any taxable year in which this Corporation is a private foundation as described in Section 509(a) of the Internal Revenue Code, the Corporation (1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; (2) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; (3) shall not retain any excess business holdings as defined in Section 493(c) of the Internal Revenue Code; (4) shall not make any investments in such manner as to subject the Corporation to tax under Section 4944 of the Internal Revenue Code; and (5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

**ARTICLE XI
INDEMNIFICATION**

Section 11.01 Indemnification.

a The Corporation shall indemnify any officer or Trustee to the extent the individual was successful, on the merits or otherwise, in the defense of any proceeding to which the individual



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was a party because the individual was an officer or Trustee of the Corporation against reasonable expenses incurred by the individual in connection with the proceeding.

b Except as otherwise provided in Bylaws, the Corporation shall, without the requirement of any additional authorization by the Board of Trustees,¹ also indemnify an officer or Trustee who is a party to a proceeding because he or she is or was an officer or Trustee against liability incurred in the proceeding if the individual:

(i) Acted in good faith;

(ii) Reasonably believed: (A) In the case of conduct in an official capacity, that the conduct was in the best interests of the Corporation; and (B) In all other cases, that the individual’s conduct was at least not opposed to the best interests of the Corporation;

(iii) In the case of any criminal proceeding, had no reasonable cause to believe his or her conduct was unlawful; and

(iv) In the case of an employee benefit plan, reasonably believed such actions to be in the interests of the participants in and the beneficiaries of the plan

c The Corporation shall have the right to select attorneys and to approve any legal expenses incurred in connection with any suit, action or proceeding to which this indemnification applies.

d The termination of a proceeding by judgment, order, settlement, or conviction or upon a plea of nolo contendere or its equivalent is not, in itself, determinative that the officer or Trustee did not meet the standard of conduct contained in this Section 11.01.

e Unless ordered by a court of competent jurisdiction, the Corporation shall not indemnify an officer or Trustee:

(i) In connection with a proceeding by or in the right of the Corporation, except that the Corporation may indemnify the individual for reasonable expenses incurred in connection with

¹ The Nonprofit Code provides that a nonprofit corporation must indemnify any officer or Trustee to the extent the individual was successful in the defense of a proceeding to which he or she was a party because the individual was an officer or Trustee of the nonprofit against reasonable expenses incurred by the individual in connection with the proceeding. A nonprofit may also indemnify an officer or Trustee if individual acted in good faith and reasonably believed: (a) in the case of conduct in an official capacity, that the conduct was in the best interests of the nonprofit; and in all other cases, that the individual’s conduct was at least not opposed to the best interests of the nonprofit; (b) in the case of any criminal proceeding, had no reasonable cause to believe the conduct was unlawful; and (c) in the case of an employee benefit plan, reasonably believed such actions to be in the interests of the plan participants. Any indemnification must be specifically authorized by a vote of the Board of Trustees after it determines that the Trustee has met the relevant standard of conduct. The Board must authorize the indemnification by a majority vote of the disinterested Trustees or a committee of two or more disinterested Trustees; or if there are fewer than two disinterested Trustees, by the Board, in which case Trustees who do not qualify as disinterested Trustees may participate. The nonprofit can obligate itself to pay indemnification in advance through the articles of incorporation, bylaws or contract. This satisfies the requirement of authorization.

the proceeding if it is determined that the individual met the relevant standard of conduct under this Section 11.01; or

(ii) In connection with any proceeding with respect to conduct for which the individual was adjudged liable on the basis that the officer or Trustee received a financial benefit to which the individual was not entitled, whether or not it involved any action in the individual’s official capacity.

Section 11.02 Advance of Expenses. The Corporation shall, before final disposition of a proceeding and without the requirement of any additional authorization by the Board of Trustees, advance funds to pay for or reimburse the reasonable expenses incurred by an individual who is a party to a proceeding because he or she was an officer or Trustee if the individual delivers to the Corporation (1) a written statement signed by the individual setting forth his or her good faith belief that he or she has met the relevant standard of conduct described in these Bylaws and the Nonprofit Code; and (2) an undertaking in the form of an unlimited general obligation to repay any funds advanced if the individual is not entitled to indemnification under these Bylaws or mandatory indemnification under the Nonprofit Code.

Section 11.03 Determination of Indemnification.

a The Corporation shall not indemnify an officer or Trustee under Section 11.01.b unless the Board of Trustees determines, in accordance with subsection 11.03.b, that indemnification of the individual is permissible because he or she has met the relevant standard of conduct in the Bylaws and the Nonprofit Code.

b The determination shall be made:

(i) If there are two or more disinterested Trustees, by a majority vote of all the disinterested Trustees, a majority of whom will constitute a quorum for that purpose, or by a majority of the members of a committee of two or more disinterested Trustees appointed by such a vote; or

(ii) By special legal counsel: (A) Selected in the manner prescribed in paragraph (i); or (B) If there are fewer than two disinterested Trustees, selected by the Board of Trustees, in which selection Trustees who do not qualify as disinterested Trustees may participate.

c With respect to any matter disposed of by a settlement or compromise payment by such person, pursuant to a consent decree or otherwise, no indemnification either for said payment or for any other expenses shall be provided unless such settlement or compromise payment is approved by (i) a majority vote of the disinterested Trustees, a majority of whom will constitute a quorum for that purpose, (ii) by a majority of the members of a committee of two or more disinterested Trustees appointed by such a vote; (iii) if there are fewer than two disinterested Trustees, by the Board, in which case Trustees who do not qualify as disinterested Trustees may participate; provided that special legal counsel selected in the manner prescribed in Subsection b(ii), above, determines that indemnification is permissible because the officer or Trustee has met the relevant standard of conduct in the Bylaws and the Nonprofit Code; or (iv) by a court of competent jurisdiction.



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(d) For purposes of this Article XI, a “disinterested Trustee” shall mean a Trustee who, at the time of a vote referred to in this Article XI, is not:

- (i) A party to the proceeding; or
- (ii) An individual having a familial, financial, professional, or employment relationship with the Trustee whose indemnification or advance for expenses is the subject of the decision being made, which relationship would, in the circumstances, reasonably be expected to exert an influence on the Trustee’s judgment when voting on the decision being made.

Section 11.04 Insurance. Except as may be otherwise provided under provisions of law, the Board of Trustees may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the Corporation (including a director, officer, employee or other agent of the Corporation) against liabilities asserted against or incurred by the agent or arising out of the agent’s status as such, whether or not the Corporation would have the power to indemnify the agent against such liability under the Articles of Incorporation, these Bylaws or provisions of law.

Section 11.05 Severability. Each provision of this Article XI is intended to be severable, and if any term or provision is invalid for any reason whatsoever, such invalidity shall not affect the validity of the remainder of this Article XI

**ARTICLE XII
OTHER PROVISIONS**

Section 12.01 Fiscal Year. The fiscal year of the Corporation shall begin on July 1 of each year and end on June 30 of the following year, unless otherwise determined by the Board of Trustees.

Section 12.02 Checks, Notes and Contracts. The Board of Trustees shall determine those persons authorized on the Corporation’s behalf to sign checks, drafts, or other orders for payment of money; to sign acceptances, notes, or other evidence of indebtedness; to enter into contracts; or to execute and deliver other documents and instruments.

Section 12.03 Deposit. All funds of the Corporation shall be deposited from time-to-time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 12.04 Books and Records. The Corporation shall keep at its principal office in the District of Columbia: (1) updated and complete books and records of account, and (2) minutes of the proceedings of the Board of Trustees and any committee having any of the authority of the Board, excluding minutes of any action taken by the Board in Executive Sessions.

Section 12.05 Inspection Rights. Other than instances as described in Section 11.05.a below, every Trustee shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation and shall have such other rights to inspect the books, records and properties of this



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Corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws, and provisions of law.

a Executive Session minutes, except otherwise required by law, shall be available only to active Trustees who do not have conflict of interest with respect to the matters discussed during Executive Sessions. These minutes are available for inspection only in the School Leader’s office and cannot be replicated; however, Trustees may take notes.

Section 12.06 Amendment of Bylaws. The Board of Trustees shall have the power to amend the Bylaws by the affirmative vote of two-thirds of all of the members of the Board of Trustees provided that written notice of such action shall have been given with the notice of the meeting of the Board of Trustees at least 10 days prior to such vote.



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The undersigned, being Secretary of the Corporation, , hereby certifies that the foregoing Amended and Restated Bylaws, consisting of 14 preceding pages, were duly adopted by the Board of Trustees as the Amended and Restated Bylaws of this Corporation as of the __ day

_____ 2012.

Christina Murtaugh

Secretary

Attachment C

Health and Safety.

To ensure the health and safety of students, employees, and guests of the school, as required by Section 2202(11) of the DC School Reform Act¹, Washington Yu Ying will comply with all applicable federal and District of Columbia health and safety regulation and any applicable requirements of the Occupational Safety and Health Administration.

As required by Section 2204(c)(4) of the DC School Reform Act², furthermore, Washington Yu Ying will submit, before September 16 of each year, a report to the District of Columbia Public Charter School Board and, in each control year to the District of Columbia Financial Responsibility and Management Assistance Authority, a report that documents that Washington Yu Ying's facilities comply with the applicable health and safety laws and regulations of the federal government and the District of Columbia, (including the District of Columbia Fire Prevention Code, DC Code §6-701.01 et seq. (D.C. Fire Code). The report shall be open to public inspection and available upon request. In addition, Washington Yu Ying will submit to all applicable health and safety inspections by government officials, and take all appropriate steps to ensure appropriate air quality/ventilation, building condition, cleanliness, temperature control, and absence of pests/infestation in compliance with applicable health and safety and building regulation.

In addition to maintaining a safe facility, Washington Yu Ying will take steps to provide required and appropriate health and safety training to its staff. For example, staff may be required to complete annual courses in preventing, recognizing, and providing basic care for injuries and sudden illnesses until advanced medical personnel arrive. Other training alternatives, as may be required or be customary for urban elementary schools, will be explored. The school will be equipped with appropriate first aid kits, and Washington Yu Ying will consider, in its selection of a facility and allocation of space within such facility, the applicable requirements for obtaining nursing services from the District of Columbia, including the availability of an appropriately-equipped on-site health unit.

In accordance with the DC Code §38-501 et seq. and applicable requirements of the District of Columbia Department of Health, Washington Yu Ying will also require evidence of students' required immunizations and provide information to parents on such requirements in a timely manner.

¹ DC Code §38-1802.11.

² DC Code §38-1802.04(c)(4).

ATTACHMENT D

Washington Yu Ying PCS commits to obtaining accreditation by the 2018-19 school year.

Employment Policies

Washington Yu Ying will be a drug free workplace and learning environment. The school will conduct background checks on all employees prior to their hiring using an independent private firm with international search capabilities. Washington Yu Ying will be an Equal Employment Opportunity employer and will not discriminate on the basis of age, sex, race, color, religion, national origin, pregnancy, marital status or disability. In accordance with relevant law, all staff will be required to submit police clearance and proof of Tuberculosis testing. We will verify that the employee is permitted to work in this country and complete Form I-9 for the Immigration and Naturalization Service.

Washington Yu Ying's facility will meet or exceed applicable standards of No Child Left Behind. Washington Yu Ying Board of Trustees will work with the Head of School to develop a comprehensive personnel plan that promotes professionalism, distributed leadership, continuous learning, trust, and motivation within the staff. This will include customized staff contracts, evaluation plans, salary and benefit plans and other policies designed to attract and retain a committed and high qualified faculty and staff. The Head of School, Principal and Board will recruit and hire a group of educators who have strong preparation and experience in their respective grades, language and/or content areas. In addition, we will search for individuals who have familiarity with immersion, PYP and MYP, have taught in elementary schools in an urban environment, have experience and success facilitating the needs of students with disabilities, and an interest in crafting and nurturing the culture of our new school environment.

Salaries and Benefits. Washington Yu Ying compensation packages will be commensurate with the higher level of achievement, experience and education that we will expect from staff. Washington Yu Ying benefits will include health care, dental care, disability and a retirement savings plan. With respect to any teacher hired from the DCPS, Washington Yu Ying will comply with all DCPS requirements to protect certain rights and benefits of such employees.

It is expected that most if not all employees of Washington Yu Ying will have "at will" status, permitting their termination with or without cause.

Turnover. Since we will place significant effort on recruiting top teachers of the highest caliber, we anticipate that the dismissal of employees would be a rare occurrence. It is anticipated that teachers will work on two year contracts(terminable with or without cause) with renewals to begin in February to help us determine vacancies in the upcoming school year.

Staff Evaluation. Staff evaluation procedures will be finalized once key leadership of the school is in place. Staff evaluation at Washington Yu Ying will be a cyclical process that fosters an opportunity for growth and improvement, focused on enhancing rigorous outcome based instruction. The evaluation "system" would include preparation (articulating procedures, policies, and purposes); data collection (using multiple data sources); and follow-up (providing feedback and generating professional growth plans). The evaluation will consist of 360 degree feedback—with each staff member completing a self evaluation as well as receiving evaluation from supervisors, peers, assistants, and, eventually, students (all in a strictly confidential and professional manner). The process will consist of explicit standards with expectations of staff stated clearly and ratings of "exemplary," "proficient," "progressing," and "not meeting standards."

The staff will discuss the self-assessment with his or her supervisor, identifying areas for improvement. The supervisor's role is to provide candid feedback on the staffperson's self-assessment and also suggest goals for the professional growth plan (which typically includes two to four goals). For each goal, the plan establishes strategies that will be pursued, evidence that will document achievement of the goal, and a timeline. The principal and staff then have periodic

conferences to monitor and discuss progress, followed by a summative conference at the end of the evaluation cycle.

ATTACHMENT F

Pre-Opening Visit Checklist – New Charter School

**Items may be uploaded into Epicenter*

Governance and Management

Area of Review	Examples of Acceptable Documentation
The Board of Trustees has been established.	<ul style="list-style-type: none"> • Meeting minutes from the most recent board meeting* • BOT membership roster*
Leadership roles have been filled.	<ul style="list-style-type: none"> • Organizational Chart with names • Contracts, including position description

Staffing

Area of Review	Examples of Acceptable Documentation
The number of teachers and staff, including special education and/ or ELL teachers	<ul style="list-style-type: none"> • Staffing plan • Teacher roster
Employee roles and responsibilities have been clearly articulated	<ul style="list-style-type: none"> • Staff position descriptions
Employment policies for full-time and part-time staff have been established and are available to teachers and other staff.	<ul style="list-style-type: none"> • Employee handbook* • Confirmation of Receipt (e.g., form from handbook; staff meeting sign-in; etc.)
There is documentation that initial background checks for all staff have been completed.	<ul style="list-style-type: none"> • Background check clearances*
Each teacher has been offered a retirement plan.	<ul style="list-style-type: none"> • DC Teacher Retirement Opt In/Opt Out Form, or similar form.
Leave of absence forms for former DCPS employees have been processed and are on file.	<ul style="list-style-type: none"> • Leave of absence forms on file and reflect processing through DCPS
Plan for when teachers are absent	<ul style="list-style-type: none"> • Copy of school's plan for covering teacher absences (e.g., substitute bank; teacher request form; permanent substitute contracts; etc.)

Curriculum and Instruction

Area of Review	Examples of Acceptable Documentation
Needed instructional materials and supplies have been procured to classrooms at every grade level.	<ul style="list-style-type: none"> • Actual instructional materials and supplies, or evidence that materials and supplies are on order and will be delivered in time for school opening
A school calendar and class schedules exist and provisions have been made for them to be available to every student and every family.	<ul style="list-style-type: none"> • School calendar—includes 180 instructional days, holidays, PD days, inclement weather and emergency closure make-up days*

ATTACHMENT F

Area of Review	Examples of Acceptable Documentation
	<ul style="list-style-type: none"> • Class Schedules • Copy of parent/student/family handbook / resource in which calendar was printed, along with confirmation of receipt (however school tracks that information was given to parent).
Provisions have been made for assessing and serving students with special needs.	<ul style="list-style-type: none"> • Evidence that needed staff is on board to provide special needs services, or evidence that services have been contracted. • Documentation that contracts for services equal to or exceeding \$25,000 have been reviewed by PCSB.

Students and Parents

Area of Review	Examples of Acceptable Documentation
Parents and students will be provided with written information about the school including Discipline Plan (suspensions and expulsions)	<ul style="list-style-type: none"> • Copy of parent/student/family handbook / resource in which the discipline policy is printed, along with confirmation of receipt *
Preliminary class rosters are available to teachers for planning	<ul style="list-style-type: none"> • Student rosters/records are on file and accessible to teachers for planning
Intake process includes measures to identify students with special needs.	<ul style="list-style-type: none"> • Description of process for identifying students with special needs (e.g., copy of information in enrollment packet)
Valid proof of DC residency is on file for each student	<ul style="list-style-type: none"> • All residency forms from OSSE have been completed, including proof of residency form complete with parent's or guardian's name, student name, school staff person's signature, date, and appropriate check offs indicating documents submitted and copy of document submitted.
Procedures are in place for creating, storing, securing and using student academic, attendance, and discipline records.	<ul style="list-style-type: none"> • Evidence that procedures are in place for creating, storing, securing, and using student academic, attendance, and discipline records. (Includes a Safeguard of Student Information Policy that aligns with FERPA) • Evidence that the records of students with disabilities are kept in a secure location • Evidence that parents or adult students have been provided with notice of their rights under FERPA
A complaint resolution process is in place and has been distributed to employees, parents, and students.	<ul style="list-style-type: none"> • Description of complaint resolution process in employee, parent, and student handbooks. *

ATTACHMENT F

Operations

Area of Review	Examples of Acceptable Documentation
<p>Systems are in place to accurately collect and submit attendance and discipline data, and Compliance documents, including the following:</p> <ul style="list-style-type: none"> -system to accurately collect and submit daily attendance -system to accurately collect excused absence documentation -system for mandatory reporting to CFSA and/or DC Superior Court, when applicable -system to accurately submit discipline incidents -system to accurately submit Compliance documents to PCSB 	<ul style="list-style-type: none"> • Student Information System is in place • Staff member(s) have been trained on ProActive, the school's Student Information System, and Epicenter
<p>Arrangements have been made for food service.</p>	<ul style="list-style-type: none"> • Food service contract • Documentation that contract equal to or exceeding \$25,000 has been reviewed by PCSB. • Record of Basic Business License (BBL)
<p>Provisions have been made for health services and immunization, if appropriate.</p>	<ul style="list-style-type: none"> • Evidence that health services and immunizations services are available (school nurse, contract with local health facility, etc.) • Evidence of access to the immunization registry and a mechanism for entering immunization data.
<p>There are written plans for such life safety procedures as fire drills and emergency evacuation.</p>	<ul style="list-style-type: none"> • Written plans for life safety procedures included in faculty and student handbooks • Fire drill schedule (one drill within the first ten days; and conducted monthly for the remainder of the school year) *
<p>A system is in place for gathering and reporting information needed to qualify for federal entitlement programs, including reporting to PCSB</p>	<ul style="list-style-type: none"> • Evidence that a system is in place for gathering and reporting data needed to qualify for federal entitlement programs (e.g., database on Free and Reduced Lunch paperwork), including reporting to PCSB

Facilities, Furnishings and Equipment

Area of Review	Examples of Acceptable Documentation
<p>Available space (including classrooms, restrooms, and special purpose space) meets the requirements of the program and the number of students enrolled.</p>	<ul style="list-style-type: none"> • Space meets the needs of the program and number of students to be served

ATTACHMENT F

Area of Review	Examples of Acceptable Documentation
Systems are in place for student drop-off and pick-up	<ul style="list-style-type: none"> • Clear plans on file for student drop-off and pick-up before school, during school hours, and after school
Classroom furniture is available for instruction (or will be)	<ul style="list-style-type: none"> • School admin confirms that classroom furnishings are appropriate for the school's educational model
Necessary equipment, including educational technologies, is installed and ready to operate.	<ul style="list-style-type: none"> • School admin confirms that equipment is installed and is ready (or will be ready) to operate by the first day of school
A Certificate of Occupancy is on file at the school.	<ul style="list-style-type: none"> • Certificate of Occupancy on file at school with an occupancy load that is greater or equal to the number of students PLUS staff in the building*
If needed (eg., for a school occupying temporary space), parent permission slips are on file.	<ul style="list-style-type: none"> • Parent permission slips
Certificates of insurance are on file at the school and PCSB, meeting at least the minimum levels required by the PCSB.	<ul style="list-style-type: none"> • Certificates of insurance on file at school with coverage in accordance with their charter or meeting the minimum levels recommended*: <ul style="list-style-type: none"> • General Liability - \$1000 per occurrence, \$2000 aggregate • Directors and Officers Liability - \$1000 • Educators Legal Liability - \$1000 • Umbrella Coverage - \$3000; \$5000 if providing transportation • Property/Lease Insurance - 100 percent of replacement cost • Boiler and Machinery Insurance - \$1000 (if appropriate actual loss sustained) • Auto Liability Insurance - \$1000 • Workers Compensation - As required by law

Enrollment Procedures and Policies for DCI

MEMBER SCHOOL STUDENTS ENROLLMENT

Steps for Enrollment for Member Schools' Students

1. Intent to Enroll forms are distributed starting early **October** to parents/guardians of students in the incoming grades.
2. Families must return Intent to Enroll Forms **early December**.
3. [Registration Records](#) are distributed in January to families by the member schools.
4. The Registration Records and DC Residency Forms are due by early May. Once this is completed a student is considered Enrolled. Application Forms for siblings will be included with the Registration Record.
5. Students are only assured a spot in their CURRENT language program.

INTENT TO ENROLL

In the Intent to Enroll forms, parents/guardians of fifth and sixth graders will be asked if they intend to enroll their children at DCI for the following school year.

Member school administrators will send/distribute the forms electronically/via paper to students' parents/guardians. Parents/guardians are required to return completed forms to their member school registrar by early **December** to reserve spots for the following school year.

Member schools are expected to collect the Intent to Enroll forms; DCI will pick up the forms from member schools on a bi-weekly basis. DCI will keep a master list and contact families to confirm that their form(s) have been received.

REGISTRATION RECORDS

In **January**, DCI will ask member schools to distribute the Registration Record to parents who filled out the Intent to Enroll. Each school will receive a list of students whose parents should receive the Registration Record form. Here is a link to the [Registration Record](#) form.

The Registration Record will be due early **May**. If DCI does not receive a student's complete Registration Record and proof of DC Residency by the May deadline, then the student will not be guaranteed a spot for the following school year.

NEW STUDENTS APPLICATION AND ENROLLMENT

Steps for Application and Enrollment for New Students who come in via the Lottery

1. Applications open in **November** online at www.dcinternationalschool.org. Member schools will have paper copies.
2. Applications close in **April**.
3. Applications ask the students to rank their language preference.
4. If there are any available slots, then DCI will host a lottery in **April**.

5. [Registration Records](#) are due one week after a student is offered a spot. Beginning two weeks prior to the first day of school, Registration Records are due 24 hours after a student is offered a spot.
6. If a student is chosen in the lottery or off the waitlist, they are placed in their highest-ranked language slot and on a waitlist for the other two languages.
7. If spots open up in a preferred language, then students are moved off/up the language waitlist.
8. Switching language programs via the waitlists is only allowed up until two weeks prior to the opening of school.

For Siblings entering as new DCI students

1. Siblings from all member schools are given preference in their enrolled **SIBLING'S LANGUAGE**.
2. Member schools will send out the Sibling Survey in October to determine sibling numbers. [Paper Survey](#); [Electronic Survey](#). **Sibling Surveys are due early November.**
3. If there are fewer siblings than there are spots available, then siblings will apply and be enrolled concurrently with re-enrolling students.
4. If there are more siblings than spaces, then siblings must apply early **January** and there will be a sibling-only lottery held in **January**. A sibling waitlist will be created based off the lottery.
5. All member school lotteries will be completed by early April. In that process, siblings of entering member school students will be identified and given preference.

[Applications](#) open online at www.dciinternationalschool.org in **November**. Applications close in **April**. To submit an application, parents/guardians may:

- Fill it out and submit online,
- Mail in the forms to DCI, or
- Submit them in person at any member school.

There is a survey to determine whether siblings in incoming grades would like to attend DCI in October: [Paper Survey](#); [Electronic Survey](#). Each member school will send out the survey to their school community in October. The Survey is due in **November**. If there are fewer siblings than available spots, then the siblings will be automatically enrolled in their sibling's member school target language on the same timeframe as current students. Siblings will be placed in a sibling-only lottery if there are more siblings than spots available.

All member school lotteries will be complete by early **April**. In that process, siblings of entering member school students will be identified and given preference.

If additional spaces are available, the lottery will occur in **mid-April**. There will be a random lottery assigning all applicants a number. DCI will pull through the applicants - every applicant will be given a number and placed on the lottery list. DCI will accept as many students as there are spaces available.

Students who are accepted in the lottery do not convey sibling preference to their siblings to attend member schools. This policy is in place because it difficult to determine and track sibling preference into five schools.

Once applicants are accepted through the lottery, they rank their language choices. If no spot in the student's top language choice is available, the student has two options: take the next highest-ranked language spot available, or decline to enroll at DCI. We will endeavor to maintain a waiting list of first choices, but there is no guarantee students will be offered a more preferred language choice. If spots in a more preferred language open prior to the two weeks before school starts the student is moved up the list(s) and switched automatically. For example, there are spots in Spanish only and the student ranked C, F, S, the accepted student would be placed on the Chinese and French waitlists in order of his/her lottery number. If a spot opens in Chinese, the child will be taken out of Spanish, off the French waitlist and placed in Chinese. If parents/guardians ONLY want the first language choice then it is up to them to decline the spot.

The [Registration Record](#) and DC Residency will be due in person one week after the lottery or one week after the student is offered a spot through the summer.

The waitlist will be maintained online until the week prior to the first week of school. We will move quickly down the waitlist. Each Monday we will accept new students and their paperwork will be due the following Friday to secure a spot. If spots become available the last two weeks before school starts and through the school year, paperwork will be due within 24 hours and there will be no options for language other than the spot offered.

When the Registration Record and enrollment paperwork is turned in, the education team will review it to see if the students have background in their target language. If there is background, DCI will test the student and place them into the appropriate level.

These dates will be updated each year in October. If DCI is able to participate in the Common Lottery, the school will plan to and the procedures will be updated.

DCI will adopt policies, procedures and plans to ensure a safe and supportive school environment that will:

- Emphasize care, effective communication and quality relationships based on mutual respect;
- Value effort, present achievable but challenging expectations, build self-esteem and encourage students to be responsible and independent learners; and
- Promote the development of knowledgeable, morally and socially responsible citizens who are self-determined.

DCI will only consider student suspension or expulsion for serious/repeated conduct that violates the rights of others in the school community to feel safe, learn, or maintain property. DCI aims to be a low-suspension/no expulsion school. We believe in consequences that have the student making restitution rather than being excluded from learning. DCI will observe the tenets of restorative justice and positive behavior interventions and supports because it believes that students a) belong in school, and b) that punishment does not change behavior, but intervention does. DCI will include Positive Behavioral Intervention and Supports (“PBIS”) and Restorative Practices such as restorative conferences, peace circles, family conferences, and peer juries in order to be proactive about preventing suspension or expulsion. The discipline provisions of the Individuals with Disabilities Education Act (“IDEA”) are observed regarding consequences for students with disabilities.

- For short-term suspensions (10 days or fewer) the decision to suspend a student shall be made by a Principal or Administrative Designee with or without the recommendation of the student’s teacher or other school employee. The Principal or Administrative Designee will determine the number of days for suspension based on the severity of the infraction, the age of the student, and previous infractions. The suspension shall become effective immediately unless otherwise stated by a Principal or Administrative Designee. After three suspensions from school within the same school year for the same or different chronic infractions, expulsion will be seriously considered. The DCI requires that a parent/guardian attend a meeting with a Principal or Administrative Designee and at least one of the student’s teachers before a student may return to school. Upon notification of suspension, a parent/guardian should contact a Principal or Administrative Designee to schedule this meeting.
- Any student involved in a very serious discipline incident (e.g. Tier 3) may be a candidate for long-term suspension (more than 10 days, maximum of 20 days) or expulsion. IDEA discipline provisions are observed in cases regarding students with disabilities.
- Prior to the determination for a long-term suspension or expulsion, the family will be invited to participate in a School Judiciary Committee meeting so that the family, student and school administration can better understand the incident and determine if a long-term suspension or expulsion is warranted. The School Judiciary Committee meeting is an opportunity for the student and family to engage in a dialogue about the incident in order

to share all pertinent information about the incident and/or student's situation and the family is encouraged to bring mentors or other individuals who might support the family.

- If, after the School Judiciary Committee meeting, the school administration determines that it may still take actions to suspend or expel the student, a Long-Term Suspension or Expulsion Determination meeting will be scheduled with the Head of School and appropriate school personnel. The goal of this meeting will be to summarize the incident and offer the family an opportunity to present evidence of extenuating circumstances for consideration in the final determination. Only the Head of School may make the decision for suspensions exceeding ten days or expulsion.
- The decision to suspend or expel a student shall be made in writing and given to the parent/guardian. The student's parents/guardians have five school days to challenge the suspension or expulsion by submitting an appeal of a Principal's or Head of School's decision, in writing, to the Head of School and Chair of the Board of Trustees. The Board of Trustees will issue a decision in writing to the parents/guardians and the school administration within 5 school days after receiving the appeal. The Chair of the Board of Trustees shall convene a special meeting of the Board of Trustees to consider the appeal of the suspension or expulsion. The student and his or her parents/guardians, the student's teachers, a Principal or Administrative Designee, the Head of School, and other school staff may be invited to participate in this special meeting as the Board sees fit. The decision of the Board of Trustees in affirming or reversing a Principal's or Head of School's decision is final.
- The basis for disciplining, suspending or expelling students with disabilities shall be no different than the basis for such actions taken against students without disabilities. Reasonable accommodation of a student's disabilities shall not prevent DCI from disciplining, suspending or expelling students when behavior not related to the disability threatens the health, safety or welfare of a student, teacher or staff member or repeatedly impairs instruction for the student's classmates. However, under IDEA 2004 students with disabilities are entitled to certain additional procedural protections during the discipline process. These protections include, but are not limited to, requirements for a meeting to determine if behaviors resulting in expulsion or suspension longer than ten (10) days are a manifestation of a student's disability.

DCI will have zero tolerance policies with regard towards the intent to distribute drugs, possession of weapons, or physical violence/ serious threats of violence. The school culture and student discipline will create an orderly environment in which students can embark on their journeys as lifelong learners. DCI administrators will meet with federal and city safety officials and request that the school is updated regularly on security issues and measures needed to ensure the safety of our students and staff. The school will ensure all administrators and designated staff have step-by-step procedures for reporting and handling serious incidents occurring close to the school. Such incidents will be reported to the Metropolitan Police Department. All staff will be trained in how and when to activate our emergency response plan. The school will undertake random drills to test the evacuation plan.

DCI students are expected to demonstrate the attributes of the Learner Profile to ensure that they always:

- Foster their own and others' learning;
- Listen to and follow the instructions of staff members;
- Treat themselves and others in a respectful way;
- Attempt to solve problems in a responsible way; and
- Work, play and move in a way that ensures the safety of themselves, others, and school property.

These expectations apply to all students during all school activities including class, after-school activities, and other special events. Parents and guardians also play an integral role in creating a Safe and Supportive School Environment.

Parents/guardians have the right to:

- Be a partner in a supportive and safe school environment that fosters quality relationships, mutual respect and effective communication;
- See their child experiencing success through meaningful and relevant curriculum;
- Feel safe; and
- Be treated with care, cooperation, courtesy and respect.

Parents/guardians have a responsibility to:

- Actively support and contribute to the development of a safe and supportive school environment;
- Support and encourage their children to participate to the best of their ability in all aspects of the curriculum;
- Behave in a way that respects and supports the safety and well-being of self and others; and
- Treat others with care, cooperation, courtesy and respect.

Parents and Guardians will be encouraged to:

- Inform the school of any situation or information that is relevant and concerns their children's behavior;
- Encourage their children to follow the School Rules and Student Profile;
- Support their children in taking responsibility for their behavior by using problem solving strategies;
- Attend any meetings arranged by the school to discuss their children's behavior; and
- Work in partnership with DCI to develop a safe and supportive school environment.

The following are categories of inappropriate behaviors and the attending consequences to support behavior change:

LEVEL 1	LEVEL 2	LEVEL 3
<p>Low level, minor, infrequent behaviors that do not significantly interrupt the teaching and learning of others:</p> <ul style="list-style-type: none"> Off task Not finishing work or homework Non-compliance Inappropriate moving around the school Using inappropriate language Chewing gum Littering Spitting Bringing inappropriate items to school Being late Being in an inappropriate area 	<p>Persistent behaviors that disrupt teaching and learning, or repeated Level 1 Behaviors.</p> <ul style="list-style-type: none"> Non-compliance Defiance or disrespect Swearing or other verbal abuse Sexual or racial harassment Teasing or bullying Physical abuse, fighting Unsafe play Theft Vandalism or graffiti Leaving school without permission, truancy Inappropriate use of computers Cheating Possessing tobacco, alcohol or other chemical products Possessing or accessing pornographic material Computer hacking, trashing or interfering in any way with another persons' work or intellectual property 	<p>Repeated Level 2 Behaviors, Extreme Violence, Dangerous or Illegal Behaviors while under school jurisdiction:</p> <ul style="list-style-type: none"> Extreme violence towards self, others or property Using (on school property during the school day) or distributing alcohol or other chemical products Possessing dangerous items or weapons Repeated bullying or cyberbullying
<p>Logical and planned interventions (Least to most intrusive)</p> <ul style="list-style-type: none"> Clear Direction Rule Reminder Choice Logical Consequence Time Out/Loss of privileges Family Conference 	<p>Planned Team Support which will involve teachers, parents, counselors, administration and may include:</p> <ul style="list-style-type: none"> Suspension of privileges Time in an alternate setting Contracts Family Conference Individual Behavior Plan/Counseling Restitution mutually agreed upon by student/family/affected party Suspension for no more than 2 days 	<p>Planned team support which will involve parents, teachers, counselor, administrators and other support agencies as appropriate:</p> <ul style="list-style-type: none"> Family Conference Restitution mutually agreed upon by student/family/affected party In-School Suspension Drug testing (urine testing) Suspension for no more than 20 days Expulsion

Through PBIS, DCI aims to:

- Recognize and promote responsible and positive behavior;
- Provide a consistent approach to managing inappropriate behavior by applying fair and logical consequences;
- Encourage students to take responsibility for their own behavior by teaching and promoting problem solving and conflict management skills;
- Promote restitution over removal; and
- Not rely on suspension or expulsion for discipline and have a <1% expulsion rate.

While observing the standard code of discipline and levels of consequences established by all schools (and based on those of our elementary feeder schools), DCI will implement a formal PBIS program to establish a respectful community and a safe environment for all students, teachers, and staff. The PBIS team made of teachers, parents, and students will create and maintain a clear and consistent system of positive expectations for the entire school; a system in which all school members understand those expectations and understand why and how these expectations benefit the school community.

PBIS is a team-based approach that includes modeling, teaching, and recognizing appropriate behaviors. It creates, maintains, and teaches behaviors that support a more peaceful world and an environment that facilitates growth.

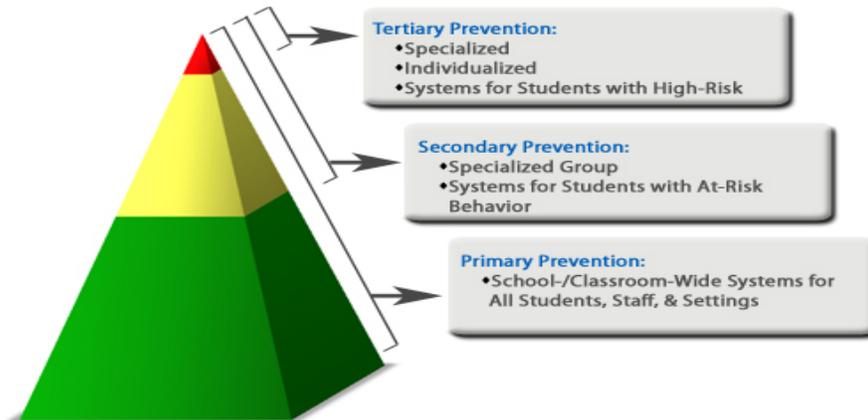
We want students to find affirming adult and peer role models, regular opportunities to experience academic and social success, and social exchanges that foster enduring peer and adult relationships. Students will learn and demonstrate the DCI Principles: Respect Ourselves, Respect Our Community, and Respect Our Environment.

The PBIS Plan will implement and maintain a “Living above the Line” incentive that helps students become more self-determined by taking ownership of their behavior. The team process for PBIS includes:

1. Establishing clear expectations for all students in all settings of the school;
2. Identifying positively stated rules for each expectation tailored to every setting of the school;
3. Teaching students these expectations and rules;
4. Reinforcing students who behave according to the school's expectations/rules;
5. Differentiating between minor (classroom-managed) and major (office-managed) behaviors;
6. Developing specific consequences for students who choose not to conform to school expectations/rules; and
7. Ongoing evaluation of behavioral data and academic data.

Our PBS features a continuum of school-wide instruction and behavioral supports:

Continuum of School-Wide Instructional & Positive Behavior Support



source: *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*: www.pbis.org



CERTIFICATE OF LIABILITY INSURANCE

DATE MM/DD/YYYY

11/3/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURERS, AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement.

PRODUCER Early, Cassidy & Schilling, Inc. 15200 Omega Drive Suite 100 Rockville MD 20850	CONTACT NAME: Mary Anne Hughes-Creech PHONE: A.C. No. Ext: (301) 948-5800 E-MAIL ADDRESS: certs@ecsinsure.com	FA: A.C. No.: (240) 864-8122
	INSURER'S AFFORDING COVERAGE	
INSURED Washington Yu Ying P.C.S. 220 Taylor St., NE Washington DC 20017	(202) 536-2604	INSURER A: Sentinel Insurance Company, Lt INSURER B: Philadelphia Indemnity Co INSURER C: Philadelphia Insurance INSURER D: INSURER E: INSURER F:
		NAIC 11000 18058

COVERAGES

CERTIFICATE NUMBER: Cert ID 11332

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR W D	POLICY NUMBER	POLICY EFF MM DD	POLICY E P MM DD	LIMITS
B	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			PHPK1060434	11/8/2014	11/8/2015	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 Empl Benefits Liab \$ 1,000,000
B	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			PHPK1060434	11/8/2014	11/8/2015	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	<input type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB <input checked="" type="checkbox"/> RETENTION \$ 10,000 <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE			PHUB431038	11/8/2014	2/8/2016	EACH OCCURRENCE \$ 3,000,000 AGGREGATE \$ 3,000,000 \$
A	<input type="checkbox"/> WORKERS COMPENSATION AND EMPLOYERS LIABILITY <input type="checkbox"/> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? <input type="checkbox"/> Mandatory in N/A If yes, describe under DESCRIPTION OF OPERATIONS below			42WECLB1228	8/8/2014	8/8/2015	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 500,000 E.L. DISEASE - EA EMPLOYEE \$ 500,000 E.L. DISEASE - POLICY LIMIT \$ 500,000
C	Directors and Officers			PHSD891102	11/8/2014	11/8/2015	Limit 1,000,000 Retention Each Claim 1,000

DESCRIPTION OF OPERATIONS LOCATIONS EICLES ACORD 101, Additional Remarks Schedule, may be attached if more space is required

Proof of Insurance

CERTIFICATE HOLDER**CANCELLATION**

Evidence of Insurance	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

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EVIDENCE OF PROPERTY INSURANCE

Cert ID 11333

DATE MM/DD/YYYY

11/3/2014

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AGENCY PHONE A.C. No. Ext: (301) 948-5800 Early, Cassidy & Schilling, Inc. 15200 Omega Drive, Suite 100 Rockville MD 20850		COMPANY Philadelphia Indemnity Co 1375 Piccard Drive, Suite 375 Rockville MD 20850	
FA A.C. No: (240) 864-8122		E-MAIL ADDRESS: certs@ecsinsure.com	
CODE: AGENCY CUSTOMER ID: 34059		SUB CODE:	
INSURED Washington Yu Ying P.C.S. 220 Taylor St., NE Washington, DC DC 20017		LOAN NUMBER	POLICY NUMBER PHPK1060434
		EFFECTIVE DATE 11/8/2014	EXPIRATION DATE 11/8/2015
		<input type="checkbox"/> CONTINUED UNTIL TERMINATED IF CHECKED	
THIS REPLACES PRIOR EVIDENCE DATED:			

PROPERTY INFORMATION

LOCATION DESCRIPTION 220 Taylor Street, NE, Washington, DC
--

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS EVIDENCE OF PROPERTY INSURANCE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

COVERAGE INFORMATION

COVERAGE PERILS FORMS	AMOUNT OF INSURANCE	DEDUCTIBLE
Building Limit	15,900,000	2,500
Business Personal Property	105,000	2,500
Replacement Cost / Special Cause of Loss Form		

REMARKS Including Special Conditions

Proof of Insurance

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

ADDITIONAL INTEREST

NAME AND ADDRESS Evidence of Insurance	<input type="checkbox"/> MORTGAGEE	<input type="checkbox"/> ADDITIONAL INSURED
	<input type="checkbox"/> LOSS PAYEE	<input checked="" type="checkbox"/> Certificate Holder
	LOAN #	
AUTHORIZED REPRESENTATIVE <div style="background-color: black; width: 150px; height: 20px; margin: 5px auto;"></div>		

ACORD 00000100

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Attachment J

Key Personnel

- 1. Maquita Alexander, Head of School**
- 2. Cherri Herington, COO**

Appendix B

December 2015 Charter Amendment



DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote	Non-Voting Board Items
<input type="checkbox"/> Approve a Charter Application (15 yrs)	<input type="checkbox"/> Public Hearing Item
<input type="checkbox"/> Approve a Charter Renewal (15 yrs)	<input type="checkbox"/> Discussion Item
<input type="checkbox"/> Approve Charter Continuance (5 or 10 yrs)	<input type="checkbox"/> Read into Record
<input checked="" type="checkbox"/> Approve a Charter Amendment Request	
<input type="checkbox"/> Give a Charter Notice of Concern	
<input type="checkbox"/> Lift the Charter Notice of Concern	
<input type="checkbox"/> Commence Charter Revocation Proceedings	
<input type="checkbox"/> Revoke a Charter	
<input type="checkbox"/> Board Action, Other _____	
Policies	
<input type="checkbox"/> Open a New Policy or Changes to a Policy for Public Comment	
<input type="checkbox"/> Approve a New Policy	
<input type="checkbox"/> Approve an Amendment to an Existing Policy	

PREPARED BY: Emma McGann, School Quality and Accountability Team

SUBJECT: Vote on Washington Yu Ying Public Charter School: Charter Amendment

- Modified Mission Statement

DATE: December 14, 2015

A proposal to amend the existing mission statement and revise the existing goals and academic achievement expectations was opened for public comment on August 6, 2015 and remained open until September 21, 2015. No public comment was received. A public hearing was scheduled for September 21st, but was delayed because of further consideration around the schools' goals revision. Subsequently, the school decided to move forward only with the mission statement revision. A public hearing occurred at the DC Public Charter School Board's November 16, 2015 meeting. No public comments were made at the hearing.

Recommendation

The DC Public Charter School Board ("DC PCSB") staff recommends that its Board approve the charter amendment request from Washington Yu Ying Public Charter School ("Yu Ying PCS") to amend its mission statement, and approve DC PCSB Board Chair Darren Woodruff to sign the attached amendment on behalf of the Board.

Proposal

Yu Ying PCS submitted to the DC Public Charter School Board ("DC PCSB") on July 15, 2015 a charter agreement amendment application requesting to modify its existing mission statement and to revise its existing goals and academic achievement expectations. Yu Ying PCS would like to amend its mission statement because its board recently determined that

the existing mission statement does not accurately reflect the school's goals. Also, as an authorized affiliate of the International Baccalaureate Organization ("IBO"), Yu Ying PCS would like its mission statement to align with IBO's objective "to develop inquiring, knowledgeable and caring young people." After extensive discussion with DC PCSB staff and leadership throughout the course of September and October and upon further consideration about the school's goals and student academic achievement expectations, Yu Ying PCS decided to limit its charter amendment to modifying its mission statement only.

Below is a summary of the school's proposed amendment, which DC PCSB staff supports.

Request to Modify Mission Statement

Yu Ying PCS's existing mission statement reads as follows: *Washington Yu Ying Public Charter School aims to nurture the development of a strong social conscience among tomorrow's global leaders by fostering excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese-English dual language immersion environment.*

The school would like to change its mission statement to the following: *Washington Yu Ying PCS strives 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.*

According to the school's charter agreement amendment application, Yu Ying PCS's Board decided to replace the phrase *dual language immersion* with *Chinese/English* in its mission statement, because the school intends to strengthen the connections between English Language Arts ("ELA") and Chinese Language Arts ("CLA") by applying a more holistic approach to teaching students the Chinese language. The school's revised mission statement reflects its new emphasis on helping students learn about the Chinese culture as well as the language. Yu Ying PCS is proposing to ensure 180 days of literacy in both ELA and CLA, so students may better grasp both languages and produce visible growth results according to the NWEA MAP assessment that Yu Ying PCS plans to implement to measure student growth on ELA.

Background

Yu Ying PCS is currently in its seventh year of operation serving students in grades prekindergarten-3 ("PK3") through fifth as the only Chinese-immersion public school in the District. On June 16, 2014, Yu Ying PCS, along with a consortium of five other public charter schools, was approved to expand its charter to serve grades 6-12 and contract with the District of Columbia International School ("DCI") to provide education and other language-immersion services for its middle grades and high school students. In July, 2015, the law changed, allowing DC PCSB to designate DCI as the program to be treated as a public charter school for accountability and funding purposes. Subsequent to that, Yu Ying PCS (and the other consortium of charter schools) amended its charter agreement assigning its rights and responsibilities regarding grades 6-12 to DCI. According to DC PCSB's annual School Performance Report, the school has consistently performed as a Tier 1

school since its inception in 2008. Yu Ying PCS will be up for a 10-year charter review SY 2017-18.

Notification

On August 6, 2015, DC PCSB staff submitted a notification to be published in the DC Register; notified Jasmine White, ANC Commissioner for Ward 5A06; and posted a notice on its website soliciting public comment regarding Yu Ying PCS's charter amendment request. Copies of these public notices in their entirety may be found here: <http://bit.ly/1K9ZKIL>.

Attachments to this Proposal

- Attachment A: School's Charter Agreement Amendment Application
- Attachment B: School's Original Goals
- Attachment C: Charter Agreement Amendment

Date: <u>12/14/15</u>
PCSB Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Approved with Changes <input type="checkbox"/> Rejected
Changes to the Original Proposal: _____

ATTACHMENT A

School's Charter Agreement Amendment Application



DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Amendment Application

Part I: General Information

All applicants must complete this section

SUBMITTED BY: Maurice Smith - Washington Yu Ying Public Charter School

Maurice Smith – Washington Yu Ying Public School

SUBJECT: Charter Amendment Request for: (Mark all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Changes to the: Mission or Education Philosophy | <input type="checkbox"/> Replication/Operation of additional campus(es)*
*(w/ no changes to grade configurations) |
| <input checked="" type="checkbox"/> Goals and Academic Achievement Expectations | <input type="checkbox"/> LEA Status for Special Education |
| <input type="checkbox"/> Grade Levels to be Served | <input type="checkbox"/> Voluntary Closure of a Campus or Grade Level(s) |
| <input type="checkbox"/> Governance Structure | <input type="checkbox"/> Campus location (Part D1) |
| <input type="checkbox"/> (e.g., hiring/dismissal of management companies) | <input type="checkbox"/> Curriculum, standards, or assessments (Part D2) |
| <input type="checkbox"/> Enrollment Ceiling | |
| <input type="checkbox"/> Articles of Incorporation or Bylaws | |

DATE: 7/15/2015

PROPOSAL

Washington Yu Ying Public Charter School submits to the DC Public Charter School Board ("PCSB") this petition to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on _____, 20____.

1. What specifically is the school requesting to change? Please describe any planning that is already underway to prepare for the proposed change(s).
Change our school's goals and mission
2. How will the amendment(s) selected above support or enhance the school's mission?
The goals will measure what the school consider's to be success towards realizing the mission.
3. Has the school's board approved the proposed amendment(s)? If so, on what date? If not, please explain.
Yes, May 2015 meeting
4. Has the school informed its internal stakeholders (e.g., staff, students and parents) of the proposed amendment(s)? If so, how were they notified? Please describe any concerns raised by stakeholders.
Staff was notified at the end of the year Educational Summit . There were no concerns raised.

SCHOOL BACKGROUND

Please address the following questions in their entirety. This information provides helpful background to the PCSB Board as it reviews these requests.

Overview of School Performance

1. Provide the following information about your school:
 - a) Number of years in operation: 7
 - b) Grade levels served: PRK 3- 5
 - c) Expiration date of the school's charter agreement: 2017
2. Please select the performance indicators below that describe the school's current performance: (Mark all that apply)

<input checked="" type="checkbox"/> Currently rated Tier 1, or met at least 2/3 of targets on the most recent Accountability Plan, EC or Adult PMF.	<input type="checkbox"/> Has historically met enrollment projections w/in 80% of target.
<input type="checkbox"/> School is not currently under corrective action	<input type="checkbox"/> School is properly accredited.
<input type="checkbox"/> School has been in operation for 3+ years	<input type="checkbox"/> School has been in operation 3+ years.

For questions, please contact DC Public Charter School Board ("PCSB") at (202) 328-2660.



Section A. Charter Amendment – Mission or Educational Philosophy

***ONLY complete this section if applying to amend Mission/Educational Philosophy.**

1. Explain the school's rationale for amending its mission or educational philosophy.

The current mission didn't reflect the board's views or values around the school's purpose.

2. How will the new mission or educational philosophy impact the school's existing curriculum?

We have been unofficially been the spirit of the new mission over the past several years. It has been the driving factor when deciding curriculum approaches.

3. Has the school informed external stakeholders (e.g., the ANC) of the proposed amendment? If so, please provide the date. Please describe any concerns raised by external stakeholders.

An email was sent to Jasmine White, ANC representative on June 3, 2015. There were no concerns raised.

For questions, please contact DC Public Charter School Board ("PCSB") at (202) 328-2660.



Section B. Charter Amendment - Goals and Academic Achievement Expectations

***ONLY complete this section if applying to amend Goals/Achievement Expectations.**

1. Explain the school's rationale for amending its goals and academic expectations.

The school's original goals were numerous and proved to be cumbersome as they were not tied to a specific metric.

2. How will the new goals impact the school's existing curriculum?

We are adding the NWEA map test to measure growth on ELA. It is a national normed test based on student growth. We are also changing out Chinese language arts model to reflect a whole language approach to Chinese. The focus will be strengthening connections between ELA and CLA to ensure 180 days of literacy.

3. Summarize the school's academic performance history, including PMF scores and/or accountability plan results for the past three years.

Yu Ying has been a Teir 1 school for 3 years in a row (2012, 2013, 2014).

4. If proposing goals and/or academic expectations aside from adopting the PMF indicators, describe how the school will monitor its progress towards the goal, and what it will report in its Annual Report to show goal attainment. (If not applicable, please write *N/A*)

Our students will take NWEA map tests for reading and math 3 times a year. This information will be put in the dashboard and shared with school stakeholders during board meetings, data talks and instructional meetings with the administrative team.

-
5. Has the school informed external stakeholders (e.g., the ANC) of the proposed amendment? If so, please provide the date. Please describe any concerns raised by external stakeholders.

An email was sent to Jasmine White, ANC representative on June 3, 2015. There were no concerns raised.

For questions, please contact DC Public Charter School Board ("PCSB") at (202) 328-2660.

ATTACHMENT B

School's Original Goals

Goal or Expectation	Met?
1 Students will achieve literacy in English.	Yes
2 Students will achieve literacy in Chinese.	Yes
3 Students will be adept inquirers and flexible thinkers capable of solving problems effectively.	Yes
4 Students will understand and master increasingly complex mathematical concepts.	Yes
5 Students will master the scientific method and apply it.	Yes
6 Students will be able to relate their learning to the outside world.	Yes
7 Students will become independent learners and complete independent papers, reports, and performances, culminating in a "graduation project" for Grade 8.	Yes
8 Students will satisfy Washington Yu Ying PCS's requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most rigorous academic curricula in high school.	Yes
9 Students will become life-long learners who possess a positive attitude toward school and learning.	Yes
10 The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.	Yes
11 Students will embrace diversity and respect for other cultures.	Yes
12 Students will treat themselves, other students, staff, and the physical plant with respect.	Yes
13 Students will learn to work collaboratively and resolve conflicts effectively and safely.	Yes
14 Students will embrace the community by contributing to their school and wider community with service projects.	Yes
15 The school will be a good citizen and contribute to the local community.	Yes
16 Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.	Yes
17 The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators, and board members.	Yes
18 The school will be led by an active Board of Trustees that will work with the Head of School and principal to effectively run the Washington Yu Ying School.	Yes
19 The school will be in sound fiscal health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.	Yes

Charter Agreement Amendment

FIRST AMENDMENT TO THE 2015 AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND WASHINGTON YU YING PUBLIC CHARTER SCHOOL

This Amendment (the “**Amendment**”) is entered into by and between Washington Yu Ying Public Charter School, a District of Columbia nonprofit corporation (the “**School Corporation**”) and the DC Public Charter School Board (“**DC PCSB**” or the “**Charter Board**”; collectively, the “**Parties**”). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on May 19, 2008, wherein the School Corporation agreed, among other things, to operate a public charter school (the “**School**”) in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the “**Act**”).

WHEREAS, the Parties entered into an amended and restated contract on June 16, 2015 (the “**Charter Agreement**”), wherein the School Corporation agreed, among other things, to continue operating the School in accordance with the Act.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows.

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 Section 2.1 of the Charter Agreement (mistakenly labeled as Section 2 A. in the Charter Agreement) is struck in its entirety and replaced with the following.

2.1 Mission Statement.

A. The School Corporation shall operate in accordance with its mission statement: “Washington Yu Ying PCS strives 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.”

B. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to its mission.

SECTION 2. CHARTER AGREEMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

2.3 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

2.4 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

2.5 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

2.6 Assignment. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.7 No Third Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

2.8 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

2.9 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

2.10 Dispute Resolution. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter Agreement pursuant to D.C. Code § 38-1802.13.

2.11 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested,

in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spears@dcpcsb.org
Telephone: 202-328-2660

If to the School Corporation:

Washington Yu Ying PCS
2nd St NE
Washington, DC 20017
Attention: Maquita Alexander, Head of School
maquita@washingtoneyu.org
202-635-1950

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

**WASHINGTON YU YING
PUBLIC CHARTER SCHOOL**

**DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD**

By 

Maurice Smith

Washington Yu Ying PCS Board Chair

Date:

By 

Darren Woodruff, Ph.D

DC PCSB Board Chair

Date: 8/5/2016

Appendix C

2015-16 Annual Report

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



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

Maurice Smith, Board Chair

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I. School Description

A. Mission Statement

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



B. School Program

Brief Summary of Curriculum Design

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

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

IB PYP Programme Features

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

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

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

PYP Programme Benefits

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

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

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

Parent Involvement Efforts

PA Meetings

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

Bi-Monthly Coffees

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

Parent Education Sessions

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

Health and Wellness Committee

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

Chinese Cultural Committee

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

Daily Volunteers

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

Field Trips (School and REEF)

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

Spelling Bee

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

STEM Fair

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

Library

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

II. School Performance

A. Performance and Progress.

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

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

These include:

Literacy Instruction:

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

Math Workshop:

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

Units of Inquiry (UOI):

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

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

benchmark.

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

Booster Groups for English and Chinese:

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

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

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

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

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

Student Progress

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

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

School Progress

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

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

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

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

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

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

B. Lessons Learned and Actions Taken

Teacher Growth and Development

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

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

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

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

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

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

Education Policies

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

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

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

Chinese Program Lesson Learned

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

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

Program and Student Support

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

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

Professional Development and Support for Chinese Teachers

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

C. Unique Accomplishment & Media

Presenting Nation-Wide and Community Engagement

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

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

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

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

Collaborations Around the US and China

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

Yu Ying was named Confucius Classroom of the year.

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

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

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

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

2nd Graders featured in KidPost at the Washington Post

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

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

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

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

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

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

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

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

Up to \$499

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Alicia Brooks	Jose Sousa	William Mosley
Andrew Gorman	Josh Rogin	Yohance Fuller
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Building Hope

Staff Roster 2015-2016

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

Staff Roster 2015-2016

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

Staff Roster 2015-2016

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

Staff Roster 2015-2016

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

Staff Roster 2015-2016

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

Staff Roster 2015-2016

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

Board of Trustees 2015-2016

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

Maquita Alexander
Head of School
DC Resident
2009- Present

Stanley Cowan
COO
DC Resident
April 2015- June 2016

B

Washington Yu Ying
PCSB-Formatted Budget

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

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

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

Income and Cash Flow Statements

Washington Va. Ying PCS
July 2015 through June 2016

Period: Fiscal Year-To Date (YTD) only

Account Detail	Actual	Budget	Variance	Actual	Budget	Variance
Income Statement						
Revenue	8,911,045	8,040,396	270,649	8,040,396	8,040,396	
State and Local Revenue	748,679	487,392	261,287	487,392	487,392	
Federal Revenue	168,095	77,000	91,095	77,000	77,000	
Private Revenue and Donations	955,302	889,723	65,579	889,723	889,723	
Interest	0	0	0	0	0	
Donated Revenue	0	0	0	0	0	
Total Revenue	9,881,051	9,294,919	586,132	9,294,919	9,294,919	
Expenses	4,830,858	5,147,375	(316,517)	5,147,375	5,147,375	
Salaries	979,957	1,059,550	(79,593)	1,059,550	1,059,550	
Benefits and Staff	74,395	29,207	45,188	29,207	29,207	
State-Related Costs	77,341	78,445	(1,104)	78,445	78,445	
Occupancy Services	382,527	363,089	19,438	363,089	363,089	
Direct Student Expense	652,028	603,951	48,077	603,951	603,951	
Office & Business Expense	991,593	901,593	90,000	901,593	900,593	
Donated Expense	0	0	0	0	0	
Interest	0	163,271	(163,271)	163,271	163,271	
Insurance	381,469	410,348	(28,879)	410,348	410,348	
Depreciation and Amortization	596,951	492,190	104,761	492,190	492,190	
Total Expenses	4,991,251	5,321,332	(329,081)	5,321,332	5,321,332	
Net Income	1,070,233	173,581	896,652	173,581	173,581	
Cash Flow Statement	Actual	Budget	Variance	Actual	Budget	Variance
Start Flow Adjustments	1,010,388	173,581	836,807	173,581	173,581	
Operating Activities	508,991	482,180	26,811	482,180	482,180	
Add Depreciation	78,644	-37,540	116,184	-37,540	-37,540	
Operating Fixed Assets	32,920	-27,380	60,300	-27,380	-27,380	
Buildings	-324,000	0	-324,000	0	0	
Other Operating Activities	-167,345	-394,664	226,719	-394,664	-394,664	
Capital Adjustments	18,202	0	18,202	0	0	
Substance	0	22,466	(22,466)	22,466	22,466	
Total Cash Flow Adjustments	327,757	180,037	147,720	180,037	180,037	
Change in Cash						

Variance is shown by actual expenditures higher than budgeted amounts. Budget of the FY16 and FY16 Change School Facilities Grant payment, and supplemental grant payments. Variance due to recognition of revenue of SCDE state revenue during FY16. Supplemental grant and spending of nearly \$1M of FY16 SCDE Reg. & Growth fund. Variance due primarily to SCDE services, as well as receipt of \$1.9M Special Early Childhood program support in October and \$1.5M Continuity Institute contribution in December. Variance driven by unexpected costs of the grant.

Variance shown by lower than expected enrollment and SCDE grant revenue, but is primarily offset by the unexpected item on the wage. Variance driven by lower than expected teacher salaries, SCDE staff expenses, and development salaries.

Variance due to benefits and taxes being proportionally to salaries.

Variance due to support payments to General & Technical Staff Computer Telephones Systems for yearly maintenance in September, and high server removal costs in February.

Variance due to overprinting an uncontracted instruction book.

Variance shown by higher than expected DCI and up equipment, which will be offset by reapplying SCDE grant revenue.

Variance is shown as higher than expected enrollment and SCDE grant revenue, but is primarily offset by the unexpected item on the wage.

D

Appendix D

5-Year Charter Review Report

2012-13 Charter Review Report

Washington Yu Ying Public Charter School

Fifth Year Review

June 17, 2013

DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010
(202) 328-2660
www.dcpsb.org

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RECOMMENDATION

The District of Columbia Public Charter School Board’s (“PCSB”) staff recommends Washington Yu Ying Public Charter School (“Washington Yu Ying PCS”) be granted charter continuance based on the school’s overall academic, compliance, and fiscal performance.

EXECUTIVE SUMMARY

Washington Yu Ying PCS began operating in 2008 under the authority of PCSB and is currently in its fifth year of operation. The school’s mission is to nurture the development of a strong social conscience among tomorrow’s global leaders by fostering excellence in our students’ intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese-English dual language immersion environment. Washington Yu Ying PCS is the District of Columbia’s only public Chinese-immersion school.

Campus	Ward	Year Opened	Grades Served	2012-13 Student Enrollment	2010-11 PMF Results	2011-12 PMF Results
Washington Yu Ying PCS	5	2008-09	PK4-5	439	Met 7 of 7 early childhood targets	76.7% (Tier 1) Met 6 of 6 early childhood targets

In its first year, the school operated a pre-kindergarten through first grade class, and has been adding a grade each year ever since, serving pre-kindergarten through fifth grade in 2012-13 and pre-kindergarten through sixth grade in 2013-14. The school accepts new students in grades pre-kindergarten through second grade.

In December 2012, the PCSB Board voted to approve with conditions an amendment to Washington Yu Ying PCS’ charter to contract with the District of Columbia International School, a newly created charter management organization that would operate a middle/high school program on behalf of a consortium of five DC public charter schools, including Washington Yu Ying PCS.¹

This year, PCSB conducted a five-year review of Washington Yu Ying PCS as required by the School Reform Act (SRA),² and determined that the school has met all of its goals and student academic achievement expectations. The following report details this finding, and also assesses Washington Yu Ying PCS’s legal compliance, fiscal management, and economic viability.

¹ See PCSB meeting minutes, December 17, 2012, included in this document as Appendix A.

² SRA §38-1802.12 (a)(3).

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires PCSB to review whether a school has met its goals and student academic achievement expectations (“expectations”) at least once every five years. Goals are general aims (usually related to a school’s mission), which may be categorized as academic, non-academic, and organizational, whereas expectations are student academic aims measured by assessments. As part of this review, PCSB considers those goals and expectations detailed in a school’s charter agreement, any subsequent charter amendments, and/or accountability plans (collectively, the “Charter”).

Washington Yu Ying PCS detailed nineteen goals in its charter application, seventeen of which are included in the chart below.³ The goals relating to governance and financial stability are not included in this section, as the school’s performance in those areas is discussed separately in this report.⁴ Washington Yu Ying PCS has met all of its goals and academic achievement expectations. The chart below summarizes these determinations, which are detailed in the body of this report.

Goal or Expectation		
1	Students will achieve literacy in English.	Yes
2	Students will achieve literacy in Chinese.	Yes
3	Students will be adept inquirers and flexible thinkers capable of solving problems effectively.	Yes
4	Students will understand and master increasingly complex mathematical concepts.	Yes
5	Students will master the scientific method and apply it.	Yes
6	Students will be able to relate their learning to the outside world.	Yes
7	Students will become independent learners and complete independent papers, reports, and performances, culminating in a “graduation project” for Grade 8.	Yes
8	Students will satisfy Washington Yu Ying PCS’s requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most rigorous academic curricula in high school.	Yes
9	Students will become life-long learners who possess a positive attitude toward school and learning.	Yes
10	The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.	Yes
11	Students will embrace diversity and respect for other cultures.	Yes
12	Students will treat themselves, other students, staff, and the physical plant with respect.	Yes

³ See Washington Yu Ying PCS Charter Application, included in this document as Appendix B.

⁴ These two goals are: (1) The school will be led by an active Board of Trustees that will work with the Head of School and principal to effectively run the Washington Yu Ying School; and (2) The school will be in sound fiscal health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.

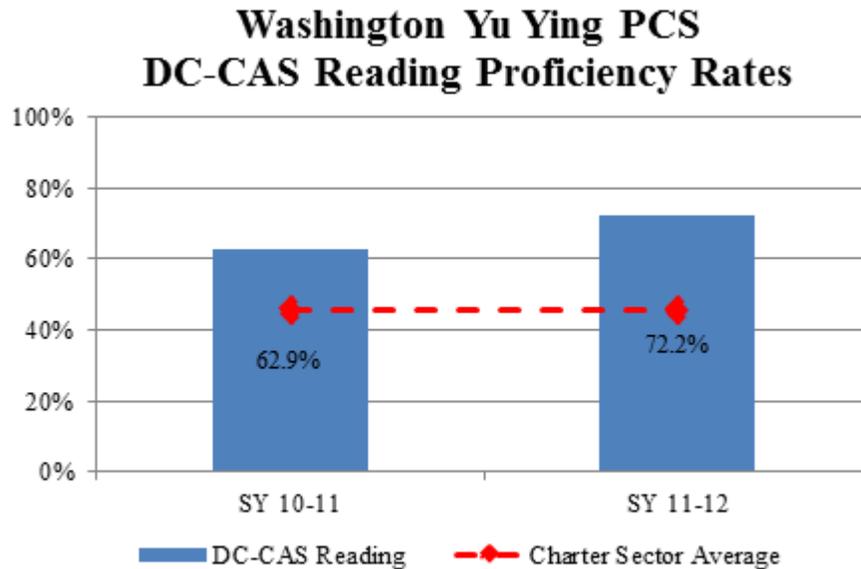
13	Students will learn to work collaboratively and resolve conflicts effectively and safely.	Yes
14	Students will embrace the community by contributing to their school and wider community with service projects.	Yes
15	The school will be a good citizen and contribute to the local community.	
16	Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.	Yes
17	The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators, and board members.	Yes

1. Students will achieve literacy in English.

Assessment: **Washington Yu Ying PCS has met this goal.**

DC-CAS Reading

Washington Yu Ying PCS performed above the charter sector reading proficiency rate in 2010-11 (its first year with a third grade class, in which the DC-CAS is first administered) and 2011-12. From 2010-11 to 2011-12, its students' reading proficiency rate increased by 9.3 percentage points.



Source: OSSE

2009-10 Literacy Performance

In its 2009-10 Annual Report, Washington Yu Ying PCS reported that 100% of its pre-kindergarten students tested proficient on the Bracken School Readiness Assessment, and that 74% of its kindergarten through second grade students scored proficient on the Dynamic Indicators of Basic Early Literacy Skills (“DIBELS”).⁵

⁵ Washington Yu Ying PCS 2009-10 Annual Report, p. 13, included in this document as Appendix C.

Early Childhood Literacy Targets

The school met all of its 2010-11 and 2011-12 early childhood literacy targets, as detailed in the table below.

Washington Yu Ying PCS 2010-11 Early Childhood Literacy Targets	
Target	Met target?
65% of kindergarten through second-grade students will score in the “no risk” range on the DIBELS assessment.	Yes 74% of students scored within the “no risk” range
Washington Yu Ying PCS 2011-12 Early Childhood Literacy Targets	
65% of kindergarten through second-grade students will increase at least one level or maintain “low risk” by the spring administration on the DIBELS assessment.	Yes 85.7% of students increased on level or maintained low risk.
65% of kindergarten through second-grade students will score “low risk” on the DIBELS assessment.	Yes 85.4% of students scored “low risk.”

2. Students will achieve literacy in Chinese.

Assessment: **Washington Yu Ying PCS has met this goal.**

Every other day, Washington Yu Ying PCS students attend classes in all subject areas taught entirely in Mandarin Chinese.⁶ Notably, in 2011-12, the school launched a pre-kindergarten Chinese immersion program.⁷

2008-09 and 2009-10 Chinese Literacy Performance

In 2008-09, Washington Yu Ying PCS reported that 50% of its kindergarten and first grade students tested proficient in Chinese literacy.⁸ In 2009-10, the school reported that 69% of its students tested proficient in Chinese on the Student Oral Proficiency Assessment (“SOPA”).⁹

CIRCLE Results

In 2010-11 and 2011-12, Washington Yu Ying PCS measured its students’ Chinese literacy with the Comprehensive Immersion Resources for Chinese Language Education (“CIRCLE”) assessment, which is administered to students three times per year. This exam is based on the “Flying with Chinese” curriculum and assesses a student’s ability to read Chinese characters in isolation, read a Chinese story, write Chinese characters, and determine the number of strokes for a Chinese character.¹⁰

⁶ Washington Yu Ying PCS 2011-12 Annual Report, p. 4, included in this document as Appendix D.

⁷ See Appendix D, p. 17.

⁸ Washington Yu Ying PCS 2008-09 Annual Report, pg. 13, included in this document as Appendix E.

⁹ See Appendix C, pg. 18.

¹⁰ See Washington Yu Ying PCS 2010-11 Annual Report, included in this document as Appendix F.

Proficiency results from this assessment are detailed in the table below. Each grade demonstrated increased Chinese proficiency over the course of the academic year in 2010-11 and 2011-12.

Grade	Testing Period	2010-11	2011-12
K	Fall	34%	70%
	Winter	56%	88%
	Spring	74%	88%
1	Fall	16%	53%
	Winter	N/A	63%
	Spring	58%	56%
2	Fall	19%	43%
	Winter	46%	68%
	Spring	50%	54%
3	Fall	44%	27%
	Winter	55%	70%
	Spring	62%	81%
4	Fall	N/A	52%
	Winter	N/A	90%
	Spring	N/A	80%

3. Students will be adept inquirers and flexible thinkers capable of solving problems effectively.

Assessment: **Washington Yu Ying PCS has met this goal.** The school has met this goal based on its execution of the International Baccalaureate Primary Years Program (“IB PYP”), which “emphasizes communication and collaboration as a means of making sense of the world through its inquiry-based curriculum.”¹¹ IB PYP focuses on six subjects: language, social studies, mathematics, science and technology and physical education. Washington Yu Ying PCS’ execution of this program is described below.

To be promoted from grade to grade, Washington Yu Ying PCS students must demonstrate mastery of six “units of inquiry,” which are constructed by teaching the above six subjects in relation to six organizing themes, detailed in the table below.¹² Over the past four years, the school’s promotion rates have been consistently high: 99% or higher, indicating student mastery of the IB PYP curriculum, and the critical thinking skills associated with it.

Theme	Description of Theme
Who We Are	An exploration of the nature of the self; our beliefs and values; personal physical, mental, social, and spiritual health; of our families, friends, communities, and cultures; our rights and responsibilities; of what it means to be human.
Where We are in Place and Time	An exploration of our orientation in place and time; our personal histories; history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.
How We Express Ourselves	An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.
How the World Works	An exploration of the physical and material world; natural and human made phenomena; of the world of science and technology.
How We Organize Ourselves	An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact on us and the world around us.
Sharing the Planet	An exploration of our rights and our responsibilities as we strive to share finite resources with other people and with other living things; of communities and of the relationships within and between them.

Additionally, IB PYP curriculum focuses on students developing five types of “transdisciplinary” skills: social, communication, thinking, research, and self-management skills.¹³ For example, as a “thinking” skill, students learn metacognition – how to analyze their own and others’ thought processes. In the student assessment reports the school prepares for each student on a monthly basis, students are not only assessed for substantive mastery, but also their mastery of these transdisciplinary skills.¹⁴

¹¹ See Appendix B, p. i.

¹² Washington Yu Ying PCS website, www.washingtonyuying.org. Pre-kindergarten and kindergarten students study four units of inquiry.

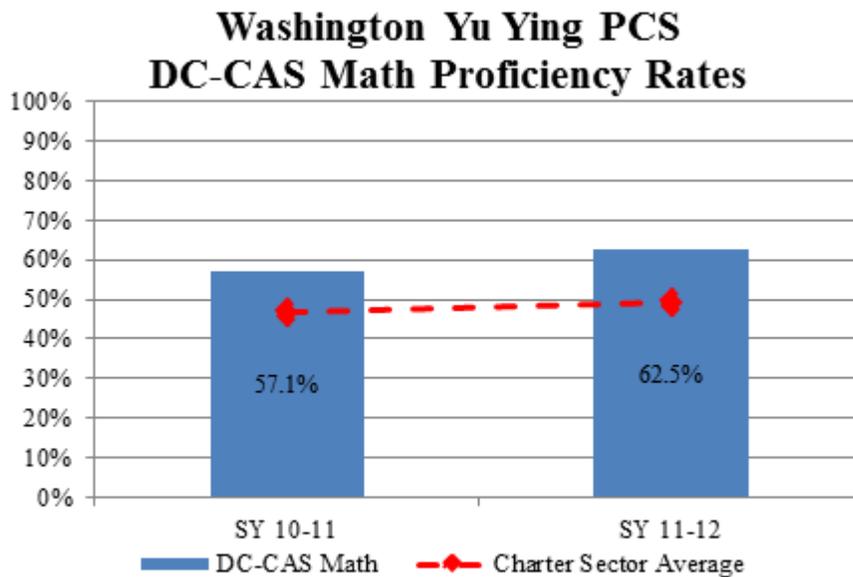
¹³ For more information on these transdisciplinary skills, see “Skills: what do we want students to be able to do?”, included in this document as Appendix G.

¹⁴ See Washington Yu Ying PCS student report templates, included in this document as Appendix H.

4. **Students will understand and master increasingly complex mathematical concepts.**

Assessment: **Washington Yu Ying PCS has met this goal.**

Washington Yu Ying PCS has performed above the charter sector math proficiency rate in 2010-11 (its first year with a third grade class, in which the DC-CAS is first administered) and 2011-12. From 2010-11 to 2011-12, its students' math proficiency rate increased by 2.3 percentage points.



Source: OSSE

2009-10

In 2009-10, the school reported that 50% of first and second grade students tested proficient on the Group Mathematics Assessment and Diagnostic Evaluation (“GMADE”).¹⁵

¹⁵ See Appendix C, pp. 14-15.

Early Childhood Math Targets

The school met all of its 2010-11 and 2011-12 early childhood math targets, as detailed in the table below.

Washington Yu Ying PCS 2010-11 Early Childhood Math Targets	
Target	Met target?
70% of first- and second-grade students will score within their grade level range on the Group Mathematics Assessment and Diagnostic Evaluation.	Yes 76% of students scored within the designated grade level range.
Washington Yu Ying PCS 2011-12 Early Childhood Math Targets	
70% of kindergarten through second-grade students will score proficient or above in mathematics on the Discovery Education Early Skills Assessment.	Yes 84.7% of students scored proficient.

5. Students will master the scientific method and apply it.

Assessment: **Washington Yu Ying PCS has met this goal.**

Science is one of the six subjects taught in the IB Primary Years Programme. The school describes its science programming in its charter application: “[s]tudents actively construct and challenge their understanding of the world by combining scientific knowledge with reasoning and thinking skills.”¹⁶

Student Performance in Science Units of Inquiry

Washington Yu Ying PCS submitted its 2011-12 and 2012-13 student-level assessment data on essential tasks connected to their grade levels’ science units of inquiry, indicating that Washington Yu Ying PCS students displayed an understanding of the scientific method.¹⁷

6. Students will be able to relate their learning to the outside world.

Assessment: **Washington Yu Ying PCS has met this goal.**

The IB Primary Years Program, and in particular its social studies component, is designed to enable students to relate their learning to the outside world. Washington Yu Ying PCS describes its social studies

¹⁶ See Appendix B, p. 18.

¹⁷ See Washington Yu Ying PCS science assessment data grade-level averages, included in this document as Appendix I.

programming in its charter application: “[s]tudents develop the skills and knowledge needed to participate actively in their classroom, their school, their community and the world: to understand themselves in relation to their communities.”¹⁸

Student Performance in Social Studies Units of Inquiry

Washington Yu Ying PCS submitted its 2011-12 and 2012-13 student-level assessment data on essential tasks connected to their grade levels’ social studies units of inquiry, indicating that Washington Yu Ying PCS students displayed an understanding of social studies and could connect their learning to the outside world.¹⁹

Qualitative Evidence

During Washington Yu Ying PCS’ 2012-13 QSR, the PCSB review team found evidence to support that Washington Yu Ying PCS has met this goal, as follows.

The review team observed teachers relating lessons to the outside world. Students related vocabulary words to their experiences and teachers asked probing questions to connect lessons to real life examples and students’ interests.²⁰

7. Students will become independent learners and complete independent papers, reports, and performances, culminating in a “graduation project” for Grade 8.

Assessment: Washington Yu Ying PCS has met this goal.

While Washington Yu Ying PCS does not yet have an eighth grade class, its students complete independent papers, reports and performances. All students organize student-led conferences, “a unique IB experience where the children guide their parents through their learning.”²¹ An example of a pre-kindergarten student-led conference involves the students “demonstrate[ing] their graphic capabilities by collecting data and demonstrating results in a Venn diagram...recit[ing] Chinese poetry...match[ing] Chinese characters to meaning ...and read[ing] from the book they created in their Tell Me a Story unit.”²²

As part of the IB PYP, every student creates a portfolio that includes summative assessments, a culminating project completed by the student to demonstrate learning and growth at the end of each unit of inquiry.²³ Students present their portfolios in second, fourth, and fifth grade.²⁴

¹⁸ See Appendix B, p. 19.

¹⁹ See Washington Yu Ying PCS social studies assessment data grade-level averages, included in this document as Appendix J.

²⁰ Washington Yu Ying PCS QSR report, p. 1, included in this document as Appendix K.

²¹ See Appendix E, p. 16.

²² See Appendix E, p. 16.

²³ See Appendix B, p 29.

Qualitative Evidence

During Washington Yu Ying PCS’ 2012-13 QSR, the PCSB review team found evidence to support that Washington Yu Ying PCS has met this goal, as follows.

The QSR team observed student projects and reports, such as poster boards and student work posted in the halls and classrooms. Teachers gave students the opportunity to recite in front of the class and work independently to complete tasks. The teacher focus group discussed end of unit celebrations where students invited parents to see the project they have been learning about and working on for the past six weeks.²⁵

8. Students will satisfy Washington Yu Ying PCS’s requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most rigorous academic curricula in high school.

Assessment: **Washington Yu Ying PCS has met this goal.** The school has not yet graduated any students from grade 8 (it currently serves students through grade 5), but it has promoted a high percentage of its students each year.

Year	Promotion Rate
2008-09	100%
2009-10	99%
2010-11	99%
2011-12	99%

9. Students will become life-long learners who possess a positive attitude toward school and learning.

10. The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.

Assessment: **Washington Yu Ying PCS has met these goals.**

Qualitative Evidence

During Washington Yu Ying PCS’ 2012-13 QSR, the PCSB review team found evidence to support that Washington Yu Ying PCS has met these goals, as follows.

The review team observed students in all classes engaged in learning. Students had positive attitudes in the classroom and in the focus group

²⁴ See Appendix B, p. 31.

²⁵ See Appendix K, p. 2.

towards school and learning. In the focus groups, students described how much they enjoyed the school and learning. When asked to say something in Chinese, each student responded proudly.²⁶

Additionally,

Teacher and student focus groups discussed the end-of-unit celebrations that students put on every six weeks or so. The students, teachers and staff invite parents to see end-of-unit projects and experience the theme for the previous six weeks. Students also had the opportunity to show their parents how they are meeting their fall goals during conferences each spring.²⁷

11. Students will embrace diversity and respect other cultures.

Assessment: **Washington Yu Ying PCS has met this goal.**

Cultural Events

Washington Yu Ying PCS provided PCSB with a list of cultural events held at the school over the past five years. Washington Yu Ying PCS participates in the following cultural events on an annual basis:

- **Chinese New Year celebrations**
Students celebrate at school, and also participate in the Chinatown parade
- **Chinese New Year Banquet**
Organized by the Washington Yu Ying PCS parent association since 2009-10
- **Moon Festival**
Celebrated on an annual basis since 2009-10

Additionally, the school has sponsored other cultural events and activities, a selection of which is included in the table below.

Year	Event
2008-09	Students visited with elderly Chinese at the Chinese Cultural Center
2009-10	First grade students exchanged self-portraits with Japanese students
2011-12	Washington Performing Arts Society presented the “Chinese Ribbon Dance” for kindergarten students
2011-12	The Washington Yu Ying PCS Parent Association decorated the school with flags from every students’ home country
2012-13	Pre-kindergarten and kindergarten students performed at the Chinese Embassy’s Chinese New Year Event

²⁶ See Appendix K, p. 2.

²⁷ See Appendix K, p. 3.

Qualitative Evidence

During Washington Yu Ying PCS’ 2012-13 QSR, the PCSB review team found evidence to support that Washington Yu Ying PCS has met this goal, as follows.

As part of the Mandarin Chinese immersion curriculum, students learn about Chinese culture, according to the administration. In the student focus group, students discussed learning about a different culture and how they enjoy comparing it to their own. One of the fifth graders mentioned being excited to visit China later in the year and to experience the culture they have studied.²⁸

12. Students will treat themselves, other students, staff and the physical plant with respect.

Assessment: **Washington Yu Ying PCS has met this goal.**

Discipline

The following tables detail Washington Yu Ying PCS’ discipline rates since 2009-10. PCSB has charter sector averages for these data points starting in 2011-12. Green shading indicates that Washington Yu Ying PCS’ rate is below the charter sector average.

% of Students Receiving Out of School Suspensions	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Charter Sector Average			13.2%	6.6%
Washington Yu Ying PCS	1.5%	2.1%	3.0%	1.1%

% of Students Receiving Out of School Suspensions of 10+ Days	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Charter Sector Average			1.1%	0.3%
Washington Yu Ying PCS	0.0%	0.0%	0.0%	0.0%

% of Students Expelled	SY 09-10	SY 10-11	SY 11-12	SY 12-13 (through December)
Charter Sector Average			0.7%	0.2%
Washington Yu Ying PCS	0.0%	0.0%	0.0%	0.0%

²⁸ See Appendix K, p. 2.

Qualitative Evidence

During Washington Yu Ying PCS' 2012-13 QSR, the PCSB review team found evidence to support that Washington Yu Ying PCS has met this goal, as follows.

All interactions observed by the review team were respectful. Teacher to student and student-to-student interactions were caring and courteous. Teachers regularly used the word "respect," which was one of the attitude words posted in every classroom. The review team observed staff and students picking up litter in the halls and classrooms.²⁹

13. Students will learn to work collaboratively and resolve conflicts effectively and safely.

Assessment: **Washington Yu Ying PCS has met this goal.** Washington Yu Ying PCS uses the Prevent, Act, Resolve ("PAR") and the Communicate, Action, Report, Embrace ("CARE") models to teach its students to work collaboratively and resolve conflicts effectively. Both of these programs are described below.

PAR Program³⁰

Washington Yu Ying PCS recently adopted the PAR Model to manage student behavior. Developed at Johns Hopkins University, PAR is a process-based model in which collaborative teams of school members work together to come to consensus on an individualized school-wide, comprehensive approach to discipline.

Specifically, Washington Yu Ying PCS students work with a PAR facilitator to:

1. **Prevent** the occurrence of troubling behavior;
2. **Act**, or respond to, instances of rule compliance and noncompliance in a consistent fashion; and
3. **Resolve** many of the issues that underlie or cause troubling behavior are develop, implemented, and evaluated.

The goals of the PAR program are as follows:

1. Collaboratively adapt and follow through with mutually agreed-upon school-wide methods for recognizing students who comply with stated rules and procedures, so students see, firsthand, that the adults in their school are not just focusing on what kids do wrong.
2. [R]ecognize the large majority of students who behave in an appropriate fashion and provide supports for those who need assistance to meet academic and behavioral standards.
3. Provide teachers with adequate supports to sustain the systems they helped create.

²⁹ See Appendix K, p. 2.

³⁰ This description of the PAR Model was submitted by Washington Yu Ying PCS. See submission, included in this document as Appendix L.

4. Decrease in discipline referrals resulting in students becoming more proficient at regulating their own behavior and increasing their ability to demonstrate the attributes of the IB PYP Learner Profile.³¹

CARE Model³²

Students are taught to use the CARE model if teased or bullied:

1. **Communicate:** Give the person who is teasing/bothering an “I” statement.
2. **Action:** Walk away; ignore the person; find a care buddy.
3. **Report:** to an adult at school; the tell box; to a classmate.
4. **Embrace** the solution.

Qualitative Evidence

During Washington Yu Ying PCS’ 2012-13 QSR, the PCSB review team found evidence to support that Washington Yu Ying PCS has met this goal, as follows.

Reviewers observed PAR posted in every classroom...and implemented across the campus. Students in the focus group could identify each of the five steps and the consequences to each step. The review team observed the PAR behavior system being used multiple times. The administrator focus group also stated the fourth and fifth graders have started peer mediations to resolve conflicts. If there is a continuing problem students are paired with a student mediator. So many students wanted to join the program as mediators that they had to apply. The school also pairs older students with younger ones to eat lunch together once a week. Administrators said this gave younger students an opportunity to ask older students about the culture of the school.³³

³¹ The IB PYP Learner Profile is included in this document as Attachment M.

³² This description of the CARE Model was submitted by Washington Yu Ying PCS. See submission, included in this document as Attachment N.

³³ See Appendix K, p. 2.

14. Students will embrace the community by contributing to their school and wider community with service projects.

15. The school will be a good citizen and contribute to the local community.

Assessment: **Washington Yu Ying PCS has met these goals.**

Community Service Activities

Washington Yu Ying PCS has consistently sponsored community service projects, a selection of which are detailed below.

- **Help the Homeless Walk** (2009-10 to present)
A teacher has organized this event annually since 2009-10, and the school community is invited to participate.
- **Trick or Treating at Nursing Home** (2009-10; 2010-11)
Pre-kindergarten students “trick or treated” for stories from elderly residents of a local nursing home.
- **First Aid/Food Drive for Haiti** (2009-10, 2010-11, and 2011-12)
The school community was invited to donate items for Haitian disaster relief after the 2010 earthquake.
- **Advocacy Project for Children in Homeless Shelters** (2011-12)
Fourth grade students wrote letters to DC Council members in support of increased funding for DC children in homeless shelters, which they personally delivered to the Council.
- **Crossing Guard Civic Action Project** (2011-12)
Third grade students organized a petition for DC government to place a crossing guard outside of their school.

Qualitative Evidence

During Washington Yu Ying PCS’ 2012-13 QSR, the PCSB review team found evidence to support that Washington Yu Ying PCS has met this goal, as follows.

The review team observed plaques on the entrance wall stating which students in each grade were doing to help the environment. In the student focus groups, students discussed different fundraisers and activities they did to help the community, including walk-a-thons for the homeless shelter and clothing drives. They also noted that the school has a system that rewards students for helping others within the school and in the community.³⁴

³⁴ See Appendix K, p. 3.

16. Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.

Assessment: **Washington Yu Ying PCS has met this goal.**

Highly Qualified Teachers

Since 2008-09, the majority of Washington Yu Ying PCS’ teachers and aides have been certified as “Highly Qualified” according to the No Child Left Behind Act, and in most years 100% of teachers and aides were certified as such, as detailed in the table below.

Washington Yu Ying PCS Highly Qualified Teacher Rates				
Year	Classroom Teachers	Special Subject Teachers	Special Education Teachers	Classroom Aides
2008-09	66%	50%	100%	100%
2009-10	100%	100%	100%	100%
2010-11	70%	100%	100%	100%
2011-12	100%	100%	100%	not available

Source: Washington Yu Ying PCS Annual Reports

	2008-09	2009-10	2010-11	2011-12	2012-13
% of teachers invited back to teach that return to Washington Yu Ying PCS	75%	84%	86%	77%	81%

Qualitative Evidence

During Washington Yu Ying PCS’ 2012-13 QSR, the PCSB review team found evidence to support that Washington Yu Ying PCS has met this goal, as follows.

The teacher focus groups discussed their appreciation of the school’s educational program. Teachers have time every day to lesson plan together and collaborate with grade level and content area teams. The review team observed staff in all classrooms holding students to high expectations and exhibiting positive attitudes to other teachers and all students.³⁵

³⁵ See Appendix K, p. 3.

17. The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and board members.

Assessment: **Washington Yu Ying PCS has met this goal.**

Diversity

While Washington Yu Ying PCS does not report on its teacher diversity, its student body is diverse, as detailed in the table below.

Washington Yu Ying PCS Student Diversity Rates					
Year	African-American	Asian/Pacific Islander	Caucasian	Hispanic	Other
2008-09	46.6%	5.2%	27.5%	6.9%	-
2009-10	51%	16%	27%	6%	-
2010-11	46.5%	14.1%	28.2%	5.4%	5.8%
2011-12	48.1%	18%	27.3%	6.6%	-

Source: Washington Yu Ying PCS Annual Reports (2008-09, 2009-10); PMF

Washington Yu Ying PCS Student Diversity Rates			
Year	Low Income	English Language Learners	Special Education
2008-09	6%	17%	5%
2009-10	23%	17%	9%
2010-11	19.5%	7.9%	8.3%
2011-12	20%	8%	9%

Source: Washington Yu Ying PCS Annual Reports; PMF

Staff Retention Rates

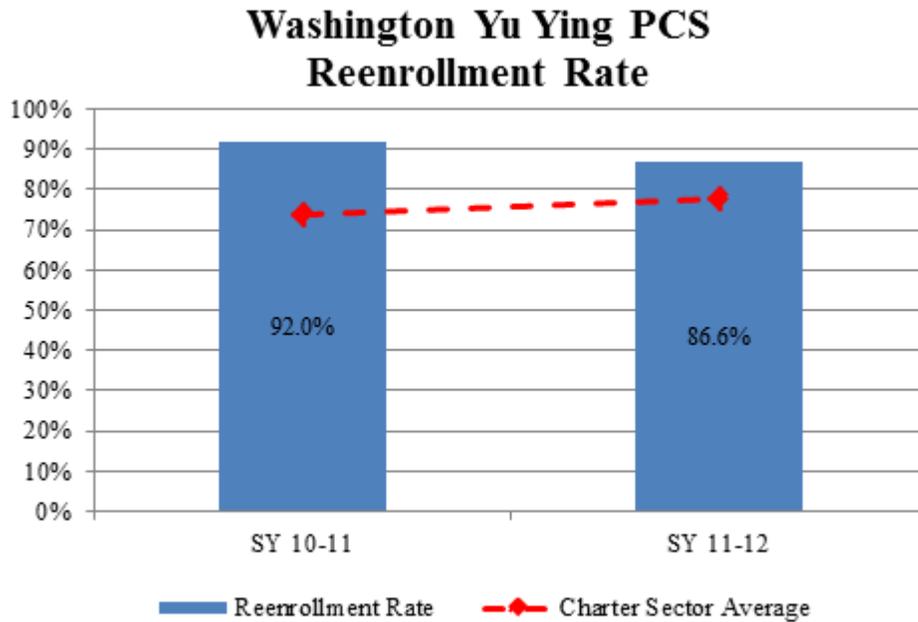
Washington Yu Ying PCS has retained the majority of its staff every year after 2008-09, its first year in operation.

	2009-10	2010-11	2011-12
Staff Retention Rate	72%	89%	88%

Source: Washington Yu Ying PCS Annual Reports

Reenrollment Rates

Washington Yu Ying PCS’ reenrollment rate exceeded the sector average in 2010-11 and 2011-12.



Source: ProActive

Early Childhood Reenrollment Targets

The school met all of its 2010-11 and 2011-12 early childhood reenrollment targets, as detailed in the table below.

Washington Yu Ying PCS 2010-11 Early Childhood Reenrollment Targets	
Target	Met target?
75% of eligible pre-kindergarten through second-grade students will reenroll.	Yes 92% of students reenrolled.
Washington Yu Ying PCS 2011-12 Early Childhood Reenrollment Targets	
75% of eligible pre-kindergarten through second-grade students will reenroll for the 2011-12 school year.	Yes The reenrollment rate was 89.2%

Qualitative Evidence

During Washington Yu Ying PCS’ 2012-13 QSR, the PCSB review team found evidence to support that Washington Yu Ying PCS has met this goal, as follows.

...[T]he team did observe a racially and ethnically diverse student body and staff. In the teacher focus group, five of the six teachers had been at the school for at least three years and all of the students in the focus group had

been at the school since they started school, either in kindergarten or in pre-kindergarten.³⁶

³⁶ Appendix K, p. 3.

COMPLIANCE WITH APPLICABLE LAWS

The SRA requires PCSB to review whether a charter school is in compliance with applicable laws at least once every five years.³⁷ The SRA contains a non-exhaustive list of applicable laws, and the PCSB also monitors charter schools for compliance with additional laws. The following section identifies these laws and includes a determination of whether Washington Yu Ying PCS has consistently complied with these laws over the past five years.

General Laws

In its 2012-13 compliance review, PCSB found that Washington Yu Ying PCS was in full compliance with all applicable laws.³⁸ However, in previous years, the school was not in full compliance with all laws, as described below.

Health and Safety

The SRA requires schools to maintain the health and safety of its students.³⁹ To ensure that schools adhere to this clause, PCSB monitors schools for various health and safety indicators, including but not limited to whether schools have qualified staff members that can administer medications, that schools conduct background checks for all school employees and volunteers, and that schools have a “School Emergency Response Plan” in place and conduct emergency drills as required by the District of Columbia Fire Department.

In 2008-09, the school did not hold fire drills within the first ten days of the academic year, nor did it have a DC Fire Department inspection certificate on file.⁴⁰ The school has since cured these points of noncompliance.

Discipline

PCSB reviews school disciplinary policies to ensure that they afford students due process⁴¹ and that students and parents are made aware of these due process safeguards. Over the past five years, Washington Yu Ying PCS has had disciplinary policies in place that ensure students' due process, but in 2008-09 the school failed to disseminate the policy to students and parents.⁴² The school has since cured this point of noncompliance.

Enrollment and Attendance

The SRA requires that schools have a fair and open enrollment process that randomly selects applicants

37 SRA § 38.1802.12 (c)(2).

38 See Washington Yu Ying PCS 2012-13 compliance report, included in this document as Appendix O.

39 SRA § 38.1802.04 (c)(4)(A).

40 See Washington Yu Ying PCS 2008-09 compliance report, included in this document as Appendix P.

41 As required by *Goss v. Lopez*, 419 U.S. 565 (1975).

42 See Appendix P.

and does not discriminate against students. PCSB requires that schools announce a cutoff date for enrollment. Washington Yu Ying PCS has been compliant with these requirements over the past five years.

Maintenance and Dissemination of Student Records

The Family Educational Rights and Privacy Act requires that schools properly maintain and disseminate student records.⁴³ In 2008-09, Washington Yu Ying PCS properly maintained and disseminated student records, but it did not have policies and procedures for safeguarding student privacy.⁴⁴ The school has since cured this point of incompliance.

Title I of the Elementary and Secondary Education Act

Because Washington Yu Ying PCS receives Title I funds, it is required to adhere to a number of requirements under the Elementary and Secondary Education Act (“ESEA”), including hiring “Highly Qualified Teachers” and communicating certain information to parents about its participation in No Child Left Behind (“NCLB”) program.⁴⁵

Washington Yu Ying PCS has had “Highly Qualified” teachers for each of the past five years. However, in 2008-09 the school did not notify parents of their right to request information about teachers' qualifications.⁴⁶ The school has since cured this point of incompliance.

Civil Rights Statutes and Regulations

Charter schools must comply with all applicable local and federal civil rights statutes.⁴⁷ There is no indication that Yu Ying has violated any civil rights statutes.

Governance

The SRA requires that a school's board of trustees have an odd number of members, not exceeding fifteen, two of which must be parents of students currently attending the school. A majority of the board must be District of Columbia residents.⁴⁸ In 2008-09, Washington Yu Ying PCS did not have two parents of current students on the board of trustees.⁴⁹ However, the school is now in full compliance with this requirement.⁵⁰

43 20 U.S.C. § 1232g

44 See Appendix P

45 20 U.S.C. § 6300, *et. seq.*

46 See Appendix P.

47 SRA § 38-1802.02 (11). This includes the Age Discrimination Act of 1985, the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, § 504 of the Rehabilitation Act of 1973, part B of the Individuals with Disabilities Act of 1990.

48 SRA § 38-1802.05(a).

49 See Appendix P.

50 See Appendix O.

Special Education Laws

Charter Schools are required to comply with Subchapter B of the Individuals with Disabilities Education Act⁵¹ and Section 504 of the Rehabilitation Act of 1973.⁵² In 2012, PCSB conducted a desktop audit of six special education indicators to assess Washington Yu Ying PCS' compliance with these laws and the educational progress of its special education students.⁵³

Academic Performance of Washington Yu Ying PCS' Special Education Students

Federal special education laws are in place, among other reasons, to ensure that schools adequately assist students with disabilities in making academic progress. As part of the special education desktop audit, PCSB reviews how schools' students with disabilities performed on the DC-CAS.

In 2012, the reading and math proficiency rates of Washington Yu Ying PCS students with disabilities was above the state reading proficiency rate for students with disabilities. However, the academic achievement gap between Washington Yu Ying PCS students with disabilities and the school's general population was 48% in reading and 50% in math.

OSSE Compliance Review of Washington Yu Ying PCS

As part of the desktop audit, PCSB examines special education compliance and monitoring documentation prepared by the District of Columbia Office of the State Superintendent of Education ("OSSE"). OSSE reports provide a comprehensive overview of the entire LEA's performance, versus campus-specific information.

OSSE's December 2010 review of Washington Yu Ying PCS indicated that the school did not complete initial evaluations and reevaluations in a timely manner. However, this point of noncompliance was corrected by April 2011. In 2010-11, OSSE determined that Washington Yu Ying PCS was 100% compliant with special education requirements, with OSSE noting that the school "Meets Requirement" in fulfilling all applicable federal and local special education regulations.⁵⁴

⁵¹ 20 USC §1413(a)(5).

⁵² 20 USC §794.

⁵³ See Washington Yu Ying PCS – Online Desktop Audit, attached to this document as Appendix Q.

⁵⁴ See 2010 OSSE report, attached to this document as Appendix R. OSSE uses the same determination levels as the United States Department of Education: (1) meets requirements; (2) needs assistance; (3) needs intervention; or (4) needs substantial intervention.

Financial Laws

Procurement Contracts

SRA §38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract \$25,000 or more, and within three days of awarding such a contract, to submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a Determinations and Findings form to detail any qualifying procurement contract entered into.

Per Washington Yu Ying PCS' 2009-10 and 2010-11 audits, it entered into several \$25K+ contracts, for which it submitted all corresponding Determinations and Findings forms. In 2011-12, the school entered into a few such contracts and submitted all corresponding Determinations and Findings forms to PCSB for consideration. As such, Washington Yu Ying PCS is found to be in compliance with this SRA provision.

Timely Audits

The SRA requires schools to submit to PCSB an annual financial audit conducted by an independent certified public accountant or accounting firm.⁵⁵ Over the past four years, Washington Yu Ying PCS has submitted all financial audits in a timely manner.

Submission of Information about Donors and Grantors

The SRA requires schools to submit to PCSB an annual list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500.⁵⁶ Washington Yu Ying PCS has fulfilled this requirement by reporting this information in its annual reports.⁵⁷

⁵⁵ SRA §38-1802.04(c)(11)(ix).

⁵⁶ SRA §38-1802.04(c)(11)(xi).

⁵⁷ See Appendices C, D, E, and F.

FISCAL MANAGEMENT AND ECONOMIC VIABILITY

The SRA requires the Board to revoke a charter at any time if it determines that the school:

- Has engaged in a pattern of nonadherence to generally accepted accounting principles;
- Has engaged in a pattern of fiscal mismanagement; or
- Is no longer economically viable.

As part of the review process, PCSB reviewed Washington Yu Ying PCS's financial record regarding these areas.

Adherence to Accounting Principles

The school has consistently adhered to generally accepted accounting principles, as established by the Financial Accounting Standards Board.

Fiscal Management

Per its audited financial statements, Washington Yu Ying PCS has not engaged in fiscal mismanagement. The school's audit reports reflect sound accounting and internal controls, and no instances of incompliance that are required to be reported per the US Government Accountability Office's Auditing Standards. The school has consistently submitted all necessary financial documents to PCSB in a timely manner.

Economic Viability

A review of annual audits indicates Washington Yu Ying PCS is economically viable.⁵⁸ One indicator of economic viability is a positive year-end annualized net income. Washington Yu Ying PCS produced positive net income results in the past four audited financial periods. In FY2012, the school produced a positive net income result of \$1.4 million compared to \$1.8 million in the prior year.

Total net asset reserve is another indicator of economic viability. PCSB recommends that schools accrue net asset reserves equal to three to six months of operational expenditures. As a result of its positive net income, Washington Yu Ying PCS's total net asset reserves stood at \$4.8 million in FY2012, which represents a \$4 million cumulative increase from FY2009. In FY2012, the school's net asset reserves equals approximately 11 months of expenditures with monthly expenditures averaging about \$452,000.

Fiscal Period	2009	2010	2011	2012
Net Income	\$553,060	\$820,317	\$1,813,997	\$1,393,206
Net Asset Reserves	\$774,475	\$1,594,792	\$3,408,790	\$4,801,996

⁵⁸ See Washington Yu Ying PCS activities and financial analysis sheet, attached to this document as Appendix S.

Net working capital⁵⁹ and liquidity ratio⁶⁰ are indicators of short-term economic viability. Sufficient net working capital allows a school to meet immediate financial obligations. The table below details Washington Yu Ying PCS' net working capital during the past five years, which sufficiently allowed the school to manage its short-term financial obligations successfully. The net working capital increased to about \$2.6 million in FY2012 from \$670,000 in FY2009.

A liquidity ratio greater than one also points to a school's ability to satisfy its immediate financial obligations. The school's declining liquidity ratio's over the past four years is indicative of a school in the early stage of its business lifestyle. Generally, when a school first opens, it has low liabilities, which grows as the school incurs more operational expenditures and accrues more liabilities. Washington Yu Ying PCS' liquidity ratio (detailed in the table below) was greater than one during the last five fiscal periods, indicating that it can meet its immediate financial obligations.

Fiscal Period	2009	2010	2011	2012
Net working capital	\$675,645	\$1,502,894	\$344,033	\$2,645,055
Liquidity ratio	12.49	7.35	1.22	3.42

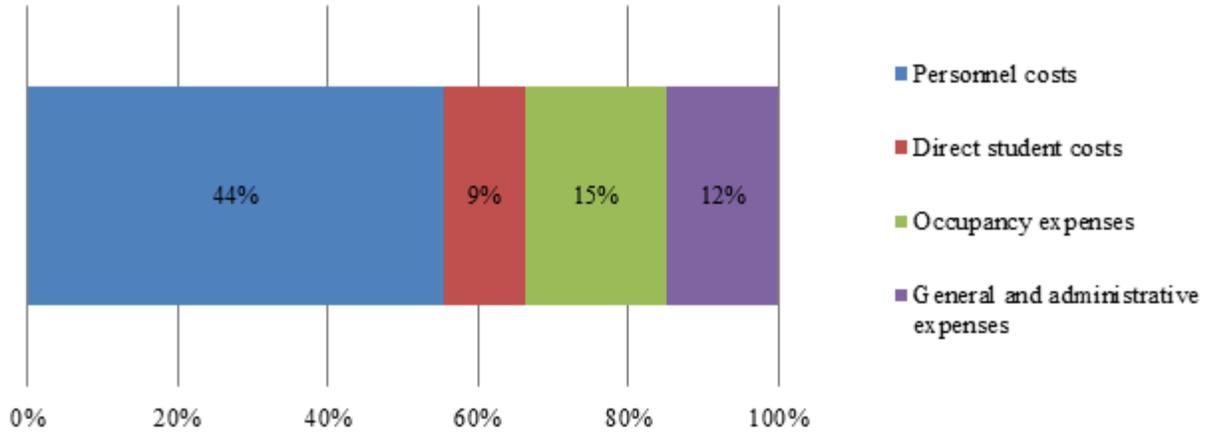
Washington Yu Ying PCS makes spending decisions appropriate for managing education programs. From FY2009 to FY2012, Washington Yu Ying PCS's personnel expenses averaged approximately 44%, which was followed by occupancy expenses at about 15%, general and administrative expenses at about 12%, and direct student costs at about 9%.⁶¹ Program service costs and general and office expenses are in line with comparable industry amounts and PCSB financial metrics for general education charter schools.

⁵⁹ To calculate net working capital, subtract current liabilities from current assets.

⁶⁰ To calculate a liquidity ratio, divide current assets by current liabilities.

⁶¹ Note that the expenditures as a percentage of revenue do not total 100% because revenues exceeded expenditures on average.

**Washington Yu Ying PCS
Expenditures as % of Revenues
(FY2009 - FY2012 averages)⁶¹**



Appendix A

December 17, 2012

D.C Public Charter School Board
Meeting Minutes
3333 14th Street, NW Suite 210
Washington, DC 20010
December 17, 2012
7: 30pm
Public Hearing

Board Members in attendance: Mr. Brian Jones (Chair); Mr. Darren Woodruff; Ms. Emily Bloomfield; Mr. Don Soifer; Ms. Sara Mead; Mr. Scott Pearson (Ex-Officio)

Mr. Brian Jones called the public hearing to order at 7:44pm.

Public Hearing on Policy for Revising Goals and Academic Achievement Expectations

No public comments were received.

The public hearing was adjourned at 7:45pm.

Public Meeting

Board Members in attendance: Mr. Brian Jones (Chair); Mr. Darren Woodruff; Ms. Emily Bloomfield; Mr. Don Soifer; Ms. Sara Mead; Mr. Scott Pearson (Ex-Officio)

Mr. Jones asked if there are any public officials that wished to be recognized- no public officials were announced.

Approval of the Agenda

Mr. Woodruff made a motion to approve December's meeting agenda. Mr. McKoy seconded the motion. The board voted 6-0 to approve this agenda.

Approval of the November 19th 2012 Board Minutes

Mr. Soifer made a motion to approve the November 19th, 2012 minutes. Ms. Mead seconded the motion. The board voted 6-0 to approve these board minutes.

Submission into the record of Administrative Contracts

Mr. Jones accepted into the public record the list of charter school contracts

valued at more than \$25,000.

Submissions from Yu Ying: Charter Application, Amendment Notification, Request

Staff Representative: Naomi DeVeaux, Deputy Director

Ms. DeVeaux summarized the memorandum submitted by Washington Yu Ying PCS, asking the board to approve with conditions the school's request to expand its charter to serve grades 9 through 12.

Mr. Woodruff asked if Washington Yu Ying would have one identity or a different identities with the new grades.

Ms. DeVeaux answered that it will have one identity and children can become a part of The District of Columbia International School (DCI) and DCI will collaborate with PCSB.

Mr. Woodruff asked how Washington Yu Ying will help make the transition to DCI.

Ms. DeVeaux answered that a pre-summer school and an outreach committee as well as an English and math classes will be the same with the other schools.

Mr. Pearson added that the school's accountability conditions would be created for DCI as a whole (and not Yu Ying, separately).

Mr. Pearson read the conditions of Washington Yu Ying's charter application, amendment and notification into record.

Mr. Woodruff moved to approve. Mr. McKoy seconded the motion. The board voted 6-0 to approve the school's charter amendment to serve grades 9 through 12.

Policy Votes

2008 Truancy Policy Updates

Staff Representatives: Rashida Kennedy, Equity and Fidelity Team

Ms. Kennedy summarized the board memorandum, asking the board to vote to accept the proposed PCSB Truancy policy. The board voted to open the proposed policy for public comment on November 19, 2012.

Mr. Woodruff asked if a school went to 20 percent in the first quarter and a

lower percentage in the second quarter, what does that mean.

Ms. Kennedy answered that each student with several truancies will need a better attendance rate in the second quarter and the rest of the population needs to be below 20 percent.

Mr. Woodruff asked if school attendance will be evaluated every quarter of the school year.

Ms. Kennedy answered yes.

Mr. Soifer moved to approve. Mr. Woodruff seconded the motion. The board voted 6-0 to approve the motion.

Discipline and Attendance Audit Policy

Staff Representative: Rashida Kennedy, Equity and Fidelity Team

Ms. Kennedy summarized the board memorandum, asking the board to vote to accept the proposed Discipline and Attendance Audit Policy. If PCSB staff chose to conduct the audit, the following will be considered.

- Comparing discipline and attendance data and student information data audit and in person data.
- Reviewing paper document and conducting site reviews.

Mr. McKoy moved to approve, Mr. Soifer seconded. The board voted 6-0 to approve the discipline and attendance audit policy.

Open for Public Comment: A Policy to allow schools to choose the Performance Management Framework as its Goals and Academic Achievement Expectations.

Staff Representative: Naomi DeVeaux, Deputy Director

Ms. DeVeaux summarized the board memorandum, recommending that the board open for public comment the policy to allow schools to elect to adopt the PMF, as amended over time, for its charter goals and student achievement expectations.

Mr. Soifer asked for a better explanation of the 50 percent threshold for the 10-year review.

Ms. DeVeaux answered that the threshold is based on 15 years that a school has been opened. 15 years in a charter school with a 50 percent goal

threshold is not unachievable.

Ms. Meade asked how this policy interacts with the intention to raise the PMF floors. Is the policy based on the 55 percent goals in place now or what it will be in 15 years.

Ms. DeVeaux answered that the threshold is for now and the PMF is appropriate; we won't feel the need to adjust the floors up.

Ms. Meade moved to approve the motion for a 55 percent threshold. Mr. Soifer approved for a 50% threshold.

Mr. McKoy asked Mr. Soifer if the restrictions can be made on the PMF.

Mr. Soifer suggested that the charter renewal be changed to 50 and 45 percent.

Ms. Meade moved to approve the motion as originally stated. Mr. Woodruff seconded. The board voted 6-0 to approve to open the policy for public comment for 45 calendar days.

For Discussion

Notification of New Location – Washington Latin PCS

Staff Representative: Naomi DeVeaux, Deputy Director

Ms. DeVeaux summarized the board memorandum.

Mr. Woodruff asked if Washington Latin PCS asked for a ceiling increase.

Ms. DeVeaux answered that there was no request for a ceiling increase but a notification for a new location.

Mr. Pearson mentioned that the ANC has been notified and has submitted a letter of support.

PMF Appeals and Updates

Staff Representative: Naomi DeVeaux, Deputy Director

Ms. DeVeaux summarized the board memorandum for public discussion. Please see link for more information. 2012 PMF Appeals

Compliance Review Results

Staff Representative: Rashida Kennedy, Equity and Fidelity Team

Ms. Kennedy summarized the board memorandum for public discussion.
Please see link for more information. Discipline and Attendance Audit Policy

Update on status of Alternative Accountability Policy

Staff Representative: Naomi DeVeaux, Deputy Director

Ms. DeVeaux summarized the board memorandum for public discussion.

Public Comment

None.

The meeting was adjourned at 8:50pm.

Appendix B

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

APPLICATION TO ESTABLISH
A PUBLIC CHARTER SCHOOL IN
THE DISTRICT OF COLUMBIA

SUBMITTED BY

**WASHINGTON YU YING PUBLIC
CHARTER SCHOOL**

APRIL 9, 2007

As amended as of September 17, 2007

APPLICANT INFORMATION SHEET

WASHINGTON YU YING PUBLIC CHARTER SCHOOL

NURTURING EXCELLENCE

EXECUTIVE SUMMARY

MISSION

“Washington Yu Ying Public Charter School aims to foster the development of a strong social conscience among tomorrow’s global leaders by nurturing excellence in our students’ intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English language immersion environment.”

PHILOSOPHY

Washington Yu Ying PCS takes its name from a groundbreaking school founded in the early part of the 20th Century in Beijing, China. Founded by a former Imperial Lady-in-Waiting, the Yu Ying School offered classroom education at a time when the centuries-old tutorial system was still the norm in China. Established by a woman, the school was a driving force for change. Its name means, quite simply, nurturing excellence.

Today, our children are growing up in an environment where their only certainty is change. Technology, global economics and political realities have reshaped our world over the past decade. As a result, both the private and public sectors are seeking highly-skilled individuals who are equipped to adapt to the ever-changing economic and social circumstances of the 21st century.

As the connections between the countries of the world become ever closer, we need good global citizens – people with a strong social conscience – who care for and contribute to sustaining the world we live in and everyone who lives in it. Both business and government need workers who understand other cultures and speak their languages. Cognizant of the fact that today's kindergarten students will be the citizens and workforce of 2025, the Washington Yu Ying PCS endeavors to prepare students in the District of Columbia to become the lifelong learners that will thrive as citizens and employees in the constantly changing world of the 21st Century.

Above all, the most important gift we as parents and educators can give to our children is health and happiness. Washington Yu Ying School views education as the development of the whole person intellectually, physically, emotionally and morally.

APPROACH

Washington Yu Ying PCS will be a nurturing environment for educating children as they begin their lifelong educational journeys. In order to ensure that all children start elementary school ready to learn, Washington Yu Ying School includes a pre-K and Kindergarten program which employs the Primary Years Programme inquiry-based curriculum. Because the anticipated student population will at most have limited exposure to Chinese language, language immersion will “level the playing field” for children from different socio-economic backgrounds.

The Primary Years Programme (PYP) curriculum will continue to be used in the 1st through 5th grades. PYP emphasizes communication and collaboration as a means of making sense of the world through its inquiry-based curriculum. Students will learn to understand and rely on each other as they learn the six principal subject areas: language, social studies, mathematics, science and technology and physical education.

In the 6th, 7th and 8th grades, students will “graduate” to the International Baccalaureate Middle Years Programme (MYP) curriculum which focuses on holistic learning in order to build the solid educational background that will allow students to pursue academic success in rigorous secondary programs including the International Baccalaureate Diploma.

With its focus on fostering understanding among young people around the world in an effort to enable future generations to live more peacefully and productively, the International Baccalaureate Organization requires education in at least two languages. The Washington Yu Ying PCS has chosen to offer education in English and Chinese because Chinese is increasingly being identified as an important international language.

In 2005, the National Security Language Initiative designated Chinese as a “critical need” language. The Initiative includes programs aimed at increasing foreign language education from kindergarten through the university level and into the workforce. Chinese language education is particularly well-suited to the early education setting because, as a State Department-graded “level 4” language, it is especially difficult for non-native speakers to master. Washington Yu Ying PCS takes advantage of young children’s innate ability to acquire language through early introduction to and immersion in Chinese.

PRACTICAL MATTERS

In order to accommodate the increased academic load inherent in learning a new language, Washington Yu Ying PCS will operate on a 10-month academic calendar with an 8 week long summer break, 2 week long winter break, and a 2 week long spring break. The school day will run from 8:30 am to 3:30 pm with an optional extended-day program. Students will have class sessions alternatively in English and Chinese, on a rotating schedule, with mutually-reinforcing (but not duplicative) content in each.

The school is exploring locations in downtown Washington, DC close to the cultural and international resources available in our Nation’s Capital. The school is aiming to locate at a site well-served by public transportation. Washington Yu Ying PCS plans to establish two classes per grade and open with pre-K, K and 1st grade. Each year, the school will grow one grade. Because we anticipate some students will not speak English at home, the school intends to provide intensive English as a Second Language support to ensure all students succeed in both Chinese and English.

Our founding board includes three members who are experts in the implementation of International Baccalaureate Programmes. Two members are experts in language immersion while a third is an experienced DC teacher with ESL experience who teaches Chinese to elementary students. Another member is a tenured Special Education professor at George Mason University with 12 years experience as a special ed teacher in public schools. Another has over 15 years experience in early childhood education.

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A. EDUCATIONAL PLAN

1. MISSION AND PURPOSE

a. Educational Needs of the Target Student Population

Washington Yu Ying Public Charter School will be a Chinese-English immersion school in Washington, DC. At capacity it will serve 700 students in pre-Kindergarten through 8th grade. By starting at pre-K, Washington Yu Ying PCS will expose children to a concept-driven learning environment early on and develop critical early literacy and numeracy skills in the context of greater understanding while immersing students in Chinese language at a very early age. By welcoming children at an early age and providing the language immersion experience through 8th grade, we endeavor to fill learning gaps that result from student mobility and endow students with biliteracy in an increasingly vital world language.

Washington Yu Ying PCS will also seek inclusion as an International Baccalaureate Organization (IBO) World School. The rigorous IBO curriculum with its emphasis on respect for others is an ideal vehicle for educating students in a city as diverse as Washington, DC. Our decision to develop an IBO World School that employs Chinese-English Language immersion is purposeful. Both the IBO program and Chinese language immersion have educational and cognitive benefits that can help students reach their full potential.

Our nation's capital is home to rich cultural, historic and international resources. As a result, the population of the DC metropolitan region is among the most educated and international in the world. At the same time, 37 percent of adults living in the District of Columbia read at the third grade level, and the District of Columbia has literacy levels substantially lower than the nation overall.¹ Even though the foundation for literacy and numeracy are laid down during the first years of schooling, the elementary schools in the shadow of the nation's Capitol struggle to give the city's children a firm foundation in the skills that will assure academic and vocational success in adulthood.

Recent results of standardized test scores indicate that the students of the District of Columbia are not being served. In 2006, only 14 elementary schools district-wide met federal academic targets in math and reading.² This broad-brushed statistic fails to fully illuminate how poorly District school children are performing on tests of reading and math skills. On the DC-CAS tests administered in April, 2006, 19% of elementary students tested below basic in reading and 44% achieved basic reading skills. Only 32% of elementary students tested proficient – the measure indicating grade level performance – while a mere 5% scored in the advanced category. Math skills are similarly low with 36% of District elementary students demonstrating below basic math skills and 43% indicating they had basic math skills. Only 21% of students demonstrated grade level proficiency in math with 5% performing above grade level.³

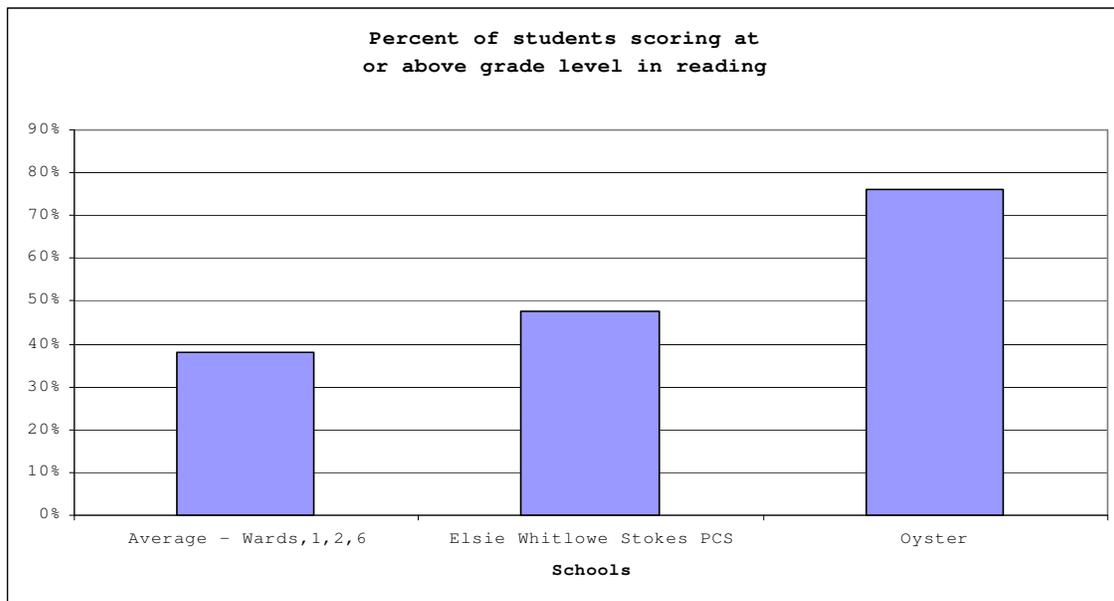
Today's kindergarteners will be the citizens, workforce and scholars of 2025. But, the District of Columbia's school children will be at a distinct disadvantage if the schools fail to educate adequately more than half of them. Using the IBO curriculum, Washington Yu Ying PCS will provide a relevant and engaging educational framework that provides the firmest foundation for success during the critical early school years. IBO programmes are infused with cultural awareness, respect for others and tolerance, and require students study important world languages. As such, the program organically accommodates immersion in Chinese.

¹ D.C. State of the Workforce Report (2003)

² "Schools Warn of Testing Setback," Washington Post, July 28, 2006. P B01.

³ http://webb.k12.dc.us/NCLB/dccas_reportcards.asp

Early language immersion is associated with increased cognitive skills, higher achievement in other academic areas, and higher standardized test scores.⁴ And, early immersion produces mental flexibility and a more diversified set of mental abilities.⁵ Those benefits are mirrored in student achievement results in Washington, DC, as well. While half a dozen elementary schools now offer immersion in foreign languages (usually Spanish), only two schools, Oyster and Elsie Whitlow Stokes, have been offering an immersion program long enough to have had all their tested students in the immersion program from the beginning of their schooling. In reading, Oyster, with a 50-50 immersion scheme, outperforms Elsie Whitlow Stokes, which employs 15-minute rotating blocks of language immersion. Still, Stokes reading scores outperform the average of the elementary schools in Wards 1, 2 and 6.



The benefits of immersion are seen in math scores as well where 71% of Oyster students and 38% of Stokes students met or exceeded grade levels standards. The Ward 1, 2, and 6 average for students testing at that standard is 26%. By immersing students in Chinese, Washington Yu Ying PCS will take advantage of additional cognitive benefits Chinese language literacy provides with respect to mathematical reasoning.^{6, 7} In addition to math benefits, Chinese speakers, unlike English speakers, use both sides of their brain to process speech enhancing the potential for flexible thinking.⁸ Very early immersion affords our students the best opportunity to master native pronunciation and achieve fluency in a State Department Level 4 language.⁹

The IBO MYP and PYP curricula emphasizes structured inquiry – an inductive method of teaching which is, in general, more effective than, traditional deductive methods for achieving a broad range of learning outcomes.¹⁰ As estimated from numerous visits to DCPS schools and DC charter schools as well as

⁴ Stewart, J. H. (2005). Foreign language study in elementary schools: Benefits and implications for achievement in reading and math. *Early Childhood Education Journal* 33 (1), pp. 11-16.

⁵Robinson, W. (1992). The cognitive, academic, and attitudinal benefits of early language learning. In Met, M. (Ed.) *Critical Issues in Early Language Learning*. White Plains, NY: Longman.

⁶ Kelly, Melissa F.; Miller, Kevin F.; Fang, Ge; Feng, Gary (1999)

⁷ Yiyuan Tang, Wutian Zhang, Kewei Chen, Shigang Feng, Ye Ji, Junxian Shen, Eric M. Reiman, and Yijun Liu (2006)

⁸ Wellcome Trust Research (2004)

⁹ District Administration (2006). *Learning a second language: When and why*.

¹⁰ Prince and Felder (2006). Inductive teaching and learning methods: Definitions, comparisons, and research bases. *Journal of Engineering Education*. Education, 95(2), 123–138.

Thomson Elementary (the only DC elementary school to offer Chinese Language education), our prospective student body will be roughly 50 percent African American, 20 percent Latino, 20 percent white and 10 percent Asian and other minorities. We expect around 50 – 60 percent of our students will qualify for free or reduced-priced lunch, 12 percent will be identified as students with special needs and 12 percent will be English Language Learners (ELL). In addition, based on our visits to a number of District of Columbia schools, we anticipate that roughly 35-50 percent of our students will have issues with reading readiness when they start school. The IB emphasis on inductive learning will serve our many students from non-dominant cultures because such students typically learn best with methods based on inductive reasoning and an emphasis on people.¹¹

Washington Yu Ying PCS is seeking incubator space in the Ward 1, 2 and 6 regions in order to tap into the rich cultural resources available in the Nation’s Capital. We plan to open with two classes of 25 students each in Pre-K 4, Kindergarten and first grade, adding one grade each year. We estimate the incubator space will give us three years to obtain a permanent space.

Washington Yu Ying PCS will compete for enrollment on the basis of quality and uniqueness of curricular options. Many of our prospective locations are served by several school options, but the schools that are viewed as high quality by parents are consistently oversubscribed. Our competitors for enrollment will include schools physically near us, wherever we eventually locate, as well those with similar high quality curricular offerings. The founding board of Yu Ying PCS has attended dozens of open houses and invariably finds that the curricular options we seek are lacking or else the school is vastly oversubscribed. At present, Thomson Elementary does not provide immersion. Several schools (Oyster, LAMB, and DC Bilingual) offer language immersion, but only Spanish language. Finally, there are some other charter schools offering rigorous inquiry-based curricula (Two Rivers, Capital City, and E.L. Haynes), but none offer language immersion.

Even lacking Washington Yu Ying PCS’s unique curricula, all of these schools are already oversubscribed. For example, LAMB PCS had more than 100 applications for 15 Pre-K slots as of the most recent open-house, not including the approximately 60 people who were attending the open house and intending to add their names to the wait list. The website for Two Rivers lists the hundreds of applicants at each grade who were not admitted, providing concrete evidence of their limited capacity to meet the parental demand.

b. Mission and Philosophy

Mission. Washington Yu Ying Public Charter School aims to foster the development of a strong social conscience among tomorrow’s global leaders by nurturing excellence in our students’ intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English language immersion environment.

Washington Yu Ying PCS takes its name from a groundbreaking school established in the early part of the 20th Century in Beijing, China. Founded by a former Imperial Lady-in-Waiting, the Yu Ying School offered classroom education at a time when the centuries-old tutorial system was still the norm in China. Established by a woman, the school was a driving force for change. Its name means, quite simply, nurturing excellence.

Our Beliefs. We believe that:

- Every child can learn, succeed and attain high levels of academic achievement.
- Learning is an active process of inquiry, not something that passively happens to children.
- Learning is the search for meaning and understanding, not merely the collection of facts and the acquisition of skills.

¹¹ Irvine, J. J. (1991). Multicultural education: The promises and obstacles. Paper presented at the Sixth Annual Benjamin Matteson Invitational Conference of the State University of New York at New Paltz, New Paltz.

- Language immersion improves a student’s academic performance and promotes cultural understanding and awareness.
- Chinese is a rich and vital world language.
- Education can foster understanding among young people, enabling future generations to live more peacefully and productively than before.
- Families are integral to student success.
- We are educating the whole person for a life of active, responsible citizenship.

Our Philosophy. As a school community we aim to:

- **Develop Flexible Thinkers.** Our children are growing up in an environment where their only certainty is change. Technology, global economics, and political realities have reshaped our world over the past decade. The most valued skill today is the ability to think flexibly and adapt to change. Our aim is to develop students who are creative, problem-solvers, good communicators, collaborators, flexible-thinkers and risk-takers.
- **Educate Global Citizens.** Today, more than ever before, many issues facing young people require collaborative global solutions that extend beyond local and national boundaries. By fostering the development of citizenship in the immediate community, at the broader national level, and in the international arena, while at the same time encouraging students to develop their own sense of identity, we prepare students to relate their learning in the classroom in order to address local and global issues with sensitivity and integrity.
- **Develop Chinese and English Bilingual.** Chinese is a critical world language. Almost one fifth of the world’s population speaks Chinese. Washington Yu Ying PCS students will achieve literacy in two of the world’s most important and vital languages and develop appreciation for the cultures that speak these languages further fulfilling their role as global citizens. Instruction in English and Chinese and high expectations for both languages is a cornerstone of our school.
- **Educate the Whole Person and Develop Lifelong Learners.** Formal education, while fundamental, isn’t the sole purpose of education. Washington Yu Ying views education as a lifelong process of development of the whole person intellectually, physically, emotionally and morally.
- **Nurture Excellence in a Stable, Secure Environment.** The most important gift we as parents and educators can give to our children is health and happiness. Creating a welcoming, respectful and trusting school enables families, teachers, administrators and the community to create the safe atmosphere that will nurture the excellence innate in all of our students.
- **Involve the Family.** Families are critical to success in education. All of our families must be proactively integrated into our school.

c. Educational Focus

The International Baccalaureate. The Washington Yu Ying PCS will employ the Primary Years Programme endorsed by the International Baccalaureate Organization from pre-K through Grade 5 and the Middle Years Programme for Grades 6, 7 and 8. Washington Yu Ying PCS will also seek inclusion as an International Baccalaureate Organization (IBO) World School – a process that takes approximately three years.

The IB programmes provide students with broad academic curricula that emphasize the interrelatedness between subjects. The programs focus on the academic, social, physical, emotional and cultural development needs of children and have at their heart a commitment to structured inquiry as a vehicle to learning. They aim to develop sensitivity to the experience of others and the expectation of socially responsible action as a result of learning experiences.

Central to the process is the IB Learner Profile. IB students are taught to think of themselves as:

Inquirers	Thinkers	Communicators	
Risk takers	Knowledgeable	Reflective	Well-balanced
Open-minded	Caring	Principled	

The curriculum reinforces all aspects of the learners profile through its cross-curricular approach placing the student at the center of all teaching and learning. The PYP and MYP draw on research and best practices from a range of national systems and the knowledge and experience of international schools to create a relevant, engaging, challenging, and significant educational framework for all children.

The curriculum explores trans-disciplinary themes, which have been selected on the basis of their relevance and importance within a body of knowledge that has local and global significance. It also develops trans-disciplinary skills, such as the ability to conduct research, communicate effectively, function successfully in different social contexts, manage one's health and life and think critically. It also fosters positive attitudes such as respect, tolerance and responsibility as well as provides opportunities for meaningful action and social service by requiring students to consider ways in which what they have learned can better their community.

IBO programs are often associated with “gifted and talented” or “magnet” schools; however, the PYP and the MYP have been developed expressly as curricula to maximize the potential of *all* children. The structured inquiry approach to learning employed by these programs emphasizes personalized teaching¹² and creating a productive learning environment.¹³

As a result, these programs have been adopted by public and private schools alike. The IBO North America reports that 20 percent of all the elementary schools in the U.S. certified to provide the PYP are Title I schools. A *Washington Post* review of nearly all authorized IB public elementary schools in the country found that three-fourths made adequate yearly progress under the federal law, based on the last academic year's test results. Further, more than two-thirds of the IB schools designated for federal Title I anti-poverty funding made adequate yearly progress.¹⁴ Randolph Elementary in Arlington, VA, is the nearest public elementary school in the Metropolitan area that is certified to provide PYP, and it is a Title I school excelling in both reading and math. Several DCPS schools have started employing PYP including Thomson Elementary and H.D. Cooke Elementary; however, none have fully implemented the programs.

The PYP program is designed to excite children's interest in learning by focusing on understanding concepts in the process of learning.¹⁵ As an inquiry-based, comprehensive approach to teaching and learning, the PYP focuses on the development of the whole child, addressing the academic, social, physical, emotional and cultural needs of the students. Currently, three public charter schools in the District of Columbia offer the Expeditionary Outward Bound curriculum of inquiry-based learning (Capital City Public Charter School, E.L. Haynes Public Charter School, and Two Rivers Public Charter School). By providing the IBO PYP and MYP, Washington Yu Ying will lay the firmest foundation possible for its students to pursue higher educational opportunities such as the IB Diploma Program, which is currently available at Banneker High School.

Chinese Language Immersion. The teaching and learning of Chinese language hold an increasingly vital place in American education. The emergence of China as a major player on the world scene has created a greater need for understanding the world's most populous nation. Abundant opportunities for government and business careers as well as for scientific, scholarly and cultural exchanges await the student of Chinese.

¹² Tomlinson, C.A. (2001)

¹³ Short, K.G. (1997)

¹⁴ Shapira I., *Washington Post*, December 17, 2006

¹⁵ Ruosso (1984)

In spite of the growing need for fluent Chinese speakers, readers and writers, considerable barriers exist to learning Chinese. First, while the numbers may be increasing, few high schools, let alone elementary schools, offer Chinese language instruction. Second, as a State Department-graded “level 4” language, Chinese is especially difficult for speakers of Indo-European languages, such as English, French and Spanish, to master.

Washington Yu Ying PCS seeks to take advantage of the innate ability of very young children to acquire language¹⁶ and introduce Chinese language immersion at the very earliest ages. Immersion in Chinese from pre-school will afford the students of Washington Yu Ying PCS the best means to achieve biliteracy in Chinese as well as enhancing global language development and increase reading performance.¹⁷ What’s more, students coming from low socioeconomic backgrounds see the greatest gains from the immersion experience. Caldas and Boudreaux noted, “Based on our findings, we suggest that school officials may want to explore the possibility of recruiting more low SES (socio economic status) students for language immersion programs. Our findings suggest that in poor schools immersion programs may have even greater potential for raising achievement in the student’s first language... Given the great consternation among educators over the poor academic performance of low SES students and low SES schools, foreign language immersion programs may offer school districts another alternative to address the negative academic consequences of poverty.”¹⁸

Most research on immersion programs have focused on students learning two languages, sometimes students enrolled in an immersion program don’t speak either the immersion language or English at home and are in fact learning three languages. Recent research indicates that third language learners benefited from observing the English speakers struggle with the immersion language, and they achieved similar proficiencies in English as their peers who weren’t in a third language immersion program.¹⁹ In addition, anecdotal experience from H.D. Cooke – a 50/50 Spanish-English immersion elementary school in the District – indicates that Vietnamese and Amharic speakers performed better in the standard immersion program than in one that provided more English education than Spanish education.²⁰ In addition, the founders have established a partnership with the Center for Applied Linguistics to help us develop best practices for English Language Learners.

We have decided to use a 50-50 model of one-way immersion where all subjects are taught in both English and Chinese. Students will alternate days of English and Chinese instruction Monday through Thursday. Fridays will alternate between the two languages so that in any ten day period, students are receiving equal instruction time in both languages. Alejandra Maudet, one of our founders, uses this model of instruction successfully in French, Spanish and Arabic as the head of the lower school at the private Rock Creek International School which takes a number of voucher students.

d. Goals

Drawing from our mission, philosophy, and educational focus of the school, the goals for academic, non-academic, and organizational performance are listed below.

Academic Performance Goals for Students

- Students will achieve literacy in English.
- Students will achieve literacy in Chinese.
- Students will be adept inquirers and flexible thinkers capable of solving problems effectively.
- Students will understand and master increasingly complex mathematical concepts.

¹⁶ Lennenberg, E. (1964)

¹⁷ Bialystok, E. (2001)

¹⁸ Caldas, S.J., &Boudreaux, N. (1999)

¹⁹ Rolstad, K. Bilingual Research Journal. Winter 2007, 21(1)

²⁰ Conversation with Principal Rice-Harris

- Students will master the scientific method and apply it.
- Students will be able to relate their learning to the outside world.
- Students will become independent learners and complete independent papers, reports and performances, culminating in a “graduation project” for Grade 8.
- Students will satisfy Washington Yu Ying PCS’s requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most rigorous academic curricula in high school.

Non-Academic Performance Goals for Students

- Students will become life-long learners who possess a positive attitude toward school and learning.
- Students will embrace diversity and respect other cultures.
- Students will treat themselves, other students, staff and the physical plant with respect.
- Students will learn to work collaboratively and resolve conflicts effectively and safely.
- Students will embrace the community by contributing to their school and wider community with service projects.

Organizational Performance Goals

- The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.
- Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.
- The School will be led by an active Board of Trustees that will work with the Head of School and principal to effectively run the Washington Yu Ying PCS.
- The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and board members.
- The school will be in sound fiscal health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.
- The school will be a good citizen and contribute to the local community.

2. ACADEMIC DESIGN

a. Student Content and Performance Standards

Washington Yu Ying PCS believes the individual talents of young people need to be developed to their fullest and that the classroom experience should relate to the realities of the world outside. With intellectual rigor and high academic standards, a strong emphasis is placed on the ideals of international understanding and responsible citizenship. These qualities involve students in becoming:

- critical and compassionate thinkers
- lifelong learners
- respectful and informed participants in local and world affairs.

To develop international students, program goals include:

- the search for understanding
- the acquisition of essential knowledge and skills
- the development of positive attitudes and the opportunity for positive action.

To this end, Washington Yu Ying PCS will use a combination of nationally-acclaimed standards, including the New Standards in English, Standards for Chinese Language Learning from the Chinese Language Association of Secondary-Elementary Schools (CLASS), National Science Education Standards, the National Council for the Teaching of Mathematics Standards, the National Council for the Social Studies Standards, and DCPS Standards to determine academic levels to which students will be taught and by which the students and the school will be assessed. These standards will set high expectations for skills and problem-solving while allowing for content flexibility.

The Standards Selection and Development Process: The founding group of Washington Yu Ying PCS did extensive research of both standards and academic programs compatible with our desire to develop an effective one-way language immersion program as well as a structured inquiry-based program. Through the use of these standards and the IBPYP and IBMYP curriculum documents, Washington Yu Ying PCS will meet early childhood needs, will fully integrate English language learners and students with disabilities, and that educate children successfully in both Chinese and English. Washington Yu Ying PCS will create a coherent program of study that generates the units of inquiry as we develop a community of learners that involves the entire school community. Through the program of study, students will be provided with a shared experience and body of knowledge on which to build and ensuring better continuity of learning by avoiding both redundancy and omissions. The program of study will provide teachers with a focus for collaboration among colleagues, both homeroom and specialists.

The IBO recommends three years of program development prior to authorization. These three years are spent under the guidance of IB consultants with all staff of the school receiving professional development training. Funds for the courses required by IBO have been included in the budget with the understanding that the ongoing training of staff in the structured-inquiry process and Chinese language immersion is integral to the success of the school.

See *Appendices to Educational Plan* in **Tab K-1** for Standards Development Timeline Table and Explanation.

b. Curriculum

International Baccalaureate Programmes

In grades pre-K through 5, The Washington Yu Ying curricula will be encompassed in the thematic units of the IBO Primary Years Programme (PYP). Curriculum for the PYP is organized into three main components: objectives, application and effective assessment. PYP curriculum components answer three core questions:

What do we want to learn? This is the written curriculum and the identification of student learning within a curriculum framework compiled from well-researched published core subject programs.

How best will we learn? This is the taught curriculum, the theory and application of good instructional practices.

How will we know what we have learned? This is the learned curriculum, the theory and application of effective assessment.



The IBPYP emphasizes five components within all subject areas of the written curriculum. These are:

- Concepts: powerful ideas which have relevance within and across the disciplines and which students must explore and re-explore in order to develop understanding.
- Knowledge: significant, relevant, subject matter students need to explore and know about.

- Skills: what students need to be able to do to succeed in a changing, challenging world.
- Attitudes: dispositions which are expressions of fundamental values, beliefs and feelings about learning, the environment and people.
- Action: demonstration of deeper learning in responsible behavior through positive action and service.

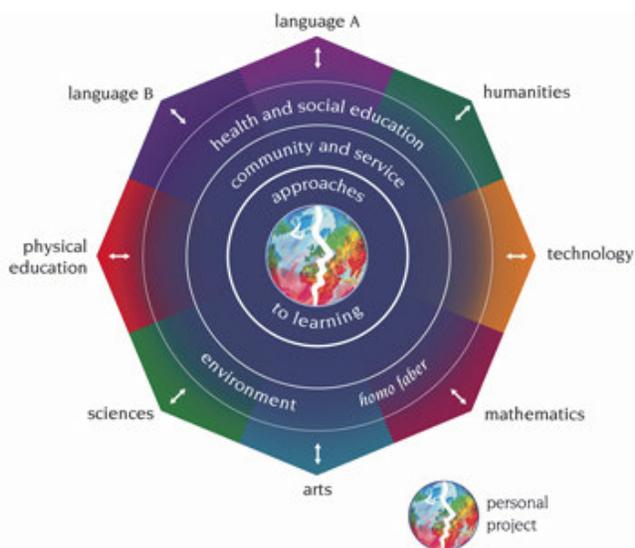
The knowledge component is developed through inquiries into six trans-disciplinary themes of global significance, supported and balanced by six subject areas as seen in the hexagon above.

Lessons in English language arts, Chinese language arts, social studies, mathematics, arts, science and technology, and personal, social and physical education are tackled in the organizing themes: who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet. Units of inquiry are developed based on related concepts within the each organizing theme. In pre-K and Kindergarten four units of inquiry are covered each year. In Grades 1 through 5 all six units of inquiry are covered each year. Each unit will be covered for approximately 6-8 weeks, with a week in between for assessment, re-teaching of content, school celebrations or events or other educational needs.

See *Appendices to Educational Plan* in **Tab K-1** for an IBPYP sample elementary school articulation of units of inquiry.

The PYP units of inquiry designed within the structure of the IBO's Organizing Themes provide the structure for the school's framework of content and are implemented by grade-level teams comprised of both English and Chinese teachers through collaborative planning. The time for team planning will be scheduled into the school week, with grade level teams given at least 1 hour per week of team meeting time within the school day and 3 hours every other week for planning as a result of an early release day. Grade level teams will fine tune each unit of inquiry approximately six weeks before the unit start date. Collaborating on units of inquiry throughout the year allows each team to tailor the unit of inquiry to the needs of their unique class of diverse learners. All documentation of both planners and academic content will be in English obviating the need to translate planners into Chinese for official use. Chinese teachers may wish to translate these items for their own use. Through our collaborations we have sources of grade level appropriate materials (storybooks, workbooks, math and social studies materials) in Chinese. As a result, we will not need to translate materials from English to Chinese. Should we find the occasional need to translate materials, the Chinese teachers as well as Chinese language students from our collaborations with George Mason University and the University of Maryland can undertake the task.. Subtle changes to the units of inquiry each year accommodate teacher reflection practices, language learning needs in English and in Chinese, and the individual interests and expertise of teachers. IBO offers training on site as well as through seminars and conferences throughout the year. Every staff member of Washington Yu Ying will take the introductory training in the summer, if not already experienced in PYP. Staff will also participate in an orientation process prior to the school opening to develop a collaborative/team atmosphere and to begin the IB training, creating a 'Washington Yu Ying PCS language'.

Developing the capacity for critical examination of oneself and one's traditions is the central component of living "the examined life" that Socrates described. As such, the prime objective of assessing students' learning and performance is to give feedback to:



- students—to encourage the start of lifelong learning
- teachers—to support their reflection on what to teach and how to teach it
- parents—to highlight their child's learning and development

Once students reach grade six, the International Baccalaureate Organization's Middle Years Programme curriculum becomes the organizing framework for the study of languages,

humanities, technology, mathematics, sciences and physical education.

The Middle Years Programme is designed to develop holistic learning, intercultural awareness and communication. Students study subjects from each of the eight subject groups through the five areas of interaction illustrated in the octagon at left: approaches to learning, community and service, *homo faber*, environment, and health and social education.

Using the Approaches to Learning interaction as the framework, teachers provide students with the tools to enable them to self regulate. This necessary quality for taking responsibility for one's own learning is important to learning success.²¹ MYP students develop an awareness of how they learn best.

The Community and Service interaction encourages responsible citizenship by requiring students to take an active part in the communities in which they live. Washington Yu Ying PCS students will have ample opportunities for community service including tutoring younger students, working with youth programs, reaching out to seniors, demonstrating student attitudes, etc.

Homo faber ("Man the Maker") is the interaction that focuses on creativity. Students explore the processes and products of human creativity learning to appreciate and develop in themselves the human capacity to influence, transform, enjoy and improve the quality of life.

The Environment interaction aims to develop students' awareness of their interdependence with the environment so that they understand and accept their responsibilities.

The Health and Social Education interaction area deals with physical, social and emotional health and intelligence – key aspects of development for leading complete and healthy lives.

The IB emphasis on the community of learners as well as the need to develop that community slowly is mirrored in the development of annually improving units of inquiry. By developing structured inquiry with student and teacher involvement, the units of inquiry can be sure to meet the needs of the diverse learners comprising our student population.

Developing, refining and tailoring the curriculum within the PYP and MYP frameworks is an ongoing process that starts prior to the school's opening and continues in a deliberate and measured fashion. This ensures that the school's curriculum meets the needs of the student population rather than those of the chosen instructional model.

Prior to the first year of school operation, Washington Yu Ying will provisionally plan and resource two units of inquiry for pre-K and K, and three units of inquiry for Grade One with an IBPYP trained curriculum consultant. Washington Yu Ying. The curriculum consultant will align the Chinese units of inquiry using resources such as the Confucius Institute, the Center for Applied Linguistics, the Chinese American International School Institute, and the Center for Advance Research on Language Acquisition. Units of inquiry are designed with an eye to being developmentally appropriate, educationally stimulating and standards-oriented in both English and Chinese. The first year of operation, the emphasis will be on engaging the students in the IBPYP structured inquiry with these two/three units in English and in Chinese and on language development and mathematical understanding. During the first year, staff will plan the frameworks for 2 more units of inquiry in pre-K and K and 3 more units of inquiry in Grade One. Each grade level's next set of units will be taught during the second year of operation. These units of inquiry will round out the IBPYP framework of four or six units of inquiry. The Principal and curriculum coordinator will be responsible for planning 3 units of inquiry for the incoming Grade Two prior to the second year of school operation. This will allow new teachers to the school to have a framework and materials ready for their first year in the school. Each successive year, the Principal and curriculum coordinator will be responsible for planning 3 units of inquiry for the new incoming grade level. In the third year of operation, pre-K, K, Grade One and Grade Two teachers will work with all six units of inquiry throughout the school year. Grade Three

²¹ Kitsantis (2006)

will work with three units only. This stepwise development of units of inquiry will continue until the school has taught Fifth grade for two successive years.

Language: Language is fundamental to learning. By learning two languages as well as learning about and through languages, we nurture an appreciation of the richness of language and a love of literature. Studies have shown there are particular benefits to students learning a second language²² including:

- The ability to shift easily between symbol systems—such as mathematics and literacy.
- Higher performance on divergent thinking tasks in comparison to students not learning another language.
- Meta-linguistic awareness - this includes phonemic awareness, awareness of language as a tool to communicate, and the understanding that words are arbitrary symbols.
- Higher scores on measures of verbal intelligence in some studies, when compared to non-immersion students.
- Improved overall school performance²³ and superior problem-solving skills.²⁴
- Higher scores on standardized tests. Results from the Scholastic Aptitude Test (SAT) show that students who had studied a foreign language for four or more years outscored other students on the verbal and math portions of the test²⁵.
- Students who have already gained significant skills in a second language have the ability to learn other languages more quickly than students who have never had foreign language training.

Washington Yu Ying's use of an early language acquisition strategy is a key feature of the program. Because Chinese is a tonal language with a logographic writing system²⁶, not based on the Latin alphabet, it is important to start learning it at a young age, when children are developmentally-attuned to distinguishing tonal and visual variations. Using immersion is an optimal approach because it provides more contact hours for students to achieve proficiency.

Washington Yu Ying will address the needs of all learners of Chinese and English with the following general language outcomes:

Students will utilize:

- the reading process
- the writing process
- language effectively as a valuable life skill
- the internal structure of languages
- the complexity of languages
- communicative competence before emphasis on accuracy.

In addition, students will demonstrate awareness of:

- language as our major means of reflection
- circumstantial effects/changes (style, audience, purpose)
- the various influences on language (historical, societal, geographical)
- the importance of literature as a way of understanding one's self and others
- differences and similarities in literature (structure, purpose, cultural influence)
- differences and similarities between language dialects.

²² Bamford, K.W., & Mizokawa, D.T. (1991). Additive-bilingual (immersion) education: Cognitive and language development. *Language Learning*, 41, 413-429.

²³ Bamford, K.W., & Mizokawa, D.T. (1991). Additive-bilingual (immersion) education: Cognitive and language development. *Language Learning*, 41, 413-429.

²⁴ Discussion in Hakuta, K. (1986). *Mirror of language: The debate on bilingualism*. New York: Basic Books.

²⁵ The SAT College Board. (2003). *College-bound seniors: A profile of SAT program test takers*. College Entrance Examination Board. Retrieved October 16, 2003, from <http://www.collegeboard.com>

²⁶ In tonal languages, the tone of a word is a high-low pitch pattern permanently associated with it. A change of tone alters the word's meaning. In logographic languages, a single grapheme (an atomic unit in the written language) represents a word or a morpheme (a meaningful unit of language).

The New Standards in English, based on the research of the National Council of Teachers of English and the International Reading Association, align with the higher order thinking goals of Washington Yu Ying and will comprise the bulk of the school's English Standards. The New Standards in English paired with the Language Arts curriculum content of PYP will provide students with learning tools to process and utilize reading skills for comprehensive reading as well as the tools and skills to write creatively and analytically. The Language Arts curriculum will allow students to:

- explore the many uses of language and develop mastery of them
- experience enthusiasm and success in learning to read, write, speak and listen
- use reading, writing, speaking and listening as tools for learning
- practice and enhance vocabulary, language and comprehension skills
- receive effective intervention and remediation programs

Washington Yu Ying PCS will use DCPS standards in World Languages in concert with the Standards for Chinese Language Learning developed in a collaborative effort by the National Standards in Foreign Language Collaborative Project and the Chinese Language Association of Secondary-Elementary Schools (CLASS). Both sets of standards place an emphasis on:

- communicating and interacting
- gaining knowledge of culture and language in the world
- connecting with other disciplines to acquire knowledge
- developing insight into the nature of language and culture
- participating in multilingual communities.

Reader's and Writer's Workshops: The primary structure for all English and Chinese literacy activities in elementary school will be a balanced literacy approach in the form of Reader's and Writer's workshops derived from the work in Harwayne's *Reading With Meaning* and Fountas and Pinnell's *Phonics Lessons for Grades K-3, Guided Reading, Guiding Readers and Writers, Word Matters, and Interactive Writers*.

The focus of a balanced literacy framework is on reading and writing to, with and by students. The goal of a balanced literacy classroom is to help children become strong independent readers and writers. At Washington Yu Ying, reading and writing workshops following the balanced literacy framework will take place in both the English and the Chinese language programs. The teachers in both language programs will create a structure in which the students read and write daily with different levels of support. In order to support the balanced literacy program, each classroom will need a wide variety of print materials both in Chinese and in English. Washington Yu Ying will allocate funds to create classroom libraries which include individual reading books at appropriate levels, a guided reading library with leveled book sets for small reading groups and a school media center.

In addition to the PYP language scope and sequence framework, the school will employ the use of phonemic awareness, phonics-based instruction and language acquisition/vocabulary activities through the Fountas and Pinnell *Phonics Lessons for Grades K-3*. Pre-K, K and Grade One teachers will also utilize the Reading First guidelines to establish a sound literacy base with our youngest students and effectively meet the needs of the diverse population entering the school: those lagging in speaking, listening and vocabulary skills; those who are English Language Learners; and those who have special learning needs. The guidelines will also help Washington Yu Ying to ensure that all students in the school acquire language skills that will develop reading and writing abilities.

The Chinese language arts program includes CLASS standards as well as the PYP language scope and sequence framework. Where applicable, the *Phonics Lessons for Grades K-3* and the Reading First program provide greater diversity and instructional excellence. The Chinese teachers will make language comprehensible to beginning students using a variety of techniques: they will use visual cues to meaning such as concrete objects, manipulatives, concrete experiences, along with facial gestures and body language to make themselves understood. They will build on background knowledge, using it along with context to

convey meaning. They will use language that is simplified in terms of syntax, speak more slowly, emphasize key vocabulary, and both extend and expand students' limited utterances. As students progress in the language, teachers will use linguistic strategies as well. They will expand the ways in which they make themselves understood including using paraphrasing and exemplification as tools for building language. Students will also gain proficiency by using the language to interact with the teacher and classmates on topics important to the life of the classroom because language "acquisition requires meaningful interaction in the target language - natural communication..."²⁷

The teachers in the English and the Chinese pre-K classrooms will engage in a wide variety of language acquisition activities especially focusing on personally meaningful experiences in order to help the students develop vocabulary, comprehension of text, listening and speaking skills. Drawing, scribbling, letter and character formation, modeling of writing through dictation, fine motor control activities (including painting, play dough, cutting and other such activities) and invented spelling (in English) will form the writer's workshop in the pre-K classrooms. Teachers in the pre-K will promote literacy through the acquisition of rich language and beginning literacy concepts and skills. Pre-K teachers will demonstrate a knowledge base of the following in both English and Chinese²⁸:

- information about how to provide rich conceptual experiences that promote growth in vocabulary and reasoning skills
- knowledge about word and vocabulary development stages
- knowledge of the early development of speaking and listening comprehension skills and the kinds of syntactic and prose structures that preschool children should be mastering
- information on young children's sense of story
- information on young children's sensitivity to the sounds of language
- information on young children's understanding of concepts of print and the developmental patterns of emergent reading and writing
- information on young children's development of concepts of space, including directionality, knowledge of fine motor development
- knowledge about how to instill motivation to read

When recruiting pre-K teachers, these criteria will be paramount to ensure that the balanced literacy program in the pre-K addresses the needs of every child.

Kindergarten in English and Chinese will continue with the skills and concepts involved in phonemic awareness, morphological awareness, visual processing, phonics and letter/character formation of the pre-K as well as the development of good attitudes and knowledge about literacy. Kindergarten classrooms will explore elements of fluent reading including expression and sight word/character recognition through shared reading lessons. Students at this grade level are preparing for the challenge of reading independently. Toward this end, Washington Yu Ying will work toward the following Kindergarten accomplishments in both English and Chinese²⁹:

Student Accomplishments in English and In Chinese
<ul style="list-style-type: none"> ▪ Knows the parts of a book and their functions ▪ Begins to track print when listening to a story or re-reading own writing ▪ 'Reads' familiar texts emergently ▪ Recognizes some words/characters by sight ▪ Uses new vocabulary and grammatical constructions in own speech

²⁷Krashen, Stephen D. Principles and Practice in Second Language Acquisition. Prentice-Hall International, 1987.

²⁸National Research Council 2004, NAEYC 2006, CLASS.

²⁹ Starting Out Right, National Research Council, 2004, CLASS.

<ul style="list-style-type: none"> ▪ Notices when simple sentences fail to make sense ▪ Connects information and events in texts to life and life experiences to text ▪ Retells, reenacts, or dramatizes stories or parts of stories ▪ Listens attentively to books the teacher reads to class ▪ Can name some book titles and authors ▪ Demonstrates familiarity with a number of types or genres of text ▪ Correctly answers questions about stories read aloud ▪ Makes predictions based on illustrations or portions of stories ▪ Demonstrates understanding that spoken words consist of sequences of phonemes ▪ Can identify sameness, difference and rhyming in spoken words or word sets ▪ Shows awareness of onset-rime conventions ▪ Shows awareness of distinction between unconventional and conventional orthography ▪ Writes own name and the first names of some friends 	
In English Only	In Chinese Only
<ul style="list-style-type: none"> ▪ Recognizes and can name all uppercase and lowercase letters ▪ Understands that the sequence of letters in a written word represents a sequence of sounds in a word ▪ Learns some one-to-one letter-sound correspondences ▪ Makes appropriate switches from oral to written language styles ▪ Independently writes most uppercase and lowercase letters ▪ Uses phonemic awareness and letter knowledge to spell independently (invented or creative spelling) ▪ Writes (unconventionally) to express own meaning ▪ Builds a repertoire of conventionally spelled words ▪ Can write most letters and some words when they are dictated 	<ul style="list-style-type: none"> ▪ Recognizes and can name some common characters ▪ Demonstrates understanding that Chinese is logographic ▪ Understands that the sequence of characters in a written text represents a sequence of syllables in a spoken word or a sequence of words in a spoken sentence ▪ Independently writes some characters ▪ Builds a repertoire of characters ▪ Can write some words when they are dictated

First grade is the time for children to bring together the many language and literacy skills developed in pre-K and K. In order to do that, first graders will begin the Guided Reading program which emphasizes the need to begin to recognize words at a glance and to use the conventions of letter-sound correspondences automatically. Intense and intentional instruction on the structure of oral language and on the connections between phonemes and spellings are critical. In order to accomplish these goals, first graders need intensive opportunities to read meaningful and engaging texts both aloud with others and independently. .

Children starting school enter a period of verbal language deprivation.^{30 31} It is, therefore, especially important that literacy programs employ “talking to read” and “talking to write strategies.” Teachers will

³⁰ Wells 1986.

³¹ Cazden 1988.

encourage students to engage the text expressively in order to fully comprehend and become deeply involved in the text of the stories. Students will verbally dramatize, critique and/or control the outcome of the story, insert themselves into the story, manipulate story text for their own stories and talk back to the story or characters.

Talking will also be critical as teachers provide ample opportunities and encouragement for first graders to write even if they need to rely on invented spellings in the English classroom. By brainstorming with classmates, conferencing with teachers and sharing their finished writing, students will develop and understanding of the mechanics of writing as well as develop their thoughts and ideas. Talk practices will also allow the teachers to gain better understanding of their students’ understanding and thinking processes. At the same time students get a chance to practice, listen and engage in conversations and develop stronger language skills.³²

Toward this end, Washington Yu Ying will work with first graders to achieve the following accomplishments in both English and Chinese³³:

Student Accomplishments in English and In Chinese	
<ul style="list-style-type: none"> ▪ Makes a transition from emergent to “real” reading. ▪ Reads aloud with accuracy and comprehension any text that is developmentally appropriate for the first half of grade one. ▪ Reads and comprehends both fiction and nonfiction that is appropriately designed for the grade level. ▪ Shows evidence of expanding language repertoire, including increasing appropriate use of standard, more formal language. ▪ Creates own written texts for others to read. ▪ Notices when difficulties are encountered in understanding text. ▪ Reads and understands simple written instructions. ▪ Predicts and justifies what will happen next in stories. ▪ Discusses prior knowledge of topics in expository texts. ▪ Uses how, why, and what-if questions to discuss nonfiction texts. ▪ Describes new information gained from texts in own words. ▪ Distinguishes whether simple sentences are incomplete or fail to make sense. ▪ Can answer simple written comprehension questions based on the material read. ▪ Can count the number of syllables in a word. ▪ Composes readable first drafts using appropriate parts of the writing process. ▪ Can blend or segment the phonemes of most one-syllable words. ▪ Produces a variety of types of compositions. ▪ Engages in a variety of literacy activities. 	
In English Only	In Chinese Only
<ul style="list-style-type: none"> ▪ Accurately decodes orthographically regular, one-syllable words and nonsense words. ▪ Uses letter-sound correspondence knowledge to sound out words. ▪ Recognizes common, irregularly spelled words by 	<ul style="list-style-type: none"> ▪ Demonstrates logographic understanding of characters ▪ Has a reading vocabulary of 100 characters. ▪ Monitors own reading and self-corrects through use of context.

³² Cummins 1997.

³³ Preventing Reading Difficulties in Young Children, National Academy Press, 1998, Siok W. and Fletcher, P , 2001.

<p>sight.</p> <ul style="list-style-type: none"> ▪ Has a 300 to 500 reading vocabulary. ▪ Spells correctly three-and four-letter short vowel words. ▪ Monitors own reading and self-corrects using letter cues and context. ▪ Uses invented spelling to spell independently, when necessary. ▪ Shows spelling consciousness or sensitivity to conventional spelling. ▪ Uses basic punctuation and capitalization. 	<ul style="list-style-type: none"> ▪ Shows character consciousness when writing independently.
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Careful documentation will provide meaningful information for parents and help teachers plan individual, small group, and whole class lessons. This documentation will follow the Guided Reading guidelines of assessment with teachers recording students’ oral reading, word decoding, comprehension and fluency skills as well as writing stages through anecdotal records, such as running records, reading and writing developmental continuums, and the use of standardized assessments such as the DRA and Gates-MacGinitie in English, and SOPA/ELLOPA in Chinese. Teachers will participate in Guided Reading workshops prior to the start of the school year.

In Grades 2-8, the emphasis in literacy shifts from more supportive activities such as guided reading to more independent activities such as literature circles. Literature circles lead students to deeper understanding by engaging students in conversation with their peers and teachers about what they read, reinforcing comprehension skills and building students’ abilities to reflect and critique. Washington Yu Ying will continue the Guided Reading programs in Grade 2 and Grade 3 as well as establish Word Study: Making Words, Words Their Way in Grades 2-6. Students in Grades 4-8 will participate in Literature Circles. These research-based literacy programs mesh well with the expectations in the PYP language scope and sequence and also are compatible with Chinese language learning.

PYP expectations are arranged into three main strands: oral communication, written communication and visual communication. These three strands are organized in sub-strands which include listening, speaking, reading, writing, viewing and presenting. These skills are essential for language development, learning and relating to others and are embodied in the targeted objectives of the Reading First program: listening, speaking, reading writing, vocabulary and text comprehension. In the PYP, literature is an integral part of the curriculum. Incorporating content-based instruction into elementary and middle school foreign language classrooms is a way of providing a meaningful context for language instruction while at the same time providing a vehicle for reinforcing academic skills.³⁴ The PYP classroom is flexible enough to cater to variables in student backgrounds and experiences. The fundamental objectives of responsible, competent and confident communication are the common denominators for all.

See *Appendices to Educational Plan* in **Tab K-1** for Language Scope and Sequence Overview.

Mathematics. Mathematics should be a vital and engaging part of the students’ school day. In the elementary grades Washington Yu Ying will build a strong foundation of critical thinking and identifying math in context to the real world by employing inquiry-based methodology. And an entry point for mathematical learning, students will experience what it is like to think and act as mathematicians.

Mathematics, in general, will be taught as a specialized subject outside the PYP units of inquiry. Aspects of math that can be transdisciplinary, such as symmetry when working on an arts project, will be included as much as possible in the PYP units of inquiry. Students will work alone, in pairs, in small groups or as a whole

³⁴ Curtain, 2001.

class. Teachers will encourage appropriate mathematical discussion among the student mathematicians. Students will record mathematical learning in a variety of ways, including drawing pictures, recording numbers and writing in mathematics journals.

Chinese language learning will also be a featured aspect of Washington Yu Ying's mathematics program. Brain researchers have found that learning Chinese enhances mathematical, musical and artistic skills. This is thought to occur because Chinese is a tonal language with a logographic writing system. Researchers have found there is a higher incidence of perfect pitch³⁵, mathematical reasoning skills, and more right-brain stimulation³⁶ in Chinese speakers.

Mathematics will be taught using the Origo Education program³⁷ as a text resource as well as Investigations in Number, Data, and Space (INDS).³⁸ Math Their Way in the early elementary and Math – A Way of Thinking³⁹ in the upper elementary will round out Washington Yu Ying's mathematics curriculum. These programs are hands-on, manipulative-based conceptual mathematics programs that develop deep understanding of the NCTM standards and offer supplementary resources that provide the practice necessary for automaticity of basic math facts.

Using more than one math text will ensure that there are no gaps in the teaching of mathematics. Students will solve problems in a number of diverse and developmentally appropriate ways and justify their answers. Mathematical ideas will be embedded in daily routines including: morning calendar, visual schedule building, classroom jobs and attendance-taking. Mathematical concepts that are not obviously transdisciplinary such as arithmetic are taught as “stand-alones”. Supplementary resources will include Measure Works, a kit for hands-on measurement instruction, Clarifying Activities and Innovations from the Charles A. Dana Center's on-line resources, Mad Minute, and IDEA and KIPP rolling number chants.

Student progress in mathematics will be monitored through teacher-created rubrics and continuums as well as Origo grade-level continuums. In addition, students will participate in the external standardized testing of the DC-CAS from Grade 3 on as well as another external assessment such as Measured Progress for K-8 or Compass Learning's Odyssey for K-8.

The mathematics curriculum will emphasize the following strands:

- Data handling: Data handling allows us to make a summary of what we know about the world and to make inferences about what we do not know.
- Measurement: To measure is to attach a number to a quantity using a chosen unit. Since the attributes being measured are continuous, ways must be found to deal with quantities that fall between numbers. It is important to know how accurate a measurement needs to be or can ever be.
- Shape and space: The regions, paths and boundaries of natural space can be described by shape. An understanding of the interrelationships of shape allows us to interpret, understand and appreciate our two and three-dimensional world.
- Pattern and function: To identify pattern is to begin to understand how mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as generalized rules called “functions”. This builds a foundation for the later study of algebra.
- Number: Our number system is a language for describing quantities and the relationships between quantities. The value attributed to a digit depends on its place within a base system. Numbers are used to

³⁵ Nov. 15, 2004, Science Daily, “Tone Language Translates To Perfect Pitch: Mandarin Speakers More Likely To Acquire Rare Musical Ability”, <http://www.sciencedaily.com/releases/2004/11/041114235846.htm>.

³⁶ BBC News, June 30, 2003, “Chinese Takes More Brainpower”, <http://news.bbc.co.uk/go/pr/fr/-/1/hi/health/3025796.stm>.

³⁷ Origo Education, originally developed in Australia and used there as the main mathematics text, combines current educational research with practical classroom application to improve and refine the teaching of mathematics through structured inquiry.

³⁸ Developed at TERC and funded by the National Science Foundation, these are activity-based investigations that encourage students to think creatively, develop their own problem-solving strategies, and work cooperatively – see <http://www.terc.edu/work/440.html>

³⁹ These texts were developed using research on success in mathematical understanding and the NCTM standards as the guideline.

interpret information, make decisions and solve problems. The operations of addition, subtraction, multiplication and division are related to one another and are used to process information in order to solve problems. The degree of precision needed in calculating depends on how the result will be used.

Through the use of the materials from all three programs, as well as supplementary resources provided for independent practice, guided instruction and games to develop and reinforce mathematical understanding and strategies, in Chinese and English, grade levels will meet and exceed DCPS and the National Association for the Teaching of Mathematics standards.

See *Appendices to Educational Plan* in **Tab K-1** for Mathematics Scope and Sequence Overview.

Science: Science is fundamental to understanding the world in which we live and work. In the PYP, science is viewed as the exploration of the behaviors of and the interrelationships among the natural, physical and material worlds. Our understanding of science is constantly changing and evolving. The inclusion of science within the curriculum leads learners to an appreciation and awareness of the world as it is viewed from a scientific perspective. It encourages curiosity, develops an understanding of the world and enables individuals to develop a sense of responsibility regarding the impact of their actions on themselves, others and their world. Inquiry is central to scientific investigation and understanding. Students actively construct and challenge their understanding of the world by combining scientific knowledge with reasoning and thinking skills. By engaging in inquiry themselves, teachers will not only achieve a deeper understanding of the scientific issues involved, but also will be a model for their students by assuming the role of “teacher as learner.” Scientific knowledge is made relevant through its innumerable applications in the real world.

By encouraging hands-on experience, the scientific process enables the individual to make informed and responsible decisions not only in science but also in other areas of life. The PYP emphasizes science as universal and transcending the boundaries of gender, cultural, linguistic and national biases. Including science within the curriculum develops an understanding of and competence in using the facilities of a rapidly changing scientific and technological world while gaining a positive image of science and its contribution to the quality of life today. The curriculum also highlights the scientific contributions of people from various cultures and backgrounds.

The science curriculum will be taught through units of inquiry. The concepts for science units of inquiry in each grade level will be selected from the following:

Living Things: The study of the characteristics, systems and behaviors of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.

Related Concepts: adaptation, animals, biodiversity, biology, classification, conservation, ecosystems, evolution, genetics, growth, habitat, homeostasis, organism, plants, systems (digestive, nervous, reproductive, respiratory).

Earth and Space: The study of planet Earth and its position in the universe, particularly its relationship with the sun; the systems, distinctive features and natural phenomena that shape and identify the planet; the infinite and finite resources of the planet.

Related Concepts: atmosphere, climate, erosion, evidence, geography, geology, gravity, renewable and non-renewable energy sources, resources, seasons, space, sustainability, systems (solar, water cycle, weather), tectonic plate movement, theory of origin.

Materials and Matter: The study of the properties, behaviors and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

Related Concepts: changes of state, chemical and physical changes, conduction and convection, density, gases, liquids, properties and uses of materials, solids, structures, sustainability.

Forces and Energy: The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.

Related Concepts: conservation of energy, efficiency, equilibrium, forms of energy (electricity, heat, kinetic, light, potential, sound, magnetism, mechanics, physics, pollution, power, technological advances, and transformation of energy).

These concepts correlate well with the National Science Education Standards as well as DCPS standards. The collation of these standards with the program of inquiry from PYP will establish the key concepts for each unit of inquiry to be taught at each grade level. Materials used will include Full Option Science System (FOSS) augmented with FOSS Science Stories.⁴⁰ Washington Yu Ying is also considering monitoring student progress with the National Association of Educational Progress external science assessment for grades 4 and 8.

See *Appendices to Educational Plan* in **Tab K-1** for Science Scope and Sequence.

Social Studies: The PYP social studies curriculum is the study of people in relation to their past, their present and their future, their environment and their society. Social studies encourages curiosity and develops an understanding of a rapidly changing world. Through social studies, students develop a deeper understanding of their personal and cultural identities. Students develop the skills and knowledge needed to participate actively in their classroom, their school, their community and the world: to understand themselves in relation to their communities. Social studies provides opportunities for students to look at and think about human behavior and activity realistically, objectively, and with sensitivity. It is essentially about people: how they think, feel and act; how they interact with others; their beliefs, aspirations and pleasures; the problems they have to face; how and where they live (or lived); how they interact with their environment; the work they do; and how they organize themselves. All curriculum areas will provide an opportunity to utilize trans-disciplinary skills. The aim of social studies within the PYP is to promote intercultural understanding and respect for individuals and their values and traditions and will serve a central role as Washington Yu Ying PCS students explore Chinese culture. In addition, the social studies component of the PYP curriculum encourages students “to understand that other people, with their differences, can also be right” in an effort to reduce prejudice and discrimination with the classroom, school, community and the world.

Students are encouraged to ask and answer their own questions in order to accommodate various learning styles and language levels. Through their interaction with the resources and dialogue with each other, students consider different points of view; develop skills and attitudes, and gain knowledge and conceptual understanding. Students apply skills and concepts in new contexts as well as transfer new skills and concepts to familiar contexts. The social studies component of the curriculum will provide opportunities for students to:

- learn how to ask compelling and relevant questions that can be researched
- gain a secure understanding of their identities and their place in the world
- develop an understanding of other cultural groups and an appreciation of other ideas and beliefs
- gain knowledge that is of genuine importance in understanding the human condition through the exploration of themes that have significance for all students in all cultures
- gain conceptual understanding through participating in learning experiences that foster sensitivity, creativity and initiative, leading to socially responsible action
- gain a sense of time and place in relation to their experiences and the experiences of other people
- gain an understanding of humankind’s role in, and dependence on, the natural and constructed world, and learn to apply this knowledge in responsible ways.

As a result of their learning, students share with each other and take action. Students and teachers develop and define clear criteria with which the process and product will be assessed.

The social studies component of the curriculum also provides opportunities for students to:

⁴⁰ For information see www.deltaeducation.com. FOSS was developed with a National Science Foundation grant at the Lawrence Hall of Science, University of California at Berkeley. Many of the methodologies and materials were originally developed for students with disabilities in the SAVI/SELPH program during the 1980’s. The multi-sensory philosophy serves all students.

- formulate and ask questions about the past, the future, places and society
- draw information from, and respond to, stories about the past from geographical and societal sources
- use and analyze evidence from a variety of historical, geographical and societal sources
- sequence in chronological order
- orientate in relation to place and time
- identify roles, rights and responsibilities in society
- assess the accuracy, validity and possible bias of sources.

Content is arranged into five strands: human systems and economic activities, social organization and culture, continuity and change through time, human and natural environments and resources and the environment. Although these strands are considered separately, in practice they are inextricably linked. Students will be made aware of the inevitable links to other areas of the curriculum in order to understand the interconnected nature of the subject areas, with one another and with the trans-disciplinary themes.

What do we want students to know?

<p>Human systems and economic activities: The study of how and why people construct organizations and systems, the ways in which people connect locally and globally, and the distribution of power and authority.</p>	<p>Related concepts: communications, conflict, cooperation, education, employment, freedom, governments, justice, legislation, production, transportation, truth.</p>
<p>Social organization and culture: The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.</p>	<p>Related concepts: artifacts, authority, citizenship, communication, conflict, diversity, family, identity, networks, prejudice, religion, rights, roles, traditions.</p>
<p>Continuity and change through time: The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.</p>	<p>Related concepts: chronology, civilizations, conflict, discovery, exploration, history, innovation, migration, progress, revolution.</p>
<p>Human and natural environments: The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.</p>	<p>Related concepts: amenities, borders (natural, social and political), dependence, geography, impact, landscape, locality, ownership, population, regions, and settlements.</p>
<p>Resources and the environment: The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.</p>	<p>Related concepts: conservation, consumption, distribution, ecology, energy, interdependence, pollution, poverty, sustainability, wealth.</p>

These strands collaborate well with the National Council for Social Studies Standards and the DCPS social studies standards. In addition, the IBPYP encourages the use of local resources to teach global concepts, and the District of Columbia is rich with local history, geography and society.

Teaching social studies in both Chinese and English will enhance language learning by placing it in the context of the curriculum.⁴¹ Instruction emphasizing purposeful comprehension and communicative

⁴¹ Brinton, Snow, and Wesche, 1989

production yields superior receptive and expressive accuracy, complexity and fluency. In brief, students who learn language for a purpose learn it better.⁴²

To this end, students will be involved in designing interviews, interviewing, surveying, taking polls, reading fiction and trade books, making timelines, devising and performing socio-dramas, making charts, completing decision making trees and diagrams, creating geographical and concept maps, interpreting symbols and keys, measuring distance, plotting routes, examining artifacts, listing sources, evaluating sources, working on computer databases, and presenting patterns and trends. Learning materials will reflect positive images of diverse groups. Activities will be selected which directly and most effectively engage students in research, applying and acquiring a variety of thinking and learning skills and address a variety of learning styles and language levels. Culture is an integral part of language learning. Studies show that attitudes about race most often take root between ages four and eight. Furthermore, "the age of ten is a crucial time in the development of attitudes toward nations and groups perceived as 'other'"⁴³ and thus it is important that children begin language and culture study before the age of ten, when they are more open to other ways of being. In early start language and culture programs children view second language learning and the insights gained into another culture as a normal part of their schooling. Through the use of structured inquiry and the concepts of the PYP program of inquiry, Washington Yu Ying students will meet and exceed the DCPS and the National Council for the Social Studies Standards as they construct meaning about questions that are significant and meaningful in their own lives, enhancing the community of learners atmosphere in the school.

See *Appendices to Educational Plan* in **Tab K-1** for Social Studies Scope and Sequence.

Arts: Washington Yu Ying PCS will base its standards on the National Standard for Arts Education, designed by the Consortium of National Arts Education Associations, and the DCPS standards in art and music.

In music Washington Yu Ying students will be able to:

- Listen, analyze, compare, and describe different forms of music
- Evaluate music and music performances
- Identify, investigate and articulate relationships between music, other arts and outside disciplines
- Explore a variety of traditions of many cultures

In visual arts, students will be able to:

- Understand and apply media, techniques and processes;
- Use knowledge of structures and functions;
- Choose and evaluate a range of subject matter;
- Demonstrate an understanding of the visual arts in relation to history and culture;
- Reflect upon and assess the characteristics and merits of one's work and the work of others;
- Make connections between visual arts and other disciplines.

Technology: Based on the framework described in the Massachusetts Technology Standards, students will be able to identify, use and classify natural and mechanical objects. Students at Washington Yu Ying School will use information technology to assist in gathering, analyzing, organizing, and presenting information. Students will learn how to distinguish valid online sources from misleading ones, as well as how to use other electronic databases. Students will produce projects and reports through word processing, graphics and database, and spreadsheet programs. In addition, language support programs such as Rosetta Stone and the BBC's Muzzy will be used to bolster competency in both English and Chinese.

⁴² Krueger & Ryan, 1993; Stryker & Leaver, 1997

⁴³ Curtain, H. and Dahlberg, C.A. (2004), *Languages and Children--Making the Match: New Languages for Young Learners, Grades K-8*.

Health (Physical and Social Education): Health promotion and wellness at Washington Yu Ying PCS will be based on DCPS standards. Students will be expected to understand, explain and apply concepts related to health promotion and disease prevention in order to achieve and maintain healthy lifestyles. Yu Ying students will be able to access, interpret, evaluate and communicate age-appropriate health information that includes ethnic, media and technological influences. Students will engage in activities using interpersonal communication skills that respect differences among people and demonstrate responsible personal and social behavior. They will be provided regular opportunities for exercise and other healthy recreation.

c. Methods of Instruction

All students at Washington Yu Ying are language learners. Therefore, the methods of instruction employed to support ELL students will actually be used across the curriculum to assist all students in learning language.

English and Chinese Language Instruction for English Language Learners: Special attention will be paid to English Language Learners at Washington Yu Ying PCS. Service provision model for these students will be inclusive. We anticipate native Spanish speakers will comprise roughly 10% of our learners, and another 2-3% will speak various other languages at home. In our first year, we will have a full-time ELL teacher/coordinator. Our expectation is that this person will be fluent in Spanish to address the needs of the majority of our ELL families and will work closely with both Chinese and English teachers to deliver instruction jointly to support ELL students, especially in critical literacy areas (language arts, math, science, and social studies). He/she will be provided with technical assistance and training to address the needs of families and students for whom Spanish is not the native language. Our Chinese teachers will also receive training in the needs of ELL students and will have expertise in the area of language acquisition and learning.

The Chinese immersion focus at Washington Yu Ying will be challenging for ELL students, but contrary to conventional assumptions, preliminary research suggests that “third language children [in immersion programs] appear to be developing normally in terms of academics and ethnic identification, and there is no reason to expect that they will not continue to do so.”⁴⁴ In addition, two promising findings from this study suggest that ELL students in third language immersion programs are academically successful (as measured by Stanford 9 scores) even if they are classified as living in poverty. The PYP program, with its emphasis on cooperative learning, multiple intelligences, global collaboration and attitudes such as “tolerance”, “respect” and “empathy”, will provide a supportive atmosphere for both ELL students and English speakers to flourish as they tackle an unknown language.

Washington Yu Ying is employing a model developed by the New Teacher Center – a project of the Alliance for Excellent Education – that has been adopted by almost 200 school districts in more than 30 states, including the entire state of Hawaii and all New York City Schools. This resource consists of six research-based strategies identifying effective methods for developing English language learners’ content knowledge, use of academic language and interpersonal communication skills. These strategies also help native English speakers learn language that is not part of everyday English such as academic words like algorithm or allegory. We will train all staff at Washington Yu Ying PCS to use this approach to help all students as they learn both Chinese and English.

Six Strategies for Teachers of Language Learners⁴⁵

<i>Vocabulary and Language Development</i>	Introducing new concepts by discussing key vocabulary words. Exploring specific academic terms like algorithm starts a sequence of lessons on larger math concepts and builds the students’ background knowledge.
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⁴⁴ Robland, R. (1997). Effects of two-way immersion on the ethnic identification of third language students: An exploratory study. *Bilingual Research Journal*, 21 (1) pp. 1-15.

⁴⁵ Alliance for Excellent Education. (2005). *Accelerating academic language development: Six key strategies for teachers of English learners*. New Teacher Center at UC Santa Cruz.

<i>Guided Interaction</i>	Structuring lessons so students work together to understand what they read by listening, speaking, reading and writing collaboratively about academic concepts in the text.
<i>Metacognition and Authentic Assessment</i>	Model and explicitly teaching thinking skills crucial to learning concepts, learning second languages and becoming highly proficient readers. Various assessments are employed because students require ways to demonstrate understanding of concepts that aren't reliant on advanced language skills.
<i>Explicit Instruction</i>	Directly teaching concepts, academic language, and reading comprehension strategies needed to complete classroom tasks
<i>Meaning-based Content and Universal Themes</i>	Employing meaningful aspects of students' lives to spur interest in academic concepts. When students can connect concepts to their lives or cultural backgrounds, they are highly motivated and learn better.
<i>Modeling Graphic Organizers and Visuals</i>	Using visual aids including diagrams and charts help all students, but especially ELL students, recognize essential information and its relationship to supporting ideas. Visuals make both language and content more accessible.

In a 50-50 model of immersion, such as we plan to offer, all subjects are taught in both English and Chinese, receiving equal instruction time in both languages. During the English instruction day, ELL learners will receive direct, individualized instruction aimed at developing English fluency by the school's full-time ELL teacher/coordinator. Students will also be provided with materials to be used at home (such as book and tape sets, computer programs) designed to further reinforce English skill outside the classroom.

Literacy Instruction: Teachers experienced with literacy practice will accommodate individual learning through the use of a variety of organizationally and educationally sound practices. There will be work with small group instruction suited to the abilities of the students. In addition, children will work in heterogeneous small groups in literacy centers established, developed, changed and modeled over time by the teacher. Volunteers and specialists will work with a single group or one-on-one with children. Whole class activities will be challenging and developmentally appropriate to the diverse population. The following table outlines the grade levels that will employ various aspects of the Reader's and Writer's Workshops.

English and Chinese Literacy	Pre-K	K	1	2	3	4	5	6	7	8
Phonics/Phonemic Awareness	+	+	+	+						
Read Alouds	+	+	+	+	+	+	+	+	+	+
Shared Reading	+	+	+	+						
Guided Reading			+	+	+	+	+			
Independent Reading			+	+	+	+	+	+	+	+
Literature Circles					+	+	+	+	+	+
Independent Writing			+	+	+	+	+	+	+	+
Guided Writing	+	+	+	+	+	+	+	+	+	+
Investigative Writing					+	+	+	+	+	+
Shared Writing	+	+	+	+						
Inventive/Interactive Writing	+	+	+	+						
Journals (Language, Math, Science)	+	+	+	+	+	+	+	+	+	+
Print Rich Environment	+	+	+	+	+	+	+	+	+	+

Structured Inquiry: Everyone is committed to learning in a structured inquiry environment. Adults and children are encouraged to ask questions, identify problems and seek solutions in the pursuit of continuous improvement towards common goals. Each classroom operates as a microcosm of the entire school.

A structured inquiry classroom is a place of variety and balance. Balance is seen in the attention given both to the pursuit of understanding and to the acquisition of knowledge and skills. Variety is there because teachers are resourceful professionals who are in command of a range of teaching and grouping strategies. Teachers select appropriately from this repertoire according to school-wide goals and classroom purpose. Students are actively engaged in planning and assessing their own learning. The classroom is characterized by collaborative and purposeful activity. It is an environment in which learning knows no limits.

Teachers of structured inquiry integrate the various disciplines into a cohesive, meaningful whole while ensuring that the essence of each discipline is retained.

Units of Inquiry and Trans-disciplinary Study: The principal means of bringing about integration is through the trans-disciplinary units of inquiry which form the heart of the PYP approach. These units of inquiry comprise a school-wide, thematic program of inquiry which ensures continuity of curriculum for students throughout their elementary career. Through the units of inquiry, students formulate questions, observe, plan, collect data, organize data, interpret data and present findings in mathematics, social studies and science. Language is the medium of inquiry. Literature is an important element in each unit of inquiry throughout the grade levels.

Language, both Chinese and English, will be used both aesthetically and functionally within the units of inquiry. Teachers and students use concepts to generate key questions with which to conduct inquiry into significant content. In the course of inquiry, students acquire essential knowledge and skills and engage in responsible action. With preplanning and initial teaching of each unit, the essential elements are synthesized into key questions which drive inquiry and into the learning outcomes which form the basis for assessment. Using the written standards and learning objectives as primary resources, teachers and students plan a process of structured inquiry involving a range of classroom activities. Assessment, integral to the activities, focuses on both the quality of the learning process and the quality of the learning product.

Differentiated Instruction: The IB curricula focus heavily on differentiated instruction because students learn in a variety of ways. Our teachers will have a solid repertoire of instructional techniques, routines and practices enabling them to match best practices with the instructional needs of students. To provide content-specific instructional knowledge and general instructional skills, teachers will create flexible, heterogeneous groups for small-group instruction and cooperative learning; organize whole-group instruction; model learning aloud; organize independent learning experiences; and provide one-on-one instruction.

The school will also support differentiated instruction with multiple forms of assessment and the constant use of data to inform decisions. The administration will use assessment tools and results to monitor classroom inquiry, to demonstrate program effectiveness, as well as to track student growth. Teachers will use the assessment tools and results:

- to inform better teaching practice
- to track individual students' learning needs and growth
- to identify students' strengths and weaknesses
- to judge effectiveness of teaching and learning processes
- to adjust planning and program development
- to inform effective reporting to students, parents and administration

The students will use the assessments:

- to develop understanding of their own strengths and weaknesses
- to track their own growth and learning
- to proudly demonstrate learning to parents and also community members through portfolios, showcases, presentations, performances, exhibitions, videos, DVDs, and CD-roms

Student-Centered Learning and Active Engagement: Washington Yu Ying School will employ student-centered learning for all grades. We believe that each child brings unique experiences to the

classroom and activating students' prior knowledge and experiences is the key to their engagement. All students will be expected to learn and retain information, and many skills will be demonstrated in individualized projects. Students will be actively engaged in thematic learning by choosing their own foci for reading, writing, artistic and scientific explorations.

Washington Yu Ying acknowledges that young children need extended periods of time and as much space as possible to explore, investigate and play. The school environment will have a range of clearly defined areas to encourage exploration, investigation and play, both in and out of doors. These may include spaces for reading, writing, art, construction, imaginative play, mathematical exploration, and science investigation.

This effort to support children's construction of meaning from the world around them by drawing on their prior knowledge, providing provocation through new experiences, and providing time and opportunity for reflection and consolidation is key to the IB emphasis on inquiry in young children being demonstrated by wondering, exploring, investigating, synthesizing and theorizing. Their developing theories are applied and verified or modified by expressing their ideas in a variety of media facilitated by the teacher and through play with materials supplied by the teacher and reflection encouraged by the teacher.

Classroom Management: Each classroom at Washington Yu Ying will use antecedent-based strategies and consequence-based strategies. Antecedent-based interventions will include teacher proximity and movement, helping students make smooth transitions, establishing and teaching rules, and facilitating and teaching social skills. Rules will be decided within each classroom at the beginning of each year. Whole school rules will be developed by teachers and administrators at the beginning of the first school year to ensure consistency and community understanding. Rules will stay as consistent as possible from year to year in order to create continuity of school community. Lessons teaching social skills are embedded into the IBO curriculum and the IB learner profile: communicators, principled, caring, open-minded, balanced and reflective.

Consequence-based interventions will include positive reinforcement, contracting and self-management evaluations and plans. Teachers will select their own methods of positive reinforcement. Contracting will be a key element for Washington Yu Ying. Grade levels will collaborate to design age-appropriate contracts that include specific guidelines for behavior improvement, action-appropriate consequences if improvement is not observed, and parental signatures. These contracts will be kept on file as documentation of student behavior and teachers' attempts to resolve behavioral difficulties. Grade levels will also work together to develop self-management documentation resources. We believe that in order for students to become self-regulators and independent thinkers, they must be aware of their actions and be able to evaluate their progress. Self-management evaluations will be kept on file to use by school personnel if necessary.

Gifted and Talented: Because Washington Yu Ying and the PYP curriculum subscribe to the tenets of multiple intelligences, we believe that all students are gifted, all students have special needs and all students should have the supplemental aids and resources to help them achieve to their highest potential. The PYP student profile enables gifts and talents as well as challenges to be identified, and the PYP curriculum is flexible enough to meet the needs of the highest achieving students across academic and social competencies.

d. Students with Disabilities

The Washington Yu Ying Public Charter School community believes that its first obligation is to successfully address the instructional needs of ALL students. We believe that, for too long, students with disabilities have been victimized by the "soft tyranny of low expectations." By employing the IB PYP and MYP curricula we will provide differentiated instruction to address how children learn in different ways – with the expectation that they can and will learn to higher standards. In doing so, we will emphasize the concept of "access" for all community members. Students with disabilities will be afforded the supports, instruction and human resources necessary for them to achieve the standards set forth under the No Child Left Behind (NCLB) Act, the District of Columbia Comprehensive Assessment System (DC CAS), and the International Baccalaureate Primary Years Programme (IB PYP) and Middle Years Programme (IB MYP). We propose to embrace one of the principal intents of the Individuals with Disabilities Education

Improvement Act (IDEA 2004) to ensure “early intervening services to reduce the need to label children as disabled in order to address the learning and behavioral needs of such children.”⁴⁶

The concept of “access” relative to student supports means that before referring students for special education evaluation, extensive pre-referral supports will have been identified, implemented and assessed. For students who have been formally evaluated and found eligible for special education and/or related services, we know that inclusion in the general education classroom is the best way to ensure access to the general curriculum; therefore, general and special educators must collaborate and incorporate discipline-specific techniques into each other’s repertoire of skills.

To address the needs of students at risk of special education placement, as well as those already receiving services, Washington Yu Ying proposes to establish a support mechanism that blends elements of traditional consultation efforts such as student assistance teams, teacher assistance teams and instructional consultation teams. This entity, called “STARS” (Student/Teacher Achievement Resource Support) will be composed of representatives from special education, appropriate grade level general education, administration, guidance/social work, and related service and technical assistance providers as necessary. This team, in conjunction with individual classroom teachers, students and parents, will collaborate to design, deliver, and develop capacity to implement evidence-based practices to support students and teachers in inclusive environments.

Access to the general curriculum and standards will be afforded to students with disabilities by ensuring that instruction is designed and evaluated against principles of Universal Design for Learning (UDL) a research-based set of principles that forms a practical framework for using technology to maximize learning opportunities for every student. UDL actualizes the opportunities inherent in two great challenges facing today’s educators: the challenge of learner diversity and the challenge of high standards.⁴⁷ Washington Yu Ying will also ensure that student assistive technology needs will be considered and implemented as per IDEA requirements to both maintain the least restrictive environment (LRE) and to afford accommodations appropriate under the ADA (Americans with Disabilities Act) and Section 504 of the Rehabilitation Act.

Students with disabilities will receive services from educators and related service providers who are highly qualified (possess or are eligible for DC certification in their endorsement area) under NCLB. In addition, Washington Yu Ying will endeavor to increase the capacity of all the adults working with students with disabilities by emphasizing that special education is a service, not a place, and that every teacher at Washington Yu Ying is a special educator, because ALL students have special needs when it comes to accessing the curriculum. Consistent professional development in the areas of evidence-based practices for learning and behavior, special education law and procedures, IEP development and delivery, and the aforementioned Universal Design for Learning will be a requirement for all teachers. Washington Yu Ying does not envision separating special and general educators for training opportunities. A partnership for training and technical assistance has been established between Washington Yu Ying and The Kellar Institute for Human disabilities (KIHD) at George Mason University. KIHD is a part of the College of Education & Human Development and combines the resources of GMU with local, state, regional, national, public, and private sector agencies and organizations to develop products, services and programs for persons with disabilities.

Washington Yu Ying is committed to the principles of full inclusion for all students and preference will be for the provision of services to take place within the general classroom, provided this meets the individual IEP goals and LRE needs of students with disabilities. As noted previously, the expectation will be for joint professional development and service delivery by general and special educators. For its first year, Washington Yu Ying will have a full-time special educator on staff who will serve as the primary service provider for grades Pre-K-1, and a half-time Special Education Coordinator, who will conduct education evaluations for special education, chair eligibility committees, inform the school community about Child Find, submit (with

⁴⁶ US Department of Education, Office of Special Education Programs Committee Report: Building the Legacy: IDEA 2004

⁴⁷ (David H. Rose & Anne Meyer: Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, 2002

the principal) reports required of all LEAs by IDEA and the School Reform Act, and ensure that all timelines and due process procedures are met for Families and Advocates Partnership for Education (FAPE) provisions.

Washington Yu Ying has elected to be its own LEA for special education purposes, and will therefore be eligible for IDEA Part B funds to defray evaluation and other costs born by LEA-charters. Washington Yu Ying will collaborate with DCPS to ensure continuity in services for students entering the school from another DCPS school.

The special education process at Washington Yu Ying will proceed as it does at any school meeting the provisions of IDEA, with qualitative differences at the pre-referral stage:

Pre-Referral: Students who appear to be experiencing difficulty accessing or meeting the demands of the general education curriculum (be it academically or behaviorally) will be identified and referred to the STARS committee by an educator, administrator, parent, or related service provider. The STARS committee will observe the student, meet with the classroom teacher and other concerned staff to identify current and potential supports and interventions, and then develop an Access Plan that will include needed accommodations, remediation, behavioral or academic supports, teacher training needs, human, technology, and material resources, and finally an assessment plan to monitor and evaluate progress to determine what the next step(s) should be. If, after a mutually agreed upon amount of time, the student is still struggling academically and/or behaviorally, the STARS team will then refer the student for evaluation for special education eligibility (pending parental consent).

Evaluation: Since Washington Yu Ying is an LEA for special education services, it is responsible for ensuring that initial evaluations are conducted by certified providers within proscribed IDEA timelines. Washington Yu Ying will contract with Chesapeake Center for related service (OT, PT, Speech/Language) evaluations, and End-to-End Solutions for the Psychological evaluation. The Special Education Coordinator will conduct the educational testing, and the school social worker will conduct the social case history with the family.

IEP/504 Plans: All students who were referred for special education evaluation will have an eligibility meeting conducted to determine whether the results of the evaluations meet the criteria for special education under one or more of the 13 federal categories. Results of the evaluations will be articulated by providers qualified to interpret evaluations so that parents are informed of the precise nature of their child's disability and educational needs. Upon confirmation of the testing results, an IEP will be developed jointly by the parents and Washington Yu Ying staff, as well as by any needed related service providers. The IEP will specify the student's present level of educational performance, educational and behavioral goals and objectives, nature and amount of service delivery, participation in assessments and needed accommodations, and evaluation methods and criteria. For those students who do not meet federal criteria for special education services, but are in need of educational accommodations due to a disability, a 504 plan will be developed and monitored by the STARS committee.

Implementation of the IEP will be conducted, documented and supervised by the Special Educator and Coordinator in conjunction with the school's administration. Service provision will be implemented in the general education classroom unless LRE dictates otherwise. IEPs will be monitored through anecdotal records, curriculum-based assessments and measurements, and service-delivery logs. Progress on IEP goals will be reviewed monthly by the special education team in collaboration with the STARS committee. Progress on goals and objectives will be reported to parents upon request, or at least as often as progress is reported to parents of children without disabilities, in accordance with IDEA mandates. The highest priority will be given to the protection of Due Process provisions for families and students.

Monitoring Progress: To prevent a disproportionate representation by culturally and linguistically diverse groups, data will be collected to document the number and types of referrals to special education. Quantitative and qualitative analysis of special education processes and services will highlight professional development needs for all school staff, as well as illustrate additional services, supports, and resources Washington Yu Ying will need to provide to ensure equitable access to the curriculum and the achievement of high standards by all its learners.

e. Strategies for Providing Intensive Academic Support

The following are strategies the Washington Yu Ying PCS will implement to ensure that the needs of all its students are met, that no student suffers from unidentified conditions that could impede his or her academic success, and that are sensitive to the factors that often impact the educational progress of disadvantaged urban children and families.

Health and Wellness: In consultation with area university social work and nursing and medical programs, Washington Yu Ying PCS will connect students and families to area mental and physical health screenings and well-child services to identify potential threats to learning and achievement. The school social worker will be trained to assist parents in getting their children eligible for Medicaid benefits and connected to participating providers or affordable health services through area clinics like La Clinica Del Pueblo. We anticipate that many of our at-risk students will also qualify for free/reduced price meals while at school, so our social worker will also ensure that these students are enrolled if eligible. For any student who comes to school hungry and therefore unready to learn, Washington Yu Ying will ensure that classrooms have nutritious provisions through PTA donations. We will also run an optional before-school breakfast program for all students. Those qualifying for Free and Reduced Lunch (FRL) will be encouraged to attend so as to ensure they begin each day well-nourished. Families with nutritional needs can be referred to area resources such as the Capital Area Food Bank.

Focus on Literacy: Despite research identifying prevention strategies for reading failure, large numbers of students continue to experience literacy difficulties that put them at great risk for school failure. Washington Yu Ying PCS has identified implications for reading instruction that have emerged from the research as common to schools who are successful in teaching children to read and be academically literate, despite conditions of poverty and other environmental barriers to success:⁴⁸

- **Accountability for every child.** All means All at Washington Yu Ying PCS, and if a child has a label (ELL, Special Education) it does not mean that the classroom teacher has less of a responsibility for his or her progress, or that the rest of the school is not obligated to do whatever it takes to assist that teacher.
- **Safety Nets.** Tutoring before, during, and/or after school will be provided to at-risk learners to provide “intensive care” for their literacy needs. Family literacy interventions will also be provided: workshops on what parents can do to support literacy, audiobooks so children can practice independently at home with their parents, a lending library of leveled materials so students and parents can read books together at appropriate levels, and connections to resources to build parent and family literacy.
- **An Open Literacy Model.** Providing a balanced literacy approach eliminates the need to defend one particular model and, instead, embraces techniques originating from diverse sources. Students and teachers will have access to a variety of approaches and materials, such as guided reading and writer’s workshop along with a strong emphasis on systematically teaching the alphabetic code through a phonetic approach. Through this, instruction is designed to meet the needs of the child, by instead of asking, “Is phonics a better way to go than a more holistic approach?” we would ask, “What does this child need at this phase of his/her reading development?”
- **Regular Assessment and Monitoring of Student Progress.** Through formative and summative assessments and using curriculum-based measurement, student achievement will be documented on a weekly basis to ensure literacy needs are identified and tackled immediately.

Professional Development and Coaching: Through Washington Yu Ying’s professional development agenda and the STARS team (Student/Teacher Achievement Resource Support), teachers will receive the initial training and follow-up support critical to building their own capacity to meet students’ needs, as well as having additional human resources to assist with individualizing instruction.

⁴⁸ Denton, C., Foorman, B., & Mathes, P. (2003) Perspective: Schools that beat the odds. *Remedial and Special Education*, 24(5). PP. 258-261

Peer Tutoring and Cooperative Learning: Washington Yu Ying PCS makes extensive use of these instructional grouping arrangements for student instruction through the PYP.

Time Provided for Learning for both Students and School Staff: Instructional time, teacher planning time, and professional development time are not just emphasized but protected. Washington Yu Ying administration will ensure that literacy instruction is uninterrupted, and has made adequate provisions for teacher collaboration and training by building it into the master schedule.

An Environment that Values All Students: Washington Yu Ying PCS, through the PYP and MYP curricula, will create an environment that truly let's all students know they are valued, and that despite whatever challenges they have in school, we maintain a zero-reject policy. Once a student becomes part of the Washington Yu Ying family, he/she is important to all the stakeholders in the educational community. Teachers, administrators, and all school staff will know all students by name, and will welcome their families into the community as well. Pressure is not on school community members to assimilate, but to understand, respect, and celebrate culture, abilities, and differences. In this way, all students feel like they belong and that any challenges they may bring to the learning process will only cause them to receive more supports, not threats of rejection or dismissal.

3. STUDENT PERFORMANCE

a. Student Assessment

The foundation for high academic achievement begins with a strong literacy program at the primary level. Washington Yu Ying PCS will use a balanced literacy and assessment model to achieve this foundation. Essentially, students will be assessed in all subjects in both English and Chinese. Relying on a range of assessments will allow our students to benefit through demonstration of understanding in a variety of ways.

Assessment tasks may include:

- open-ended investigations
- organized debates
- hands-on experimentation
- analysis
- essay
- reflection
- portfolio presentation

Assessment tools may include:

- rubrics
- benchmark/exemplars
- checklists
- anecdotal records
- continuums
- portfolios

Teachers will assist students in understanding the relationship between reading and writing and encourage students to use knowledge of one to support learning in the other. Our IBPYP teachers will organize continuous assessment over the course of the program taking account of specified criteria that correspond to the objectives for each subject. The IBMYP section offers a criterion-referenced published model of assessment for Grade 6 - 8 pupils' results will be determined by performance against set standards, not by each pupil's position in the overall rank order.

Teachers are responsible for structuring varied and valid assessment tasks that allow students to demonstrate achievement according to the required performance and content objectives within each subject group. Assessments, both quantitative and qualitative, provide feedback on the thinking processes as well as the finished piece of work. Benchmark assessments will be written by our language and curriculum teams to ensure that student progress is monitored in both languages. Formative assessments, to focus on the quality of student learning during the process of inquiry and instruction and summative assessments, a culminating project to demonstrate learning and growth at the end of each unit of inquiry will be documented in each student portfolio. These summative unit assessments may inform instruction through many forms, including self-assessment, peer-assessment, art, essay, research paper, presentation, reflection, science experiment, math reflection, debate, demonstration of problem-solving process, musical performance, drama performance, and portfolio presentation.

English Literacy Assessments: Washington Yu Ying PCS will use the Developmental Reading Assessment (DRA), running records, and Gates MacGinitie. The DRA will be used as a benchmark assessment to establish growth over larger periods of time, which will yield significant results by identifying the instructional level of each student. The DRA will be administered twice each year. On-going running records will also be used to inform instructional grouping, large group instruction and mini-lessons. Individual students' results will be charted to note progress. Running records will be completed on all students a minimum of once every four weeks, more often for those readers who are struggling and/or classified as at-risk. DRA and running records will be included in the data warehouse to ensure that student development can be tracked effectively. The Gates-MacGinitie will be administered once per year beginning in Kindergarten. In addition, students from grades 3 on will participate in the DC-CAS yearly exam.

Chinese Literacy Assessments: In addition to teacher-made assessments, portfolios and unit of inquiry formative and summative assessments throughout the school year, the Washington Yu Ying Chinese teachers will utilize standardized Chinese language tests each year. Despite the limited number of assessment instruments currently available for grade kindergarten through 3 nationally, Washington Yu Ying has chosen the one most appropriate for the younger elementary students. The Early Language Learning Oral Proficiency Assessment (ELLOPA) is a language proficiency assessment, for grades preK – 2, designed to allow young students to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension. These interactive listening and speaking assessments are designed for young children. The ELLOPA was developed by the Center for Applied Linguistics (CAL),⁴⁹ when it became clear that the Student Oral Proficiency Assessment (SOPA) was more appropriate when administered to students after two years of foreign language study (i.e. grades 2-8 at Washington Yu Ying). Also developed by CAL and recently developed for Chinese language assessment, the use of the ELLOPA (grades preK-2) and the SOPA (grades 3-8) will ensure progressive data and record keeping on individual children that is aligned. In addition, as new tools that are in development come on line, Washington Yu Ying will consider new assessment tools..

For 3rd-6th graders, Chinese language proficiency will be assessed each spring using the Chinese version of the National Online Early Language Learning Assessment (NOELLA) developed by the Center for Applied Second Language Studies (CASLS). NOELLA is "...universally accessible, and nationally norm-based assessment of proficiency for early language learners...It is tied to the national foreign language standards and the American Council on the Teaching of Foreign Languages (ACTFL) K-12 Proficiency Guidelines."⁵⁰ For 7th-8th graders, Chinese language proficiency will be assessed each spring using the Chinese version of the Standards-based Measurement of Proficiency (STAMP) under development by Language Learning Solutions (LLS). The LLS website⁵¹ notes: "STAMP is an entirely Web-based assessment that can be used for placement or as a summative test. It was developed and statistically validated on over 30,000 students by the Center for Applied Second Language Studies (CASLS) at the University of Oregon. The realia-based STAMP test measures interpretational and presentational modes including reading, writing and speaking proficiencies. STAMP benchmarks are standards-based." It is necessary to change the external Chinese exam throughout the Washington Yu Ying school years, as each exam is more appropriate to certain grade levels.

Math and Science Assessments: Washington Yu Ying students will be regularly monitored for mathematical understanding and progress, through math journals, science journals, teacher-created assessments, quizzes, and tests and also through the use of standardized testing. The DC-CAS will be one external exam utilized. Washington Yu Ying is considering the use of another math assessment such as Measured Progress (MP) for K-8, Compass Learning's Odyssey for K-8, and a science assessment such as National Association of Educational Progress (NAEP) for grades 4 and 8.

Standardized Assessment	K	1	2	3	4	5	6	7	8
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⁴⁹ For more information on SOPA and ELLOPA, see <http://www.cal.org/ellopa/ACTFL2002/sopaellopa.pdf>

⁵⁰ For more information on NOELLA, see <http://casls.uoregon.edu/NOELLA.php>

⁵¹ For more information on STAMP, see <http://onlinells.com/stampplace.php>

DC-CAS				*	*	*	*	*	*
Gates-MacGinitie	*	*	*	*	*	*	*	*	*
DRA	*	*	*	*	*	*			
SOPA/ELLOPA	*	*	*						
NOELLA				*	*	*	*		
STAMP								*	*
Math External Assessment MP or Odyssey	*	*	*	*	*	*	*	*	*
Science External Assessment (NAEP)					*				*

b. Basis for Promotion and Graduation

Promotion will be based on students’ meeting grade-level knowledge and content standards and will be determined by a student’s assessment information, teacher recommendation and principal approval. Washington Yu Ying PCS anticipates that many students may enter the school below grade level. For this reason, the school will recognize students who have not yet met grade level standards but have demonstrated at least one year’s growth or have made growth that puts him/her within 6 months of grade level targets or are in pre-K or K and the classroom teacher and principal recommend promotion. For students to be promoted from K to grade one and from grade one to grade two, students must demonstrate ability to read at a benchmark level to be determined by the faculty of Washington Yu Ying PCS. Washington Yu Ying faculty and staff will also be watchful for emotional, physical or social issues that could be hindering a student’s progress. The classroom teachers will then conference with the principal about these issues. As a result, a child might be referred to the school’s Counselor or an outside social service agency. The school may also reach out to the child’s immediate family for help in addressing the troubles that may be causing problems in learning.

In determining whether the student has reached the standard for the effective grade level and should be promoted, multiple factors will be taken into account, including: ongoing diagnostic assessments to determine a student’s mastery of material in each core subject both in Chinese and English, performance on the DC-CAS, the DRA and/or Gates-MacGinitie, the SOPA and/or ELLOPA, NOELLA, and STAMP, the chosen external math assessment, and the NAEP for science and staff assessment of whether the student will be motivated or discouraged by repeating a grade. Students who are at risk of not being promoted will be identified in January, and a conversation with each student’s family will take place before March about the possibility of retention. All students who are candidates for retention will have an Individual Learning Plan, be given additional academic support, and be closely monitored. If a student must be retained, then the classroom teacher, the principal, and family will meet to discuss how the upcoming year will offer the student different and sufficient supports to ensure the student’s success.

Students will be assessed for promotion and graduation not only based on standardized test scores, but also on summative assessments from PYP units of inquiry and on portfolio evaluations. Both the summative assessments and the portfolio system will be aligned with the curriculum content standards, and students will be required to formally present their portfolios containing several years’ work in both Chinese and English in the benchmark years of 2nd and 4th grade.

In the benchmark years of 5th and 8th grade, the students will be expected to present their portfolios as well as formally present at a 5th grade ‘exhibition’ and at an 8th grade ‘graduation project’. (See International Baccalaureate Program in Methods of Instruction section of Washington Yu Ying PCS application.) In order to pass into the next grade or graduate, students must demonstrate mastery of the major standards in each content area by guiding a panel of educators, parents, and community members through their portfolio and discussing their academic strengths and challenges in both Chinese and English. The 6th grade ‘exhibition’ is an important element of the IBPYP. A culminating project, the ‘exhibition’ highlights a student’s ability to demonstrate transdisciplinary inquiry with a spirit of personal and shared responsibility. It marks a rite of passage, both symbolic and actual, from the PYP to the MYP. After working with a project advisor to

determine project goals and an action plan, 8th grade students must demonstrate quality of work, creativity of presentation, and the articulation of the value of the project when guiding a panel of educators, parents, and community members through their graduation projects. This final independent project will assist the school community in deciding on a student's preparedness to graduate and go on to a rigorous high school. Completing this assignment will require skills in Chinese and English of reading, writing, public speaking, research, computation, critical thinking, organization, time-management, self-motivation, and diligence – all of which are necessary for Washington Yu Ying's goal of developing life-long learners. Students who present portfolio or project work that does not meet or exceed the standards may not be promoted; the student's teachers and principal will then look at her/his standardized test scores, semester grades, and teacher recommendations to make the final determination.

c. Student Intervention

Washington Yu Ying PCS has identified both a mechanism and a research-based model to provide interventions to struggling students in order to avoid retention, dependence on remediation and inappropriate placement in special education. The mechanism will employ the school STARS team (Student/Teacher Achievement Resource Support) which is a combination of three research-based pre-referral interventions: Student Assistance Teams, Teacher Assistance Teams, and Instructional Consultation Teams. The team will employ the Response to Intervention (RTI) model to identify and serve students at risk.

The STARS Team will serve as an interdisciplinary school-based resource to assess, devise interventions for and monitor the needs of students at risk of retention or special education referral. The team is designed to provide turn-around professional development in best practices, academic and behavioral consultation to staff and families, consistent data and assessment analysis and modeling of effective instructional techniques to build capacity. This team is composed of administration, grade level instructional representatives, the special education coordinator, ELL teacher, immersion teachers, social worker, and ad hoc technical assistance providers (for example, faculty from GMU's Kellar Institute for Human disAbilities). This team meets formally on a bi-weekly basis (or more frequently if needed) and members can consult each other when needed or requested.

The Response to Intervention (RTI) model for school-age children is a three-tiered model emphasizing pre-referral prevention and intervention of learning difficulties that dominates national discussions on the identification of learning disabilities.^{52 53} RTI allows for early and intensive interventions based on learning characteristics and needs rather than waiting for children to fail, and it promotes a collaborative approach to delivering supports and services.^{54 55} Early intervening services can both prevent academic problems for many students who are having learning difficulties and determine which students actually have learning disabilities versus those whose underachievement can be attributed to other factors, such as inadequate instruction. RTI emphasizes the quality of the curriculum and instruction, thereby offering potential benefits to every student.

RTI is based upon three components: (1) the use of multiple tiers of intervention with increasingly intense intervention; (2) a problem-solving approach that provides educators with a step-by-step process to identify and analyze problems, develop a plan, and evaluate the efficacy of interventions; and (3) an integrated data collection/assessment system to guide decision making in each tier of service delivery.^{56 57 58 59 60 61} In

⁵² *Learning Disabilities Research and Practice*, 2003, Vol. 18, No. 3; *Learning Disabilities Quarterly*, 2005, Vol. 25, No. 1

⁵³ *Journal of Learning Disabilities*, 2005, Vol. 38, No. 6

⁵⁴ Vaughn & Fuchs, 2003

⁵⁵ Fuchs, 2003

⁵⁶ NASDSE, 2005

⁵⁷ Blankstein & Cocozzella, 2004

⁵⁸ Fuchs, 2003

⁵⁹ Kamps & Greenwood, 2005

⁶⁰ Marston et al., 2003

recent years, a standard treatment protocol has emerged as an additional RTI practice⁶² which uses a particular research-based intervention for a small group of children with similar problems in a given domain.⁶³ Tiers 1 and 2 are classroom prevention steps and Tier 3 is a combination of prevention and eligibility determination.

At the Tier 1 level, teachers are preventive and proactive by (1) providing high quality instruction as an essential foundation for learning for all students, and (2) determining which students may need additional instructional interventions to make adequate progress. In Tier 1, all students are screened to determine whether the curriculum and instruction offered in the general education classroom are sufficiently supportive to meet the educational needs of most children. If 80% of the children in a particular classroom meet pre-determined academic and behavioral benchmarks, then the general education curriculum is presumed to be of sufficient quality. If the 80% criterion is not met, then classroom-level intervention to improve the quality of instruction should be implemented. In Tier 2, targeted group interventions within the general education classroom are used to address the needs of the students who do not make adequate progress in Tier 1, even when the general education curriculum is deemed to be of high quality. Teachers are encouraged to intervene with these students in Tier 2 by using differentiated instructional methods, such as curriculum-modifications, small group instruction or standard treatment protocols. Teachers can anticipate that approximately 15% of the children will make adequate progress as a result of additional instructional support provided in Tier 2. In Tier 3, teachers implement intensive, individualized instruction for students who fail to make adequate progress in Tier 2. The RTI approach assumes that a small proportion of students (perhaps 5%) may continue to make insufficient progress even with the use of intensive individualized instruction. These students may have specific learning disabilities and should be referred for formal evaluation.^{64 65 66}

Other essential features of RTI include collaboration between classroom teachers and specialists, use of assessment data and continuous progress monitoring to inform instruction at each tier, research-based curriculum and instruction and systematic assessment of the fidelity with which instruction and interventions are implemented.^{67 68} Continuous progress monitoring of student performance permits data-based decisions on the effectiveness of the general education curriculum, the need to provide enhanced instruction for some students and the timing and intensity of these interventions. By monitoring a student's learning and comparing it to that of peers receiving the same instruction, teachers can determine whether the student's academic level and rate of progress warrant further assessment or formal evaluation. Prompted by the growing movement in the learning disabilities field to shift the focus away from the discrepancy model and toward early intervention combined with high quality instruction, the reauthorized IDEA included RTI approach as one option that schools can use to identify students with learning disabilities.

Strategies that might be identified by the STARS team, documented in the student's portfolio and implemented through RTI could be for educational and/or behavioral concerns. To begin to build teacher capacity to implement pre-referral interventions, Washington Yu Ying PCS will provide all educational staff with the Pre-Referral Intervention Manual (PRIM)-Third Edition (2006). Washington Yu Ying will provide in-school and after-school tutoring (tutors will be recruited from area university teacher-preparation programs in exchange for internship credit), small group and individualized instruction and conferences with students and parents at times and locations that meet the needs of families, as well as insist on rigorous documentation

⁶¹ O'Shaughnessy, Lane, Gresham, & Beebe-Frankenberger, 2003

⁶² NASDSE, 2005

⁶³ Fuchs, Mock, Morgan, & Young, 2003

⁶⁴ Kamps & Greenwood, 2005

⁶⁵ NASDSE, 2005

⁶⁶ Reschly, 2005

⁶⁷ Fuchs & Fuchs, 2002

⁶⁸ Fuchs, Fuchs, & Speece, 2002

and analysis of all interventions to ensure that decisions about student progress are data-driven. Students' portfolios will serve as the document for recording decisions and interventions. Unlike typical "individualized learning plans" which serve to primarily identify student weaknesses and interventions designed to remediate those weaknesses, the student portfolio is a collection of evidence of student work and progress which will ensure that a balanced, holistic portrayal of the whole child is presented so that no student ends up being perceived as a collection of challenges and failures.

An immersion model may present challenges for both special education students and English language learners. The Washington Yu Ying immersion model is designed to give students alternating days of instruction in each language (Chinese and English) so that in any two week period, each student will have 4 ½ days of English instruction, and 4 ½ days of Chinese instruction (1/2 days are to accommodate the once a week early closing for professional development time for staff). The rationale for choosing this model is to meet the needs of students who may be learning both English and Chinese, have language deficits or special needs such as language-based learning disabilities. Our rationale is based on research reported by the Center for Applied Linguistics, and technical interviews with staff from Rock Creek International School, which for 18 years employed this model with its students, including those who were identified with language-based deficits and disabilities.

Washington Yu Ying will be implementing a *partial* immersion program, which means instructional time is divided equally between English and the immersion language throughout the grades. In *full* immersion programs, teachers use no English at all in the early grades, and then in grade 2, 3, or 4, teachers introduce English language arts and reading for one period per day and gradually move toward an even distribution of English and the immersion language by Grade 5 or 6. The decision to use partial immersion vs. full immersion will allow learners with suspected or apparent language-based learning deficits or disabilities to receive compensatory services in English during non-Chinese days, thus giving them a whole school day to receive remediation and accommodation services. This approach also provides a more concentrated dose of language arts activities in English than full immersion programs provide.

Research has shown that the vast majority of immersion programs are open to all students. There are typically no admissions tests or pre-screening processes in these programs. Research findings on the effectiveness of immersion education hold true for a wide range of students, including those from diverse socioeconomic and ethnic backgrounds⁶⁹. As is sometimes purported, these programs are not intended exclusively for middle- and upper-class Anglo families. In fact, some recent research indicates that immersion may be an effective program model for children who speak a language other than English or the immersion language at home.⁷⁰ It is hypothesized that these learners may benefit from a leveling-of-the-playing-field effect that occurs when all of the students in the class are functioning in a second language. Students who are not native speakers of English are able to be on par with their native-English-speaking peers and enjoy the same kinds of success with learning.

The research does indicate that there are many unanswered questions concerning the suitability of language immersion for children with language-based learning disabilities. Empirical research on this topic is scant. Some researchers and immersion practitioners argue that children whose first language acquisition is *seriously* delayed or who have *extreme* struggles with auditory discrimination skills may be overtaxed in a language immersion program.⁷¹ Students with previously identified language-processing challenges will have

⁶⁹ Genesee, F. (1992). Second/foreign language immersion and at-risk English-speaking children. *Foreign Language Annals*, 25(3), 199-213.

⁷⁰ de Courcy, M., Warren, J., & Burston, M. (2002). Children from diverse backgrounds in an immersion programme. *Language and Education*, 16(2), 112-127.

⁷¹ Genesee, F. (1987). *Learning through two languages: Studies of immersion and bilingual education*. Rowley, MA: Newbury.
(footnote continued)

their needs addressed as soon as classes start rather than delaying interventions until the child is struggling with the curriculum. Interventions will reflect input from parents, previous service providers, IEP team members, and previous assessment findings. Targeted interventions that may assist students with language-based disabilities to access the curriculum and language skills include auditory discrimination training, alternative materials, curriculum adaptations and accommodations, speech/language services, additional staff support or instructional opportunities, and training in metacognitive strategies.

Still, other researchers find that many children with mild learning disabilities, knowledgeable teachers, and supportive families can and do achieve well in immersion programs and develop proficiency in a second language.⁷² Parents and educators need not assume that learning in two languages will overtax these children. In fact, many instructional techniques used in immersion are similar to techniques recommended for struggling learners. Understanding how to make language immersion classrooms more inclusive for a broader spectrum of learners is one of many topics of interest to immersion educators, and will be one way in which Washington Yu Ying intends to contribute to the professional research and literature on this subject.

4. SUPPORT FOR LEARNING

a. Parent Involvement

Washington Yu Ying PCS will prioritize student success and lifelong learning. These core values serve as milestones for goal setting and are the foundation of our shared commitment with our parents and the community. Washington Yu Ying administration and teachers will work with students and parents to encourage student success and lifelong learning.

A strong core value system builds a strong culture. We are developing the phrases that will embody our school culture and reflect our school's Asian cultural ties. These school phrases will be displayed as large, colorful signs in English and Chinese that students, parents, teachers and community members will see everyday. Classrooms and hallways will showcase student work and projects that connect the school to the community we serve. These displays will also serve as a reminder to students of our shared commitment and progress to date. Students and staff of Washington Yu Ying will be expected to know and live core values and parents are expected to support these values as well.

Parent Orientation. All parents of enrolled students must attend an orientation prior to the beginning of the school year. We will hold two sessions, one in the evening and one on a weekend in August, prior to school opening. In each case, we will introduce the parents to the school, IB programmes, immersion and school policies and culture. As this will be a rigorous academic program, we want parents to understand and commit to the program. The orientation will emphasize the need for school leaders, parents, teachers and students to work together to achieve our mission. Parent orientation provides a basis from which to develop powerful and effective partnerships with all students and parents coming into our community.

Parental Service Opportunities. Service experiences enable the Washington Yu Ying community to connect to the wider community as a whole. Each semester, the entire school will collaborate on a Saturday service project such as working in a community garden or fundraising for national organizations such Paul

Cloud, N. Genesee, F., & Hamayan, E. (2000). *Dual language instruction: A handbook for enriched education*. Boston: Heinle & Heinle.

Cummins, J. (1981). *The role of primary language development in promoting educational success for language minority students*. In *School and language minority students: A theoretical framework*. Los Angeles: California State University; Evaluation, Dissemination, and Assessment Center.

⁷² Fortune, T. (2000). Immersion teaching strategies observation checklist. *ACIE Newsletter*, 4(1), pp. 1-4.

Newman’s Hole in the Wall Camps, which provide summer camp experiences for children with life threatening illnesses. Service Learning Events will instill in our parents, students and our community the need to contribute towards our society. Developing these critical relationships between parents, students, teachers and the community will make the mission of the International Baccalaureate Program and Washington Yu Ying PCS come to life. Parents will become familiar with the school mission, the learner profile and the culture of the school and aid in the development of a continuous positive and successful school culture at Washington Yu Ying PCS.

- *Volunteering.* All parents will be expected to participate in the life of the school. This will provide parents with a tangible connection to the school and its mission. It will also provide much needed assistance in the start up phase of the school. We will ask parents to donate at least 20 hours of service each year. This can take many forms, from helping out with mailing, to setting up for an event, to researching for grants, depending on their availability and skill set. One component of the enrollment will be a form that allows parents to sign up and list how they would like to contribute.
- *Committees.* Parents will also be invited to participate in numerous standing committees. Facilities, marketing, fundraising, technology and development will all require dedicated individuals to address particular needs within Washington Yu Ying PCS.
- *Parent Involvement on the School Board.* In accordance with the law, a minimum of two seats will be set aside for parent representatives to contribute to the leadership of Washington Yu Ying on the board of trustees.

Flexibility in Participation. Washington Yu Ying PCS understands parents need options to participate in the life of the school. To that end, a range of conference times will be available to meet work schedules. In addition, child care will be available for parents during conferences.

Communication. In order actively engage our parents and learning community, we will employ a range of communication methods to ensure that parents have all of the pertinent information they need. Newsletters and the school website will be available in a range of languages (such as Spanish, English and Chinese) to ensure that parents are kept up to date.

After Hours Classes and Referrals. Provided we have the funds available, we hope to offer evening conversational Chinese classes to parents and community members who are interested. We are seeking partners who can help us provide or refer interested parents to adult literacy workshops and classes to help them develop skills that will ensure success for their children.

b. Community Participation

The community of learners at Washington Yu Ying PCS will strive to support and be supported by the larger community. To that end, we are in the process of forming partnerships with various community organizations to support our mission and provide service opportunities for our students. Our work to build partnerships with various community organizations is ongoing and will intensify during the planning year ahead of the school’s envisioned opening in fall 2008.

Organization	Key Contacts	Status	Partnership
IBO North America, 475 Riverside Dr., NY	Ralph Cline, Deputy Regional Director	Support Letter	IBO provides teacher training, curriculum development, and collaboration with IBO schools.
National Capital Language Resource Center	Dr. Jill Robbins, Associate Proj. Director,	Support Letter	NCLRC is DOE sponsored language center dedicated to increasing the nation’s capacity to learn and teach foreign languages. NCLRC will provide curriculum and immersion support.
Howard University	Dr. James Davis, Chair Modern Languages	Support Letter	Howard University’s Modern Language Department provides links to Chinese language teachers and classroom volunteers. The Education School’s Fulbright-Hays Group project our teachers opportunities for

	Ms. Fang Wu School of Education		summer enrichment in China.
The Confucius Institute of Maryland	Dr. Chuan Liu Director	Support Letter	Confucius Institute will provide Washington Yu Ying with Chinese language instruction and reference books and multi-media classroom materials, teacher training, and support for cultural events.
U.S. Asian Cultural Academy	Helen Xu, Vice President	Support Letter	USACA will support in developing Chinese language curricular and extracurricular materials and assist with outreach to the Asian community.
Kellar Institute of Human disAbilities	Michael Behrmann, Director	Support Letter	The Kellar Institute will provide professional expertise for special education.
National Council of Negro Woman	Kahlil Bryant, International Development Center; Sylvia Patrick, Bethune Program Center.	In discussion	NCNW supports women of African descent and their families. Links with NCNW's International Development Center, and Bethune Program Center would provide students with speakers programs, mentoring and literacy activities.
CentroNia	Kisha Brown and Irma Rivera, Family Literacy Coordinators	In discussion	We are seeking a partnership with CentroNia's Family Literacy Program.
Asian American LEAD 1323 Girard St. NW	John Brill, Interim Program Director Sandy Dang, Executive Director	In discussion	AALEAD promotes the well-being of Asian American youth and families, through education, leadership development, and community building.

c. School Organization and Culture

Washington Yu Ying PCS has an unwavering focus on student achievement and the transmission of a life-long love of learning in order to maximize the full potential of our students. Washington Yu Ying will have a disciplined and positive school culture where students are held responsible for their behavior by the choices they make. The discipline program will be clearly outlined and documented in the student handbook and will be based on making sound choices, with consequences that are meaningful, natural and provide learning opportunities rather than punitive in nature.

We will use the “learner profile” and the 7 R’s as the foundation of our efforts to define a structured, respectful, achievement-oriented school culture. All members of the Washington Yu Ying learning community will share the passionate pursuit of dramatic, measurable student achievement. With this in mind the following underpin the key concepts that will drive the development of our school culture.

The 7R’s / Washington Yu Ying PCS Core Commitments (our Non-Negotiables)

We will be focused upon and dedicated to providing all students an excellent education and immersion experience that prepares them for academic success and instills a life-long love of learning. Teachers and school leaders have extraordinarily high expectations for student conduct, and countless details are intentionally managed to create an overall culture in which achievement and student success is celebrated and valued by students. Washington Yu Ying will use the 7Rs to organize and ignite this effort.

Rigor: Washington Yu Ying PCS will rigorously prepare each student to succeed in academics and in their lives. It is the overriding objective in everything that we do.

- Students will meet or exceed learning of core skills at grade level or above in all subject areas.
- Faculty and staff will exhibit the rigor required to insure actions are based on best practices. There will be a continuous effort to identify these practices, a commitment to clear, timely communication and a willingness to hold oneself and others accountable for reaching established goals.

Relevance: Washington Yu Ying PCS will use a curriculum that is relevant to the lives of our students, teaching them to be world citizens and work together for the greater good.

- Students will learn requisite knowledge and skills while discovering how they fit into an increasingly interconnected world.
- Faculty and staff will seek to understand the relevance of each professional’s role in furthering our schools mission and values as evidenced by a visible interest in learning and contributing to the organization.

Relationships: Washington Yu Ying PCS will foster relationships through our small school size and grade-level teams. We will seek and retain the best possible teachers and school leaders that we can.

- Students experience a public school characterized by a strong rapport with faculty enabled by the small school size and small grade level teams. In addition, student cohorts, in grades 6-8, will meet weekly with faculty advisors in even smaller groups.
- Faculty and staff will build relationships that contribute to an environment of integrity and trust, communicate in a clear and professional manner, with timeliness and follow through. Washington Yu Ying teachers will make a commitment to “going the extra mile” for all students.

Responsibility: Washington Yu Ying PCS will expect everyone within our community to maintain high ethical standards in both in their professional responsibilities and in their personal lives.

- Students will learn the relationship between their choices and the resulting consequences. Students will speak respectfully, handle relationships respectfully, dress respectfully, respect other cultures and act respectfully at school events. Our students will learn to accept responsibility for active world citizenship.
- Faculty and staff will assume responsibility for a positive, solutions-based culture and demonstrate shared leadership characterized by interactions and communication that focuses on organizational solutions.
- Students, families and professional staff will make the choice to engage in a Washington Yu Ying education and to maintain high standards of personal responsibility.

Real Time: Washington Yu Ying PCS will be uncompromising in our dedication to making “every second count” when impacting the life of a child. Our focus on real time is an important part of our success to date.

- Students will strive to achieve and excel in our immersion-based environment. Washington Yu Ying PCS instruction time will be nearly 20 percent longer than a traditional school day allowing extended reading and math instruction every day.
- Faculty and staff dedicate real time on task each day, using data to improve instructional programs and to make informed decisions. There is consistent prioritization of actions based on observation, analysis and goal setting related to improving organizational and classroom achievement.

Reflection: Washington Yu Ying PCS will continually reflect and improve by sharing our most successful learning approaches while continuing to seek out and refine best educational practices.

- Students will be challenged to engage in a proactive review of their own role in and responsibility for their education, to look at what they are learning from multiple perspectives and to ask questions that lead to deeper levels of understanding.
- Faculty and staff will be asked to place significant priority on researching, planning and analyzing results to ensure best teaching practices become universal for continuous improvement. A Washington Yu Ying employee is reflective and open to new ideas and circumstances.

Results: Washington Yu Ying PCS will measure and report our results on an ongoing basis to each constituency who has given us their trust.

- Students will make large gains in achievement as they prepare for high school. Common assessment tools will be used by all members of our learning community. Everyone will be provided with clearly stated learning objectives and monitor their progress toward them.
- Faculty and staff will remain focused on standards of excellence leading to results that support the Washington Yu Ying's Mission.

d. Extracurricular Activities

After school opportunities will keep youth safe, provide experiential learning and complement the school day. Through community service, arts education, and integrated curriculum choices Washington Yu Ying PCS children will learn and grow.

Washington Yu Ying PCS will offer a variety of extracurricular activities. Activity goals will include:

- To assist, through facilitated activities, the development of children's talents and skills.
- To promote a positive self-concept in children and youth by providing a supportive environment.
- To promote social growth in children by providing opportunities for sharing experiences with others.
- To promote an appreciation of diversity through selection of activities and materials.
- To promote family-oriented goals.

Mainly including before and after care and our Summer Culture days, the Washington Yu Ying activities will reflect the mission and purpose of the school and reinforce its academic and community goals.

We will offer number of extracurricular activities, some offered by our own teachers, according to their expertise and interest, such as a Reading Club, team sports or Art (such as mask-making), and others offered by outside contractors, parents or community volunteers, for example, Karate (name the contractor), Mad Science, ballet, piano, African drumming, Chinese arts, chorus. Parents will be encouraged to enroll students in these activities as an enriching experience that will further develop social, physical, linguistic and creative skills.

Before-School Breakfast Program. An optional before-school breakfast program will be offered each day school is in session. Students, and especially those qualifying for Free and Reduced Lunch (FRL), will be encouraged to attend to ensure they begin each day well-nourished. The program will be available one hour before the start of school. In addition to breakfast, we will also offer reading and literacy activities during this part of the day. The program will be staffed by school staff and volunteers. Parents will pay for their children to participate on a quarterly basis. We will use a sliding scale based on qualification for FRL.

After-School Program. An after-school program will be offered each afternoon that school is in session from 3:30 to 6pm. The after-school program will be arranged similarly to the quarters in the school year. Each student, with guidance from his/her teacher and parents, will sign up for certain enrichment activities for each period.

Each after school day will begin with a snack and a supervised break to socialize with peers. Then students will go to their enrichment activities. Activities will range from specialized help in certain classroom subject areas to cultural and physical activities such as Tai Chi. Homework study halls will also be offered.

Washington Yu Ying will utilize community facilities in after school programs for theater, recreation and cultural programs. We will also provide strong Asian cultural programming to help create connections to the language.

Washington Yu Ying PCS will fund the program through fees paid by families, public funding and private funding when available. We anticipate our fees will be similar to other programs: E.L. Haynes, LAMB and others. For students who qualify for FRL, we will use the District of Columbia's Office of Early Childhood Development fee structure.

Summer Session "Culture Days". For three weeks each August, Washington Yu Ying will operate a Culture Days program providing intensive English literacy and Chinese Literacy programs with an emphasis

on fun and celebrating culture. The session will be open to all students and required for all new students and those identified as needing extra support. The final week will be required for all students. During this time, students will be introduced to the culture and values of Washington Yu Ying so that parents and students will know what is expected of them.

Harvard Family Research Project (HFRP) research has established that closing the achievement gap and ensuring success for children from birth through adolescence requires more learning supports than what is available during the school day. HFRP suggests that these supports should be linked and should all work toward consistent learning and developmental outcomes for children. This network of supports is called complementary learning. Numerous complementary learning linkages including out-of-school time activities and programs, health and social service agencies, businesses, libraries, museums and other community-based institutions can enrich children’s cognitive and social development throughout their school years and beyond. At Washington Yu Ying, we will endeavor to tap those supports as we develop after school and summer culture programs.

e. Safety, Order and Student Discipline

Washington Yu Ying PCS intends to adopt policies, procedures and plans to ensure a safe and supportive school environment that:

- Emphasizes care, effective communication and quality relationships based on mutual respect;
- Values effort, presents achievable but challenging expectations, builds self esteem and encourages students to be responsible and independent learners; and
- Promotes the development of knowledgeable, morally and socially responsible citizens who are capable of self-fulfillment.

The school will have zero tolerance policies with regard to drugs, weapons, violence and threats of violence. It is our intention that the school culture and student discipline will create an orderly environment in which students can embark on their journeys as lifelong learners.

Washington Yu Ying Administrators will meet with federal and city safety officials and request that the school be updated regularly on security issues and what measures need to be put into place in order to ensure the safety of our students and staff. The school will also ensure that all administrators and designated staff are provided with step-by-step procedures for reporting and handling serious incidents that occur in close proximity to the school. Such incidents will be reported to the Metropolitan Police Department. In addition, all staff will be trained in activating our emergency response plan in the event of an emergency. The school will undertake random drills to test the evacuation plan.

Washington Yu Ying PCS aims to:

- Recognize and promote responsible and positive behavior;
- Provide a consistent approach to managing inappropriate behavior by applying fair and logical consequences;
- Encourage students to take responsibility for their own behavior by teaching and promoting problem solving and conflict management skills.

Washington Yu Ying is a community of learners. Learning, playing together, solving problems and resolving conflict are all seen as opportunities for learning. Washington Yu Ying students, parents, teachers and administrators create a supportive school environment by displaying the attributes of the IB PYP Learner Profile:

Inquirers	Thinkers	Communicators	
Risk takers	Knowledgeable	Reflective	Well-balanced
Open-minded	Caring	Principled	

As such students are expected to demonstrate the attributes of the Learner Profile to ensure that they always:

- Foster their own and others' learning;
- Listen to and follow the instructions of staff members;
- Treat themselves and others in a respectful way;
- Attempt to solve their own problems in a responsible way.
- Work, play and move in a way that ensures the safety of themselves, others, and school property.

These expectations apply to all students during all school activities including class, playtime, after-school activities, and other special events.

We believe that our students' parents and guardians play an integral role in creating a Safe and Supportive School Environment:

Parents/guardians have the right to:

- Be a partner in a supportive and safe school environment that fosters quality relationships, mutual respect and effective communication
- See their child experiencing success and pride through meaningful and relevant curriculum
- Feel safe
- Be treated with care, cooperation, courtesy and respect

Parents/guardians have a responsibility to:

- Actively support and contribute to the development of a safe and supportive school environment
- Support and encourage their children to participate to the best of their ability in all aspects of the curriculum
- Behave in a way that respects and supports the safety and well being of self and others
- Treat others with care, cooperation, courtesy and respect.

Parents and Guardians will be encouraged to:

- Inform the school of any situation or information that is relevant and concerns their children's behavior;
- Encourage their children to follow the School Rules and Student Profile;
- Support their children in taking responsibility for their behavior by using problem solving strategies.
- Attend any meetings arranged by the school to discuss their children's behavior; and
- Work in partnership with Washington Yu Ying PCS to develop a safe and supportive school environment.

INAPPROPRIATE BEHAVIORS	CONSEQUENCES TO SUPPORT BEHAVIOR CHANGE
<p>LEVEL 1 – Low level, minor, infrequent behaviors that do not significantly interrupt the teaching and learning of others</p> <p>Off task Not finishing work or homework Non compliance Inappropriate moving around the school Using inappropriate language Chewing gum Littering Spitting</p>	<p>LEVEL 1 – Logical and planned interventions. Least to most intrusive.</p> <p>Clear Direction Rule Reminder Choice Logical Consequence Time Out</p>

INAPPROPRIATE BEHAVIORS	CONSEQUENCES TO SUPPORT BEHAVIOR CHANGE
Bringing inappropriate items to school Being late Being in an inappropriate area	
LEVEL 2 – Persistent behaviors that disrupts the teaching and learning, or repeated Level 1 Behaviors. Non compliance Defiance or disrespect Swearing or other verbal abuse Sexual or racial harassment Teasing or bullying Physical abuse, fighting Unsafe play Theft Vandalism or graffiti Leaving school without permission, truancy Inappropriate use of computers Cheating	LEVEL 2 – Planned Team Support which may involve teachers, parents, counselors, administration and may include: Time out Suspension of privileges Time in an alternate ‘buddy’ classroom Contracts Family Conference Individual Behavior Plan Counseling
LEVEL 3 – Repeated Level 2 Behaviors, Extreme Violence, Dangerous or Illegal Behaviors while under school jurisdiction. Extreme violence towards self, others or property Using, possessing or distributing tobacco, alcohol or other chemical products. Possessing dangerous items or weapons Possessing or accessing pornographic material Computer hacking, trashing or interfering in any way with another persons’ work or intellectual property	LEVEL 3 – Planned team support which will involve parents, teachers, counselor, administrators and other support agencies as appropriate: Family Conference In-School Suspension Drug testing (urine testing) Suspension Expulsion

f. Professional Development for Teachers, Administrators, and Other School Staff

Washington Yu Ying PCS school leaders and teachers will enjoy numerous and ongoing professional development opportunities in order to improve performance and provide support to leaders and teachers in their efforts to help each student thrive. Teachers new to the PYP will receive basic training, on site or at an IBO seminar, during the summer before they begin teaching. At the beginning of each school year there will be a week of orientation and professional development to develop knowledge of and skills in immersion and PYP teaching, to develop or revise units of inquiry as needed and to allow team planning across languages by grade, and as language teams.

Weekly planning time for teachers will be made available by scheduling “specials” at the same time for both classes in a team. For example, English and Chinese Kindergarten classes would have Art and Music back to back, with the two groups switching back and forth, so that the classroom teachers will be free for 2 40-minute periods each week.

In addition, Washington Yu Ying will employ an early release on Wednesdays to provide teachers the opportunity for grade level planning, curricula planning and professional development.

Professional Development Support for Teachers and School Leaders: In order to observe best practices and develop educational partnerships, school leaders will be provided the resources professional

development. Early Release Wednesdays accords Washington Yu Ying staff the time to plan and learn—both of which will be critical in a new school employing an immersion curricula. The following table provides an outline for how such planning will be accomplished.

EARLY RELEASE WEDNESDAYS 1:00 – 4:00

2008-2009 School Year

Each 4 week month – 2 Grade Level Team Planning, 1 All Staff Curriculum Development, 1 All Staff Professional Development

AUGUST 27	SEPTEMBER 3
Grade Level Team Planning	Curriculum Development
Responsible – Grade level teams and Specialists	Responsible – Principal/Head of School and Instructional Leader
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.	Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,
September 10	September 17
Grade Level Team Planning	Professional Development
Responsible – Grade level teams and Specialists	Responsible – Principal/Head
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.	Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement, Student Assessment, Parent Education, Community Action development, Immersion, IBPYP, English Language Learners, Special needs students, SIS training, Standardized tests training,
September 24	October 1
Grade Level Team Planning	Curriculum Development
Responsible – Grade level teams and Specialists	Responsible – Principal/Head of School and Instructional Leader
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.	Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,
October 8	October 15
Grade Level Team Planning	Professional Development
Responsible – Grade level teams and Specialists	Responsible – Principal/Head
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc.	Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement,

as needed.	Student Assessment, Parent Education, Community Action development, Immersion, IBPYP, English Language Learners, Special needs students, SIS training, Standardized tests training.
October 22	October 29
Grade Level Team Planning	Curriculum Development
Responsible – Grade level teams and Specialists	Responsible – Principal/Head of School and Instructional Leader
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.	Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,
November 5	November 12
Grade Level Team Planning	Professional Development
Responsible – Grade level teams and Specialists	Responsible – Principal/Head
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.	Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement, Student Assessment, Parent Education, Community Action development, Immersion, IBPYP, English Language Learners, Special needs students, SIS training, Standardized tests training.
November 19	November 26
Grade Level Team Planning	Curriculum Development
Responsible – Grade level teams and Specialists	Responsible – Principal/Head of School and Instructional Leader
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.	Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,
December 3	December 10
Grade Level Team Planning	Professional Development
Responsible – Grade level teams and Specialists	Responsible – Principal/Head
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.	Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement, Student Assessment, Parent Education, Community Action development, Immersion, IBPYP, English Language Learners, Special needs students, SIS training, Standardized tests training.

December 17
Grade Level Team Planning
Responsible – Grade level teams and Specialists
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.
January 14
Grade Level Team Planning
Responsible – Grade level teams and Specialists
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.
February 4
Grade Level Team Planning
Responsible – Grade level teams and Specialists
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.
February 18
Grade Level Team Planning
Responsible – Grade level teams and Specialists
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.
March 4
Grade Level Team Planning
Responsible – Grade level teams and Specialists
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry,

January 7
Curriculum Development
Responsible – Principal/Head of School and Instructional Leader
Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,
January 28
Professional Development
Responsible – Principal/Head
Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement, Student Assessment, Parent Education, Community Action development, Immersion, IBPYP, English Language Learners, Special needs students, SIS training, Standardized tests training.
February 11
Curriculum Development
Responsible – Principal/Head of School and Instructional Leader
Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,
February 25
Professional Development
Responsible – Principal/Head
Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement, Student Assessment, Parent Education, Community Action development, Immersion, IBPYP, English Language Learners, Special needs students, SIS training, Standardized tests training.
March 11
Curriculum Development
Responsible – Principal/Head of School and Instructional Leader
Possible agenda could include: Vertical Team Curriculum Development, PYP training and

discuss daily planning needs, work on assessments, etc. as needed.	methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,
March 18	March 25
Grade Level Team Planning	Professional Development
Responsible – Grade level teams and Specialists	Responsible – Principal/Head
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.	Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement, Student Assessment, Parent Education, Community Action development, Immersion, IBPYP, English Language Learners, Special needs students, SIS training, Standardized tests training.
April 1	April 22
Grade Level Team Planning	Curriculum Development
Responsible – Grade level teams and Specialists	Responsible – Principal/Head of School and Instructional Leader
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.	Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,
April 29	May 6
Grade Level Team Planning	Professional Development
Responsible – Grade level teams and Specialists	Responsible – Principal/Head
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.	Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement, Student Assessment, Parent Education, Community Action development, Immersion, IBPYP, English Language Learners, Special needs students, SIS training, Standardized tests training.
May 13	May 20
Grade Level Team Planning	Curriculum Development
Responsible – Grade level teams and Specialists	Responsible – Principal/Head of School and Instructional Leader
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.	Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,
May 27	June 3

Grade Level Team Planning	Professional Development
Responsible – Grade level teams and Specialists	Responsible – Principal/Head
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.	Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement, Student Assessment, Parent Education, Community Action development, Immersion, IBPYP, English Language Learners, Special needs students, SIS training, Standardized tests training.
June 10	June 17
Grade Level Team Planning	Curriculum Development
Responsible – Grade level teams and Specialists	Responsible – Principal/Head of School and Instructional Leader
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.	Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,

Constant learning and continuous improvement are essential to the development of all Washington Yu Ying professionals. For learning and improvement to occur, faculty, school leaders, and support staff will analyze a stream of data from assessments as follows:

- **Student Assessment Data:** Standardized tests are a vital tool for improvement and Washington Yu Ying will develop both its own interim assessments and annual standardized testing to gauge both absolute achievement and growth.
- **Teacher Performance Assessment Data:** A variety of tools will be used across Washington Yu Ying in order to assess teacher job performance and success. This data will be used to build a dynamic professional development model.
- **School Report Cards:** A school report card circulated each year for board review articulates the mission-driven performance data for the school each year and helps to assess achievement of school goals in the interim and for the long term.

Data Driven Decision Making and Focused Inquiry. Washington Yu Ying will employ a summative teacher appraisal system in line with that of DCPS. We will also use a formative local feature which captures cognitive and peer coaching attributes. Management evaluations will include surveys of students, teachers and parents, self evaluation, management evaluation and goal setting. Building time into the professional development schedule to ensure that all staff are proficient at building data driven assessments, and understanding how to use the data generated from these assessments will enable teachers maximize the relevance of the assessment process as well as use their planning time productively and efficiently.

Assessment. We believe that all members of the school community are individually and collectively responsible for creating and continuously improving. Washington Yu Ying PCS will make use of a professional development model for assessing job performance within a collaborative system of improvement across three dimensions of performance:

- Substantive achievement on a given set of job performance standards
- Demonstration of professional respect and responsibility

- Demonstration of systemic growth and capacity

This process employs both formative and summative assessments. Formative assessment refers to information collected periodically during performance to guide, monitor and support learning. Summative assessment characterizes the quality of all three performance dimensions.

To achieve a balanced system of professional development, the assessments will:

- Use multiple measures to collect evidence for making decisions
- Strive to align assessments both horizontally and vertically across the system
- Collect data related to performance standards, professional skills and growth

Achievement of Job Performance Standards.

Dimension I: Commitment to the formation of a learning community where all members focus on achieving their own specific set of performance standards plays a substantive role in the mission achievement.

Dimension II: Professional Respect and Responsibility: Commitment to a school learning community where all members act as a team with personal and professional respect, responsibility and reflection.

Dimension III: Systemic Growth and Capacity: Commitment to support the community with coherent and dynamic systems and resources that serve and continuously improve the capacity of the greater learning community and its mission into the future.

Coaching and Mentoring Models.

Coaching	Instructional and leadership coaches foster a comprehensive adult learning environment through observation, goal setting, and reflection Teachers and leaders are helped to address specific professional needs with the goal of improved performance Coaching is provided in the form of regularly scheduled observation and feedback Outside resources are used to help build capacity and growth
Mentoring	School leaders and teachers will be assigned Washington Yu Ying mentors for their first year. School and instructional leaders will mentor a small group of teachers Individuals create a strategic plan to secure support for specific job components Mentors establish regular meeting times with agendas to review progress
Evaluating	Using the framework described above, evaluators apply a variety of activities, including goal-setting, feedback, and collaborative problem solving aimed at helping new school leaders and teachers function effectively in any work situation

Student Work Analysis: Student work is analyzed and evaluated on an ongoing basis at every level from the classroom to the IB international organization. Data regarding daily observations, class experiences and performance assessments all help to form a complete picture. The discussion of data regarding student progress is a focal point of collaboration between school leaders and teachers and a primary focus of professional development. Teachers are trained to view assessment as a means of identifying strengths and identifying areas that can be further improved.

Conversations before, during and after assessments guide teachers’ professional development and planning. Data provides evidence of student learning as well as a picture of teacher strengths and areas for growth. From data analysis teachers can develop action plans involving such things as individual tutorials or re-teaching an objective to a small group. Data can also provide a tool for charting student and teacher growth.

Learning Opportunities for Teachers and School Leaders: All teachers will complete identified strands of common Washington Yu Ying training (Understanding By Design) Guided Reading/Writer’s

Workshop, Assessment Training, Systems Training, Professional Learning Communities, Language immersion, Cultural Sensitivity training, and IB training provided by a combination of Washington Yu Ying, IB and relevant entities external to the school.

Learning Opportunities to Deepen Knowledge of Content, Pedagogy and Student Relationship Building: The primary source of learning opportunities is daily interaction with peers and school leaders. As a professional learning community, Washington Yu Ying will offer:

- Collegial and facilitative participation of the principal, who shares leadership - and thus, power and authority - through inviting staff input in decision making
- Shared vision developed from staff's unwavering commitment to students' learning that is consistently articulated and referenced to the instruction and educational leadership.
- Collective learning among staff and application of that learning to solutions to students' needs
- Visitation and review of each teacher's classroom behavior by peers as a feedback and assistance activity to support individual and community improvement.
- Physical conditions and human resources that support such an operation.

Effective Use of Common Planning Time: Common planning time is a key part of the collaboration process and is integral to professional development for school leaders and teachers. Grade and/or subject teams will have time set aside weekly to plan, share common practices and discuss student needs.

Job-Embedded Coaching: Weekly professional development meetings and team meetings provide opportunities for school leaders and faculty members to receive coaching regarding curriculum design and advisory planning. Other areas for growth include teacher evaluations and 2 x 2 evaluations, two areas that are going very well and two areas that need to be improved, that provide opportunities for teachers to identify their own strengths and needs as well as those of the school leader.

g. Structure of the School Day

School Day Schedule. The school day schedule will vary based on grade level. All classrooms will begin the day with morning meetings, leading to readers' and writers' workshops. The Chinese and English language teachers of each grade level will work to coordinate their schedule so that children will transition languages, but not schedule, every other day. In order to best serve children's needs in a long school day, children in the pre-K class will have more choice and guided play activities that are tied with the curriculum woven into their day as well as a nap/rest time in the after – lunch/afternoon period. Children in the upper primary grades will transition to more emphasis on PYP units of inquiry in their literacy activities.

Sample day for Kindergarten:

Time	Kindergarten – English Language day (i.e. Monday, Friday of Week 1)	Kindergarten- Chinese Language day (i.e. Tuesday, Thursday of Week 1)
7:30-8:15	Before Care breakfast and exercise	Before Care breakfast and exercise
8:15	Arrival in classroom	Arrival in classroom
8:15-8:45	Free Choice Play Children choose from play areas such as building blocks, art, writing, class library, drama, math manipulatives, science exploration, and puzzles.	Free Choice Play Children choose from play areas such as building blocks, art, writing, class library, drama, math manipulatives, science exploration, and puzzles.
8:45-8:50	Clean up areas	Clean up areas
8:50-9:25	Circle Meeting The day's activities are discussed through the reading of a morning message. The calendar, weather and any other class news or issues are a part of the circle meeting. Songs and movement may also be a part of the circle	Circle Meeting The day's activities are discussed through the reading of a morning message. The calendar, weather and any other class news or issues are a part of the circle meeting. Songs and movement may also be a part of the circle meeting. (Note:

Time	Kindergarten – English Language day (i.e. Monday, Friday of Week 1)	Kindergarten- Chinese Language day (i.e. Tuesday, Thursday of Week 1)
	meeting.	The teacher will speak only in Chinese, with students using Chinese and English depending on their capabilities, the percentage will change as the year progresses.)
9:25-11:00	Snack and Reading/Writing Workshop Children may work as a whole group with the teacher on a literacy lesson and/or children may work with the teacher in a small reading group while the rest of the class participates in center activities geared towards reading and writing development. The children move through the centers at regular intervals throughout the time-period. One center is a snack table, where children serve themselves a snack after reading a picture/word recipe.	Snack and Reading/Writing Workshop Children may work as a whole group with the teacher on a literacy lesson, especially phonemic awareness, vocabulary, and recognition of pictorial Chinese characters, and/or children may work in a small reading group while the rest of the class participates in center activities geared towards reading and writing development. The children move through the centers at regular intervals throughout the time-period. One center is a snack table, where children serve themselves a snack after reading a picture/word recipe.
11:00-11:20	Story, Shared Reading	Story, Shared Reading
11:20-11:50	Lunch	Lunch
11:50-12:20	Recess	Recess
12:20- 12:40	Story – PYP related or Math related	Story- PYP related or Math related
12:40- 1:40	PYP units of inquiry activities and projects. These could be whole group, small group, individual and/or in centers.	PYP units of inquiry activities and projects. These could be whole group, small group, individual and/or in centers.
1:40 – 2:40	Mathematics activities and projects. These could be whole group, small group, individual and/or in centers.	Mathematics activities and projects. These could be whole group, small group, individual and/or in centers.
2:40-3:00	Clean up areas	Clean up areas
3:05- 3:20	Circle Meeting – Reflection of today, reminders for tomorrow	Circle Meeting – Reflection of today, reminders for tomorrow
3:20-3:40	Dismissal	Dismissal
3:40 – 6:00	After School Activities	After School Activities

Time	Kindergarten – English Language day (Wednesday of Week 1)
7:30-8:15	Before Care breakfast and exercise
8:15	Arrival in classroom
8:15-8:45	Free Choice Play Children choose from play areas such as building blocks, art, writing, class library, drama, math manipulatives, science exploration, and puzzles.
8:45-8:50	Clean up areas
8:50-9:25	Circle Meeting The day's activities are discussed through the reading of a morning message. The calendar, weather and any other class news

Time	Kindergarten – English Language day (Wednesday of Week 1)
	or issues are a part of the circle meeting. Songs and movement may also be a part of the circle meeting.
9:25-11:00	Snack and Reading/Writing Workshop Children may work as a whole group with the teacher on a literacy lesson and/or children may work with the teacher in a small reading group while the rest of the class participates in center activities geared towards reading and writing development. The children move through the centers at regular intervals throughout the time-period. One center is a snack table, where children serve themselves a snack after reading a picture/word recipe.
11:00-11:20	Story, Shared Reading
11:20-11:50	Lunch
11:50-12:50	Mathematics activities and projects. These could be whole group, small group, individual and/or in centers.
12:50- 1:00	Dismissal for Teacher Planning
1:00- 6:00	After School Activities

School-Year Calendar

2008 – 2009 Calendar	Title	Description
August 11 th -21 st	Teacher Training	Teacher Planning and Training
August 25 th	School Starts	First day of school
September 1 st	Labor Day	Holiday
September 14 th	Mid Autumn Moon Festival	Event & Fundraiser
September 15 th & 16 th	Parent Conferences	Parent/teacher conferences
October 10 th	Student free day	In service day for teachers
October 13 th	Columbus Day	Holiday
October 30 th & 31 st	Student Led Conferences	Parent/student/teacher conferences
November 27 th -30 th	Thanksgiving break	Thanksgiving holiday
December 12 th	Progress Reports	Reports home to parents
December 22 nd – January 4 th	Winter Break	10 day holiday
January 19 th	Martin Luther King Day	Holiday
January 26 th	Chinese New Year Festival	School in Session
February 13 th	Student Free Day	In service day for teachers
February 16 th	President's Day	Holiday
February 26 th -27 th	Student Led Conferences	Parent/student/teacher Conferences
April 6 th -17 th	Spring Break	Holidays
April 13 th -17 th	Student Free week for teachers	In service for teachers

May 25 th	Memorial Day	Holiday
June 23 rd	Progress Reports	Reports home to parents
June 24 th	Last day of School	School year ends
June 25 th -26 th	End of Year In service	Staff Professional development
June 27 th – August 2 nd	Summer Holidays	School is closed
2009 – 2010 Calendar Begins		
August 3 – 21 st	Summer School	Summer School

B. BUSINESS PLAN

1. PLANNING AND ESTABLISHMENT

The founding board of Washington Yu Ying Public Charter School came together with a strong interest and belief in public education, immersion language programs, Chinese language and culture, and inquiry-based learning. All of the members of the founding group have spent considerable effort researching, planning, meeting, designing and revising the plans for Washington Yu Ying PCS. Beyond secondary research, members of the Founding Group have visited over 30 schools – immersion, Chinese language, DC Public and Charter Schools. The group has also reached out to their network of contacts and the community to obtain their feedback and participation.

The group’s varied skills have combined to develop this application and design and build Washington Yu Ying Public Charter School. Each member of the group shares the dream to start a Chinese-Immersion IB World School serving District of Columbia students in Pre-K to eighth grade.

a. Founding Board.

The founders include the following individuals:

Alejandra Maudet has over 25 years experience in elementary education, including experience in urban schools with language immersion and the International Baccalaureate Primary Years Programme. She holds a B.A. in Psychology and Fine Arts Teacher Corp and Bilingual Education. She is currently the Director of the Lower School and Deputy Head of School at Rock Creek International School (RCIS), a private dual-language immersion, IBO World School in Washington, DC which serves a number of voucher students. She has extensive administrative experience and training with the International Baccalaureate Primary Years Programme. She is an expert on multicultural education and ESL literacy, and is herself bilingual in English and Spanish.

Amy Quinn has 16 years experience in elementary education. She holds a MS.Ed in Curriculum and Instruction with a minor in Literacy from the University of Kansas and is currently a doctoral student in Education (Early Childhood and Multicultural/Multilingual Studies) at George Mason University, Fairfax, Virginia. She has taught in international schools in a variety of countries and has extensive experience with the International Baccalaureate Primary Years Programme. She has also worked with educators and students to improve their understanding of inquiry-based learning in European, S.E. Asian and African schools. Ms. Quinn is active in the Capitol Hill area, working with the Capitol Hill Foundation and at Payne and Brent Elementary Schools. She is the single mother of a 2-year old son.

Carmen Rioux-Bailey is a faculty member of the College of Education and Human Development at George Mason University. She is an expert on a wide range of issues, including Special Education, mainstreaming students with disabilities, and collaborating and consulting with culturally and linguistically diverse communities and families. Carmen has extensive experience providing training and technical assistance on special education to local and state education agencies. In addition to twelve years as a public school special education teacher, Carmen has worked on OSEP and DOL projects at the state and federal levels. Carmen received a BA in Special Education from Marymount University, a M.Ed. in Education Leadership from George Mason University, and an Ed.S. from The George Washington University. Long-time residents of Adams Morgan, Carmen and her husband are the proud parents of a daughter adopted from China.

Jameelah Muhammed is the founder of the World Language Institute of Washington, a Saturday school immersion language program at Tyler Elementary on Capitol Hill. The school offers Chinese, Spanish, French and Arabic to 3-11 year olds. She taught Spanish in D.C. Public schools for 10 years. She has a B.S. from Iowa State University and a M.A. in Hispanic Linguistics from La Universidad Nacional Autónoma de México in Mexico City, Mexico. Muhammad recently taught for a year in Spain as part of a teacher exchange program, between DC Public Schools and the Spanish Embassy. Muhammad is the mother of two

multilingual children. She is the author of *The Global Child: A Parent's Handbook and Resource Guide on Raising Children Bilingually in the Washington, DC Area*.

Qinghua Wang teaches Chinese at the Thomson Elementary School in Washington DC. She is fully licensed and is nationally certified as a teacher of Chinese. She has taught in the US for eleven years. She taught at the university level in China for seven years and developed curriculum for a variety of courses. She has a Bachelors Degree in Education, graduate work in child psychology, a DC teaching license, and is certified to teach Chinese by the American Council on the Teaching of Foreign Languages (ACTFL), and is fluent in English and Chinese.

Andrea Lachenmayr, a business and finance attorney, is a senior associate at Thelen Reid Brown Raysman & Steiner LLP, a national law firm, where she specializes in corporate matters and financing transactions involving both business start-ups and large established companies. She has a B.A. in Economics from Wesleyan University and a J.D. from Georgetown University Law Center. A DC resident for almost 15 years, she lives in Crestwood with her husband and four-year old daughter.

Lisa Seachrist Chiu has 15 years experience in journalism, communications and public relations. She is the author of the book "When a Gene Makes You Smell Like a Fish." She has a B.A. in Chemistry from Miami University, a M.A. in Biochemistry from Duke University and a Certificate in Science Communication from UC-Santa Cruz. A longtime resident of Washington, DC, she lives with her husband and daughter in the Logan Circle neighborhood.

Deborah Crane is an International Economist in the Office of International Monetary Policy at the U.S. Treasury Department. Early in her career, she taught English at the East China Polytechnic University in Ma'Anshan China for two years. She has a B.A. in International Relations from Stanford University and a Masters in Public Policy from the Harvard Kennedy School of Government. Deborah is a longtime resident of Adams Morgan, and is active in the Kalorama Citizens Association and Adams Elementary School.

Thesia Garner is a Senior Research Economist at the Bureau of Labor Statistics in the U.S. Department of Labor, where she is an internationally recognized expert on measuring and tracking poverty and inequality. As a single parent of a 3-year-old daughter from China she is also an active member of several local community support groups for families with adopted children. She and her daughter have been studying Chinese with other adoptive families for over a year. Dr. Garner is a longtime resident of Capitol Hill. Dr. Garner received her B.A. from Meredith College in North Carolina, her M.A. from Purdue University, and her Ph.D. from the University of Maryland.

Steven Glazerman, a Senior Research Economist at Mathematica Policy Research, Inc., is a nationally known expert in the evaluation of education programs who specializes in teacher labor markets. He currently directs the Longitudinal Study of the American Board for Certification of Teacher Excellence and is a principal investigator for two major longitudinal studies sponsored by the U.S. Department of Education: the National Evaluation of Teacher Induction Programs and the Preschool Curriculum Evaluation Research (PCER) study. Dr. Glazerman received his B.A. in 1990 from Brown University and his M.P.P. in 1994 and Ph.D. in 1998 from the University of Chicago.

Manisha Modi evaluates education projects at the World Bank. She has a special interest in improving access for girls and low-income children in developing countries. She has a B.A. in Political Economy from UC Berkeley, an M.Sc. in Social Policy and Planning from the London School of Economics and is currently a doctoral student in Education at the University of Chicago. She and her husband live in the U Street neighborhood with their 2-year old son.

Colleen Popson works for the QED Group as a communications and knowledge management specialist. Colleen serves on the American Anthropological Association's Anthropology Education Committee, a group dedicated to developing methods for teaching anthropology in K-12 and promoting the relevance of anthropology as a tool for improving schools and schooling. Colleen holds a B.A. in anthropology from the University of Oregon and an M.A. in anthropology from University at Albany, SUNY. She and her husband, a realtor who speaks Chinese and has lived in China, live in the Brookland neighborhood of Washington, DC.

Mary Shaffner has over a dozen years of experience in business development, management and marketing communications. She is a principal of Siren Digital Communications, a digital media firm located in Adams Morgan, which serves the communication needs of some of the largest associations and non-profits in the District. She has an MBA and a BA in International Affairs from George Washington University. She studied Chinese at GW and spent a year teaching English in Taiwan while studying Chinese. She and her husband have a three-year-old daughter and are longtime DC residents who live in the Mount Pleasant neighborhood.

Jill Eynon is Executive Director of The Hospitality and Information Service, a diplomatic service organization that fosters international understanding through cultural exchange with members of the diplomatic community posted to Washington. She has twenty years of professional experience in the fields of government, politics and fundraising. She served as legislative assistant for education and other issues for Congressman Richard Gephardt and as a corporate fundraiser for the Human Rights Campaign. A long-time District resident, she lives in the Kalorama Heights neighborhood with her partner and son.

The Founding Group has also benefited from consultation with a number of experienced professionals who have agreed to serve in an on-going advisory capacity to the group. These include:

Dr. Jill Robbins, National Capital Language Resource Center, Washington, DC.

Dr. Beverly Hong-Fincher, Founder of the Chinese Program at George Washington University and expert in the area of cross-cultural communications, content-based foreign language teaching and social-linguistics.

Kendra Heffleblower, Third Grade Teacher, Watkins Elementary.

Susan Lamb, Development Director, Human Rights Campaign, Washington, DC (former Development Director for Food & Friends, Washington, DC).

Sean McManus, Head of the Middle & Upper Schools, Deputy Chief Director & Dean of Instruction of the North Hills School in Irving, Texas, and IBO consultant.

Charles Wilkes, Founder and Chairman, The Wilkes Company, commercial real-estate developers, Washington, DC (www.thewilkescompany.com).

Chantale Wong, Assistant Director for Performance Budgeting, Department of Treasury

b. Planning Process

The Founding Group is comprised of parents, educators and public policy practitioners who:

- Are committed to improving public educational opportunities in Washington, DC
- Believe in primary education in a language immersion environment using the inquiry-based International Baccalaureate curriculum
- Are convinced of the importance of creating global citizens and especially addressing the emergence of the Chinese language and culture

The group coalesced over the past two years initially as a core group of parents committed to living in Washington, who wanted to help meet the significant demand for inquiry-based and language immersion elementary education. They were struck by the success of the Elsie Whitlow Stokes, Capital City, E.L. Haynes, LAMB, and Two Rivers public charter schools, all of which are highly over-subscribed.

The group settled on the inquiry-based International Baccalaureate – Primary Years and Middle Years Programme (PYP and MYP) curriculum because it has an excellent record of supporting student achievement in urban areas. D.C. Public School Superintendent Janey announced his intention to introduce the IB curriculum into a number of elementary and middle schools. Several have started the process including H.D. Cooke and Thomson Elementary. The founding group visited both schools and hopes to share resources as they pursue IB certification as Washington Yu Ying does.

The selection of Chinese as one of the languages of instruction helped generate interest among individuals who eventually joined the founding group – some were attracted by the emergence of China as a significant global economic power, some had experience living and working in China, and others have

children who were adopted from China. While several Founders were motivated by a desire to create a school that their own children might attend, all are motivated by a broader interest in improving educational options for the children of Washington, D.C. The founding group divided into informal working groups to work on various aspects of developing a school from the ground up.

Educational Design Team – Lisa Chiu led the team which included Alejandra Maudet, Amy Quinn, and Carmen-Rioux Bailey, with assistance from Sean McManus in the earliest stages. The group researched numerous models, visited over 30 schools and consulted with experts domestically and internationally to identify appropriate educational models and curricula. The team visited DC Public Charter Schools, immersion schools, DC Public Schools, PYP schools, schools with Chinese language instruction and more.

Lisa Chiu and Mary Shaffner visited Rock Creek International School (RCIS) in the Fall of 2005 where they met Alejandra Maudet, the head of the lower school, and observed a language immersion and the PYP curriculum serving children from a variety of socio-economic backgrounds. That visit galvanized the chosen school model. A visit to Elsie Whitlow Stokes PCS, an urban school implementing French and Spanish immersion with children from various language abilities and socio-economic backgrounds confirmed that choice. Discussion with World Language School of Washington (WLSW) founder Jameelah Muhammed demonstrated parents from all socio-economic, ethnic, and linguistic backgrounds were motivated to have their children learn Chinese; WLSW is a private language school holding classes on weekends.

Educational specialists contributed in their area of expertise: Carmen Rioux-Bailey advised on Special Education and English Language Learning issues; Alejandra Maundet provided expert immersion and PYP experiences; Qinghua Wang and Jameelah Muhammed contributed their knowledge of teaching Chinese to an urban DC population; Amy Quinn developed and advisor Sean McManus contributed much of the IB curriculum sections of the plan.

The founders also met with representatives of many organizations interested in elementary education, the study of foreign languages and the Chinese language. A number of these organizations have offered to assist the school with curriculum and materials including the GW Language Program, the Confucius Institute, the Chinese Embassy and the International Baccalaureate Organization.

Business Team – Mary Shaffner organized the business team which developed the operational and business sections of the application and the initial operational efforts of the school; all of the founders participated in the effort. Andrea Lachenmayr, the lawyer for the team, handled the legal filings, legal review, incorporation and application for non-profit status. Steve Glazerman submitted the DCPS pre-planning grant and the demographic analysis. Colleen Popson managed the facilities effort.

Outreach Team – Thesia Garner and Deborah Crane organized the group's outreach effort. Deborah and Thesia have tirelessly contacted and visited community members, educators, politicians and more. Individual activities have included visiting Thomson Elementary and the World Language School of Washington, speaking to parents about the school, and emailing parent listservs (e.g., Capitol Hill, Parents, Mocha Moms, DC Urban Moms).

Deborah Crane has enlisted the assistance of professional fundraisers and is developing a fundraising plan with founder Jill Eynon to pursue as soon as we receive our 501c3 status. Deborah led our outreach to various community groups and ethnic organizations including: Asian American LEAD, Latin American Youth Center, CentroNía, and Delta Sigma Theta. Thesia Garner served as point person for our outreach to Chinese cultural organizations such as the Confucius Institute. Mary Shaffner spearheaded the communications effort including creating the website, logo and drafting and sending outreach letters.

During the ramp up to the application the whole group has met every two weeks with team meetings in between. In addition, an online project management tool allows us to collaborate daily.

c. Corporate Structure and Non-Profit Status of the School

The Founding Group, with the assistance of Thelen Reid Brown Raysman & Steiner LLP, a national, 600-lawyer firm with an office in the District of Columbia, incorporated Washington Yu Ying School, Inc. as a non-profit corporation in the District of Columbia on March 9, 2006, for purpose of organizing the

Washington Yu Ying Public Charter School. The corporate name was changed to Washington Yu Ying Public Charter School, Inc. March 28, 2007.

Recently, pursuant to the Public Charter School Assets and Facilities Preservation Amendment Act of 2006, the District of Columbia Nonprofit Corporation Act was amended to provide for the involuntary dissolution of a nonprofit corporation operating a public charter school when the charter for the school has been revoked, has not been renewed or has been voluntarily relinquished, and to regulate for the distribution of the assets of such nonprofit corporation upon the occurrence of such an event. Consistent with the requirements of such legislation, Washington Yu Ying has amended its articles of incorporation and bylaws of Washington Yu Ying Public Charter School, Inc. to provide that its sole purpose is to operate a District of Columbia Public Charter School, Washington Yu Ying.

Thelen Reid made our Form 1023 filing with the Internal Revenue Service (IRS), for Recognition of Exemption. On July 2, 2007, we were informed that we are exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code, which exemption is retroactive to the date that Washington Yu Ying Public Charter School was incorporated, on March 10, 2006. Thelen Reid has also made the analogous filing with the District of Columbia, Form FR-164, Application for Exemption, and the District of Columbia confirmed, on August 2, 2007, our exemption from income, franchise and personal property tax under the District of Columbia Code. Thelen Reid is assisting the Founding group with all other legal aspects of the founding of the school. Andrea Lachenmayr, who is an associate at the firm, is acting as legal counsel to Washington Yu Ying.

Included herewith in Tab J are (i) the Articles of Incorporation, as amended through the date hereof, of Washington Yu Ying Public Charter School, Inc.; (ii) the amended and restated bylaws of Washington Yu Ying Public Charter School (the “Bylaws”) as currently in effect, (iii) the Conflict of Interest Policy of Washington Yu Ying adopted at the time of its formation, (iv) the working draft of the Board of Trustees’ critical Board governance policies, and (v) a copy of the Internal Revenue Service letter confirming tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

2. GOVERNANCE AND MANAGEMENT

a. Board of Trustees

The Board of Trustees plays a key role in setting forth the vision for the school and ensuring the school’s mission is fulfilled. The Board, as the governing body of Washington Yu Ying, will provide strategic direction for the school, nurture strong school leaders, and ensure adequate financial resources and legal compliance. In doing so, the Board of Trustees will ensure the success of the academic program, faithfulness to the terms of its charter, and longterm viability.

Prior to the submission of this application, the Board of Trustees, which serves the purposes of the “Board of Directors” of a District of Columbia nonprofit corporation, was comprised of three Trustees, who were members of the Founding Group. For purposes of enabling the corporate entity to engage in activities required during the pre-charter period, such Trustees have also elected officers: Mary Shaffner is President, Lisa Chiu is Secretary, Manisha Modi is Treasurer.

Recently, the initial three Trustees approved resolutions expanding the number of trustees to nine. Six of these nine seats are currently filled, and five of the six current Trustees are members of the original founding group. Those individuals are: Mary Shaffner, who serves as President, Manisha Modi, who serves as Treasurer, Lisa Chiu, who serves as Secretary, Carmen Rioux-Bailey, who serves as Vice President, and Jill Eynon. Although other members of the Founding Group are willing to serve as Trustees if requested, as indicated in the Statements of Interest and Qualifications of Founding Members included herewith in **Tab G-2**, we have decided to fill a number of spots on the Board of Trustees with individuals from outside the Founding Group, both in order to ensure that there will be a possibility that some members of the Founding Group will be available to serve as Trustees in the future (thus promoting a continuity), and to permit the Board of Trustees to benefit from a broader range of experience and skills in the near term (i.e., to ensure

that the Board of Trustees as a whole, has expertise in such areas as finance and accounting, construction/facilities and human resources). See “Composition of the Final Board” below.

The sixth of the current Trustees is Jordan Schwartz, who is a Senior Infrastructure Specialist in the Sustainable Development Department of the World Bank’s Latin American and the Caribbean Region. He works in the field of economic policy, project finance and regulation related to the provision of basic services. Since coming to the World Bank in 1998, Mr. Schwartz has worked on projects and policies for governments throughout Asia, Central Europe, the South Pacific, Africa, Latin American and the Caribbean. Aside from economic and project work, Jordan has extensive experience in fund management and grant application reviews having served as the acting Manager of the Bank-based Public-Private Infrastructure Advisory Facility (US\$20 million per year multi-donor technical assistance program). He is also a member of the executive board of the United Nation’s Economic Governance Trust which is a US\$100 million fund for developing basic service provision and regulation in Latin America, China and other selected developing countries. He has written, spoken and provided training on such topics as regulation of basic services, project finance, post-conflict reconstruction, and the governance of public-private partnerships. Prior to joining the World Bank, Mr. Schwartz worked for eight years as a management consultant at Deloitte Touche Tohmatsu and at Booz Allen & Hamilton. As a Senior Manager at Deloitte Emerging Markets, and in strategy consulting at Booz Allen, he led project work in China, Thailand, Albania, Brazil, Colombia and throughout the U.S. Before infrastructure consulting, Mr. Schwartz worked for two years as an analyst at the Overseas Development Council, a research institution dedicated to development policy; and for a year in the quality assurance department of an Italian chemical company. After college, Jordan lived in Japan for a year working for the Ministry of Education. He was placed in a district board of education where he was responsible for reviewing the language programs of 40 junior schools.

Mr. Schwartz holds a Masters of Science from Georgetown University’s School of Foreign Service where he concentrated his studies in development economics and a Bachelor of Arts *magna cum laude* from Tufts University. He has lived, worked and studied in Japan, Spain, Italy, UK and Mexico. He is bilingual English and Spanish, has a working level ability in Italian, and has studied Japanese, Portuguese and Romanian. A resident of the District of Columbia, Mr. Schwartz and his wife have a pre-school age daughter, who is being raised to be trilingual. The Founding Group believes that the Board will benefit tremendously from Mr. Schwartz’s business expertisem including in particular his knowledge of finance and management., as well as his many connections in the District’s internationally-oriented business community.

Composition of the Final Board. The Board will be composed of an odd number of 9-15 members. As noted above, expertise being sought for the Board includes educational experience, including with the International Baccalaureate curriculum and DC inner-city schools; real estate development and facilities management; accounting; human resources, community outreach/communication; and fund-raising. The Board will also seek Trustee candidates with contacts in the philanthropic community.

During the first three years of the operation of school, it is anticipated that many of the Founders will remain on the Board of Trustees. This will provide added strength, stability and cohesion of vision, which will be especially important in such early years. The Founding group already has much of the necessary experience, including education, curriculum writing, grant writing, fundraising, business, law, and community outreach.

The original members are in the process, working with other members of the Founding Group and other supporters, of evaluating potential board members who have either volunteered to serve in such role during the course of our outreach activities or have been recommended as desirable candidates for the role of Trustee. In addition to seeking Trustees who are well connected in the community and committed to the mission of Washington Yu Ying Public Charter School, we seek to identify and nurture relationships with potential trustees who have expertise in finance and accounting, construction/facilities, and human resources.

The current pool of additional individuals we are considering (beyond the Founding Group) includes, among others, individuals with such skills, such as:

Audrey Singer, a Senior Fellow at the Brookings Institution Metropolitan Policy Program. Her areas of expertise include demography, international migration, immigration policy, and urban and metropolitan change, and she has written extensively on U.S. immigration trends, including undocumented migration, U.S. immigration policy, naturalization and citizenship, and the changing racial and ethnic composition of the United States. Her addition to the Board would bring it additional expertise in demographics and other important urban issues, as well as contacts in the non-profit community.

Elizabeth Brooks, the Center Manager and Assistant to the Director of the John L. Thornton China Center at the Brookings Institution. From 1998 until 2000, she lived in Beijing China where she worked for the New Zealand and Australian Embassies. Elizabeth subsequently moved to Australia where she helped to establish a national non-profit organization that advocates on behalf of families in all of their forms. She has a Bachelors degree in East Asian Studies from Hamilton College (1998) and a Masters degree in International Affairs from the Australian National University (2001). She speaks Mandarin Chinese. She lives in DC with her husband and two young daughters.

Sally Hoekstra, a Project Executive with Clark Construction, Inc., one of the region's largest construction firms. Ms. Hoekstra focuses her work at Clark on institutional projects and would bring additional expertise in construction and facilities to the Board.

Sheldon Kline, a DC-based attorney specializing in labor and employment issues. Mr. Kline has also represented the Board of Education and several schools, including a District of Columbia public schools and a charter school, on employment matters, and would bring additional expertise in law generally as well as labor and employment issues more specifically to the Board.

While the current list of individuals who we are considering for addition to the Board of Trustees is drawn from our known supporters, we are also seeking to expand this pool through our work with Greater Washington DC Cares (GWDC), which has selected Washington Yu Ying Public Charter School as one of its "nonprofit partners." Through our partnership with GWDC, and in particular through its Board Leadership program, we expect to have access to individuals throughout the Greater DC area business community who have been trained by GWDC to serve on a non-profit board of trustees and who are committed to using their training to advance the work of a non-profit such as Washington Yu Ying Public Charter School. We understand based on our initial discussions with GWDC that GWDC will engage in a cooperative process with us and with such potential board candidates to find a good fit between such individuals' skills and interests and Washington Yu Ying Public Charter School's needs and missions.

Because the Board of Trustees is so crucial to the success of the school, the Founding Group believes it is important to identify individuals who are not only appropriately skilled and committed to the mission of Washington Yu Ying Public Charter School, but who also understand the kind of work that will be required by Trustees. Accordingly, the Founding Group are engaging in a process to better acquaint potential trustees with the school and the role of the Board as well as to evaluate such potential trustees, by inviting potential Trustees to first work with the Board and members of the Founding Group less formally, such as through advisory committees, and to contribute financially and otherwise to the school. In addition, a luncheon event is being planned for October, 2007 for supporters of the school who are being considered as Trustees and advisors. In this way, we are confident that we are on track with recruitment and development activities in order to build the membership of the Board of Trustees in a timely manner, with a goal to have a full and final Board (of up to 15 Trustees) in place by early 2008.

Parents are expected to play an important role in strengthening the Board and ensuring that the school's mission remains relevant to the school community. At least two Trustees will be selected from among parents of current students. While we envision that members of the Founding group will make up this Board contingent initially, final selection of parent Trustees will take place after the enrollment of students, thus permitting the selection to be made from among a larger group with broader sets of relevant experience and skills and to ensure a better understanding of prospective Trustees' commitment to the school's mission. Parent Trustees may be self-nominated or put forward by the Parent Association.

The Head of School will be an *ex-officio, non-voting* member of the Board.

Responsibilities of the Board. The Board will be responsible for policy, strategy and oversight, leaving all day-to-day operational matters to the school administration. The specific responsibilities of the Board will be set out in a Board Policy handbook, a working draft of which is included in Tab J herewith (the “Board Policies”).

Generally, the Board will be responsible for the following:

Determine Mission and Purpose. The Board of Trustees will be responsible for crafting the school’s mission and philosophy and ensuring that the school operates in accordance with its mission.

Plan. The Board will review the development of and approve annual strategic plans with concrete and measurable goals to ensure that Washington Yu Ying’s programs remain consistent with its mission and successful.

Select, Evaluate and Support the Head of School. The Board will be responsible for hiring and evaluation of the Head of School. The Board will clarify their own functions as distinct from those of the Head of School, recognizing that is the Head of School’s exclusive responsibility to select and supervise the school staff. The Board will establish clear objectives and expectations of the Head of School and provide feedback to the Head of School that will support him or her in the fulfillment of his duties.

Ensure Adequate Resources. The Board will set targets and goals for resources. While the Head of School and/or director of development will ultimately be the chief fundraiser and will be responsible for developing budgets, the Board will have the ultimate responsibility for and be accountable for the financial stability and financial future of the school. The Board, through appropriate Committees, will establish targets with respect to fund-raising efforts and otherwise work to ensure the school is in a position to secure appropriate facilities in the short and long term.

Manage Resources Effectively. The Board will ensure that the school’s resources are managed effectively through review and approval of the annual budget and monitoring of the financial reports of the Head of School, providing for an annual audit by a certified public account in accordance with all applicable law and establishment of appropriate financial controls, all in accordance with requirements of the schools chartered by the PCSB.

Enhance the School’s Public Standing. Trustees are ambassadors for Washington Yu Ying. As such, they will promote the mission, enrollment, recruitment and engage in general public relations for the school. They will engage the business community, the government and the DC community as a whole.

Promote Fairness and Maintain Accountability for School Personnel. The Board will adopt guiding principles for all personnel policies and procedures to be developed by the Head of School. To ensure fairness, the Board will be responsible for ensuring adequate grievance protocols and may delineate the Head of School’s authority for hiring, promoting, evaluating and releasing staff in a manner that ensures consistency, but the Board will not get involved with individual personnel matters (other than in accordance with an appropriate grievance channel), which are the responsibility of the Head of School.

Ensure a Safe and Respectful Environment in which to Work and to Learn. The Board of Trustees will promote, through the development of policies to ensure compliance with all applicable laws, including in relation to health, safety, and civil rights, that Washington Yu Ying is a safe and respectful environment for its employees, students and visitors.

Recruit, Develop and Assess the Board. The Board will be responsible for assessing their own collective performance, for developing the collective and individual knowledge and awareness of responsibilities among the Trustees, and for ensuring Trustee’s adhere to their commitments to Washington Yu Ying. The Board of Trustees will also be responsible for identifying gaps in the expertise of the Board of Trustees and recruiting and training new board members to ensure effectiveness of the Board for years to come.

Additional detail concerning the role of the Board of Trustees is currently being documented as part of the Board Policies.

Selection and Terms of the Board. Trustees will serve for a period of three years or until a successor has been elected. Terms will be staggered to ensure that new Trustees serve alongside experienced Trustees. Trustees may serve no more than two consecutive terms. The current Trustees have been elected to serve for terms of two or three years initially, while the officers of the Board serve as such for one-year (renewable) terms. The Bylaws and the Board Policies set forth the procedures for the nomination and election of Trustees as well as the preconditions to each Trustee's service (including, for example, execution of a Board Member Agreement and adherence to the conflicts of interest policies).

Relationship to the School Constituencies. The Board of Trustees will seek to govern Washington Yu Ying and work with the various school constituencies in a spirit of cooperation and partnership while retaining the ultimate responsibility for policy.

The Board will have at least ten regularly scheduled meetings each school year during the early years of the school's operations; the schedule and agendas for such meetings will be published in a timely manner. The Board and its committees shall also hold additional meetings as needed, after giving appropriate notice as required under the Bylaws and applicable laws. Although the Board of Trustees is not subject to the District of Columbia's open meeting laws, the Board of Trustees shall be mindful of its public accountability as a publicly-funded organization, and shall therefore seek a balance in its governance between the need for the Board to have candid discussion and the obligation to be accessible and accountable to the public. To that end, the Board shall establish policies ensuring that the Board of Trustees shall hold meetings periodically that include a public comment period, notwithstanding its rights to restrict participation in the other portions of such quarterly meetings to the Board of Trustees and its express invitees. The Board will also endeavor to keep the policy-making process for Washington Yu Ying as open and transparent as possible, and will communicate the results of its meetings to the broader school community in a timely manner and will keep minutes and records as required by the Bylaws and applicable law.

Particularly in the early years of the school's operations, Trustees will be expected to take an active role in assisting the school. The Board of Trustees will be expected to work cooperatively with the Head of School in providing strategic vision and oversight while leaving day-to-day operations to the school administration, as further articulated below. The Board will participate in an annual training session that will help integrate new Trustees and provide all Trustees an opportunity to review the mission of the school and the role of the Board as distinct from that of the school administration.

Committees. The Board is expected to form a number of committees to assist the Board as a whole in carrying out its responsibilities and provide guidance to the Board and oversight to the Head of School. These committees will be structured as leanly as is practical.

Such committees would be chaired in each case by a Trustee but would in some cases include as members non-Trustees, such as members of our advisory board and other members of our school community. Each committee will have the authority to act only consistent with the delegated authority to such committee, and committees including non-Trustee members will serve advisory functions in relation to policy. Each Trustee would be expected to serve on at least one committee.

Although the Board of Trustees will refine the Board governance structure once the charter is approved, the Founding Group currently expect to have the following committees.

Executive. This committee, comprised solely of Trustees, will coordinate the work of the Board and be the direct contact with the Head of School. As indicated in the Board Policies, the Executive Committee will not be authorized to act on behalf of the Board with express delegation in specific matters.

Board Development. This Committee coordinates Board recruitment, development, orientation and retention. It facilitates the annual assessment and nomination of officers, articulates the role of individual Trustees and the Board as a whole, and identifies training needs of new and incumbent Trustees.

Finance. The committee will review and advise the Board in relation to the annual budget and other financing matters, including investment policy.

Audit. This committee, distinct from the Finance Committee, will advise the Board regarding the selection of an independent auditor and the adoption of appropriate financial controls and ensure that school finances are regularly audited by an independent auditor.

Facilities and Grounds. This committee will develop and advise the Board in relation to a master plan of facilities and grounds. It will also advise the Finance and Executive Committees of expansion and plant needs.

Community Relations and Fundraising. The Committee will advise the Board and work with the Board as a whole, the administrative staff and other constituencies on fundraising, public relations and community outreach efforts.

Special Programs and Technology. Working with the recommendations of the school’s administration and faculty as well as research on trends in other schools and the state of the art, this committee will make recommendations to the Board for procurement/development in areas such the arts, library and technology.

Diversity. This committee will be responsible for assessing the success of the school in relation to diverse student, staff and community populations, and making recommendations to the Board of Trustees on policies critical to the fostering of diversity, respect, global concern, etc. based on input from such constituencies and experts in such fields along with the committee’s own research.

All committees will be chaired by a member of the Board of Trustees. Committees serving advisory roles will in many cases draw on the skills of members of the Advisory Board (comprised of individuals with expertise in education, law, management finance and fund-raising; intended to add depth and breadth to the skill set within the Board itself) and members of the Parent Association. In this manner, the Board of Trustees will have access to a greater diversity of experience and viewpoints, which it will use to inform its policy-making, while remaining ultimately and solely responsible for such policy-making.

The Head of School’s Role in Relation to the Board. The Board of Trustees will be responsible for governance and policy-making for Washington Yu Ying including the hiring and evaluation of the Head of School. In turn, the Head of School, as the lead administrator of the Washington Yu Ying, will be responsible for implementing school policy in the operations of the school. While the Founders group anticipates a cooperative relationship between the Board of Trustees and the Head of School that functions effectively as a partnership and is enhanced by communication, respect and explicitly assigned roles and areas of focus, the Head of School will be held accountable by and to the Board of Directors for his or her performance as the school’s chief administrator.

The differences in the roles of the Board of Trustees and the Head of School are demonstrated by the examples below:

The Board of Trustees Roles	The Head of School’s Roles
Determine the mission of Washington Yu Ying	Carry out the mission.
Hire, evaluate and terminate the Head of School	Hire, evaluate, and terminate all other staff.
Participate in development of the strategic plan for the school	Participate and implement the strategic plan for the school.
Review and evaluate and approve annual business plan and budget.	Prepare business plan, budgets and information for Board review and approval.
Monitor progress of programs in terms of meeting the goals and mission of Washington Yu Ying.	Manage programs, staff, services and community relations.
Review Board materials; be prepared to make strategic decisions.	Prepare Board materials to facilitate policy-making by the Board.
Establish financial policies and hire certified public accounting firm.	Implement financial policies and work with auditors to facilitate their timely completion of required financial reports.

b. Rules and Policies

Certain policies of Washington Yu Ying relating to governance are already set forth in the Bylaws, Conflict of Interest Policy and Board of Trustees Job Descriptions included herein. The Board of Trustees will also adopt rules to facilitate the governance process consistent with the requirements of the Bylaws, Conflict of Interest Policy and Board Job Descriptions and the more general policies articulated in this application. The Board Policies set forth at the end of Tab J hereto represent the Board's working draft of its critical governance policies, which cover such matters as the responsibilities of the Board, board training and development, the expectations of Trustees, the relationship between the Board and the Head of School, financial policies, conflict of interest policies, and policies regarding meetings of the Board.

The Board Policies currently contemplate that the Board will use Robert's Rules of Order for Board and committee meetings.

In the developing the policies including in the Board Policies to date, the Founding Group has reviewed recommendations of BoardSource and the National Association of Independent Schools as well as the American Bar Association, and has reviewed and adopted, with appropriate modifications, model policies being used by other school. On this basis, the Board of Trustees is also in the process of developing policies for the orientation and continued training of all Board members, As set forth in the Board Policies, all new Board members must familiarize themselves with the charter, the charter school agreement, the Bylaws and the Board Policies. All Trustees must also execute the Board member agreements included in this application, acknowledging all of the foregoing, as well as other expectations of individual trustees. In addition, the Board of Trustees will seek to enroll all new Board members in a Board leadership program, such as the training program offered by Greater Washington DC Cares, and will establish policies for ongoing training of all Trustees and the Board as a whole in accordance with recommendations of BoardSource and other similar organizations.

In addition to policies delineating the roles and responsibilities of the Board of Trustees and administration of Washington Yu Ying, the Board of Trustees, working with the Head of School, will also responsible for establish high-level policies in areas of personnel, academic program, financial management, student discipline, school operations and other areas as required by District of Columbia or federal law. Over the next 6 months, these policies will be further developed and articulated by drawing on best practices of other successful public charter schools and from independent schools implementing the PYP and MYP curricula and immersion.

The school administration, led by the Head of School will be responsible for the development, articulation and implementation of all operational guidelines and procedures to facilitate the day-to-day operations of the school, and will provide copies of such guidelines and procedures to the Board for its information.

See Section B-2-c, above, "Corporate Structure and Non-profit Status of the School" above relating to the organizational documents of the corporate entity, including its Articles of Incorporation, Bylaws and Conflict of Interest Policy included in Tab J hereto.

c. Administrative Structure.

The administrative team will be led by the Head of School and supported by the Principal, who will be hired in year three. The Head of School will also serve in the role of Principal until the third year. The Principal, who will report to the Head, will be responsible for day-to-day academic oversight and faculty development.

Other key administrative positions expected to be filled during the first five years of school operation include: an Instructional Leader, who will report to the Head of School until the Principal is hired; a Business Manager, who will report to the Head of School; and a Development Manager who will also report to the Head. The Instructional Leader is a teaching position in the early years. The Instructional Leader will also

serve as the primary liaison to the Parent Association. He or she will meet regularly with the Head to discuss teacher-related issues and concerns. As the faculty grows, the school will have grade level team representatives, who meet with the Head as above.

Below is an outline of the anticipated roles of the key administrative staff.

Head of School	<p>Communicate regularly with the Board chair; coordinate Board meetings; provide timely and relevant input to Board discussions.</p> <p>Ensure that overall administrative systems are coordinated; ensure that required federal and district reporting requirements are met.</p> <p>Support Principal in the hiring of faculty and monitoring of faculty performance.</p> <p>Acquisition and Lease, renovations with the advice of the Business Manager.</p> <p>Represent the school within the Washington DC community and among various external stakeholders. Handle all public relations, including marketing.</p> <p>Manage the development and execution of a fund-raising plan; cultivate individual, foundation and corporate supporters.</p> <p>Communicate with the Parents Association.</p>
Principal	<p>Work with Head of School to hire faculty. Supervise and evaluate faculty, make recommendations regarding continuing employment of teachers from one year to another.</p> <p>Guide the development of curricular content, within the parameters of the PYP and immersion program.</p> <p>Implement, in a timely manner, all mandated as well as “developed” assessments, as well as making sure that results will be reported on time to DCPS and other agencies, and implement assessment practices to monitor student achievement.</p> <p>Ensure that families and students needs and concerns are considered and addressed on a continuing basis.</p>
Instructional Leader (PYP Coordinator)	<p>Identify and address training and staff development needs.</p> <p>In cooperation with faculty, lead the development of curricular materials within the parameters of the PYP and MYP program.</p> <p>Supervise the implementation of the PYP and MYP</p> <p>Manage the application for and preparation of the IBO Authorization process</p>
Business Manager	<p>Set out finance-related policies; develop the budget; manage financial reporting; monitor expenditures and cash flow.</p> <p>Accounting, financial reporting, budget execution.</p> <p>Manage facilities, including lease, acquisition, renovations and maintenance.</p> <p>Management of payroll and benefits.</p> <p>Procurement.</p> <p>Preparation of financial reports and compliance reports.</p> <p>Management and development of marketing and communications materials.</p> <p>Assists the Head of School with the establishment of systems, managing facilities, and other roles.</p>

Parent Association. Washington Yu Ying believes regular communication among the Board of Trustees, administration, faculty and parents is essential to the formation of a strong school community. To facilitate such communication, Washington Yu Ying will establish a Parent Association during the first year of operation. All parents/guardians of enrolled students have automatic membership and will be encouraged to

participate in the activities of the Parent Association. While the Parent Association will not have an administrative role, a representative will be selected to serve as a liaison for communicating with the Board and administration about parent concerns and providing periodic review of school policies and procedures.

d. School Management Contracts.

The school does not plan to hire a management company and as such will not engage in school management contracts.

e. Recruitment of Volunteers and Pro Bono Services.

Washington Yu Ying Public Charter School already benefits from a large group of supporters who wish to assist in the startup and continued operation of the school, with professional skills ranging from outreach, IT, fundraising, accounting, real estate, law and other areas. Washington Yu Ying Public Charter School is in the process of developing a database to keep track of these volunteers and the services they may be able to provide to Washington Yu Ying Public Charter School on a pro bono basis. In addition, the Founding Group and Trustees will continue to mine their respective contacts for such opportunities.

In addition to these efforts, Washington Yu Ying Public Charter School, as a non-profit partner of Greater Washington DC Cares, will have access to a network of professionals seeking to contribute their skills and time to worthy non-profit endeavors. Through a needs assessment process with GWDCC (and GWDCC’s screening of potential pro bono consultants and other volunteers), the Founding Group and Trustees will seek to identify additional needs of the school and recruit the appropriate volunteers therefor.

3. FINANCE

a. Anticipated Sources of Funds:

With our anticipated 150 students in 6 classes, Pre-Kindergarten through First Grade, we expect to receive approximately \$2 million in DC public funding our first year of operation. This constitutes 76% of our revenue and includes the per pupil allotment -\$1,384,336, the per pupil facilities allowance - \$480,341, the allocation for special education students - \$108,004 (SpEd 12%), and the allocation for English language learner (ELL 12%) students - \$61,717.

We expect to receive approximately \$377,000 or 14% of income in Federal Funding from entitlements and competitive grants. This includes the NCLB grants - \$120,313, the TitleVb planning grants - \$200,000, and the National Food Program -\$56,489. We expect that 50% of our students will be eligible for Title I, 100% for Title II Parts A & D, and 100% for Title IV. Also included in our budget are a before care program with breakfast, an after care program and three-week summer school. In the first year, we expect approximately \$210,000 or 8% of revenue from our lunch and before and after care programs.

We have applied for and received the PCSB/TitleVb planning grant and have included it in our budget. We will use these monies, and any additional funds to get the school up and running in the first year.

The following chart explains per pupil and anticipated funds in the planning and first two years. For a more detailed income analysis, please see our budget in **Tab F** .

	Planning Year	Year 1	Year 2
Number of Students		150	200
Per Pupil Allocation		8322	8572
Per Pupil Facilities		3109	3202
Percentage SpEd		12%	12%
Percentage LEP		12%	12%
Per Pupil Revenue			
Total Per Pupil Allocation		1,384,336	1,880,555

Total Facilities		480,341	659,668
Total SpEd Funding		108,004	152,475
Total LEP/NEP Funding		61,717	84,757
Total Per Pupil Summer Allocation			56,284
Total Per Pupil		2,034,398	2,833,739
Other Public Revenue			
NCLB Grants		120,313	165,230
Title Vb Planning Grant	120,000	200,000	20,000
National Food Program		56,489	77,578
Total Other Public		376,802	262,808
Private Revenue	8,000		
Supplemental Program Fees (BC/AC & Summer)		149,600	184,679
Meals		60,511	83,102
Uniforms		5,625	7,725
Total Private Revenue	8,000	215,736	275,506
Total Income	128,000	2,626,936	3,372,053

Contingency Planning. The Trustees of Washington Yu Ying understand that these are aggressive enrollment targets. And although we already have a large list of interested families and steadily growing support in the community, we are planning for the possibility of under enrollment. We are aggressively fundraising to ensure that even if we do not meet enrollment targets, we will be able to adequately support the school.

If our enrollment numbers, and, therefore, anticipated funds, are lower than planned we will make appropriate budgetary adjustments. We created a contingency budget based on the Washington Yu Ying receiving only 75% of its anticipated enrollment. Adjustments made to accommodate this includes: increasing the student per classroom number to 28, not hiring a social worker or literacy specialist, decreasing the textbooks purchased (as PYP does not require many textbooks), decreasing classroom furnishings from \$8,000 to \$5,000, decreased legal fees by \$10,000, as we will rely more on our pro bono law firm, decreasing leasehold improvements by \$10,000. This is demonstrated in our contingency budget, included as Tab F.

As is typical for DC Public Charter Schools, our cash flows show a large negative number in September of the first year. The deficit is between \$150k and \$200k. If we face such a problem, we will resolve this through a combination of the following: First, all payrolls are projected to start on July 1st. In practice, this is never true. Most staff won't start until August or even September. Since payroll is around 50% of expenses, cash flow should not be as difficult as the default conservative scenario would suggest. Second, the school will secure a \$150k line-of-credit from Eagle or City First Bank in July, when the bank accounts will be full and the school will be the most attractive to banks. Third, if needed, the school can stretch (late pay) a number of vendors at the end of September or beginning of October to breach the low cash period.

b. Planned Fundraising Efforts

Washington Yu Ying's Chinese and International focus provides a unique model and mission that makes the school appealing to specific corporations and organizations with like foci. We have created a Fundraising Committee who is aggressively targeting potential donors, organizations and corporations.

The Trustees have goal of fundraising approximately 25% of our income per year to support both its capital campaign to purchase a school building and more importantly our 2 teacher per class of 20 class structure.

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We will apply in a timely manner for all federal monies to which our student population is eligible. We have already applied for the Federal Public Charter Schools Program pre-charter planning grant. We have letters of support from both US Asia Cultural Organization and the Confucius Institute to provide materials, teachers and other assistance that will offset costs. If we are granted a charter, we intend to immediately secure grant-writing services to begin the process of pursuing federal competitive, private and corporate foundation grants. We are in the process of applying for the Walton Family Foundation Charter School Startup grant of \$230,000.

Our Founding Group and advisory board include a number of individuals with significant fundraising and event planning experience, which we will employ to guide the grant application process and to undertake several planned fundraising events during the planning year. We have identified foundations that focus in at least one of the following areas: 1) education; 2) community initiatives in the DC metro area; 3) U.S. relations with Asia; and 4) language immersion programs. We will work closely and creatively with the corporate and local business communities to identify opportunities for sponsorships of certain school facilities (e.g. library, technology center, playground, gym) and community events (e.g. the New Year's and Mid Autumn Festivals). We will explore opportunities for matching grants from the corporate community. We will seek to have our school listed as part of the Combined Federal Campaign, which facilitates charitable giving within the federal government workforce.

The Board committee on Community Relations is responsible for fundraising. This committee will create an information packet on Washington Yu Ying for corporate and foundation donor prospects; strategically target donor prospects; and identify how fundraising goals will be met by corporate sponsorships, foundation grants and individual contributions. This Board committee will be responsible for driving all fundraising efforts for the school.

Federal Competitive Grants:

- Charter School Planning Grants
- FLAP Foreign Language Assistance Grants
- Enhancing Education through Technology
- E-rate Program
- Reading First*

* Note: While we plan to explore possibilities for this grant, we recognize that it may be difficult to reconcile the school's language immersion approach with the requirements of Reading First.)

Private Foundations and Organizations:

- Walton Family Foundation: we are applying for the \$230,000 Startup Charter Grant.
- We have a relationship with the Confucius Institute of Maryland who has agreed to provide us with teachers and Chinese language books. This will result in significant savings in our budget.
- Annie E. Casey Foundation: supports disadvantaged children and families
- Ford Foundation: education division focuses on increasing educational access and fostering curriculum supportive of inclusion, development and civic life
- Henry Luce Foundation: Asia program supports initiatives that foster understanding of Asia in the U.S.
- Mott Foundation: focus on improving education in low-income areas
- Committee of 100: group of distinguished Chinese-Americans, education initiative supports curriculum development that is inclusive of Asian-American perspectives
- Asia Society: includes support for materials and programs for students and teachers
- Asia Foundation: includes support for Asian-American exchange programs
- U.S. China Education Trust: supports activities which improve U.S.-China relations
- Kinsey Foundation: supports educational and cultural initiatives in the DC metro area

- Morris and Gwendolyn Cafritz Foundation: supports arts, community service, education and health initiatives in the DC metro area
- Meyer Foundation: includes a focus on strengthening communities in the greater DC area
- Hattie M. Strong Foundation: grant program supporting education initiatives, primarily in DC metro area
- Lois and Richard England Foundation: programs in support of children in underserved areas of DC region, includes focus on after-school programs
- Spring Creek Foundation: includes support for education initiatives in the DC area
- KaBOOM!: helps build community playgrounds, includes challenge grants
- Nike’s Jordan Fundamentals Grant Program: funding for innovative programs to teach children in need
- Mattel Children’s Program: funding for innovative programs for children in need

Corporations/Corporate Foundations/Business Associations:

AT&T Foundation	AES Corporation
Verizon Foundation	Capital One
Fannie Mae Corporation	Marriott
Freddie Mac Foundation	Gannet Company
Clark Construction	Booz Allen and Hamilton
Sprint Nextel	U.S.-China Business Council
Lockheed Martin	U.S./China/Hong Kong Chamber of Commerce
	United Airlines

Individual Giving. Founding members have already donated small amounts of cash and a large amount of in-kind giving. As soon as we receive our non-profit status and Charter, we plan to start fundraising in earnest. Once the school is in operation, we will also welcome those families which are interested in doing so to make donations in cash or in-kind. The Chinese New Year Event in particular will be a community event but also will include a fundraising component such as an auction.

c. Financial Management and Accounting

Washington Yu Ying PCS will maintain its financial records in accordance with generally accepted accounting principles (GAAP) as defined by the American Institute of Certified Public Accountants. The school will establish financial management and internal accounting procedures with strong fiscal controls. The business manager will be in charge of establishing the schools financial systems with assistance from the Board and with review by the Head of School.

To mitigate cash flow and management issues associated with only receiving four payments over the course of the year. We expect to develop cash reserves to help manage cash flow and intend to obtain a line of credit from our banker in case our cash reserves are depleted.

Each year the business manager will start with a target budget including all revenues, expenses and savings targets. We will use Quick Books for everyday bookkeeping and will prepare monthly financial reports to ensure that we are meeting our budget: budget-to-actual, income/expense, cash flow and balance sheet. The business manager will be responsible for preparing these reports and presenting them to the Head. The Head will be responsible for preparing summary financial reports for each board meeting. We are considering contracting with GoldStar LLC to handle our accounting, payroll and DCPS reporting needs.

d. Civil Liability and Insurance

Washington Yu Ying PCS will secure the following types and levels of insurance coverage. We have contacted three agencies from the Hartford Group of Insurance professionals and are awaiting quotes.

Type	Estimated Amount
General Liability	\$1,000,000 per occurrence \$2,000,000 aggregate
Director and Officers Liability	\$1,000,000
Educators Legal Liability	\$1,000,000
Student Accident	Per student basis
Umbrella Coverage	\$3,000,000
Property/Lease Insurance	100% of replacement cost
Boiler and Machinery Insurance	\$1,000,000 (if appropriate or actual loss)
Auto Liability	\$1,000,000
Workers Compensation	As required by law

e. Provision for Audit

The Washington Yu Ying board will provide for an annual audit of the school’s financial statements. The audit committee of the board will ensure that an annual audit of the finances of Washington Yu Ying PCS is conducted in a timely manner. We will select a Certified Public Accountant licensed in the District of Columbia from the list of DCPCSB approved firms.

4. FACILITIES

a. Identification of a Site

Washington Yu Ying Founders take seriously the challenges associated with securing space for a new charter school and have employed a multi-pronged and flexible approach to our facilities search. Current market constraints make it unlikely that we will find a building that the school could grow into and eventually own. We are considering renting an incubator space for as many as the first three years of operation. This temporary space will allow us to minimize economic risk while increasing enrollment and staff, and at the same time, conserving cash needed to purchase or construct a permanent facility capable of accommodating 700 students (roughly 70,000 square feet). During the Years 4 to 13 growth period, we would lease surplus space to another charter school or to organizations with services or programs that complement our vision and mission.

In order to find a creative solution, our list of facilities criteria is short:

Metro Accessible. Because we anticipate serving students from a number of wards (1,2 and 6), access to public transportation will be critical and more important than locating in a specific neighborhood.

Room for Growth. We estimate our minimum space requirement for Year 1 at 15,000 square feet, or 6 classrooms and 2 additional rooms. By Year 3, the space needs will be 25,000 square feet, or 10 classrooms and 2 additional rooms. We would like to move no more than once between years 1 and 6.

Renovations. We will assess the suitability of any incubator space with respect to the costs of bringing the space up to appropriate standards and use estimates of that cost to inform negotiations of lease terms. In addition to classroom space, we will also consider the requirements, as applicable, for non-classroom space, such as nursing stations, lunch-warming areas, restrooms and administrative space.

Costs. We have budgeted \$28/square foot for 24,600 square feet of incubator space, including all applicable management, maintenance and insurance costs.

Safety. The facilities will meet the following criteria: excellent personal safety, excellent building safety, ability to drop off and pick up, access to safe outdoor space, good day-lighting and access to community facilities.

Specifically, the Washington Yu Ying facilities committee, composed of a group of professional real estate developers, agents, and motivated parents, are following three primary avenues to ensure Washington

Yu Ying finds the most appropriate space available for the students' needs: co-location with an underenrolled or occupation of a vacant DCPS school, private development, and commercial leasing.

Building Hope, a non-profit organization with an excellent track record for helping charters secure space, has selected us to receive assistance in finding and financing a facility. With advocacy from Kathleen Padian of Building Hope, who has become intimately involved in the DCPS effort to identify schools that would be promising candidates for co-location with charter schools, we have identified and appealed to Chancellor Rhee and other decision-makers within DCPS to consider us for co-location in five DC public schools in Wards 1, 2, and 6 that are currently under-enrolled. Because Washington Yu Ying offers a unique model of education, we feel we would bring many opportunities for cultural enrichment that would complement rather than compete with an existing public school willing to share its space.

Washington Yu Ying is actively exploring co-location at an under-enrolled D.C. Public Schools facility because it offers us the opportunity to lease a facility at a rate far below Washington commercial market rates and save more money for a down payment on a permanent space. However, there are no guarantees that such a facility will be available in time for our opening in fall of 2008. We are also pursuing opportunities to develop privately owned property. Washington Yu Ying is well-positioned to be an active participant in raising funds and cultivating relationships with non-profit organizations, city agencies and others for public/private development partnerships that have the goal of serving both the local and the wider DC communities. We are currently in the process of procuring the aid of the Charter Schools Development Corporation, non-profit organization that buys and develops space to lease to charter schools. We have begun talks with CSDC and are looking for real estate that meets their criteria.

With the help of commercial realtor Matthew Ward of Studley, we have been actively scouting facilities for six months and have developed a database of site candidates, including several viable backups that can get us through at least the first year and up to the first three years of operation.

As we build this school and search for facilities, we understand how essential it is to get to know the needs of and appeal to the neighbors in the communities and/or the principals, teachers, and parents in the schools in which we hope to locate. For that reason, our facilities and outreach committees are working closely together as we zero in on locations to help us understand the unique challenges and opportunities Washington Yu Ying and the schools or communities afford each other and how we can work together to leverage the opportunities and find creative solutions to the challenges. By choosing to join the network of International Baccalaureate Schools, the founders of Washington Yu Ying obligated the school to become a thriving community of learners—stretching beyond the students enrolled at Washington Yu Ying—actively engaged in the wider DC community. In this regard, we plan to use our facilities to offer such cultural enrichment activities as: language classes, summer camp, martial arts, calligraphy, music, dance, and puppetry, as well as programs and services not exclusively tied to Chinese language and culture.

b. Site Renovation

Each of the properties currently under consideration by Washington Yu Ying is in a different stage of renovation to accommodate a school. In addition to our relationship with Building Hope, Washington Yu Ying has identified an architect, Milton Shinberg, of Shinberg & Levinas, who can provide guidance on code compliance, design issues and the improvements necessary to create a suitable space for the school. We have contacts with a number of local licensed contractors who can bring the facilities into compliance with all building, zoning and safety codes, although Washington Yu Ying will comply with the applicable requirements for competitive procurements under the DC School Reform Act in contracting for such work.

Before signing a lease, we will consult with an architect and general contractor and arrange for a site inspection. We will coordinate with the architect and contractor to develop a detailed scope of work and timeline for work to be completed no later than April 2008. In negotiating the lease for the incubator space, we may request that the landlord pay for part or all of the work.

Proposed Timeline:

September 2007: Identify space; Hire inspector, contractor, and architect; Inspection/Walk-through with contractor and architect; Lease negotiation

October 2007: Scope of work for renovation; Obtain building permits; Begin renovation

January 2008: Ability to show space underdevelopment

April 2008: Renovation complete; begin inspections process to obtain occupancy permit

Our selection of a permanent facility will also involve a similar evaluation of the degree and expense of renovation required.

c. Facilities Financing

Washington Yu Ying PCS has a bank account at Bank of America and anticipates applying for a line of credit at Bank of America once the Charter is established. If obtaining the line at Bank of America proves difficult, we will pursue one of the other banks used by charter schools, Eagle or City First. While developing our curriculum and otherwise planning for the opening of the school, we will use this line of credit to begin to establish a credit history that will bolster our efforts to lease and later purchase or construct a facility.

The most immediate need, however, is to secure financing to lease and renovate an incubator space. Washington Yu Ying will be aided by its relationships with various nonprofits. Building Hope, through its partner American Charter, offers credit enhancements and loan guarantees to new charter schools.

We plan to save on average \$100,000 per year while occupying the incubator space for a down payment to purchase and renovate a permanent facility.

d. Building Maintenance

Washington Yu Ying PCS recognizes the importance of a safe, clean environment for its students. In order to ensure such an environment, we will schedule an initial inspection of the space and subsequent quarterly inspections with professional building inspectors to ensure that all codes and standards are met, mechanical systems are operating properly and that HVAC systems are primed for the seasons. A tracking system will monitor maintenance needs and fulfillment, ensure maintenance and repairs are conducted swiftly and cost-effectively, and identify opportunities for increased efficiency. We will contract with appropriate maintenance staff and firms to perform maintenance as needed and in each case subject to any applicable requirements for competitive procurements under the DC School Reform Act.

5. RECRUITMENT AND MARKETING

a. Outreach to the Community

Creating strong linkages in the community serves our mission and creates an essential support network for Washington Yu Ying. Our outreach goals are to publicize the school, build community partnerships that can help us meet our goals of the school and determine how we may best serve the community. Washington Yu Ying founders have contacted numerous organizations and individuals in this effort. Many of the organizations submitted letters of support indicating their willingness to work with Washington Yu Ying. In addition to those activities already included in the Education Plan, our activities have included the following:

Organization	Key Contacts	Mission of Org. and Benefits to Washington Yu Ying School/Students
Community Service Partners:		
National Council of Negro Women 633 Pennsylvania Ave. NW	Kahlil Bryant, International Development Cntr Sylvia Patrick, Bethune Program Cntr	NCNW's supports women of African descent and their families including mentoring and literacy programs for youth Washington chapters provide students with special programs, mentoring and literacy activities.
Delta Sigma Theta Sorority 1707 New Hampshire Ave.	Ella McNair, Director, Programs and Public Relations Nicole Bates, Program	Delta Sigma Theta sorority has a strong history of public service and active programs in the field of education. Delta Sigma Theta provide opportunities for tutoring and mentoring.

NW	Specialist	
Latin American Youth Center 1419 Columbia Rd. NW	Gerry Schaffer, Educational Enhancement Jeanne Konicki, Americorps Liaison	LAYC offers comprehensive social services to the Hispanic community in Washington, DC. We are exploring cooperating with LAYC on after-school programs, tutoring and mentoring, and recruitment.
CentroNia 1420 Columbia Rd. NW	Kisha Brown, Family Literacy Director Irma Rivera, Family Literacy Coordinator	CentroNia's mission is educating children and youth and strengthening families in a bilingual, multicultural community. CentroNia's Family Literacy Program provides students with access to literacy programs and their families to information on the integrated social services CentroNia provides.
Asian American LEAD 1323 Girard St. NW	John Brill, Interim Program Director Sandy Dang, Executive Director	AALEAD's mission is to promote the well-being of Asian American youth and families, through education, leadership development and community building. We are exploring with AALEAD cooperation on recruitment, tutoring, mentoring and after-school programs.
Vietnamese American Community Service Center 2437 15 th Street	Hien Vu, President	The Vietnamese American Community Service Center provides comprehensive social support to Vietnamese immigrant families in the DC area. Cooperation with VASC would provide support for Vietnamese speaking students and their families.
Cultural Institutions and Extracurricular Enrichment:		
Textile Museum 2300 S Street NW	Linda Powell, Curator of Education	The Textile Museum and its hands-on Activity Gallery offers students a chance to learn about the cultural/practical significance of textile.
National Geographic 1145 17 th Street NW	Kim Hulse, Education and Children's Programs	National Geographic will provide curricular materials and students with speakers programs and field trip opportunities.
Freer Gallery of Art/Sackler Gallery 1050 Independence Ave.	Claire Orologas, Director of Education Maria Williams, Office Manager	The Freer and Sackler Galleries house world-renowned collections of Asian art. The galleries can provide curricular materials, field trip opportunities and interactive art programs.
Meridian Int'l Center 1630 Crescent Place, NW	Ruth Withnell Fitts, Director, Educational Outreach Programs	Meridian promotes international understanding through outreach, exchanges and arts programs. They provide curricular materials and speakers programs.
Embassy, PR China Education Office 2300 Connecticut Ave. NW	Mr. Fang Jun, Counselor for Sino-US Educational Exchange and Chinese Language Affairs	The embassy can provide cultural exchanges, access to Chinese language teaching materials, and links to networks of Chinese teachers.
National Capital YMCA 1711 Rhode Island Avenue	Donnie Shaw, Community Development Director	YMCA can provide physical education opportunities and health/wellness programs for after-school programs.
Hung Tao Choy Mei 1351 U Street, NW	Abdur-Rahim Muhammad President/Founder	This local Kung Fu Academy provides students with opportunities to learn both the physical and cultural aspects of the martial arts.
Everhart's Nippon Kenpo Karate Do, 530 7 th St. SE	Robert Everhart, Founder and Instructor	This martial arts studio will help shape martial arts programs for the school. Martial arts will help students develop focus, concentration, self-confidence.

Whole Foods 1500 P Street NW	Heather Rogers, Community Liaison	Whole Foods' community relations program provides students with field trip opportunities and curricular material related to food and nutrition.
Washington National Opera 6925 Willow St. NW	Stephanie Wright and Rebecca Kirk, Ed. & Comm. Programs	Washington Opera provides access to interactive presentations and performances and links to the "Family Opera Look-In" program.
Other Targeted Outreach:		
DC Politicians	Councilman Graham and Wells, Congresswoman Norton, and Mayor Fenty	We met with Councilman Graham who submitted a letter of support and also offered to help us especially with the effort to collocate our facility with DCPS. Met with Councilman Wells have initiated contact with Congresswoman Norton and Mayor Fenty
Listsers	In targeted wards and for families	DC Urban Moms, Mocha Moms (Southern DC), Families with Children from China, MOTHS (Parents on Capitol Hill), World School of Washington (Southeast DC), Community Listsers in targeted wards, Asian American Community, U Street Tots

We also have a website—www.washingtonyuying.org—which we use to educate people about the school, for hiring purposes and to collect names of interested families via a link to a Google Group.

We plan to conduct an intensive outreach effort over the next six months broadening and deepening our effort to partner with community associations in our targeted wards, cultural institutions and other relevant groups. Our activities will include:

- Creating flyers and other print media in English, Spanish and Chinese and distributing them at community meeting places in Wards 1 2 and 6.
- Holding a Mid Autumn Moon Festival Party in the fall 2007 and a Chinese New Year's event in early 2008 to raise money, promote enrollment, and educate the community about the school.
- Targeting community organizations in Wards 1, 2 and 6, we will ask community groups to include information about Washington Yu Ying in their newsletters. We will also request a few minutes at upcoming events to address members.
- Developing a presentation and holding informational seminars at libraries, churches, daycare centers and community centers in our target Wards and in conjunction with cooperating community groups.

Other initiatives will include prominent signage, investigating advertising in cable or radio, targeted PR releases for local broadcast media. In addition, after school opening, students will be required to wear uniforms (Washington Yu Ying T-shirts and khakis)—150 students, and more the following year, will be walking promotions for the school.

Serving the Community. Washington Yu Ying will be an integral part of the community and will engage in and share with the community as a whole:

- We will share our experiences with other educators in immersion and Chinese: LAMB, Elsie Whitlow Stokes, ABC Bilingual, Thomson.
- We will explore the possibility of cooperating on International Baccalaureate training programs with DC public schools (e.g. Thomson and H.D. Cooke).
- We plan to hold community events to commemorate Asian holidays: Mid Autumn Moon and Chinese New Year's Festival and Fundraiser.
- We will hold lectures on Asian culture with experts and invite community members.
- During off school hours we will provide space for Chinese conversation classes for our parents and interested community members.
- During off hours, if possible, we will rent space for Asian cultural activities like Gong Fu and Tai Chi.

b. Recruitment of Students

We are aware that an increasing number of public charter schools are available for parents to choose from, particularly at the elementary level and in Ward 1. Therefore, a strong effort will be required to introduce Washington Yu Ying to District families and to emphasize the benefits of the inquiry-based International Baccalaureate PYP curriculum and Chinese language immersion. Particular attention will be paid to introducing the Chinese language element of the program to families, including those for whom English is not the primary language and who might not ordinarily consider a Chinese immersion curriculum for their children. Evidence of young children’s capacity for acquisition of second and third languages will be emphasized.

The recruitment process will be an extension of broader community outreach efforts described in the previous section, which are already producing significant interest in Washington Yu Ying among area families. Recruitment efforts will include coordination with other public charter schools in the targeted neighborhoods, such as Elsie Whitlow Stokes, Capital City, E.L. Haynes, and Two Rivers, that are not able to accommodate all interested families. The inquiry-based Primary Years Program of the International Baccalaureate curriculum is similar in some aspects to the Expeditionary Outward Bound curriculum or Language Immersion programs used by the above-mentioned charter schools, and could prove attractive to families of children not gaining admission to those schools.

Washington Yu Ying will also conduct information sessions/presentations at a variety of locations in targeted wards, as detailed above, to inform prospective families of the plans for the school and opportunities for enrollment. A translator will be on site when appropriate. We will also staff information booths at grocery stores and shopping areas to distribute information (in Spanish and English) about the school.

Print and radio advertisements may be employed throughout the District to ensure that a diverse array of families who may have an interest in an inquiry-based, language immersion program for their children have an opportunity to learn about the school and submit an application. All local media outlets will be contacted and invited to the Chinese New Year and Mid Autumn Moon Festival Community Events/Fundraisers.

In general there has been a great deal of interest in the school. This summer we continued to build our list of interested families. Our listserv now includes 130 individuals, most with families in the District and interested in the school. We held two playdates and have created committees around Governance Community Outreach, Fundraising and Facilities that will implement the following. Over 60 people attended both playdates, and they resulted in over 30 families who were will to join committees and help out. We plan to continue to build on this effort to meet our goal of 150 students in 2008.

Summer 2007	Contact of potential community partners, generating interest through listservs, informal discussion, develop community partnerships.
October	Finalize development of print materials and presentation.
October – February	Present to community centers, churches, libraries in targeted wards.
September	Mid Autumn Festival and Fundraiser Event.
September – March	Ask partners to distribute information to their constituents. Staff informational booths as key grocery stores and shopping areas.
Early February	PR “blitz” over Chinese New Year. Send press release to all local outlets.
Continued Activities	Community outreach, information sessions, print and radio advertising.
Jan. – April 2008	Application forms accepted.
Mid April, 2008	Public lottery, if needed. Notification of lottery results mailed.
May 2008	Enrollment confirmation and enrollment packets due; orientation meetings scheduled.

Washington Yu Ying PCS intends to enroll students in two pre-kindergarten classes, two kindergarten classes, and two 1st grade classes. We anticipate that recruitment will be significantly more difficult for prospective 1st graders as these students will already be enrolled in kindergarten programs at other schools. We will not recruit for students outside of the District.

A public lottery will be held to determine which applicants will be offered enrollment if applications exceed spaces available. Families will be notified immediately of the results of the lottery. Families of students being offered enrollment will be required to confirm their child's enrollment and submit a short enrollment packet which will include important demographic and educational information about their child. Each family will be required to arrange for an individual; or small-group orientation meeting with school leaders. This will be an opportunity for us to demonstrate our commitment to meeting the needs of each student and for parents to understand the commitment required on their part to support their child in a dual-immersion PYP school.

In the case of under-enrollment, we will adjust the number of faculty, and hiring contracts will be contingent on adequate enrollment, and a continued period of recruitment will be implemented in April and May 2008 in an effort to bolster enrollment.

b. Future Expansion and Improvements.

Five-Year Enrollment Targets by Grade Level and Special Need

	Year 1	Year 2	Year 3	Year 4	Year 5
PreK 4	50	50	50	80	80
Kindergarten	50	50	50	50	80
1 st	50	50	50	50	50
2 nd		50	50	50	50
3 rd			46	46	46
4 th				42	42
5 th					39
6 th					
7 th					
8 th					
Total Students	150	200	246	318	387
Special Education 12%	18	24	30	38	46
English Language Learner 12%	18	24	30	38	46

Washington Yu Ying plans to be located at an incubator site for the first three years of operations with the goal of raising sufficient capital and locating an appropriate permanent site by Year 4. We are planning for 25 students per class and two classes per grade while we are in our incubator facility. Once we move to the purchased facility, we will begin to have four classes of 20 per grade in admitting years. The numbers also show an estimated 8% attrition once we stop admitting students in 3rd grade.

The enrollment figures above are estimates, which will be impacted by developments related to facilities, funding and the level of interest for enrollment. We will put forth a vigorous effort for student and faculty recruitment and retention, throughout the growth period and after. The school’s full capacity, approximately 700 children, would not be reached until year 13, when all the students will have started in the purchased building, and with four classes of 20 students starting in pre-K.

Should we find that our attrition rates are greater than 8% and budgetary changes fail to address our shortfall, we may need to request an amendment to our charter that would permit admission after 2nd grade. Students who enroll at Washington Yu Ying after grade 2, during Chinese language days, will participate in a pull-out program similar to programs used for ELL students.

The program will be organized for intensive vocabulary and basic grammar development. Vocabulary taught will be that which will allow the student to participate in general activities (such as asking for a pencil, to use the restroom) as well as vocabulary specific to the Unit of Inquiry being taught (for example, words relating to Chinese fairy tales). This approach will allow students to quickly develop the ability to communicate, albeit at a basic level, with their classmates and their teachers, and to participate in the class activities. Additionally, a “buddy” will be assigned to students new to the language. The buddy will be a student with grade-level fluency who will assist the new student by translating or demonstrating the teacher’s instructions and modeling appropriate oral responses.

C. PLAN OF OPERATION

1. STUDENT POLICIES AND PROCEDURES

a. Timetable for Registering and Admitting

The Founding Board of Washington Yu Ying will actively recruit new students upon final approval of the Charter in September of 2007 and once an application has been developed. The deadline for applications will be April 18, 2008, prior to a lottery, if necessary. If accepted, families will be required to confirm their enrollment, attend an information/orientation meeting, meet with a school administrators, and complete registration and submit all required paperwork by May 2008.

August 2007	Development of Student Application (one page)
September 2007 – February 2008	Active recruitment and dissemination of application culminating with Chinese New Years event.
September 2007 – April 18, 2008	Registration period; all applications due April 18, 2008
April 11, 2008	Announce lottery date and arrange for public forum (if applicable)
April 18, 2008	Lottery held (if applicable)
April 22, 2008	Notices mailed to prospective students and those wait listed (if any)
May 12, 2008	Intent to enroll forms due.
June 1, 2008	Any remaining open slots filled according to the waitlist.
May – June 2008	Parents complete registration information; Parent/school conferences; verify residency; collect information on special needs students.
July 2008	Orientation / open house brunch 1;
August, 2008	Orientation/open house brunch 2 for all families.
September 2008	School year begins.

b. Policies and Procedures for Selection, Admission, Enrollment, etc.

Application. Any student who is a resident of Washington, DC, is eligible to apply for admission to Washington Yu Ying for their grade level. All applicants must submit a completed, signed application with proof of DC residence. Prospective students will be considered without regard to any measure of aptitude or intellect, language proficiency or any other basis prohibited by law. After the first year of operation, preference will be given to already enrolled students and their siblings. If more students apply than there are spaces available, the selection will be made by a random lottery system with a waiting list, which will also be organized based on the random lottery method. Washington Yu Ying will maintain the waiting list as a part of ongoing recordkeeping for the school year; waitlisted students will be confirmed and sent invitations to apply as student slots become open. The waitlist will be generated anew each year. **If, and only if, slots remain unfilled, students from outside DC may apply; these students would be required to pay the applicable annual tuition as set by the DC State Education Office. However, Washington Yu Ying will not advertise to nor actively recruit any students from outside the District.** If the school is under-subscribed at the end of the enrollment period, Washington Yu Ying will continue its recruitment campaign with rolling admissions on a first-come-first-served basis until capacity is reached.

Solely to the extent permitted by recent amendments to the DC School Reform Act, Washington Yu Ying will provide a limited preference in admissions for children of the Founding Board; Washington Yu Ying will develop policies for administering such limited preference in adherence with applicable regulation and in close consultation with the DC Public Charter School Board and other relevant authorities after receiving its charter.

Due to the rigors of a Mandarin Chinese language immersion program, Washington Yu Ying intends to have open enrollment only through Second Grade and accept no students in upper grades.

Admissions Meetings. Once selected, parents and the student will be required to: attend an individual meeting with a school administrator; sign a parent agreement to be engaged with their child's education; confirm residency; submit proof of student immunization and confirm status as other primary caregiver (if applicable). The purpose of the individual meeting is to introduce and ensure that parents (or primary caregivers) understand and agree with Washington Yu Ying's philosophy, curriculum and method of instruction. Although we will not discourage or counsel students against enrollment, we want to ensure both parents and students understand and support the program. The Founding Board believes that such a process is necessary to ensure that parents understand the commitment it takes for a student to become biliterate and the rigors associated with an immersion program in Chinese. In addition, Parents need to understand and embrace the PYP/IB educational model and philosophy.

This meeting is scheduled early on so that staff may prepare class/lesson plans that will best meet the specific needs of enrolled students. If it is deemed that a child is not performing at the pre-enrollment standard, s/he may be required to complete a summer enrichment session and/or be placed in appropriate grade. Students in pre-K through Grade 3 may transfer during the school year to fill open slots. Students transferring before the start of classes will be encouraged to begin after an intensive summer program in Mandarin Chinese. If the students enroll mid-year, every effort will be made to assist their integration into the immersion setting; in the summer, they will be required to attend the intensive Mandarin program.

Other requirements upon enrollment. Parents and/or sending schools will be required to submit student educational records, including results of any screenings/assessments or documentation of special service documents such as IEPs or 504 Plans within 2 weeks of student enrollment in Washington Yu Ying. An informal child study meeting will be conducted by the STARS (Student/Teacher Achievement Resource Support) team to decide whether current IEP goals can be addressed, or whether a new IEP needs to be developed. Accommodations, adaptations and supports will be devised to ensure that students with special needs are afforded a free, appropriate education in the least restrictive environment at Washington Yu Ying.

Our admission policies will be an entirely open enrollment process and no information gathered will serve to differentiate among prospective students.

Withdrawal. A student may withdrawal at any time during the school year. Washington Yu Ying will make every effort to conduct an exit interview with the family in order to understand why the student wishes to leave. This information will be documented and shared with staff in order to address any school shortcomings that resulted in a student's departure. Washington Yu Ying is committed to positive forms of discipline including modeling good behavior and positive reinforcement. We plan to work closely with parents to ensure that children, starting from a young age, learn key values like respect, responsibility and hard work at home and school. With our Asian focus and PYP model, these values will be embedded in all aspects of the student's daily life.

Suspension and Expulsion. The Founding Board is committed to fostering an environment for children where respectful and appropriate behavior is as highly valued as academic achievement. These values will be reinforced at the enrollment meeting and subsequent parent / teacher meetings.

In order to provide a safe, nurturing and appropriate environment that is conducive to learning, Washington Yu Ying will develop a code of conduct and disciplinary policy that clearly defines expected and prohibited behavior. Students whose behavior does not meet the clearly defined standards will not be allowed to disrupt the education of their fellow classmates. In extreme cases, where all other means have been exhausted, sanction for violating the code of conduct will include suspension and expulsion. All students will be treated equitably and fairly in compliance with all relevant laws.

Washington Yu Ying will ensure that all students have a safe and nurturing environment where every second counts, and teachers spend their time planning and instructing a rigorous curriculum. Disruptive behavior will be managed in a proactive manner, and teachers will employ phone calls and email, parent-teacher conferences and counseling to develop child-specific plans with action items for both teachers and parents. Physical violence will not be accepted. A first instance of willful violence will require a telephone call and parent-teacher conference. During this conference an action plan will be agreed upon, and parents will be updated in writing of their child's progress in the classroom. In person parent-teacher conferences will be

required if there is a second instance of willful violence. A third instance of willful violence will lead to suspension with a requirement that the student be evaluated by a therapist, and the evaluation report shared with the DC Authorities.

By involving parents in creating an action plan, Washington Yu Ying anticipates that most students will overcome problems in this area. If such behavior continues, parents would be informed in writing that a fourth incidence of violence will result in expulsion. In the rare event that this does not occur, we anticipate that parents will agree that these behavioral problems warrant an environment that can provide more individual support than is available in a classroom setting; however, if parents are resistant to expulsion, they may appeal this decision to the Board of Trustees. Bullying will be treated in the same manner.

In the event of extreme inappropriate behavior, parents will be required to pick up their child from the school immediately. Failure to do so may result in a same-day suspension or termination from the school. Readmission may occur after counseling and a parent-teacher conference. Extreme behavior could include such things as death threats, weapons, or violence and will be outlined in the student handbook.

The rights of Washington Yu Ying students with an IEP or in need of a review for an IEP are governed by the 1997 amendments to IDEA concerning the suspension or expulsion of students with special education needs (20 U.S.C Section 1415, subsection K.) Washington Yu Ying will follow the IDEA discipline guidelines provided for in subsection K when managing potential suspension of a student with an IEP or a student identified as in need of a review of an IEP.

c. **Development of Student Policies.**

A handbook of student policies and procedures will be completed by June, 2008 by the schools administration team. This handbook will clearly explain expected student behavior, discipline and procedures. This handbook will be presented to students and parents in August and reviewed in the first week of school. Moreover, it will be followed by each teacher, parent, student and administrator.

2. HUMAN RESOURCE INFORMATION

a. **Key Leadership Roles.**

Washington Yu Ying staffing plan will be arranged to meet the unique structure of the school, which blends the Primary Years Programme (PYP) of the International Baccalaureate (IB) Curriculum with Chinese Language immersion.

Administration. The Interim Head of School is Founder Alejandra Maudet. She is leading the effort to open the school. She is providing instructional and business leadership for the school. She is also leading the recruiting effort for a permanent Head of School.

Instructional Leader. Founder Amy Quinn is serving as the school's PYP coordinator. She is leading the instructional effort and will assist teachers with development of lesson plans.

Business Manager. The business manager will run the day-to-day operations of the non-instructional aspects of the school including: finance, accounting, marketing compliance with regulations, permits and management of facilities. Members of the Board of Trustees will provide lead guidance in this area until a Business Manager has been hired in early 2008.

Legal Counsel. Thelen Reid Brown Raysman & Steiner LLP, a 600-lawyer firm located at 701 Eighth Street, NW in the District, is generously serving as Washington Yu Ying's legal counsel on a pro bono basis. Andrea Lachenmayr, a lawyer in the firm's business department, acts as general legal counsel to the Founding Group/Trustees. The firm represents many firms who do business in China and also has an office in Shanghai. Other lawyers at Thelen Reid have offered assistance to this effort, including attorneys specializing in labor and employment matters, Gerald Towne, a tax, trusts and estates attorney with experience 501(c)(3) tax-exempt organizations, James Newland, a construction lawyer, and Mark Jefferson, a business attorney who previously taught at a DC public charter school, to name a few.

b. Qualifications of School Staff

Washington Yu Ying will strive to assemble a faculty of experienced, highly motivated and culturally diverse staff.

Administration. The Head of School will carry forward the academic vision of the school but will not delve deeply into the day-to-day budget and operational issues. He/she will rely heavily on the business manager and the instructional leader. The business manager will manage the operational aspects of the school. The instructional leader will manage curriculum and staff development and evaluation. As the student population increases, we envision hiring additional staff in the finance/operations area, and a Principal to focus on the instructional leadership of the school.

Head of School. The Head of School will be a visionary leader capable of motivating staff, students and parents, and able to communicate effectively with all of the schools constituents. He or she will have knowledge of educational administration based on academic disciplines as well as applied professional practice. Qualifications will include:

- Experience as a teacher and/or principal
- A minimum of a Master's degree in Education
- Excellent oral communication, writing and organizational skills

Principal. In our start up years, the Head of School will fulfill the Principal's role. These roles will be separated in the third year of operation. The principal's qualifications include experience in:

- Management of operations
- Curriculum Coordination
- Leadership of teaching staff and the ability to build teams
- Dean of Students

Business Manager. The candidate will have experience managing successful businesses accounting, finance, operations and marketing. The candidate will preferably have school experience and an MBA.

Instructional Leader. The instructional leader will be a specialist in PYP. The ideal candidate will be creative, highly motivated and an excellent communicator. He/she will be a senior-level teacher with a range of previous experience in teaching PYP and MYP across grade levels (elementary through middle school). Finally he/she will be a motivated teacher with a positive attitude and a commitment to making learning enjoyable.

Chinese Program Coordinator/Lead Chinese Teacher. Ideal candidates will be native speakers of Chinese with experience teaching Chinese to both native and non-native school-age Chinese speakers. Additionally, the candidate will have experience as a program coordinator and in supervising staff. Candidate should be highly motivated, an excellent communicator and highly creative. The teacher should be a senior level teacher with a range of previous experiences in teaching Chinese to native and non-native speakers. He or she should have teaching experience across grade levels (elementary through high school). Finally, he/she will be a motivated teacher with a positive attitude and a commitment to making learning enjoyable . Lead teachers will be native speakers of the language in which they will teach, hold a bachelor's degree and have extensive experience in their related field.

Teacher Qualifications. We are seeking individuals with a commitment to our mission who have understand and relish the demands of a start-up school. All teachers will have experience in elementary education and a passion for working with children. In addition, they will have a minimum of a bachelor's degree and have passed the appropriate Praxis if applicable. All teachers will be highly qualified as defined by NCLB. Preference will be given to teachers with immersion experience, charter school experience, and/or PYP experience. In addition, we will endeavor to employ only native or native-level speakers of Chinese for the Chinese immersion classes.

Other educational professionals, including the social worker, literacy and math specialist, special education teachers, ELL Coordinator, and others will have appropriate qualification for their role in the school. We also seek highly experienced assistant teachers who have completed an undergraduate degree and are highly motivated to support our teachers and students in the classroom. All faculty members, once hired, will be required to participate in PYP training and immersion methodology.

c. Recruitment Strategies

The Founding Board is in the process of recruiting a Head of School. The team drafted and posted announcements domestically and internationally for the position. Listings were made on a number of job boards, in local newspapers, with educational job listing publications and with the International Baccalaureate Organization (IBO). The team received many qualified resumes and held seven phone and two in-person interviews. The qualified applicants have a shared interest and experience in PYP and immersion. And they all share in the dream to build a school from the ground up. Because many of the qualified applicants are not local, the team decided to wait until a Charter is granted before finishing the interview process and offering the position to a candidate.

The Founding Board of Washington Yu Ying understands the challenge of recruiting qualified teachers. To that end we have begun building a bank of interested teachers and have contacted the Chinese Embassy, the Chinese government organization Han Ban, which provides Chinese teachers to US schools, and the Confucius Institute for assistance in finding and hiring Chinese teachers. After we receive our Charter, we will begin this effort in earnest. We will advertise nationally and locally, post our positions at local colleges and universities. We will make a particular effort to recruit a diverse teacher population, in particular African American and Latino teachers in our English teacher roles, to ensure that staff are representative of the diversity of the District and of our student population. The Head of School will look at a teacher's previous experience, education and GPA, standardized test scores, rewards, recognitions and community involvement. We will begin interviewing in the winter of 2007-8.

d. Staffing Plan

Pre-Opening Staff. Washington Yu Ying is in the midst of a search for a Head of School. Our intent is to bring him/her on board on a contract basis by July, 2007 after we receive our Charter. We are in discussions with New Leaders for New Schools, and it is our goal for our applicant to be trained by NLNS during the school year of 2007-8. During this year, the Head of School will also be planning the curriculum, getting the school ready and recruiting the teachers for the school.

We will also hire a business manager on a half-time contract basis in the beginning of 2008. This person will be in charge of setting up the operational and business aspects of the school. Washington Yu Ying will hire an administrative support person in the summer of 2008. We also have budgeted time for the instructional leader to begin work quarter time in the planning year.

Classroom Staff Years 1 – 5. Each class will have a full-time lead (Chinese or English) teacher and an assistant teacher (also English or Chinese speakers) because students benefit from having two-trained adults in the classroom. In the early years of the school, the Instructional Leader and the Chinese Program Coordinator will also be core teachers. Children will receive alternating daily instruction in Chinese and English language. In addition, students will have math, literacy and/or special education support as needed.

Math, Science and Literacy Years 1 – 5. There will be a full-time (2 by year four) literacy specialist/ELL teacher on staff supporting students individually or in small groups in or out of the classroom and supporting teachers through coaching, co-teaching and lesson planning. The literacy specialist is critical to ensure that students have grade-level skills in English. The math / science specialist, beginning in Year 3, will teach these courses in the early years, but will focus on a coaching role for students and teachers in the upper grades.

Before Care / After Care Director. A full-time Director will be hired in Year 1 to manage the before school, after school, lunch and summer programs. The director will be interested in Asian and Chinese culture to weave aspects of this into the children's before and after care curriculum.

Social Worker. A full time social worker will be hired in Year 1. An additional part-time counselor will be added in Year 5 and expansion of these social services will continue as the school grows.

Specialists Teachers for Years 1-5. In Years 1-5 specialist teachers teach music, drama, dance, and or Physical Education. We will require that these people have interest, knowledge and a willingness to learn about and implement programs in Asian arts and physical activities. We have already discussed with area Tai Chi and Kung Fu teachers about teaching such classes.

ELL Coordination for Years 1-5. In Years 1-3, the Literacy Specialist will also be the ELL Coordinator. In Year 4 we will hire a full time ELL Coordinator. The teacher will be fluent in Spanish. We will secure additional expertise to support non-Spanish speaking ELL students.

Special Education Staff. Washington Yu Ying will have a full-time special education coordinator and teachers who will provide direct services to students, support teachers and manage case files, in addition to coordinating any contracted services required in students' IEPs. Special education staff will have at least an undergraduate degree and will be licensed as per DC regulations. The staffing chart below, with fractional numbers for special education teachers, indicates that we may have some part-time assistance from the special education teachers.

Literacy Specialist. Washington Yu Ying will have a full time literacy specialist who will provide direct services to students. Due to the nature of our immersion model as well as our expected number of ELL students, the Literacy expert will focus full time on ensuring and improving English literacy on a student by student basis. The literacy specialist will have a minimum of a bachelor's degree and experience as a literacy specialist or a teacher with a reading specialty endorsement.

Librarian / Media Specialist. Due to the nature of our immersion program, we will provide access to reading materials and other media in both English and Chinese. The librarian/media specialist will be hired in Year 2 and will either be fluent in English and Chinese or will work with the Chinese teachers to choose appropriate materials in Chinese as well as in English.

Administrative Staff for Years 1-5. There will be a full-time Head of School and business manager in Years 1 – 5. The Head of School will be primarily focused on the curriculum, teachers and students. The business manager will focus on the business aspects of the school: operations, facilities, and technology. We will hire a Principal additional administrative staff and development staff in Years 3-5.

	Pre-Open	Year 1	Year 2	Year 3	Year 4	Year 5
ACADEMIC STAFF						
Instructional Leader	0.25	1	1	1	1	1
Chinese Program Coordinator/Core Teacher		1	1	1	1	1
Core Teachers (English and Chinese)		4	7	10	14	18
Asst. Teachers		6	8	10	14	18
Before/After Care, Summer Programs Director		1	1	1	1	1
Literacy Specialist / ELL Teacher		1	1	1	1	1
Math / Science Specialist				1	1	1
Special Ed Coordinator		1	1	1	1	1
Special Ed Teachers		1.23	2.1	2.95	4.08	5.18
Specialist Teachers (Art, Music, PE)		1	1	1	1	3
Social Worker Counselor		1	1	1	2	2
Librarian / Media Specialist			1	1	1	1
ELL Teacher					1	1
ADMINISTRATIVE STAFF						
Head of School	0.5	1	1	1	1	1
Principal				1	1	1
Business Manager	0.25	1	1	1	1	1
Administrative Assistant		1	1	1	2	2
Development Manager					1	1
TOTAL STAFF	1	21.73	28.6	36.45	50.08	61.18

Contract Staff for Extracurricular Programs. We anticipate hiring a number of contract staff to provide education and programs before and after school and during the 3 week summer program. These could include literacy specialists, Chinese conversational teachers, tai chi instructors, Chinese cooking teachers, kung fu instructors, art teachers and so forth.

Below is an estimation of those staff needed, based on a model of 15 students per staff. While we have included these staff in our budget, we anticipate that some may be provided by Chinese cultural organizations and volunteers, increasing our per student ratio.

	Pre-Open	Year 1	Year 2	Year 3	Year 4	Year 5
Part Time and Contract:						
Summer School (3 Weeks)			3.6	4.8	5.9	7.6
Before/After Care		5	6.67	8.2	10.61	12.91

d. Employment Policies

Washington Yu Ying will be a drug free workplace and learning environment. The school will conduct background checks on all employees prior to their hiring using an independent private firm with international search capabilities. Washington Yu Ying will be an Equal Employment Opportunity employer and will not discriminate on the basis of age, sex, race, color, religion, national origin, pregnancy, marital status or disability. In accordance with relevant law, all staff will be required to submit police clearance and proof of Tuberculosis testing. We will verify that the employee is permitted to work in this country and complete Form I-9 for the Immigration and Naturalization Service.

Washington Yu Ying’s facility will meet or exceed applicable standards of No Child Left Behind. Washington Yu Ying Board of Trustees will work with the Head of School to develop a comprehensive personnel plan that promotes professionalism, distributed leadership, continuous learning, trust, and motivation within the staff. This will include customized staff contracts, evaluation plans, salary and benefit plans and other policies designed to attract and retain a committed and high qualified faculty and staff. The Head of School, Principal and Board will recruit and hire a group of educators who have strong preparation and experience in their respective grades, language and/or content areas. In addition, we will search for individuals who have familiarity with immersion, PYP and MYP, have taught in elementary schools in an urban environment, have experience and success facilitating the needs of students with disabilities, and an interest in crafting and nurturing the culture of our new school environment.

Salaries and Benefits. Washington Yu Ying compensation packages will be commensurate with the higher level of achievement, experience and education that we will expect from staff. Washington Yu Ying benefits will include health care, dental care, disability and a retirement savings plan. With respect to any teacher hired from the DCPS, Washington Yu Ying will comply with all DCPS requirements to protect certain rights and benefits of such employees.

Initially, Washington Yu Ying employees will be unrepresented for collective bargaining purposes.

Turnover. Since we will place significant effort on recruiting top teachers of the highest caliber, we anticipate that the dismissal of employees would be a rare occurrence. It is anticipated that teachers will work on two year contracts with renewal in February to help us determine vacancies in the upcoming school year.

Staff Evaluation. Staff evaluation procedures will be finalized once key leadership of the school is in place. Staff evaluation at Washington Yu Ying will be a cyclical process that fosters an opportunity for growth and improvement, focused on enhancing rigorous outcome based instruction. The evaluation “system” would include preparation (articulating procedures, policies, and purposes); data collection (using multiple data sources); and follow-up (providing feedback and generating professional growth plans). The evaluation will consist of 360 degree feedback—with each staff member completing a self evaluation as well as receiving evaluation from supervisors, peers, assistants, and, eventually, students (all in a strictly confidential and

professional manner). The process will consist of explicit standards with expectations of staff stated clearly and ratings of "exemplary," "proficient," "progressing," and "not meeting standards."

The staff will discuss the self-assessment with his or her supervisor, identifying areas for improvement. The supervisor's role is to provide candid feedback on the staffperson's self-assessment and also suggest goals for the professional growth plan (which typically includes two to four goals). For each goal, the plan establishes strategies that will be pursued, evidence that will document achievement of the goal, and a timeline. The principal and staff then have periodic conferences to monitor and discuss progress, followed by a summative conference at the end of the evaluation cycle

e. Use of Volunteers

Volunteers have already played an extremely valuable role in the creation of Washington Yu Ying. The school has already benefited from pro bono legal assistance, grant writing expertise, marketing and communications, writing and in many other areas.

Washington Yu Ying strongly believes that a rigorous program with high academic standards will attract volunteers who seek to be affiliated with its success. Washington Yu Ying also believes that it has much to gain from volunteers with expertise and experience in various areas. We will seek volunteers from the community, academia, graduate students, retirees as well as students' family members.

Parents will be asked to volunteer at least 30 hours a year similar to the Latin American Montessori Bilingual and Capital City PCS models. Upon admission, parents will submit their requested area to volunteer. The Head of School and later Principal will be responsible for identifying volunteer activities/needs; a volunteer coordinator (parent) will serve on a rotating annual basis, reporting to the Head of School. Washington Yu Ying envisions recruiting volunteers in the following areas:

Volunteer	Activity
English- and Chinese- Speaking Retirees	Pre-K, K: Reading stories; oral history (English) and culture (Chinese) instruction Grades 1, 2, 3, 4: Tutoring reading; oral history (English) and culture (Chinese) instruction; instruction in basic etiquette
Graduate Students (Education/Chinese Programs)	Special Assistants to Principal, Head of School, Business Manager, ECD Coordinator, Chinese Coordinator; Volunteer Coordinator
Community Stakeholders	Fundraising Events
Parents/Families	Assist in school/classroom management; fundraising events, docents, tutoring, etc

Any students, parents, retirees or others who come into contact and interact with students will be required to attend an extensive weekend training session and be supervised by Washington Yu Ying staff at all times of interaction with children. All volunteers that deal directly with students will be required to have a background check from a private firm that conducts national searches and a Tuberculosis test.

In addition to the above, Washington Yu Ying will continue to recruit and benefit from volunteer services for a variety of business areas: legal, public relations, communications (print and web), fundraising, banking and other fields.

2. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS

Washington Yu Ying will comply with all applicable federal and District of Columbia laws in carrying out its mission. Below is a summary of Washington Yu Ying's plans for complying with certain of such laws. Although not exhaustive and cognizant of the fact that such law and regulations are subject to change, Washington Yu Ying will seek, through the selection of qualified and knowledgeable Trustees, administrators and other staff, and through continuing education of such persons in applicable requirements, as well as through consultation with relevant legal regulatory authorities and relevant associations, review of practices of similar schools and advice of legal counsel, as appropriate, to ensure compliance with all applicable law, whether or not described below.

a. Health and Safety.

To ensure the health and safety of students, employees, and guests of the school, as required by Section 2202(11) of the DC School Reform Act⁷³, Washington Yu Ying will comply with all applicable federal and District of Columbia health and safety regulation and any applicable requirements of the Occupational Safety and Health Administration.

As required by Section 2204(c)(4) of the DC School Reform Act⁷⁴, furthermore, Washington Yu Ying will submit, before September 16 of each year, a report to the District of Columbia Public Charter School Board and, in each control year to the District of Columbia Financial Responsibility and Management Assistance Authority, a report that documents that Washington Yu Ying's facilities comply with the applicable health and safety laws and regulations of the federal government and the District of Columbia, (including the District of Columbia Fire Prevention Code, DC Code §6-701.01 et seq. (D.C. Fire Code). The report shall be open to public inspection and available upon request. In addition, Washington Yu Ying will submit to all applicable health and safety inspections by government officials, and take all appropriate steps to ensure appropriate air quality/ventilation, building condition, cleanliness, temperature control, and absence of pests/infestation in compliance with applicable health and safety and building regulation.

In addition to maintaining a safe facility, Washington Yu Ying will take steps to provide required and appropriate health and safety training to its staff. For example, staff may be required to complete annual courses in preventing, recognizing, and providing basic care for injuries and sudden illnesses until advanced medical personnel arrive. Other training alternatives, as may be required or be customary for urban elementary schools, will be explored. The school will be equipped with appropriate first aid kits, and Washington Yu Ying will consider, in its selection of a facility and allocation of space within such facility, the applicable requirements for obtaining nursing services from the District of Columbia, including the availability of an appropriately-equipped on-site health unit.

In accordance with the DC Code §38-501 et seq. and applicable requirements of the District of Columbia Department of Health, Washington Yu Ying will also require evidence of students' required immunizations and provide information to parents on such requirements in a timely manner.

b. Fire Safety

Washington Yu Ying will ensure that the facility meets all requirements of the DC Fire Code for fire safety. In addition, Washington Yu Ying will provide training to staff and students, develop fire evacuation and safety plans, and plan and execute fire and emergency drills in accordance with all such requirements. Emergency routes will be mapped and posted in each room and fire drills will be performed at random on a monthly basis.

d. Facility Access

Washington Yu Ying, as a local educational agency (LEA) for purposes of Part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) (IDEA) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) (Rehabilitation Act), will be subject to the Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) (ADA) with respect to access. We will carefully consider such requirements in the selection, configuration or alteration of any existing facility and the planning and construction of any new facility.

e. Transportation

Washington Yu Ying will inform and assist students in applying for reduced Metro fares and obtaining other public transportation benefits available to students of District of Columbia public charter schools under

⁷³ DC Code §38-1802.11.

⁷⁴ DC Code §38-1802.04(c)(4).

Title 35, Subtitle 1, Chapter 2 of the DC Code. If necessary, to ensure the safety of our students arriving at school or departing from school by foot, Washington Yu Ying will seek assignment of a crossing guard or guards through the Metropolitan Police Department and will consider using volunteers in such role.

f. Enrollment Policies.

Washington Yu Ying will offer open enrollment to all students who are residents of the District of Columbia and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available, as required under Section 2206 of the DC School Reform Act⁷⁵ and as described in greater detail under Section C.1. of this application. As prohibited by Section 2204(c)(2) of the DC School Reform Act⁷⁶, Washington Yu Ying will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to non-resident students or for field trips or similar activities.

g. Enrollment Data

Washington Yu Ying will collect and maintain enrollment data as required pursuant to §2204(c)(12) of the DC School Reform Act⁷⁷ for submission to the Office of Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. Residency information shall be verified and included in such data in accordance with the applicable requirements.

h. Maintenance and Dissemination of Student Records

Washington Yu Ying will maintain student records in accordance with the requirements of the DC School Reform Act and other applicable laws, including with respect to enrollment, attendance, the District of Columbia Compulsory Attendance Act of 1990, as amended (DC Code §38-201 et seq.) and DC Code §38-301 et seq. (regarding residency requirements and nonresident tuition) and DC Code §38-501 et seq. (regarding required immunizations). Washington Yu Ying will utilize a web-based application that would give users varying degrees of access; data entry and application would allow for real-time use of information for classroom/school management.

i. Compulsory attendance laws

Washington Yu Ying will abide by the District of Columbia Compulsory Attendance Act of 1990, as amended (DC Code §38-201 et seq.). Washington Yu Ying will maintain attendance records and take appropriate steps to remedy persistent absence and/or tardiness. All attendance data shall be collected, recorded and reported using attendance management reporting software as may be required by the District of Columbia Public Charter School Board.

j. IDEA and Rehabilitation Act

Washington Yu Ying will operate as a LEA in accordance with Subchapter B of IDEA and Section 504 of the Rehabilitation Act. The school's special education program will be developed by our administration with the assistance of specialized expertise in this area, as further discussed in section xx of this application.

k. Title I of the No Child Left Behind Act

Although it is not yet known if Washington Yu Ying will qualify for Title I funding; we assume that Washington Yu Ying will qualify and that these funds will be used to provide intensive academic support programs within the school. Consequently, we will also comply with federal and District of Columbia regulations applicable thereto, including No Child Left Behind Act's regulations regarding teacher

⁷⁵ DC Code §38-1802.06.

⁷⁶ DC Code §38-1802.04(c)(2).

⁷⁷ DC Code §38-1802.04(c)(12).

qualifications, adequate yearly progress and reporting thereon and parent notification, as further discussed in Section xx of this application.

l. English Language Learners; Elementary and Secondary Education Act of 1965

Washington Yu Ying will provide assistance to students who are limited-English proficient (LEP), as discussed in further Section A.4 of this application, and will seek guidance from organizations such as the Center for Applied Linguistics in designing such assistance. Although it is not yet known if Washington Yu Ying will qualify as a LEA for purposes of part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) (ESEA), if it does so qualify, then all funding thereunder will be applied by Washington Yu Ying in accordance with the requirements of the ESEA. Similarly, Washington Yu Ying will apply any Title VII funds received under the ESEA to the purposes required thereby.

m. Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia

Washington Yu Ying will comply with Sections 2202(11) and 2204(c)(5) of the DC School Reform Act⁷⁸ as well as all applicable federal and district civil rights laws, including applicable provisions of Title VI of the Civil Rights Act of 1964 (42 U.S.C §2000d et seq.), which prohibits discrimination on the basis of race, color or national origin, and Title IX of the Education Amendments of 1972 (20 U.S.C. Sections 1681 et seq.), which prohibits discrimination on the basis of sex in education programs, Section 504 of the Rehabilitation Act and Title II of the ADA, which prohibit discrimination on the basis of disability, and the Age Discrimination Act of 1975 (42 U.S.C. 12101 et seq.), which prohibits discrimination on the basis of age, and other applicable federal and District of Columbia laws and regulations promulgated thereunder, to avoid unlawful discrimination against any student, employee (as further discussed in Section xx of this application) or volunteer. As discussed in further detail in Section 2 of the Business Plan, Washington Yu Ying's Board of Trustees will establish a diversity committee, which will advise the Board as a whole with respect to the adoption of policies to ensure such compliance, among other things

n. Other

Employment Law. Washington Yu Ying will apply with all other applicable federal and district employment, labor and benefits laws, as more fully described above in Section C.2.d of this application. Washington Yu Ying will also be aware of and comply with applicable immigration law and related requirements in connection with its employment practices, including in relation to its hiring of foreign nationals as faculty members.

Procurement. Washington Yu Ying shall establish a contracting and procurement policy consistent with the requirements of Section 2204(c)(1) of the DC School Reform Act⁷⁹.

Grievances. In accordance with Section 2204(c)(13) of the DC School Reform Act⁸⁰, Washington Yu Ying will establish a an informal complaint resolution process not later than two months prior to the first date on which instruction commences.

Other Reporting, Access to Charter Authority. In addition the data and reporting noted above, Washington Yu Ying shall submit such reports and other data as the District of Columbia Public Charter School Board may require, including financial statements, audited annually in accordance with Government Auditing Standards by a Certified Public Accountant listed in the Approved Auditor List for charter schools. In addition, Washington Yu Ying will provide the District of Columbia Charter School Board with access and the right to examine all records related to the award of its charter, and all documents including audit findings needed to determine the performance of Washington Yu Ying in accordance with its charter.

⁷⁸ DC Code §§38-1802.02(11) and 1802.04(c)(5).

⁷⁹ DC Code §38-1802.04(c)(1).

⁸⁰ DC Code §38-1802.04(c)(13).

Nonprofit-Corporation. Washington Yu Ying will continue to hold non-profit status under the terms stated in the District of Columbia Nonprofit Corporation Act, as amended, (DC Code §29-301.01 et seq.) prior to and after receiving its charter and to act in accordance with the requirements of such law. As required under the terms thereof, the sole purpose of the Washington Yu Ying Public Charter School corporate entity shall be the operation of a charter school.

Other Applicable District of Columbia Requirement. Washington Yu Ying will review and comply with all other applicable District of Columbia requirements, including under the District of Columbia Municipal Code, such as rules establishing the requirements for facility occupancy, food service and playground and similar facilities.

4. IMPLEMENTATION OF THE CHARTER

a. Timetable and Tasks for Implementation of Charter

The table below visually describes the implementation plan for Washington Yu Ying. The grey bars indicate during which quarter of the planning year each task will occur. “Done” indicates that this item has already been completed prior to submission of the charter application.

	Begun	6/07-8/07	9/07-12/07	1/08-3/08	4/08-8/08
<u>A. Accountability</u>					
Develop a comprehensive accountability plan					
Develop 1 and 5 year academic and non academic goals and outcomes					
Determine Data collection needs and reporting requirements					
Select and purchase software for student, staff and school assessment instruments - academic and non-academic					
Identify, research and purchase hardware and software for managing student personnel and financial info, and reporting requirements					
Finalize Student records and forms templates					
Establish suspension and expulsion policies					
<u>B. Admissions</u>					
Collect sample applications and registration forms and design Washington Yu Ying forms					
Establish actual student application period					
Establish an impartial lottery procedure for selecting students if applications exceed available seats					
Develop confidentiality policy for student records					
Collect sample student/parent handbooks and design Washington Yu Ying version					
Accept Student Applications and acknowledge receipt					
Enter application info into student info system					
Establish and adhere to application deadline					
Conduct Lottery and establish waitlists (if applicable)					
Send confirmation of admission or waitlist status; notify parents of deadline for completing registration					
Move applicants of waitlist into accepted status and continue registration until school is fully enrolled					
Create letter for requesting records from previous schools and begin requests as students enroll					
Hold Open House and Parent and Student Orientation					
Establish plan for recording and Compiling Attendance Information					
Develop Parent Student Handbook					
Establish system for recording and compiling enrollment and attendance information					

	Begun	6/07- 8/07	9/07- 12/07	1/08- 3/08	4/08- 8/08
<u>C. Board of Directors Organization and Procedures</u>					
Create By-laws, Conflict of Interest documents	Done				
Schedule first annual Board of Trustees Meeting					
Conduct elections/selection of remaining board members					
Establish plan for transition from start-up board to ongoing governance body					
Hold First Board Retreat to establish: Roles & Responsibilities Board, Governance, Relationship to Principal					
Review and revise Governance Documents					
<u>D. Communication & Marketing</u>					
Develop Communication plan for outreach to DC parents, communities, organizations, and businesses and execute activities					
Outreach to Community through Local Listserv					
Develop Identity and Website	Done				
Develop Print Materials: Brochure and Flyers and grow Web Presence					
Contact Key Community Stakeholders					
Develop Base of Volunteers					
Hold Community Meetings					
Developing Group of Interested Parents / Volunteers					
Press Release about school and press follow up					
Staff Information Booths at Local Shopping Areas					
Fundraising / Enrollment / Outreach Events – Mid Autumn Moon & Chinese New Years					
Hold Open House					
Run ads, distribute literature					
<u>E. Recruitment</u>					
Hire Principal					
Hire Teachers & Other staff					
Hire Business Manager					
<u>F. Development</u>					
Continue to identify and apply for private, corporate, foundation and government grants and support.					
<u>G. Educational Program Development</u>					
Continue to develop educational program to assure program aligned with educational goals and accountability					
Continue to develop enrichment, after school and summer programs					
Encourage and support ongoing reading and research among faculty, professional development and the acquisition of materials					
Hold Summer Training of New Staff Team					
PYP Training					
<u>H. Facilities</u>					
Identify and Select a School Site					
Lease Negotiation and Finalization					
Identify and address all zoning requirements or restriction on the building we expect to occupy or build					
For renovation:					
a) secure loan or grant to finance build out					
b) Commence construction documents and issue RFPs					
c) Select contractor(s) and finalize plans					
f) Establish a deadline for deciding if facilities are ready					

	Begun	6/07- 8/07	9/07- 12/07	1/08- 3/08	4/08- 8/08
e) Create contingency plans.					
Complete all inspections-fire code, health & safety, ADA, asbestos, etc					
Obtain certificate of occupancy					
Acquire furniture and materials					
Procure and manage communication lines					
Technology installation					
Move in furniture & arrange classrooms and other spaces					
Open buildings for public access					
If building will not be ready prior to school opening, secure space for staff training					
Ensure punch list is created and completed					
Hire custodial staff, engineering					
<u>I. Financial Management</u>					
Transfer responsibility for managing, administering, accounting for and reporting on initial grant funds, other revenues and disbursements to Head.					
Develop Year 1-5 operating and capital budget for Board approval					
Establish school bank account	Done				
Make financing and banking arrangements and get letter of credit					
Develop financial management systems, policies and establish internal controls					
Determine insurance needs and obtain policies					
Contract with payroll firm					
Develop internal accounting, monitoring and financial reporting systems or choose vendor (ie Gold Star)					
Identify and procure software for generating monthly financial reports and all other required reports					
Select independent auditor					
<u>J. Food Service</u>					
Select a Food Services Vendor					
Ensure facility meets any food service requirements					
Ensure staff members acquire safe food handler training					
<u>K. Governance</u>					
Establish Board of Trustees					
Advisory Board					
Establish School Planning Team					
Establish Academic and Social Student Support Team					
Establish Instructional Leadership Team					
<u>K. Health and Safety</u>					
Acquire medical and health forms, including most recent physical exam, TB tests, immunization records					
Check medical and health forms for completeness and conduct follow up					
Establish policy for addressing noncompliance by parents or guardians in ensuring school receives all medical and health information required by statute regulation					
Provide all staff with first aid training and ensure school has adequate first aid supplies					
Establish evacuation routes and procedures and schedule fire drills					
Provide staff and students with orientation on code of conduct, suspension an expulsion policies, behavioral requirements, and					

	Begun	6/07-8/07	9/07-12/07	1/08-3/08	4/08-8/08
prohibition of weapons on school property					
Create risk management plan for emergencies / disasters					
Orient families and staff on code of conduct, behavior requirements, suspension and expulsion policies					
<u>M. Legal and Organizational</u>					
Receive approval of charter application					
Negotiate and sign contract with chartering authority					
File application for IRS 501c3	Done				
File application for state tax exempts status	Done				
Obtain licenses.					
<u>N. Parent Involvement</u>					
Ensure ongoing and meaningful involvement of parents in school governance, committees, classrooms, fundraising, and other areas					
Establish and carry out process for choosing parent trustees					
<u>O. Procurement</u>					
Order and manage delivery of textbooks and instructional materials					
Order and manage delivery of desks, furniture and classroom equipment					
Order and manage delivery of office equipment and supplies					
Order and manage deliver of computers and other technology					
Order and manage deliver of kitchen/cafeteria, gymnasium/recreation and other equipment and supplies.					
<u>P. Special Education</u>					
Obtain cumulative files (including existing IEPs) & suspension reports for all students from previous schools					
ID students with IEPs					
Create SPED recordkeeping process, ensuring confidential records are kept in locked cabinet					
Hire full-time staff, contract with outside provider, and or enter into agreement with school district for appropriate SPED service delivery					
Establish pre-referral and referral process for students with potential special needs					
Develop a description of the schools special ed program and service deliver approach for parents and external entities (i.e. chartering authority, SPED monitoring entity)					
<u>Q. Personnel</u>					
Collect sample personnel policies and handbooks and develop Washington Yu Ying versions					
Develop benefits package					
Determine Staffing needs, including needs for multilingual counseling and social services and other staff					
Collect samples and design Washington Yu Ying employment applications and contracts					
Develop job descriptions and timeline for hiring Administrators, teachers and staff. Advertise and hire.					
Research requirements for background checks					
Research policies for staff taking leave from DCPS					
Develop staff professional development plan and schedule for year, including pre-opening activities					
Establish salary scale / comp structure					
Conduct background check as required					

	Begun	6/07- 8/07	9/07- 12/07	1/08- 3/08	4/08- 8/08
Create personnel files					
Assign classrooms and distribute curricular materials, furniture, supplies, etc					
Conduct employee orientation and pre-opening professional development activities					
Distribute employee handbooks					
Establish staff evaluation policies and forms					
Assign staff to committees as outlined in governance plan					
Distribute class lists and cumulative records to teachers as appropriate					
<u>R. Technology</u>					
Determine computer and other technical procurement for Year 1					
Purchase PCs and other technology					

The board currently uses an online project management tool to distribute messages, track milestones, monitor timelines, and assign tasks within the groups. All of the items indicated as occurring pre-Charter are already being tracked. We have found it to be a very useful tool for monitoring and driving implementation and will continue to use it to manage the creation of the school.

b. Major Contracts Planned

Washington Yu Ying’s major contracts will be carefully designed to enhance the goals of the school. The following major contracts are planned.

Contract	Service Provided	Estimated Cost
TBD	Lease	\$ 29 per sq. ft. p.a.
International Baccalaureate Primary Years Program	Staff Development	\$ 3,580 per annum plus \$525 per staff p.a.
TBD	Foodservice	\$4.00 per student per lunch and breakfast
TBD	Contracted Building Services	\$30,000 p.a.
Gold Star LLC (tentative)	Accounting/Payroll/Reporting	\$60,000 p.a.

The full costs of these items per year are included in the budget. At this time we have not entered into any contracts but we are in the process of selecting and identifying vendors for many of the above services. We are working with Building Hope for facilities, and we plan to work with Gold Star for accounting, payroll and reporting. In addition, we have been compiling recommendations from fellow charter school administrators with respect to contracted services and vendors. Once the Charter has been approved we will begin securing contracts.

Other contract services that might be necessary include: financing, architectural, construction and renovation, financing, and student supplies. All contracts and procurement will be in accordance with District of Columbia law and with regard to proper public notice and DCPCSB review, with publication of a request for proposal as required.

c. Orientation of Parents, Teachers, and Other Community Members:

Faculty Orientation: Faculty will spend 2 weeks in August 2008, and in subsequent years, in an intensive School Planning session:

Week 1:	Participate in team building exercises; discussion of school philosophy, PYP method of instruction, and discipline policies and procedures; begin training on computerized school records software program. Begin discussion/coordination of immersion program.
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Week 2:	Continue coordination of immersion program and PYP instruction; complete training on computerized school records software program; coordinate extracurricular activities. Individual classroom preparation and lesson planning; teachers identify any outstanding classroom needs; teachers ensure that classroom computers are configured as per their needs.
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Parent Orientation. Washington Yu Ying’s unique curriculum and method of instruction will require intensive initial and ongoing parental orientation. All applicants will receive a copy of the School Handbook with the application. We will conduct two information sessions after the enrollment period to overview the school philosophy and education models and present topics covered in the School Handbook. During the admissions process (April 2008), we will also conduct an open house meetings with prospective parents. We will provide an overview of the school and parents will be allowed to ask questions. Two Family Orientation meetings will be held over the summer so that parents and students may familiarize themselves with the facilities, teachers, and other staff.

Community Orientation. Washington Yu Ying will place significant emphasis on the importance of community making community involvement critical. Similarly, Washington Yu Ying will strive to involve the community and set an exemplary standard in order to sensitize the community to the importance of schools in the community. Washington Yu Ying will invite community members to back to school night and will hold an annual “Mid Autumn Moon Festival” in the early fall to celebrate autumn, back to school and introduce the community to the Asian culture and focus of the school.

5. SERVICES SOUGHT FROM DCPS

Washington Yu Ying does not foresee seeking services from DCPS.

D. ACCOUNTABILITY PLAN

Developed within the guidelines of the mission, philosophy and educational focus of Washington Yu Ying PCS, the goals for students' academic performance, students' non-academic performance, and the school's organizational performance are listed below. All individuals associated with the school, therefore within the school community, will support each other in achieving goals. Progress toward goal achievement will be regularly assessed in order to determine the school's level of success and need for improvement. Each goal listed below has associated performance indicators, assessment tools, baseline data, annual and five-year targets, and strategies for attainment, as indicated in the Accountability Plan.

1. GOALS AGAINST WHICH THE SCHOOL'S SUCCESS WILL BE JUDGED

a. Academic Performance Goals for Students

- Students will achieve literacy in English.
- Students will achieve literacy in Chinese.
- Students will be adept inquirers and flexible thinkers capable of solving problems effectively.
- Students will understand and master increasingly complex mathematical concepts.
- Students will master the scientific method and apply it.
- Students will be able to relate their learning to the outside world.
- Students will become independent learners and complete independent papers, reports and performances, culminating in a "graduation project" for Grade 8.
- Students will satisfy Washington Yu Ying School's requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most rigorous academic curricula in high school.

b. Non-Academic Performance Goals for Students

- Students will become life-long learners who possess a positive attitude toward school and learning.
- Students will embrace diversity and respect other cultures.
- Students will treat themselves, other students, staff and the physical plant with respect.
- Students will learn to work collaboratively and resolve conflicts effectively and safely.
- Students will embrace the community by contributing to their school and wider community with service projects.

c. Organizational Performance Goals

- The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.
- Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.
- The School will be led by an active Board of Trustees that will work with the Head of School and principal to effectively run the Washington Yu Ying School.
- The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and board members.
- The school will be in sound fiscal health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.
- The school will be a good citizen and contribute to the local community.

2. INDICATORS OF PERFORMANCE

The founding group of the Washington Yu Ying Public Charter School is committed to thoughtfully and effectively guiding students through five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes and the decision to take action. Assessment is integral to all teaching and learning. To that end, we have developed indicators of performance for all of our goals-academic, non-academic and organizational- to ensure that we can achieve our mission.

Through professional development resourced by International Baccalaureate North America, Washington Yu Ying will educate its staff on methods of data collection regarding student achievement. These professional development seminars will take place before and throughout the school year. Teacher-created formative, both formal and informal, and summative assessments, including portfolios, projects, presentations and tests will be our primary methods of routinely assessing students academic achievement. We will use surveys, self-assessments and reflection rubrics to assess non-academic goals. We will also participate in norm and criterion-referenced assessment, including the DC-CAS.

Being an educational organization, it is the school's mandate to improve student learning. Every student will enter the school with a distinctive set of skills and talents; it is our task to ensure that they all leave with their own talents enhanced and further developed, as well as the skills and knowledge necessary to excel in a rigorous high school academic program. With this in mind, it is vital that we determine and understand the value that Washington Yu Ying adds to each child's education, so that we can continuously adjust our program accordingly to meet the needs of every individual student.

To achieve this, Washington Yu Ying will operate with a modern Web-based system for warehousing data, such as Cognos Corporation, to organize, analyze and monitor data in all areas of the school. This system will allowing us to assess our progress toward our goals. An essential element in the system will be the use of Value Added Analysis or Accountability. VAA performance data will play a role in more effectively aligning district level policies, resources and instructional strategies with Washington Yu Ying's needs.

3. BASELINE PERFORMANCE

Washington Yu Ying will use the first month of the school year to emphasize Chinese and English language and the structured inquiry approach. This period will allow students to acclimate to the immersion program as well as the school environment. During this month, classroom teachers and specialists at Washington Yu Ying will administer diagnostic assessments in Chinese, English, and math to every student. These assessments will be chosen for their analytical quality as well as their quick determination of results. Teachers will use the results immediately to adjust lesson planning in order to meet the needs of students.

Anecdotal records of student progress will be sustained by all teachers. These records will be started at the beginning of the school year to create baseline data and maintained at regular intervals throughout the year. Future reviews of both academic and non-academic goals will utilize the data collected by teachers. In addition, surveys of staff, parents, students and community will be administered at the beginning and end of every school year. These will develop baseline information and follow-through information for school leader's to use in reviewing organizational goals progress, both the first year and in following years.

4. TARGETS

Based on federal mandates, District of Columbia requirements, and experiences in teaching, Washington Yu Ying has set annual as well five year targets for our students, staff, and board of trustees. As our student population will begin with preK, K and grade 1, we will not be utilizing DC-CAS to satisfy the adequate yearly progress (AYP) provisions of No Child Left Behind for the first two years, 2008-2009 and 2009-2010, of the school in operation. However, we will utilize Reading First criterion and Language Assessment Scales (LAS) to monitor our young children's progress. With the addition of third grade, beginning in the school year 2010-2011, 60% of our students must achieve proficiency on the DC-CAS in both math and reading to satisfy AYP provisions of NCLB. Washington Yu Ying will continue to work with students each consecutive year to bring the percentage up, thereby having all students proficient by 2017.

5. ASSESSMENT TOOLS

Washington Yu Ying endeavors to be a valuable asset to the community through the proficient, professional, and effective teaching and assessment methods utilized. Washington Yu Ying plans to implement a Web-based data warehousing system, in addition to the process of value-added analysis. The costs of such a system have been considered and included in our budget. This system will allow us to organize, analyze and monitor progress through the results of the wide variety of assessment tools used by our students, staff and administration.

Academic performance goals: A variety of tools will be used to assess our students' progress in the areas of academic development and language acquisition of Chinese and English. Tools to assess and monitor both academic development and language acquisition will include: the DC-CAS; Language Assessment Scales (LAS), administered once per year in the spring, including the SOPA and/or ELLOPA, the NOELLA, the STAMP for Chinese and the Gates-MacGinitie for English; interim assessments developed utilizing the Standards for Chinese Language Learning; teacher-created assessments (e.g. homework, tests); checklists; rubrics; essential agreements; benchmarks/exemplars; portfolios; and anecdotal records. At the end of the fifth grade year, students will participate in the PYP exhibition, an extended collaborative inquiry in both Chinese and English which will be the end-of-PYP summative assessment. At the culmination of the eighth grade year, students will participate in the graduation project, an extended individual inquiry in both Chinese and English, which will demonstrate each students learning from a school career at Washington Yu Ying. All results from the recording and tracking of these tools in the data-management system will allow Washington Yu Ying to identify learning trends and the efficacy of the program for both the individual student and the student body.

Non-Academic performance goals: In order to assess the non-academic performance goals, the students will regularly reflect on their attitudes and actions through self-reflection tools (e.g. rubrics, journal reflections, drawing). In addition, teachers will keep anecdotal records of students' responses and actions within the community. Surveys are another valuable tool that will be utilized at Washington Yu Ying. In order to gather information on students, families, the school community and the community at-large, students in Grade 3 and above will participate in student survey process twice a year.

Organizational goals: Administrative, staff, family and community surveys will give us important feedback on the progress of the school in meeting our organizational goals. Attendance data, staff attrition data, and collaborative staff meeting times and data will also contribute to the overall understanding of the success of Washington Yu Ying. Amongst the roles of successful governance and strategic planning, an important role will include to ensure successful articulation and alignment of Washington Yu Ying's overall mission and goals. Board meeting minutes and records, maintaining thorough annual audit records and establishing enrollment data and targets will be essential elements in an active and responsible board of trustees. The recruiting, nurturing and retaining of excellent teachers dedicated to our mission and the school will be an important accomplishment; the aforementioned data as well as the results of surveys will help Washington Yu Ying to achieve all of its' high aspirations.

6. REPORTING PERFORMANCE AND PROGRESS

Semester report cards will be sent to students' families to update them on their children's progress toward the learning goals. Teachers will send home forms and/or call parents to report both student difficulties and outstanding success. Parents/guardians will be invited to an initial Parent/Teacher conference within the first 8 weeks of the school year. The purpose of this meeting will be to simply establish a common bond, discuss individual children's adjustment to the school and the school year, and share results from initial screening. Parents/guardians will be invited to student-led (3 way Student/Parent/Teacher) conferences during the year. In addition, parents/guardians can contact their students' teachers for conferences or discussions at any time throughout the school year.

During their annual performance reviews, the DC Public Charter School Board will be able to view school data; the school's annual audit; and student, staff, family and community-at-large surveys to determine the progress Washington Yu Ying has made toward the goals expressed in the accountability plan.

As our own LEA, Washington Yu Ying will report the students' Adequate Yearly Progress annually by August 1. We will make the AYP progress report via newsletters, website updates and parent meetings. In addition, Washington Yu Ying will publicize the performance of subgroups, by August 1 annually, which contain more than 10 students to retain anonymity, and thus will comply with No Child Left Behind.

Washington Yu Ying Public Charter School Accountability Plan

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Students will achieve Literacy in English	Students will demonstrate proficiency in reading and writing.	Gates-MacGinitie Reading Assessment Test DC-CAS Value-Added assessments Teacher-created norm-referenced assessments DRA	Data gathered through teacher observation and teacher-created assessments.	95% of eligible students participating in DC-CAS Students in each grade and each disaggregated subgroup meet AYP goal of proficient or above in reading and in writing. In the first year, the target will be 50% of each grade level.	60% of 3rd graders who have attended the school for at least 2 years will achieve proficiency on DC-CAS Reading. 70% of students who have attended the school for at least 2 years will be at grade level on school reading assessments. Each subgroup make significant gains toward its AYP goal.	Students will engage in 60-90 minutes of literacy, through reading and writing workshops, daily. Grades preK-1 will be language acquisition environments with an emphasis on developing strong language skills. Students will have access to reading and writing materials in each classroom.
Students will achieve Literacy in Chinese	Students will demonstrate proficiency in reading and writing.	Value-Added assessments Teacher-created norm-referenced assessments Spring 2009 SOPA and/or ELLOPA (Grades K-1 only, Grades K-2 following years)	Data gathered through teacher observation and teacher-created assessments.	Students in each grade and each disaggregated subgroup meet AYP goal of proficient or above in reading and in writing. In the first year, the target will be 50% of each grade level.	70% of students who have attended the school for at least 2 years will be at grade level on school reading assessments. Each subgroup make significant gains toward its AYP goal	Students will engage in 60-90 minutes of literacy, through reading and writing workshops, daily. Grades preK-1 will be language acquisition environments with an emphasis on developing strong language skills. Students will have access to reading and writing materials in each classroom.

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
		NOELLA (Grades 3-6 only) STAMP (Grades 7-8 only)				
Students will be adept inquirers and flexible thinkers capable of solving problems effectively.	Students will demonstrate tenacity and perseverance when presented with problems to solve. Students will demonstrate the ability to ask critical questions. Students will demonstrate ability to address critical questions through research.	Teacher-created norm-referenced assessments. Portfolio assessments. Anecdotal records. Student self-assessments.	Data gathered through teacher observation and teacher-created assessments	All students will be involved in PYP units of inquiry.	All students who have attended the school for at least 3 years will be able to ask effective questions which demonstrate critical thinking skills. All students who have attended the school for at least 3 years will be able to demonstrate research abilities through a completed inquiry project.	Development of critical thinking skills in all classrooms. Explicit teaching of inquiry, learning through inquiry and understanding of self as a learner. PYP units of inquiry.
Students will understand and master increasingly complex mathematical concepts.	Students will demonstrate proficiency in math.	DC-CAS Value-Added assessments Teacher-created norm-referenced assessments Anecdotal records Measured Progress or Odyssey	Data gathered through teacher observation and teacher-created assessments.	95% of eligible students participating in DC-CAS. Students in each grade and each disaggregated subgroup meet AYP goal of proficient or above in math. In the first year,	60% of 3rd graders who have attended the school for at least 2 years will achieve proficiency on DC-CAS Math. 70% of students who have attended the school for at least 2 years will be at grade level on school math	Students will use manipulatives, technology, and problem-solving techniques to explore a wide range of mathematical concepts, within a variety of learning styles. Students will participate in 'real-life' mathematical situations. Students will explore

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
				the target will be 50% of each grade level.	assessments. Each subgroup will make significant gains toward its AYP goal	mathematical concepts through PYP units of inquiry. Students will be given opportunities to reflect on and demonstrate math learning in math journals.
Students will master the scientific method and apply it.	Students will demonstrate proficiency in science. Students will participate in one 'science exhibition or fair' each school year.	Teacher-created norm-referenced assessments. Anecdotal records. Portfolio assessments. Student self-assessments. NAEP (Grades 4 & 8)	Data gathered through teacher observation and teacher-created assessments. Participation in grade level 'science exhibition or fair'.	All students will participate in the exploration of science concepts and the scientific method through PYP units of inquiry.	70% of students who have attended the school for at least 2 years will be at grade level in school science assessments.	Explicit teaching of scientific method through PYP units of inquiry. Involvement and exploration of critical thinking and development of greater understanding through PYP units of inquiry. Exploration of science concepts through PYP units of inquiry. Opportunities to reflect on and demonstrate science learning through self-assessments.
Students will be able to relate their learning to the outside world.	Students will demonstrate proficiency in social studies. Students will participate in action component of PYP units of inquiry. Students will participate in community service projects.	Teacher-created norm-referenced assessments. Anecdotal records. Portfolio assessments. Student self-assessments.	Data from teacher observation; teacher assessments. Participation in grade level service projects. Participation in grade level units of	All students will participate in the learning of social studies concepts. All students will participate in the exploration of the local and international implications through PYP units of inquiry.	70% of students who have attended the school for at least 2 years will be at grade level in school social studies assessments.	Explicit teaching of social studies concepts through PYP units of inquiry. Involvement and exploration of critical thinking and development of greater understanding through PYP units of inquiry. Students will be given opportunities to reflect on and demonstrate social studies learning through self-

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
	Students will contribute to PYP units of inquiry with topic specific ideas, questions, materials and objects from the outside world.		inquiry action components. Participation in classroom discussions, explorations and inquiry.			assessments.
Students will become independent learners and complete independent papers, reports and performances, culminating in a “graduation project” for Grade 8.	Students demonstrate responsible learning behaviors when working independently. Students complete papers, reports and performances in a timely fashion. Students participate in the Grade 8 “graduation project”.	Teacher-created norm-referenced assessments. Anecdotal records. Portfolio assessments. Student self-assessments.	Data gathered through teacher observation and teacher-created assessments.	Students will participate in a learning environment that values independence and responsible behavior. Students will develop a repertoire of work.	All students who have attended the school for at least 3 years will demonstrate independence in work. All students will participate in a “graduation project” at the culmination of Grade 8.	Participation in independent learning centers. Participation in cooperative learning groups. Participation in a variety projects, research, reports, demonstrations, and performances to develop experience and confidence.
Students will satisfy school’s requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most	Students demonstrate proficiency in all core subject areas. Students participate in cultural and arts experiences.	Annual report cards. Anecdotal records.	Data gathered through teacher observation and teacher-created assessments.	65% of students will demonstrate proficiency in all core subject areas. 80% of students will participate in cultural and arts experiences.	70% of students will demonstrate proficiency in all core subject areas. 95% of students will participate in cultural and arts experiences.	Participation in classroom activities. Participation in formative and summative PYP and MYP assessments. Participation in standardized tests in core subject areas. Exposure to a variety of classroom and school cultural and arts experiences.

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
rigorous academic curricula in high school.						
Students will become life-long learners who possess a positive attitude toward school and learning.	Students participate in classroom and school activities. Students demonstrate enthusiasm for learning activities.	Anecdotal records. Student surveys and self-assessments.	Data gathered through teacher observation. Portfolios. Student-led conferences.	Students will be involved in a school wide community service project	Students will exhibit the traits of the learner profile	Implementation of the PYP program Annual training and professional development for all staff and faculty
Students will embrace diversity and respect other cultures.	Students demonstrate interest in and respect for other cultures. Students demonstrate proficiency in oral communication in Chinese and English.	Anecdotal records. Teacher-modified language acquisition and communication skills rubrics. Student surveys; self-assessments.	Data gathered through teacher observation.	Students will participate in a range of international festivals and activities that celebrate multi-cultural beliefs.	Students and faculty will develop a week long festival of international activities, events, educational seminars and cultural events	Develop a steering committee to begin planning. Include this as a target in the strategic plan Recruit volunteers, board and community members to plan and run the event
Students will treat themselves, other students, staff and the physical plant with respect.	Students will treat themselves, one another, school staff and school visitors with respect, regardless of race ethnicity, origin, gender, religion ability or orientation. Students will treat the school physical	Anecdotal records. Student, parent and staff surveys.	Data gathered from teacher observation.	Students reach a satisfactory level of understanding on the survey and self reflection	Students attain a good level of understand on the student survey and self reflection	Build a survey tool that students can understand and answer accurately

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
	plant with respect.					
Students will learn to work collaboratively and resolve conflicts effectively and safely.	Students will participate in group projects. Students will demonstrate ability to settle conflicts with respect for themselves and others.	Anecdotal records. Student surveys. Student self-assessment.	Data gathered from teacher observation.	Students will participate in character coaching and on an annual basis	Review the positive effects of the program on student behavior and revise the program as needed	School Councilor will develop and implement character education sessions for students
Students will embrace the community by contributing to their school and wider community with service projects.	Students will participate in community service projects that make a difference in the school and wider community.	Anecdotal records. Community survey data.	Data gathered from teacher observation.	Students will raise funds / collect items for local, national, and international charities and donate them	School will track the volume of goods collected for charity, hours donated and \$ raised	Team leaders will work with their classes and students to plan community service projects
The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.	Students will demonstrate their own learning. Students, families and school staff will participate in celebrations of learning (e.g. exhibitions, performances). Teachers will share knowledge with one another in both	Anecdotal records. Student self-assessments. Student surveys. Student-led conferences. Family surveys. Teacher team meeting minutes. Teacher surveys.	Data collected through student, family and teacher surveys. Teachers' satisfaction with the professional expectations of the school and the level	Teachers spend increasing amount of time at team meetings looking at student work, collaborating on units of inquiry and core subject lesson plans, and sharing instructional methods. The percentage	80% of teacher meetings are about instruction and not about other issues. 75% of families have regular contact with their students' teachers regarding student progress.	Student learning is celebrated through display, emphasis on process as well as product and school-wide appreciation. Teachers are given time within the weekly schedule for team meetings related to instruction. Teachers and staff are given time within the school week for meetings related to professional development.

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
	formal professional development and informally in team collaboration of knowledge.		of collaboration continues to increase. All teachers attend at least one professional development activity.	of families involved with student learning and volunteering continues to increase.		
Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.	Teachers will attend team meetings. Staff will participate in school and community events. Teachers will attend weekly staff meetings.	Teacher team meeting minutes. Teacher attendance data. Staff meeting minutes.	The percentage of satisfied students, family and teachers continues to increase.	90% of staff will attend all staff meetings. All teachers will meet weekly within grade level teams. There will be an obvious active presence of teachers and staff at all school and community events.	All teachers will attend all staff meetings. All teachers will attend and demonstrate input in grade level meetings. 80% of teachers and staff will be actively present at all school and community events.	Teachers are encouraged to develop and enhance curriculum in a collaborative team environment. School leadership empowers staff to help make decisions and to have a positive impact on the school, academically, non-academically, and organizationally.
The school will be led by an active Board of Trustees that will work with the head of school and	The board will evaluate the head of school and the principal annually, following guidelines established in the Board Policy Manual.	Staff attrition data. Staff survey data. Community survey data.	Data gathered through teacher and community surveys.	A decrease in the rate of staff attrition. Teachers' satisfaction with the school leadership and professional	Less than 10% turnover of staff each year. A great majority of the staff, including administration, are satisfied with the professional	The board seeks advice from the administration on a range of school performance and development issues. Administration seeks opinions from the staff on school issues when going through the decision making process.

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
principal to effectively run the Washington Yu Ying Public Charter School.	The Board, the head of school and the principal will annually have a retreat or special Board meeting for the purposes of setting Board goals for the next year. Annually, the Board, the head of school and the principal will evaluate the board's progress in meeting it's goals.			environment. Administrations' satisfaction with the collaborative leadership of the Board of Trustees.	environment in the school and the level of collaboration.	
The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and board members.	The school will recruit teachers and staff internationally, nationally and locally. Teachers will remain at the school year after year because of the positive, challenging, and stimulating professional environment.	The percentage of teachers continuing to remain at the school increases	Recruit teachers from a diverse range of backgrounds that are highly qualified and contribute to the full life of the school	Retain 100% of the founding group of staff for The second year of the schools operations	Retain 90% of staff on an annual basis	The Head of School will conduct exit interviews with staff not returning to the school to ensure that the school and the administration does all it can to retain and attract staff of the highest caliber.
The school will be in sound fiscal health, and the Board of Trustees will ensure the	The board will keep financial records in a timely fashion. School enrollment will be high, and the school will have a	Board meeting records. Annual audit records. Enrollment data and projected	Financial records from audit in 2008-2009. Monthly balance sheets	Quarterly reports on finances to the Board will be up-to-date. Annual audit will have no findings and will indicate	All quarterly reports on finances to the Board will be up-to-date for every year. All annual audits will have no findings and will	The head of school will work with members of the Founding Group to ensure sound fiscal practices are in place before school opens. Conservative financial

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
school has the resources it needs to carry out its program.	waitlist. An annual independent audit will indicate sound financial practices and no significant findings.	enrollment data. Waitlist data.	reflecting positive bank balance. Student enrollment and waitlist data for each year for first four years of operation.	positive fiscal outlook. Student enrollment will be within 10% or less of target.	indicate positive fiscal outlook. Student enrollment will be within 5% or less of target every year.	estimations are utilized. Founding Group (prior to the first year) and subsequently the administration will thoroughly consider and research all expenditures. Training for all staff involved in financial record keeping.
The school will be a good citizen and contribute to the local community.	Students, staff and families will participate in community events. The community will embrace the school as an asset to the community.	Data on level of involvement in community activities will be gathered	Review learner profile surveys; community service projects	An annual review of community involvement	An increase in involvement in the community each year as the school grows	Each year the school board and the Head of School will review the schools involvement in community and service related activities

K. OPTIONAL DOCUMENTS

1. APPENDICES TO THE EDUCATIONAL PLAN

Standards Development Timeline Table

Timeline	Activities and Group Responsible
2007	Preparation – Washington Yu Ying Founders
July-September	Identify curriculum planning team including hiring principal and curriculum developer/coordinator
October – December	Refine Content Standards for each grade level Refine Performance Standards for each grade level Refine Language Standards for each grade level
2008	Development-Principal/Curriculum Coordinator and Curriculum Planning Team
January-March	Coordinate IBPYP curriculum framework with our standards
January – June	Begin search through international, national and local resources for hiring of Chinese language teachers and IBPYP experienced teachers
February-May	Draft and refine units of inquiry for each grade level with horizontal and vertical articulation (preK-6) Draft and refine scope and sequence for each subject area.
May-August	Select leveled texts and materials for guided reading and literature circles – preK- grade 2 levels Select texts/materials/resources for units of inquiry- preK - grade 1 Select texts/materials/resources for Chinese language – preK – grade 1
July-September	Introductory teacher training – IBPYP , Cultural Sensitivity and Language Immersion Refine first unit of inquiry

Preparation: We will interview and work with expert/veteran teachers in early childhood development practices, language immersion programs and structured inquiry. These teachers will come from authorized IBPYP schools in the area as well as the IBO, both regional and national, the Chinese American International School (San Francisco) support for schools service and the Confucius Institute of Maryland. We will investigate whether contracting on a fee-for-services basis is feasible for the Curriculum planning team.

Coordination and Refinement of Content, Performance and Language Standards: The Principal, Curriculum Coordinator and the Curriculum Planning Team will coordinate and refine our standards by ensuring alignment of the standards selected with those of rigorous elementary schools in order to ensure the preparation of our students. The team will look at the district’s comprehensive assessment system (DC-CAS), the CLASS (for Chinese language) and the DRA (for early primary reading and writing) to ensure that our standards not only meet those standards but also exceed them.

Development: The Principal, Curriculum Coordinator and the Curriculum Planning team will begin to search and hire qualified Chinese language teachers for grades preK, K and 1, preferably with some experience with structured inquiry. The team will begin to search for and hire qualified English language teachers for grades preK, K and 1, with experience in literacy instruction as well as structured inquiry. The team will coordinate the developed standards with the IBPYP curriculum and framework, thereby drafting and refining the units of inquiry and the scope and sequence for each grade level creating a comprehensive articulation for the elementary years. The team will use the units of inquiry to make decisions on selecting materials, including literacy texts, for both the English and Chinese language programs. The Principal and the Curriculum Coordinator, with the support of IBO and the Confucius Institute of Maryland, will develop and present workshops to the incoming teachers on the IBPYP and language immersion. The Principal will develop cultural sensitivity workshops for all teachers, with input from organizations such as ELT and Global Integration, both of which offer cultural diversity and sensitivity trainings. The teachers in each grade level, with the input of the Principal and the Curriculum Coordinator, will refine the first unit of inquiry to be taught.

Sample Program of Inquiry

Sample programme of inquiry 2003

Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
3-4	<p>Subject focus PSE, social studies</p> <p>Central idea Every day I can learn about who I am and what I can do.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • my physical characteristics • what I can do • my feelings, likes and dislikes • myself as part of my family • how I am growing and changing 	<p>Subject focus Social studies, PSE</p> <p>Central idea We can find out about our past through stories.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • who knew us when we were babies • what things will help us remember stories • what the stories are about • how we could represent or share these stories. 	<p>Subject focus Arts</p> <p>Central idea People use different materials and resources to express their feelings and ideas.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the properties of different materials • the more common uses of a material or an object • the possibility of using a material or an object for different purposes • the imaginative use of materials and objects • the use of materials and objects for dramatic play. 	<p>Subject focus Science and technology</p> <p>Central idea Light creates shadows and reflections.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • different sources of light • what happens when light is blocked • the shadows that can be made and how they can be changed • reflective surfaces and how they can make things look different. 	<p>Subject focus Social studies, PSE</p> <p>Central idea Schools are organized to help us learn and live together.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the school buildings and grounds • who works in our school, what jobs they do and what tools help them do their jobs • routines and systems that help us learn. 	<p>Subject focus Science and technology, PSE</p> <p>Central idea Plants and animals in our homes and classrooms have certain requirements in order to grow and stay healthy.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the conditions plants and animals need to stay healthy • what animals eat • our responsibilities towards the plants and animals we choose to bring into our homes and classrooms.
4-5	<p>Subject focus PSE, social studies, arts</p> <p>Central idea People need families and friends.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • how families are similar and different • how we make and keep friends • why we need families and friends • the family and friends through literature and the arts. 	<p>Subject focus Social studies, PSE</p> <p>Central idea Where people live and what they do influences what they wear.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the kinds of clothes we wear • how weather affects what we wear • how weather affects what people living in other places wear • other factors that affect what people wear. 	<p>Subject focus Language, arts, PSE</p> <p>Central idea Stories inform and provoke us; they give us pleasure and help our imaginations grow.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • our favourite stories • the retelling of stories • how stories are adapted and changed • recording and acting out stories • how stories make us feel • what we learn from stories • creating and conveying our own stories. 	<p>Subject focus Science and technology</p> <p>Central idea Plants have certain requirements to find out how they behave, what they can be used for and how they can be changed.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • how different materials behave • how the properties of materials can be changed • how different materials are used for particular functions. 	<p>Subject focus PSE, social studies</p> <p>Central idea Organizing a trip requires planning and working together.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • where and when we might go • how we might get there • what and who we need to take with us • who needs to know • how we might keep a record of our trip to share with others. 	<p>Subject focus Science and technology, PSE</p> <p>Central idea Many plants provide us and other animals with food.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the fruits and vegetables that we eat • where fruits and vegetables grow • how fruits and vegetables grow • why it is important to eat fruits and vegetables.
5-6	<p>Subject focus PSE, PE</p> <p>Central idea People play to learn, explore and have fun.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • why we play • the social elements of play • different kinds of toys and games • the connection between play and learning. 	<p>Subject focus Social studies</p> <p>Central idea Some of our experiences are similar to those of people from older generations.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • what school and home was like then • what play, games and toys they enjoyed • what clothes and food they liked/d disliked • their favourite stories from childhood • their special memories of childhood 	<p>Subject focus Social studies, PSE</p> <p>Central idea Families recognize important personal and cultural events through celebrations and traditions.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • what and why we celebrate • what celebrations look, sound, smell, taste and feel like • the similarities and differences between celebrations. 	<p>Subject focus Science and technology</p> <p>Central idea Plants have certain requirements in order to grow and stay healthy.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • how to recognize whether a plant is growing and healthy • how different plants have particular requirements • the connection between light and growth • the connection between water and growth. 	<p>Subject focus Social studies, science and technology</p> <p>Central idea People choose different types of vehicles in order to get from one place to another.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the kinds of transport we and other people use • how people use different kinds of transport • how different kinds of transport are the same and how they are different • what journeys we have made • the systems different vehicles need to allow them to work (buildings, workers, roads, signs). 	<p>Subject focus Science and technology, PSE</p> <p>Central idea In the life cycles of many animals, adults care for their young.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • how living things change during their lifetime • the particular needs animals have when they are young • the ways animals, including humans, care for their young.
6-7	<p>Subject focus PSE</p> <p>Central idea People make their home in different places and personalize it in different ways.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the nature of home • how we make a home personal • why we need a home • how a home can create a sense of belonging. 	<p>Subject focus Social studies</p> <p>Central idea Public places serve the needs of the community.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the public places and buildings in our community • how and by whom these places are used (the needs they meet) • how these places differ from our homes • the systems that public places have to make them work such as opening hours and regulations • how the purpose influences the design and size of the space. 	<p>Subject focus Language, arts</p> <p>Central idea People tell stories in a variety of ways to explore feelings, explain the world or entertain.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • what a story is • why people tell stories • different types and purposes of stories • different ways that stories are presented such as drama, dance, music, puppetry and images. 	<p>Subject focus Science and technology</p> <p>Central idea Air supports our lives and its uses are related to its properties.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the evidence of the existence of air • how our bodies use air • what air can do • what we can make air do • how we measure air. 	<p>Subject focus Social studies, science and technology</p> <p>Central idea Many foods need to be transported and/or processed before they reach our tables.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the foods we eat • the way foods are transported and processed • why foods are processed • the steps involved in processing several familiar foods • the people and tools that are part of the processing of these foods. 	<p>Subject focus Social studies, science and technology</p> <p>Central idea Our personal choices can change our environment.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the packaging for different products • how different materials decompose • how different materials can be reused • the steps we can take to reduce, reuse and recycle our waste in school and at home.
7-8	<p>Subject focus PSE, social studies</p> <p>Central idea Listening to other people's perspectives and communicating our own points of view help us live together better.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • why people feel and think differently • how this can lead to conflict • appreciating others' perspectives • how differences can be resolved • how to prevent bullying in school. 	<p>Subject focus Social studies</p> <p>Central idea All places on Earth have special features that distinguish them from other places.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the physical characteristics of where we live • what other places are similar to or different from this place (physical characteristics) • how people have changed the landscape here • what is unique or special about this area that we could find out more about • the places and things you'd like a visitor to see. 	<p>Subject focus Language, mathematics, arts</p> <p>Central idea A variety of sign and symbol systems were developed to communicate.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • how and why some of these symbol systems developed • the power of visual communications such as logos, trademarks and signs • the symbols of mathematics • communication systems, such as Braille or signing • systems that convey specialized meaning such as music notation and scientific derivations. 	<p>Subject focus Science and technology, social studies</p> <p>Central idea The properties of construction materials influence the design of buildings and structures.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the considerations that need to be taken into account when building a structure such as shape, cost and properties of materials available • how materials can be used to build structures • how we decide that a structure is successful • traditional architecture. 	<p>Subject focus Social studies, PSE</p> <p>Central idea The workplace is an organization where people share responsibility towards a common purpose.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the types of jobs people do in the school and one other workplace • the tools and skills they need • the training they need • the purpose and/or responsibility of specific jobs • how the jobs are interconnected • what makes a workplace a good place to work. 	<p>Subject focus Science and technology</p> <p>Central idea The place in which living things are found provides them with what they need to survive.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the components of a habitat • the diversity of habitats • the common features of habitats • how plants and animals adapt to particular habitats • what happens when habitats change.

Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
	<i>An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.</i>	<i>An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.</i>	<i>An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.</i>	<i>An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.</i>	<i>An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact.</i>	<i>An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.</i>
8-9	Health and well-being Subject focus PSE, science and technology, PE Central idea A balance between factors such as nutrition, exercise and recreation contributes to human health. An inquiry into: • behaviour that is beneficial or harmful to our bodies • what it means to have a healthy and balanced lifestyle • how various influences affect our body systems • the ways safe practices promote personal well-being.	Family histories Subject focus Social studies, PSE Central idea Family histories provide an insight into culture, family and the individual. An inquiry into: • the nature and configurations of a family (real and fictional) • the artifacts and past events that are important to a family • the ways that generations connect with one another • similarities and differences between generations within a family • the similarities and differences between different types of families.	Looking in the mirror Subject focus Arts Central idea People use many different forms of expression to convey their uniqueness as human beings. An inquiry into: • the diverse ways in which artists express themselves • how people become artists • how we can express our uniqueness through visual art, music, drama and dance.	Planet Earth Subject focus Science and technology Central idea The natural features of the Earth have been formed over time and are still changing. An inquiry into: • the different components that make up planet Earth • how the different components of the Earth affect one another • the evidence that the Earth has changed and is continuing to change • how the Earth has and is changing • why the Earth changes.	Communities Subject focus Social studies Central idea Communities provide services and systems to allow them to work. An inquiry into: • the reasons people live in the local community • the variety of factors including climate, geography and resources that influence the growth and location of communities • the systems that are needed to support a community • the effects that planning, or the lack thereof, might have on a community.	Finite resources—infinite demands: case study (water) Subject focus Social studies, science and technology Central idea Our planet has limited resources that are unevenly distributed. An inquiry into: • where our water comes from • how we use water, how much water we use and what happens after we have used it • the distribution and availability of usable water • how human activity has affected the availability of usable water • our responsibility for water conservation.
9-10	Human rights and responsibilities Subject focus PSE, social studies Central idea In an attempt to meet human needs, societies have determined human rights and responsibilities. An inquiry into: • making our classroom work as a community • the connection between rules in a community; rights and responsibilities • ways that decisions are made about rights and responsibilities • reasons why some people require more protection than others • ways that nations and international organizations aim to protect human rights.	On the move Subject focus Social studies Central idea Throughout history people have been on the move, with wide-ranging effects on themselves and on the indigenous populations. An inquiry into: • the social, economic and political reasons why people move • how people move • where people move to and from • the impact of people moving, on themselves and on the indigenous population.	Heroes Subject focus Language, PSE Central idea We express our ideas, hopes and values through our choice of heroes. An inquiry into: • the qualities that make a hero • ways our choice of heroes reflects our values • past and present heroes from around the world • the difference between being famous and being a hero.	Energy for work and play Subject focus Science and technology Central idea Energy exists in different forms and is changed, stored and used in different ways. An inquiry into: • how we use energy • where energy comes from • the different forms of energy • how energy can be changed from one form to another • the impact of energy use on the environment and society • our role as consumers and conservers of energy.	Off the drawing board Subject focus Science and technology Central idea Technology has changed the world of work and leisure. An inquiry into: • what technology is • the historical circumstances that led to the development of some important inventions and their impact • the underlying principles and processes involved in those inventions • the technology and inventions of the home, workplace and leisure activities of today • how inventors get their ideas (thinking and working like an inventor)	Ecosystems Subject focus Science and technology Central idea An ecosystem is a community of organisms interacting with one another and with their environment. An inquiry into: • the components of an ecosystem • where different kinds of ecosystems are found • the similarities and differences between two very different ecosystems, including the relationship between the producers and consumers in them • significant events that affect the balance of an ecosystem.
10-11	Decisions, decisions Subject focus PSE Central idea The decisions we make every day influence who we are and who we want to become. An inquiry into: • how our actions are evidence of who we are • how decisions affect the human body • the effects the decisions we make have on ourselves and others • how values and other influences determine decision making.	Legacies: an examination of past civilizations* Subject focus Social studies Central idea Many systems of past civilizations are linked to societies and cultures of the present day. An inquiry into: • the time and place of the civilizations being examined • the systems developed by those civilizations • the aspects (systems, artifacts) of past civilizations that are relevant today • the relevance of examining past civilizations. <i>(* The study of one or more civilizations would be appropriate.)</i>	I believe Subject focus Social studies, PSE, arts Central idea The beliefs and values of cultures are conveyed through rituals, celebrations, the arts and the way people live their lives. An inquiry into: • the relationship between iconic symbols in daily life and cultural values • rituals that some cultures use to mark important events and celebrations • ways in which personal adornments can represent cultural beliefs • the relationship between decoration and identity.	The circle of life Subject focus Science and technology, PSE Central idea All animals have life cycles characterized by physical change and changing roles. An inquiry into: • the major phases in the life cycles of animals • the similarities and differences between life cycles in different animal species • the changes in our bodies as we grow, including those associated with puberty • how mammals reproduce and care for their young.	The marketplace Subject focus Social studies Central idea The ability to produce more goods than needed prompted the exchange of merchandise and the birth of markets. An inquiry into: • the medium of exchange in various marketplaces • the ethics of the marketplace • the rise of the service industry • how and for what we depend on people in other places • how global movement and communication affect the availability of goods and services.	Challenges, risks and resilience Subject focus PSE, social studies, science and technology Central idea Children worldwide face a variety of challenges and risks. An inquiry into: • some of the challenges and risks that children face • what determines the challenges and risks a child is likely to face • how children react to challenges and risks in different ways • the role of the PYP student profile and attitudes in supporting children in dealing with challenges and risks • the ways in which individuals, organizations and nations try to protect children from risk.
11-12	Learn to live and live to learn Subject focus PSE, science and technology Central idea Learning is a fundamental characteristic of humans that connects them to the world. An inquiry into: • what learning is • how we construct meaning through learning • how the brain functions • the various ways people learn • how animals learn • the uniquely human elements of learning.	A place for everyone Subject focus Social studies, science and technology Central idea Humans have adapted to a variety of climatic and geographic conditions. An inquiry into: • the range of geographic and climatic conditions that exist on Earth and how geographers describe them • a comparison of the ways different groups of people meet their basic needs in extreme climatic and geographic conditions • how humans interact with different environments • causes and effects of changes in world climatic conditions in the past and of the future.	Persuasion Subject focus Language, arts, social studies Central idea Print, other visual media, and sound can create, alter or manipulate images or perceptions. An inquiry into: • different kinds of communication such as speech, the media, computers, performing arts and advertising • the purpose of advertisements • devices that are used to manipulate perceptions • the role of music in the media.	Earth, space and the universe Subject focus Science and technology Central idea The Earth and its atmosphere are surrounded by space and are part of a vast and complex universe. An inquiry into: • what planets, stars, solar systems and galaxies are • the Earth's position in our solar system and the solar system's position in our galaxy • the theories of the origins of the Earth and our solar system • the exploration of space • the use of space technology and the impact it has on our daily lives.	Fair play for all Subject focus Social studies, PSE Central idea Personal and institutional values, systems, attitudes and structures can either promote or deny social justice. An inquiry into: • the principles of human rights and social justice • how personal and institutional behaviours and attitudes affect social justice • how institutional and societal structures affect social justice • historical case studies • the impact of denying or granting social justice on individuals and groups.	Exhibition The exhibition may replace any unit at the discretion of the school. The subject of the exhibition inquiry should be a real world issue or problem, local or global, which is of sufficient scope and significance to warrant an extended investigation.

Language Arts Scope and Sequence PYP

Overall expectations

Students will identify and reflect upon “big ideas” by making connections between the questions asked and the concepts that drive the inquiry. They will become aware of the relevance these concepts have to all their learning. They will learn to understand that effective use of language is a valuable life skill.

Strand	Children aged 3–5 will...	Students aged 5–7 will...	Students aged 7–9 will...	Students aged 9–12 will...
Oral	<ul style="list-style-type: none"> use oral language for social interaction and to obtain understanding communicate needs, feelings and ideas participate appropriately in conversations tell stories and events in sequence give and follow instructions have daily opportunities to listen and speak in a variety of authentic contexts. 	<ul style="list-style-type: none"> use a variety of oral language appropriately with increasing confidence talk about their thoughts, feelings and opinions work in groups and discuss ideas appreciate that listening is important in both small and large groups listen with increasing concentration and consideration pick out main events and relevant points increase their ability to anticipate and predict. 	<ul style="list-style-type: none"> appreciate the power of oral language use speech with increasing responsibility participate appropriately in discussions talk about a wide range of topics use increasingly complex language confidently and creatively use language with increasing accuracy, detail and range of vocabulary use oral language to articulate, organize and reflect on learning begin to communicate in more than one language. 	<ul style="list-style-type: none"> have an increasing awareness of the power of oral language, how it helps them to construct meaning and connect with others use speech responsibly to inform, entertain and influence others understand that oral language is a medium for learning as well as for individual enjoyment interact confidently in a variety of situations use a wide range of linguistic structures and features to present ideas and information adapt speaking and listening strategies to the context, purpose and audience reflect upon communication to monitor and assess their learning.
Written	<p>Reading</p> <ul style="list-style-type: none"> be eager to read enjoy playing and experimenting with reading behaviours show an interest in books, stories, charts and songs “read” familiar text using visual, contextual and memory cues focus on meaning of text rather than word accuracy “read” daily in a variety of situations and have opportunities to discuss what has been read. <p>Writing</p> <ul style="list-style-type: none"> be curious about print enjoy playing and experimenting with writing move from scribble to writing letters and words assign meaning to messages regardless of their stage of written development gradually produce recognizable spellings of a range of words be encouraged to write daily with or without support. 	<p>Reading</p> <ul style="list-style-type: none"> read simple texts with confidence and pleasure use a range of strategies to decode text discuss stories heard and read, demonstrating an increasing awareness of character and plot understand and respond to ideas and feelings expressed begin to use reference books and dictionaries independently participate in daily reading for independent and instructional purposes. <p>Writing</p> <ul style="list-style-type: none"> write confidently with developing legibility and fluency write for a variety of purposes write simple, sequenced stories with a beginning, middle and end begin to plan, edit and review their own writing begin to spell high-frequency words accurately use simple spelling patterns or spell phonetically write legibly in a consistent style write daily for a variety of purposes. 	<p>Reading</p> <ul style="list-style-type: none"> read a variety of fiction and non-fiction books with confidence, fluency and independence select books appropriate to their reading level and for a specific purpose be interested in/show appreciation of a variety of literary styles understand and respond to ideas, feelings and attitudes expressed in reading materials use reference materials including information technology independently read daily and for sustained periods. <p>Writing</p> <ul style="list-style-type: none"> write independently, with confidence and fluency use a wide and vivid vocabulary understand different structures in writing write for a range of purposes, both creative and informational plan, edit and review their own writing spell high-frequency words accurately and use a range of strategies to spell complex words write in a consistent, legible style. 	<p>Reading</p> <ul style="list-style-type: none"> read a wide range of texts with understanding and accuracy recognize and appreciate various literary styles, forms and structures appreciate structural and stylistic differences between fiction and non-fiction be able to reflect upon and analyse details of character and plot appreciate authors’ use of language and begin to recognize meaning beyond the literal locate and use a range of reference materials to find information and guide research read daily for enjoyment and information, for sustained periods. <p>Writing</p> <ul style="list-style-type: none"> write fluently and effectively in a range of styles match different styles and structures of writing to the task show an awareness of audience use relevant and appropriate supporting details and effective vocabulary vary sentence structure and length use an appropriate writing process independently and confidently develop their own voice and style.
Visual	<ul style="list-style-type: none"> play, experiment, talk about and relate to different media materials use media to make sense of their world respond to media verbally and non-verbally show curiosity in many forms of visual media make connections between the real and the imaginary view and react to simple messages or factual information and describe what they see. 	<ul style="list-style-type: none"> understand that communication involves verbal, visual and kinaesthetic features understand that signs and symbols carry meaning begin to read a range of signs in the environment read and use texts with different types of layout understand information presented in a range of visual forms including television, theatre and computer search for, record and present information using a variety of media begin to make choices about what is relevant and useful to them. 	<ul style="list-style-type: none"> experience a wide variety of visual media respond to viewing experiences orally and in writing recognize the power of visual media to influence thinking and behaviour begin to make informed choices in their personal viewing experiences use a variety of media to plan and create projects use electronic media to find information. 	<ul style="list-style-type: none"> demonstrate appropriate viewing behaviour for a range of visual materials respond to viewing experiences orally and in writing, using specific vocabulary and terminology understand the effect of design on the meaning of the visual identify stereotypes work with a variety of materials to plan and carry out different projects recognize the implications of commercial media make informed judgments about television, film and video productions.

For the purposes of Washington Yu Ying operations ages 3-5 correspond to pre-K, ages 5-7 to K and Grade 1, ages 7-9 to Grade 2 and 3, ages 9-12 to Grades 4 and 5.

Strand	By the end of this age range, children aged 3–5 will:	By the end of this age range, students aged 5–7 will:	By the end of this age range, students aged 7–9 will:	By the end of this age range, students aged 9–12 will:
<p>Pattern and function</p> <ul style="list-style-type: none"> find and describe simple patterns create simple patterns using real objects. 	<ul style="list-style-type: none"> create, describe and extend patterns recognize, describe and extend patterns in numbers: odd and even, skip counting, 2s, 5s and 10s identify patterns and rules for addition: $4 + 3 = 7$, $3 + 4 = 7$ (commutative property) identify patterns and rules for subtraction: $7 - 3 = 4$, $7 - 4 = 3$ model, with manipulatives, the relationship between addition and subtraction: $3 + 4 = 7$, $7 - 3 = 4$. 	<ul style="list-style-type: none"> analyze patterns in number systems to 100 recognize, describe and extend more complex patterns in numbers understand and use the relationship between addition and subtraction: $4 + 3 = 7$, $7 - 3 = 4$ identify patterns and rules for multiplication and division: $4 \times 3 = 12$, $3 \times 4 = 12$, $12 \div 3 = 4$, $12 \div 4 = 3$ model, with manipulatives, the relationship between multiplication and division model, with manipulatives, the relationship between multiplication and addition (repeated addition) model, with manipulatives, the relationship between division and subtraction model multiplication as an array understand and use number patterns to solve problems (missing numbers). 	<ul style="list-style-type: none"> understand and use the relationship between multiplication and addition understand and use the relationship between multiplication and division (inverse function) understand and use the relationship between division and subtraction model and explain number patterns use real-life problems to create a number pattern, following a rule develop, explain and model simple algebraic formulas in more complex equations: $x + 1 = y$, where y is any even whole number model exponents as repeated multiplication understand and use exponents and roots as inverse functions: 9^2, $\sqrt{81}$. 	<ul style="list-style-type: none"> read, write and model numbers, using the base 10 system, to millions and beyond; and to thousandths and beyond automatically recall and use basic number facts create and solve multiple digit multiplication and division problems read, write and model addition and subtraction of fractions with related denominators read, write and model improper fractions and mixed numbers compare and order fractions model equivalency of fractions: $\frac{2}{4} = \frac{1}{2}$ simplify fractions use the mathematical vocabulary of fractions: improper, mixed numbers read, write and model the addition and subtraction of decimals to the thousandths read, write and model multiplication and division of decimals (with reference to money) round decimals to a given place or whole number read, write and model percentages interchange fractions, percentages and decimals find and use ratios read, write and model integers read, write and model addition and subtraction of integers (negative numbers) read, write and model exponential notation select and defend the most appropriate and efficient method of solving a problem: mental estimation, mental arithmetic, pencil and paper algorithm, calculator.
<p>Number</p> <ul style="list-style-type: none"> read, write and model numbers to 20 count, compare and order numbers to 20 estimate quantities to 10 use ordinal numbers to describe the position of things in a sequence model number relationships to 10: "Show me one more than three, take two away from these cubes" use the language of mathematics: more, less, number names, total use 1–1 correspondence explore the conservation of number through the use of manipulatives select and explain an appropriate method for solving a problem. 	<ul style="list-style-type: none"> read, write, and model numbers, using the base 10 system, to 100 count (in 1s, 2s, 5s and 10s), compare and order numbers to 100 estimate quantities to 100 use mathematical vocabulary and symbols of addition and subtraction: add, subtract, difference, sum, $+$, $-$ read, write and model addition and subtraction to 20 (with and without regrouping) automatically recall addition and subtraction facts to 10 describe the meaning and use of addition and subtraction explore and model multiplication and division using their own language/methods use fraction names (half, quarter) to describe part and whole relationships estimate the reasonableness of answers select and explain an appropriate method for solving a problem. 	<ul style="list-style-type: none"> read, write and model numbers, using the base 10 system, to 1000 count, compare and order numbers to 1000 estimate quantities to 1000 count in 3s, 4s, 6s, and explore other numbers use number patterns to learn multiplication tables: 1s, 2s, 4s, 5s, 10s automatically recall basic addition and subtraction facts model addition and subtraction equations to 1000 (with and without regrouping) use mathematical vocabulary and symbols of multiplication and division: times, divide, product, quotient, \times, \div use and describe multiple strategies to solve addition, subtraction, multiplication and division problems read, write and model multiplication and division problems compare fractions using manipulatives and using fractional notation model addition and subtraction of fractions with the same denominator use mathematical vocabulary and symbols of fractions: numerator, denominator, equivalence understand and model the concept of equivalence to 1: two halves = 1, three thirds = 1 reasonably estimate answers: rounding and approximation select and explain an appropriate method for solving a problem. 	<ul style="list-style-type: none"> read, write and model numbers, using the base 10 system, to millions and beyond; and to thousandths and beyond automatically recall and use basic number facts create and solve multiple digit multiplication and division problems read, write and model addition and subtraction of fractions with related denominators read, write and model improper fractions and mixed numbers compare and order fractions model equivalency of fractions: $\frac{2}{4} = \frac{1}{2}$ simplify fractions use the mathematical vocabulary of fractions: improper, mixed numbers read, write and model the addition and subtraction of decimals to the thousandths read, write and model multiplication and division of decimals (with reference to money) round decimals to a given place or whole number read, write and model percentages interchange fractions, percentages and decimals find and use ratios read, write and model integers read, write and model addition and subtraction of integers (negative numbers) read, write and model exponential notation select and defend the most appropriate and efficient method of solving a problem: mental estimation, mental arithmetic, pencil and paper algorithm, calculator. 	

Science Scope and Sequence PYP

3–5 years: Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas. They will explore the way objects and phenomena function, and will recognize basic cause and effect relationships. Students will examine change over varying time periods and know that different variables and conditions may affect change. They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary.

5–7 years. Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas. They will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of cause and effect relationships. Students will examine change over varying time periods, and will recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing the world, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience.

7–9 years. Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and will recognize that change may be affected by one or more variables. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will use their learning in science to plan positive and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

9–12 years. Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and they will recognize that change may be affected by one or more variables. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will use their learning in science to plan positive and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

Social Studies Scope and Sequence PYP

3–5 years. Students will gain an understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will gain an increasing awareness of themselves in relation to the various groups to which they belong. They will gain a sense of place, and the reasons why particular places are important to people. They will also gain a sense of time, and recognize important events in their own lives, and how time and change affect people.

5–7 years. Students will gain an understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will gain a sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are Social studies in the Primary Years Programme influenced by, the places in their environment. They will gain a sense of time, recognizing important events in their own lives, and how time and change affect people.

7–9 years. Students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will deepen their understanding of how people influence, and are influenced by, the places in their environment. Students will gain an appreciation of the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people’s lives, and how the past is recorded and remembered in different ways.

9–12 years. Students will investigate aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their understanding of how people influence, and are influenced by, places in the environment. They will appreciate the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. They will extend their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others, and appreciating how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources, and why different systems for the exchange of goods and services have developed.

GRADES 6 – 8 MYP CURRICULA

The aims and objectives of MYP subjects address these four aspects of the learning process:

- Knowledge: the facts that the student should be able to recall to ensure competence in the subject
- Understanding: how the student will be able to interpret, apply or predict aspects of the subject
- Skills: shown through tasks that allow the student to apply what has been learned to new situations
- Attitudes: the ways in which the student is changed by the learning experience

Language

Grade 6: Students work on the development of basic reading, writing and speaking skills. Time is spent improving spelling and grammar as required. The focus is on learning to write basic introductions and conclusions, and paragraphs with topic sentences. Students also develop creative writing skills through story and poetry production. Many opportunities for producing authentic writing are given to the students and proof reading skills are taught and the production of polished final drafts is emphasized. Oral presentations, class debates and discussions enable students to develop their oral skills. Informal letter writing is also introduced. Students are also expected to read books of their own choice independently and are required to write book reports and give oral presentations on their reading.

Grade 7: While existing skills are reinforced, the focus in this year is on structuring written work and developing the ability to use more complex sentence structures. Students are taught to prepare narrative and persuasive compositions, and to write informal letters. The language of advertising is examined and students learn to evaluate and understand the power of this particular use of language. Students are required to present and report on literature of their own choice, which is read outside the classroom.

Grade 8: Students in Grade 8 are working towards a greater understanding of the structure and forms of the English language. Thus existing skills are reinforced and individual growth fostered. Attention is given to expository and argumentative composition writing, formal letter writing, and the ability to formulate related ideas and to present them in a clearly structured fashion. Students are taught to use various documentation techniques, to quote sources and to prepare a hypothesis statement for a research report. Creative writing in

the form of poetry production and writing within particular genre, such as horror, love, detective stories is further developed.

Mathematics:

Grade 6: Students further their understanding of whole numbers, multiples and factors, rational numbers, order of operation, number sets, pattern recognition, simple equations involving geometry, forms of numbers – such as exponents, measure of perimeter and area, construction of triangles and quadrilaterals, transformations of reflections and rotations, collecting and collating data, presenting data using pie graphs, bar graphs, histograms, sets and pictograms.

Grade 7: Students master ratios and proportions, percentages, estimation, number patterns, scientific notation, powers and roots of 2, language of algebra, flow charts, expansion, equations, mensuration of perimeter and area, construction of circles and polygons, inscribed and circumscribed circles, Cartesian plane, Transformations—reflections, rotations and translations in the Cartesian plane, enlargement sample space, outcomes and events, theoretical and experimental probability

Grade 8: Students master powers and roots of 3, irrational numbers, approximation, relations and linear functions including graph and value tables of linear functions, expansion, equations, simple factorization with geometry, organizing data using stem and leaf plots, and box and whisker plots, Data, analysis using mean, mode, median, and range, logic, expressions and factorization, linear and quadratic functions, simple linear equations with 2 variables, similarity and congruence, shape and perspective in 3D, trigonometry introduction, data collection including sample frame, bias, target population and simple random, sampling, Data analyses.

Humanities:

Grade 6: Students start with the Beginnings of Human Society, from prehistory to the start of farming. This is followed by a study of the Fertile Crescent looking at the Acadian empire, the Babylonian and Persian Empires, the Phoenicians and Israelites. More detailed studies of the Egyptian, Greek and Roman Empires look into the structure of ancient society, the different forms of government, health and hygiene, town planning, religion, leisure and achievements. Particular attention is paid to the ancient Greek and Roman legacy in the present.

Grade 7: Students continue with Ancient Civilizations. Ancient China is studied from 221 BC – 1279 AD, with emphasis on inventions and achievements, social relations and the role of emperors. The Medieval period in Europe and in the Islamic world is also studied. Students will study the structure of these societies, the role of religion, trade and the growth of towns, health and disease, the rate of change and the role this period played in shaping our present world.

Grade 8: The Renaissance looks at the re-birth of ideas in the fields of science, art and architecture. The Reformation, international trade and the main trading routes during this period as well as the voyages of exploration and discovery are investigated. Comparing the concepts of religious conflict, which they have studied in the Reformation, to current world conflicts. The students finish the year by studying the Mughal conquest of India, religion, art, science and technology as well as the impact of the British in India. Students are taught to form and develop an historical opinion and to express and support their arguments in the form of an historical essay, as well as developing their research and presentation skills.

Sciences

Within MYP, sciences are the traditional subjects of biology, chemistry and physics, as well as topics, concepts and issues from other branches of science, such as earth and health sciences. As with other areas of the curriculum, students are encouraged to relate the content of the classroom and laboratory to the realities of life as they develop critical thinking and problem-solving skills. As well as providing a sustained, valuable academic experience, the MYP sciences subject group promotes an awareness of the increasingly international context of scientific activity, its impact and limitations, as well as the constant evolution of scientific knowledge and understanding.

Grade 6: Being a Scientist, Looking at Living Things, Energy, Building Blocks and Matter, Solvents and Solutions, Cells and Reproduction, Electricity, Gases in the Air, Heat on the Move, Hydrogen, Metals, Acids and Alkalis

Grade 7: The Senses, the Earth, Forces and Movement, Keeping the Body Working, the Earth in Space, Healthy Living, Materials, Electronics, Energy and the Environment, Measuring the Effect of Forces, and the Behavior of Light

Grade 8: Variety of Life, Photosynthesis, Plant Movement and Reproduction, Ecology, Particles in Chemistry, Atoms Combining, Experimental Physics, Forces and Motions, Forces and Pressure

2. LETTERS OF SUPPORT

Appendix C

Washington Yu Ying Public Charter School



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Mary Shaffner, Executive Director

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Matthew McCombs
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School Leaders

Mary Shaffner, Executive Director
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I. School Description

A. Mission Statement

Washington Yu Ying Public Charter School aims to foster the development of a strong social conscience among tomorrow's global leaders by nurturing excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English language immersion environment.



B. School Program

1. *Grade and Age Levels Served*

In the 2009-2010 School Year, Washington Yu Ying PCS served students in Prek-4 to Grade 2. Students attending Yu Ying ranged in ages 4-8.

2. *Brief Summary of Curriculum Design*

Washington Yu Ying employs both Mandarin Chinese Immersion and the International Baccalaureate Primary Years Programme (PYP) as its organizing curriculum framework. Students are instructed in all subjects using the curriculum methods emphasized by the International Baccalaureate Organization: communication and collaboration as a means of making sense of the world through an inquiry-based curriculum. Students learn to understand and rely on each other as they learn the six principal subject areas: language, social studies, mathematics, arts, science and physical education. Immersion is delivered through the PYP in an every other day format. Students switch classrooms and are instructed by a team of 2 teachers: one day all subjects are taught in English, and the next, all subjects are taught in Chinese. Instruction is differentiated to accommodate learner diversity, and instructional specialists typically "push-in" to deliver services to students and consultation to teachers of students who receive special education or ELL services.

3. *Key Mission-Related Programs:*

Washington Yu Ying incorporates several key programs to enhance the quality of the learning process. Our goal is to ensure that despite receiving only half of the year's instruction in English, students will reach target proficiency levels.

a. Guided Reading and Writer's Workshop: These approaches to literacy feature small group and differentiated instruction to closely monitor and support appropriate literacy instruction. Leveled reading with an emphasis on direct instruction of basic early literacy skills: phonemic awareness, phonics, sight word acquisition, fluency, and comprehension provide a well-balanced literacy program.

b. Math Workshop: This approach uses a hands-on, exploratory introduction to a conceptual development of number sense, operations, and problem-solving. It involves small and large group instruction of math concepts using whole group direction instruction and a co-teaching model.

c. Units of Inquiry (UOI): The PYP approach integrates Science and Social studies into guided inquiry units that attempt to answer large questions through exploration using a variety of investigative methods.

d. Response to Intervention (RTI): This approach is designed to reduce inappropriate referrals for special education placement and referrals including disproportionate representation of diverse populations.

Features of RTI include: Yearly universal screening for all students in both English and Chinese in Language Arts (3x) and Math (2x) to identify which students are progressing satisfactorily and which are in need of intervention and progress monitoring. Students in need of intervention receive daily targeted intervention (using, for instance, Wilson Foundations Program) through evidence-based programs in their areas of need. Progress monitoring occurs to determine slope of improvement. This instruction is delivered by our Learning Support team (Assessment/RTI coordinator and ELL and special education teachers.) Teacher development occurs through STARS (Student/Teacher Achievement Resource Support) meetings, where a diverse team of educators review students of concern and offer potential interventions. Parents are informed of student progress and any needs for intervention.

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

4. *School Year and Hours of Operation*

The 2009-2010 School Year began on 8/30/2009 and ended on 6/24/2010. Instructional hours began at 8:15 am and ended at 3:30pm on Mondays-Thursdays and began at 8:15 am and ended at 1:00pm on Fridays. Dismissal is early on Fridays to allow staff to participate in trainings and plannings.

C. School Staff



1. *Names and titles of those in key leadership positions in the school*
Mary Shaffner is the Executive Director of the school. Our Principal is Maquita Alexander and our Assistant Principal was Elizabeth Hardage. The President of the Board of Trustees is Lisa Chiu.
2. *Number of Teachers*
During the 2009-2010 School Year, there were 8 lead teachers, 1 special education teacher, 1 special education & RTI coordinator, 1 ELL teacher, and two special subject teachers.
3. *Number of Teacher Aides*
We had 11 teacher aides this year.
4. *Average class size*
Yu Ying classes average in 25 per class, 50 per grade.
5. *Qualifications and assignments of school staff*
During the 2009-2010 School Year, there were 8 lead teachers, 1 special education teacher, 1 special education and RTI coordinator, 1 ELL teacher, 11 teaching assistants and two special subject teachers. At the beginning of the school year 20 of the 23 teachers met NCLB HQT. At the end of the year, 21 of the 23 teachers met NCLB HQT.
6. *Staff Attrition Rate*
Our staff attrition rate was 28%.
7. *Salary range and average salary, for teachers and administrators.*
The salary range for teachers is \$31,440 to \$69,168 and the average is \$45,961. The salary range for School Administrators ranges from \$70,000 to \$97,000 and the average is \$87,500.

D. Student Characteristics



1. *Number of students enrolled, by grade level*
There were 50 students enrolled in Prek, 50 in Kindergarten, 50 in 1st grade and 47 in 2nd grade.
2. *Student attrition rate during the year reported*
The student attrition rate was 5%.
3. *Student re-enrollment*
The re-enrollment rate was 91.6%.
4. *Demographics*
51% of our student population was African-American, 6% was Hispanic, 16% was Asian/Pacific Islander and 27% was Caucasian.
5. *Percentage of limited- and non-English proficient students*
17% of our student population was LEP/NEP.
6. *Percentage of students with special education IEPs*
9% of our student population received special education services.
7. *Percentage of students qualifying for free or reduced price lunch program*
23% of students qualified for free or reduced price lunch program.
8. *Average daily membership*
The average daily membership rate was 98%.

9. *Average daily attendance*

The average daily attendance was 92%.

E. Governance

1. *Board of Trustees members (names, addresses, and affiliations), officers, and committee assignments. Please identify parent members.*

Board Roster 2009-10

Lisa Chiu, President (Parent)

Committees: Executive, Development, Financial

[REDACTED]

Tia Jenkins, Vice President and Parent Representative (Parent)

Committees: Executive, Financial, Fundraising

[REDACTED]

Tzu-I (Amy) Lee, Treasurer

Committees: Executive, Financial, Nominating

[REDACTED]

Manisha Modi, Secretary (Parent)

Committees: Executive, Facilities, Public Affairs

[REDACTED]

Matthew McCombs

Committees: Facilities

[REDACTED]

Facilities Committee

Jonathan Smith

Committees: Facilities

[REDACTED]

[REDACTED]
[REDACTED]
Facilities Committee Chair

Mary Shaffner, Executive Director (Parent)
Ex-Officio Member
Committees: Facilities, Fundraising, Finance, Nominating

[REDACTED]
[REDACTED]
[REDACTED]

2. *Advisory committees (member names and affiliations)*

Andrea Lachenmayr - General Counsel (Parent)
Fulbright & Jaworski L.L.P.

[REDACTED]
[REDACTED]
[REDACTED]

Facilities:

Charles Wilkes, Chairman, The Wilkes Group
Charles Crettier
Scott Royster, Latimer Education
Susan Broeksmit, Architect

Education:

Shuhan Wang, National Foreign Language Center
Carmen Rioux-Bailey, George Mason University
Dexter Lewis

Fundraising:

Steven Glazerman, Mathematica Policy Research, Inc.
Doug Maguire, The Meridian International Center

Gala:

Heather Colvin
Elisabeth Urfer
Ellen Chaffee
Elizabeth Brooks
Trinita Brown
Betsy Centofanti

Bruce Pike
Shelby Pike
Maria Nelson

Public Affairs:

Darius Withers
Lisa Dowden, Spiegel & McDiarmid
Theresa Sule, ANC02
Kathy Doan, Cair Coalition

Technology Committee:

Paul Bailey, Washington Post
Josh Phipps, Genius Holdings
Brian Nelson, CityPaper
Will Weems, SirenDC

3. *Trainings:* The board participated in two very significant trainings. Anya Karavanov, PhD, conducted a survey of parents, staff and leadership and then led a Strategic Planning session. Together board members, school leadership and representatives from staff and the parent association developed the school's 5 year Draft Strategic Plan. It includes a renewed mission and vision as well as goals and objectives for the school over the next five years. The Board of Trustees is currently working to finalize the document. Anna Karavanov, PhD, has extensive experience in designing, conducting, and analyzing consumer market research and developing comprehensive strategic plans and communication materials, especially in the area of education and with educational organizations.

The second training was a board retreat led by Chris Ritter, an expert consultant on strategic planning, organization development and governance. During this day long retreat, Mr. Ritter led the board through a variety of exercises designed to help prioritize and set goals for the following year. Mr. Ritter also encouraged the Yu Ying Board to apply for a Compass DC project. Compass DC provides pro bono consulting services to nonprofits whose work benefits the Greater Washington community. Yu Ying Board President Lisa Chiu applied and Compass selected Washington Yu Ying as a pro bono client for 2010-11. They will help the school develop our board leadership.

Three board members also participated in a forum on New Markets Tax Credits.

F. Finance

1. *A copy of the school's approved budget for the Fiscal Year 2009-2010. Yu Ying's SY 2009-10 budget is attached as Exhibit 2.*
2. *A list of all donors and granters that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year reported. This list is included as Exhibit 3.*

II. School Performance



A. Evidence of Performance and Progress

1. *Performance Management Measures*: Student Progress, Achievement and Gateway Data

a. Student Academic Performance

BRACKEN

The Bracken School Readiness Assessment (BSRA-3) is used to assess a child's readiness for school by evaluating his or her understanding of 85 important foundational academic concepts. Fifty pre-school students took the BSRA-3 during the 2009-2010 school year. We had a 94% proficiency rate in the Fall of 09 and 100% proficiency rate in the Spring of 2010.

BRACKEN	Totals
Number of students - Fall	50
Proficient rate	94%
Number of students - Spring	50
Proficient rate	100%

DIBELS

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a diagnostic tool that assesses phonemic awareness, alphabetic principle, accuracy and fluency with connected text, vocabulary development and comprehension. Students in grades K-2

were tested in the Fall, Winter and Spring by the Assessment Coordinator. The students were tested in a one on one setting by the RTI Coordinator. The data was used to create Booster Groups for language arts. These small intervention groups were led by the RTI Coordinator as a part of our RTI program. She worked with students weekly using Wilson Reading Program and progress monitored them weekly. Students usually stayed in groups for 14-16 weeks. Data from the program was reported to families and used to determine the next steps of the RTI model.

DIBELS	Totals
Number of students tested in the Fall	140
Fall Proficiency Level	71%
Number of students in the Spring	140
Spring Proficiency Level	74%

Reflections and Recommendations for 10-11

One challenge we faced was the difficulty finding time to pull the students out for strategic intervention. Also, we found the Wilson Reading Program was not a "one size fits all" approach to reading. Some of the students' instructional reading needs were not met using this scripted program. For the 2010-2011 school year, Assistant Teachers in the English classrooms will be trained in guided reading. The students will receive an additional dose of prescriptive reading instruction. The Resource Teacher will co-plan with the classroom teacher to ensure continuity of instructional service.

The DIBELS scores indicate that the students maintained / improved slightly. Because the DIBELS tests skills learned in the English language classrooms and our students are only in their English classrooms 50%, we are satisfied with the results. We will however strive to improve them in the future.

During the 09-10 school we employed the Reading A-Z benchmarking system to assess our students reading levels, fluency and comprehension. We will set school wide targets for each grade level during the 2010-2011 school year.

The classroom teachers also reported a lack of reading resources to support guided reading. We purchased over \$12,000 in guided reading materials to support reading in the English classroom. The Chinese classroom purchased \$9,000 worth of reading materials. We will continue to work closely with the Chinese Program Coordinator to ensure balanced literacy instruction in the Chinese classroom.

GMADE

The Group Mathematics Assessment and Diagnostic Evaluation (GMADE) is a diagnostic tool to assess what math skills students have and what skills need to be taught. It provides strengths and weaknesses for each student and classroom

summaries to guide instructional focus. Eighty-seven students in the first and second grade took the GMADE in the Fall of 2009 and the Spring of 2010. The test was administered in a group setting by the classroom teacher and scored by the Assessment Coordinator.

GMADE	Totals
Number of students tested in the Fall	87
Proficiency Level	52%
Number of students tested in the Spring	82
Proficiency Level	50%

Reflections and Recommendations for 10-11

We continued to examine our math program during the 2009-2010 school year. Finding a solution to increasing our students' math skills is a leading priority for SY 10-11.

Teaching math content in two languages presented many challenges. The students often spent instructional time learning math vocabulary and not math concepts. Furthermore, we did not have a specific pacing guide to ensure that teachers were covering all the standards. Yu Ying did not use a formalized math program during the 2009-2010 school year. Teachers created long range plans based on the Yu Ying curriculum. They created pacing guides and formative and summative assessments. A benchmark assessment was created by grade level teams and administered to students mid-year. The data provided valuable information to guide instruction for the remainder of the year. The data was also used to create an intervention program called "Math Mondays" for the second grade. Seven instructional staff members retaught math concepts to small groups of second grade students. The concepts were reassessed after each small group session.

SOPA

The Student Oral Proficiency Assessment (SOPA) was developed for use in various program types with children of different language proficiency levels. Because of its flexible design, the assessment can be adapted for use with FLES programs, as well as immersion programs. The SOPA is currently offered in Chinese, French, German, Japanese, Russian, and Spanish. Studies conducted between 1997 and 1999 show the validity of SOPA's claim to accurately assess the speaking and listening proficiencies of young language learners (Thompson, et al; 2002). One hundred and ninety-two students were tested in the Spring of 2010 in small group settings by members of the Chinese resource staff.

SOPA	Totals
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Number of students tested	192
Proficiency Level	69%

Reflections and Recommendations for 10-11

During the 2010-2011 school year we will provide more opportunities for students to speak Chinese during the school day. In the 3rd grade classroom, students will begin to have dedicated Chinese-only speaking time starting with 30 minutes growing to 1/2 of the instructional day. Professional development has been provided to ensure our language arts curriculum is used with fidelity. This will help ensure that all oral proficiency standards are being met during instruction time. Oral language practice is now an integral part of the Reading/Writing workshop during Chinese Language Arts.

Students with Disabilities:

At the beginning of the school year, we had 10 level one students and 1 level two student. During the 2009-2010 school year we qualified one student in PreK, two in Kindergarten, three in 1st grade and four in 2nd grade. These students were serviced using the inclusion model as well as a pull out program as deemed necessary by their Individual Educational Plan (IEP). During the school year many of the educational and behavioral goals were rewritten after the special education resource teacher worked with the students.

The following data is pertinent to students with disabilities at Washington Yu Ying PCS:

- 9% of students received special education or related services during the fall of 2009;
- 100% of the students who received services made progress towards the attainment of their IEP goals and objectives; and
- 9 additional students were found eligible in Spring 2010 for special education or related services.

Reflections and Recommendations for 10-11

This year the special education resource staff will be classroom based. We will employ a co-teaching model to meet the needs of all learners. The teachers will support students' organization skills, peer interaction, and assist classroom teachers with behavioral support.

English Language Learners:

Last year, 32 students were identified as English Language Learners on the Home Language Survey. They worked with the ELL teacher on language acquisition, phonemic awareness, and reading strategies on weekly pull out basis. She used the

Language for Learning program with the students.

The following data is pertinent to English Language Learners at Washington Yu Ying PCS:

WIDA

Grade	Number of students taking assessment	Below Reading	Below Writing	Non-Exited	Exited
Kindergarten	17	0	1	0	17
1st Grade	9	2	4	3	6
2nd Grade	7	0	6	1	6

Reflection and Next Steps

The ELL teacher reported feeling disconnected from classroom instructional practices. She felt pulling out the students during their Reading/Writing workshop decreased the amount of support they received. One of the goals for 2010-2011 academic year is to improve and increase assessment of ELLs. Plans are to assess on the third and fourth Friday of each month and to teach mini vocabulary lessons because the ELLs will benefit from explicit vocabulary instruction.

b. Non-Academic Performance

Washington Yu Ying PCS did not receive a 2009-2010 Compliance or Governance Review. We turned our documentation into AOIS on time. Our governance successes included holding our strategic & board retreats and developing our Strategic Plan. Our challenges continue to include board development and fundraising.

1. Washington Yu Ying certifies that authorizations required to operate are in full force and effect. All documentation to demonstrate this has been uploaded to the AOIS system.

B. Unique Accomplishments



- Washington Yu Ying completed its 2nd year in SY 2009-2010. We continued to experience incredible demand for our unique program. We had over 385 students apply for approximately 50 spots. We had a 92% re-enrollment rate.
- Washington Yu Ying students performed student led conferences for the second consecutive year. This is a unique IB experience where children guide their parents through the learning process. It was a truly wonderful experience where parents were able to see and experience their children's accomplishments.
- Each of our grades successfully completed Units of Inquiry with remarkable summative assessments. In Kindergarten, for example, at the end of the Building Unit the students built their own house out of a variety of materials. For the Transportation Unit, students planned and executed a trip to the Air and Space Museum using 3 types of transportation.
- Our Parent Association was a vital part of our school's success. Our parents held an incredibly successful Dragon Festival Gala which raised \$50,000 for school resources. They also hosted other successful events: our first school dance, second annual Spring KidFest and movie nights.
- Students at Washington Yu Ying participated in several successful service projects during the 2009-2010 school year. These included 100% student participation in the Friendship Place Walk For the Homeless, a clothing and food drive for children in Afghanistan and creating "Healthy Kits" for families in Haiti.

- Our after school program continued to offer excellent educational based programming such as, *Little Sprouts Garden Club*, *Chinese Homework*, *Math Arcade*, and *Comic Book Club*. This year we will add DC-CAS preparation classes.
- As part of Washington Yu Ying's Foreign Language Assistance Program (FLAP) grant, Yu Ying created Chinese literacy and comprehension assessments, testing reading and listening comprehension. See data below:

- **CIRCLE**

The Comprehensive Immersion Resources for Chinese Language Education (CIRCLE) assessment was administered in the Winter of 2010 at Washington Yu Ying PCS. This assessment was created using standards from Yu Ying's base Chinese language curriculum, *Flying with Chinese*.

Grade	Number of students taking assessment	Below	Benchmark	Above
Prek	49	0	0	49
Kindergarten	49	8	10	31
1st Grade	44	10	3	31
2nd Grade	47	7	12	28

- Yu Ying continued to receive positive press including articles in the Singapore Straits Times, the New York Times and the World Journal. School leadership was also interviewed on the Kojo Nnamdi show. Please see articles in Exhibits 4 and 5.

C. Lessons Learned and Actions Taken Based on Accountability Information and Review Findings

1. The process for collecting data was much more efficient this year. Data was housed in one shared location, analyzed and used to guide future instructional decisions.

2. Student Related Academic Issues:

- Despite detailed lesson planning and adherence to the Yu Ying curriculum, Yu Ying staff reports a need for a more formalized math curriculum. The GMADE indicated that only 50% of our students are proficient in math. The 2009-2010 Math Committee recommended the *Everyday Mathematics* program for the following school year. It was selected because *Everyday Mathematics*

emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday life. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas. Yu Ying purchased the complete program for Grades K-3 and hired a math coach to support implementation for the 2010-2011 school year. We made a financial commitment of over \$12,000 to the math curriculum. This year, we have a school wide goal of students making one year's progress on the GMADE.

- Last year all Language Arts goals were based on the DIBELS and not on instructional reading levels. There was little to no focus on assessing student comprehension. Currently, the DIBELS has a comprehension section for third grade. Additionally, a benchmarking and tracking system for student reading has been created. There is also a need for increased parallel literacy instruction in the English and Chinese classes to ensure that although students are only receiving 90 days of English instruction, they are still receiving 180 days of literacy instruction.
- Students in Grades 1-3 participated in the "Preventing the Summer Slide" program. Each grade level had an extensive summer reading and math packet that reviewed math skills taught during the school year. Our goal was for students to maintain the progress they made during the year. All Yu Ying students participated in "Yu Ying Reads", our summer reading program. Our Chinese resource staff created Chinese Summer Learning packets. These packets were a review of the Chinese characters taught during the school year.

3. Based on the recommendations from the Program Development Review we have begun to implement the following changes (in italics):

- Create guidelines for writing curriculum by aligning *Flying with Chinese*, the Chinese Language Arts curriculum with the PYP principles and the DC writing standards. *The school is using Step up To Writing as a curriculum guide to help create a wholistic approach to writing. The writing process in English and Chinese will have the same components, use similar methods and be assessed using the same guidelines.*
- Observations of classrooms reveal limited use of differentiation in the Chinese classrooms (observed in 3/10 lessons). The instructional centers were present but there was limited evidence of instructional activities to support higher order thinking. *The instructional support model this year includes a PYP Coordinator who will work closely with the Chinese Program Coordinator to ensure inquiry based methods that support higher order thinking in the Chinese classrooms.*

- Interviews with teachers and the leadership team revealed that teachers would like more time and support in understanding assessment data to inform instruction. *The Assessment Coordinator role for the 2010-2011 school year has changed. Professional development on all the assessments given, the data collected and the analysis of it will be given throughout the year. One staff meeting per trimester will consist of "data meetings" where teams will share data and produce action items based on the data shared.*
- Allow time for regular education and special education teachers to collaborate on lesson plans. Require special needs instructional modifications and strategies as part of the required lesson plan. Continue to talk about the support that is needed for students with IEPs in the Chinese classes to fully provide accommodations. *The RTI/SPED coordinator will meet with the Chinese staff monthly to go over IEP goals and assist in making accommodations accessible in the Chinese classrooms. Yu Ying also has a Chinese Assistant teacher enrolled in the Assist D.C. special education Assist Teacher Training. She will not only be certified to work with special education students in the Chinese class, but assist other Chinese teachers in understanding how to work with students with special needs.*
- Create guidelines to determine planning time outcomes. Develop a form/ checklist to capture the meeting agenda, notes, and progress towards outcomes to serve as accountability documentation posted on Google docs. *A template for team meetings has been created as well as the time line and expectations for reporting to the administration.*

4. We are not in School Improvement, Corrective Action or completing a Restructuring Plan.

D. Reporting Accountability Information to Students, Teachers, Parents and the Public



As described, Yu Ying performed the BRSA-3, GMADE and DIBELS assessments. All data was made available to teachers: the GMADE and DIBELS data and results were available in a online format, the BRSA-3 results were tallied and reported. All parents received a report of their child's scores.

Parents received two Progress Reports: one in the Winter and one at the end of the year. Most importantly, Yu Ying held Student Led Conferences. During this two day event, parents were guided through their children's learning. Each child guided his/her parent through what they learned in Chinese, English, Art and PE class. In each location there were five or more centers where the child demonstrated his/her learning and or engaged the parent in the activity. It was a fantastic process that engaged the whole family in the learning process.

Many of our non-academic performance achievements were shared at a variety of meetings: Parent Association, Friday Assemblies, and our many events, all of which were hosted at Yu Ying. We also celebrated our successes on our website, portal and our listserve.

Exhibits

1. Annual Report Data Collection Tool
2. 2009-2010 Budget
3. Individual and Corporate Donations
4. "China's the word in more US schools," Tracy Quek, Singapore Straits Times, January 17, 2010.
5. "Foreign Languages Fade in Class - Except Chinese", Sam Dillon, New York Times, January 21, 2010.

ANNUAL REPORT DATA COLLECTION TOOL WORKSHEETS

Use these sheets to enter your data in the ANNUAL REPORT DATA COLLECTION TOOL. Include the information from these sheets in your Annual Report.

1. Enter the school's Mission Statement in the space provided below.

Washington Yu Ying Public Charter School aims to foster the development of a strong social conscience among tomorrow's global leaders by nurturing excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English language immersion environment.

2. Please choose your Campus/LEA's School Code, LEA Code, and Name from the drop down choices provided below. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

1117 160 Washington Yu Ying PCS

3. Is your organization accredited? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below

<input type="checkbox"/>	YES
<input checked="" type="checkbox"/>	NO

Additional Comments	
------------------------	--

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name	Maquita Alexander	School Ward	5
Title	Principal	Direct Phone Number	202-635-2768
School Street Address	4401 8 th St. NE	Email	maquita@washingtoneyuying.org
School Zip	Washington, DC 20017		

5. Please select the lowest grade level served by your Campus/LEA in the 2009-2010 school year.

<input type="checkbox"/>	PK3	<input type="checkbox"/>	2	<input type="checkbox"/>	6	<input type="checkbox"/>	10	<input type="checkbox"/>	GED Program
<input checked="" type="checkbox"/>	PK4	<input type="checkbox"/>	3	<input type="checkbox"/>	7	<input type="checkbox"/>	11		
<input type="checkbox"/>	K	<input type="checkbox"/>	4	<input type="checkbox"/>	8	<input type="checkbox"/>	12		
<input type="checkbox"/>	1	<input type="checkbox"/>	5	<input type="checkbox"/>	9	<input type="checkbox"/>	Adult Ed		

6. Please select the highest grade level served by your Campus/LEA in the 2009-2010 school years.

<input type="checkbox"/>	PK3	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	6	<input type="checkbox"/>	10	<input type="checkbox"/>	GED Program
<input type="checkbox"/>	PK4	<input type="checkbox"/>	3	<input type="checkbox"/>	7	<input type="checkbox"/>	11		
<input type="checkbox"/>	K	<input type="checkbox"/>	4	<input type="checkbox"/>	8	<input type="checkbox"/>	12		
<input type="checkbox"/>	1	<input type="checkbox"/>	5	<input type="checkbox"/>	9	<input type="checkbox"/>	Adult Ed		

7. Hours of Operation: Enter the Start time for the REGULAR school day for the 09-10 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as "8:05 AM" format (See "Definitions")

8:15 am

8. Please enter the End time for the REGULAR school day for the 09-10 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See "Definitions")

3:30 pm

9. Enter any additional comments regarding Start time/End time for Regular School Day.

Fridays are early release days and dismissal is at 1:00pm.

10. Please enter the Start and End Dates for the 2009-2010 School Year.

Start Date	8/30/2009
End Date	6/24/2010

11. Did your campus/LEA operate as a year-round school for the 2009-2010 school year?

	YES (If Yes describe your school's year round structure in the space provided below. Include the dates that indicate the start and end of the academic school year.)
X	NO
Additional Comments	

12. Race and Ethnicity: For the 2009-2010 school year, please enter the percentage of all students that have a race and ethnicity designation falling in the categories listed below. Enter the percentage as a decimal. For example 35.56% should be entered as ".3556"

<input type="checkbox"/> African-American (non-Hispanic)	.51
<input type="checkbox"/> Hispanic	.06
<input type="checkbox"/> Asian/Pacific Islander	.16
<input type="checkbox"/> Caucasian (non-Hispanic)	.27
<input type="checkbox"/> American Indian/Alaskan Native	0
<input type="checkbox"/> Other	0

13. Demographics: For the 2009-2010 school year, please list the total percentage of all students enrolled that have a designation in the categories listed below. Enter the percentage as a decimal.

<input type="checkbox"/> Low Income	.23
<input type="checkbox"/> SPED	.09
<input type="checkbox"/> LEP/NEP	.17
<input type="checkbox"/> Male	.50
<input type="checkbox"/> Female	.50

14. Please enter the average class size and student teacher ratio for the 2009-2010 school year in the space provided below.

<input type="checkbox"/> Average Class Size:	25
<input type="checkbox"/> Student/Teacher Ratio:	10:1

15. For the 2009-2010 school year, please enter the Average Daily Membership, Average Daily Attendance, and Re-enrollment Rate for all enrolled students.

<input type="checkbox"/> Average Daily Attendance Rate	.92
<input type="checkbox"/> Average Daily Membership Rate	.98
<input type="checkbox"/> Re-Enrollment Rate	.916

16. For the 2009-2010 school year, please provide the total number of students falling into each category listed below.

<input type="checkbox"/> # Transferring out of school	11
<input type="checkbox"/> # of Dropouts	0
<input type="checkbox"/> Promotion rate	.989
<input type="checkbox"/> Graduation rate	N/A
<input type="checkbox"/> # Retained at grade level	2

Questions 17-30: Staff Demographics Enter the Total Number of staff meeting criteria listed below in the spaces provided.

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field (optional)	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Director	1						
Principal	1	1	1	1	1	1	100
Assistant Principal	1	1					100
Classroom Teachers	8	8	7	8	2	7	89
Special Subject Teachers	2	2	1	2	2	2	100
Bilingual/ESL Teachers	1	1	1	1		1	100
Special Education Teachers	1	1	1	1		1	100
Vocational/Career Teachers							N/A
Building Resource Teachers							
Counselors							N/A
Librarians/Media Specialists							N/A
Coordinators	1	1	1	1		1	100
Classroom Aides	11	N/A	N/A	N/A	N/A	11	100
Title I Educational Aides		N/A	N/A	N/A	N/A		

31. Are you a single-campus LEA or a central office?

- YES** Skip to Question 32
- NO** Skip to Question 33

32. Please complete the following entries regarding staffing statistics listed below.

<input type="checkbox"/> Staff Attrition Rate	.28
<input type="checkbox"/> Number of Teachers	23
<input type="checkbox"/> Salary Range for Teachers	31,440-69,168
<input type="checkbox"/> Average Teacher Salary	45,961
<input type="checkbox"/> Number of School Administrators	3
<input type="checkbox"/> Salary Range for School Administrators	70,000-97,500
<input type="checkbox"/> Average School Administrator Salary	87,500
<input type="checkbox"/> Number of Central Office Administrators	4
<input type="checkbox"/> Salary Range for Central Office Administrators	30-48K
<input type="checkbox"/> Average School Administrator Salary	37K
<input type="checkbox"/> Number of School Support Staff	
<input type="checkbox"/> Salary Range for School Support Staff	
<input type="checkbox"/> Average School Support Staff Salary	

33. Does your school serve grades 9-12 and/or is considered a high school?

<input type="checkbox"/>	YES Skip to 34
<input checked="" type="checkbox"/>	NO Skip to 35
Additional Comments	

34. Please complete the fields below regarding secondary school students.

<input type="checkbox"/> Number of Students Taking PSAT	
<input type="checkbox"/> Average PSAT Score Math	
<input type="checkbox"/> Average PSAT Score Verbal	
<input type="checkbox"/> Average PSAT Score Writing	
<input type="checkbox"/> Number of Students Taking SAT	
<input type="checkbox"/> Average SAT Score Math	
<input type="checkbox"/> Average SAT Score Verbal	
<input type="checkbox"/> Average SAT Score Writing	
<input type="checkbox"/> Number of AP Courses Offered	
<input type="checkbox"/> Number of Students enrolled in AP courses	
<input type="checkbox"/> Number of Students passing AP courses	
<input type="checkbox"/> Number of students passing AP courses with a "3" or better	
<input type="checkbox"/> Total 9th grade students 09-10	
<input type="checkbox"/> Total 9th grade students on track rate	
<input type="checkbox"/> Total 12th grade students 09-10	
<input type="checkbox"/> Total 12th grade students accepted to college	

35. To ensure that PCSB has up to date information for the 2010-2011 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, and Business Manager.

<input type="checkbox"/> Board Chair Name	Lisa Chiu
<input type="checkbox"/> Board Chair Title	President, Board of Trustees
<input type="checkbox"/> Board Chair Email	Lisa.chiu@washingtoneyuying.org
<input type="checkbox"/> Board Chair Phone	202-290-0557
<input type="checkbox"/> Board Chair Mailing Address	1448 Q St. NW
<input type="checkbox"/> Board Chair Mailing City, State	Washington, DC
<input type="checkbox"/> Board Chair Mailing Zip	20009
<input type="checkbox"/> Exec. Director Name	Mary Shaffner
<input type="checkbox"/> Exec. Director Title	Executive Director
<input type="checkbox"/> Exec. Director Email	mary@washingtoneyuying.org
<input type="checkbox"/> Exec. Director Phone	202-635-1950
<input type="checkbox"/> Exec. Director Mailing Address	1637 Irving St. NW
<input type="checkbox"/> Exec. Director Mailing City, State	Washington, DC
<input type="checkbox"/> Exec. Director Mailing Zip	20010
<input type="checkbox"/> Principal Name	Maquita Alexander
<input type="checkbox"/> Principal Title	Principal
<input type="checkbox"/> Principal Email	maquita@washingtoneyuying.org
<input type="checkbox"/> Principal Phone	202-635-2768
<input type="checkbox"/> Asst. Principal Name	Elizabeth Hardage
<input type="checkbox"/> Asst. Principal Title	Assistant Principal
<input type="checkbox"/> Asst. Principal Email	ehardage@washingtoneyuying.org
<input type="checkbox"/> Asst. Principal Phone	202-635-1950
<input type="checkbox"/> Business Manager Name	Denise Lyons
<input type="checkbox"/> Business Manager Title	Office Manger
<input type="checkbox"/> Business Manager Email	denise@washingtoneyuying.org
<input type="checkbox"/> Business Manager Phone	202-635-1950
<input type="checkbox"/> Business Manager Mailing Address	2820 Schoolhouse Circle
<input type="checkbox"/> Business Manager Mailing City, State	Silver Spring, MD
<input type="checkbox"/> Business Manager Mailing Zip	20902

36. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns. These issues and concerns include questions and at times, complaints about individual schools.

In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2010-2011 school year.

Campus/LEA Staff Member Name	Maquita Alexander
Campus/LEA Staff Member Title	Principal
Campus/LEA Staff Member Phone	202-635-1950
Campus/LEA Staff Member Email	maquita@washingtoneyuying.org
Board Member Name	Manisha Modi
Board Member Title	Secretary of the Board
Board Member Phone	202-421-8258
Board Member Email	manisha@washingtoneyuying.org

PCSB Format Annual Budget
Washington Yu Ying Public Charter School: SY09-10

	<u>Annual Budget</u>
REVENUE	
01. Per Pupil Charter Payments	2,371,400
02. Per Pupil Facilities Allowance	560,224
03. Federal Entitlements	56,716
04. Other Government Funding/Grants	42,304
05. Private Grants and Donations	30,000
06. Activity Fees	370,576
07. Other Income (please describe in footnote)	36,591
TOTAL REVENUES	3,367,811

ORDINARY EXPENSE

Personnel Salaries and Benefits

08. Principal/Executive Salary	253,876
09. Teachers Salaries	676,610
10. Teacher Aides/Assistance Salaries	343,297
11. Other Education Professionals Salaries	51,845
12. Business/Operations Salaries	46,500
13. Clerical Salaries	23,870
14. Custodial Salaries	-
15. Other Staff Salaries	203,623
16. Employee Benefits	325,003
17. Contracted Staff	56,600
18. Staff Development Expense	15,000
Subtotal: Personnel Expense	1,935,114

Direct Student Expense

17. Textbooks	15,000
18. Student Supplies and Materials	50,338
19. Library and Media Center Materials	-
20. Student Assessment Materials	15,456
21. Contracted Student Services	59,327
22. Miscellaneous Student Expense **	14,000
Subtotal: Direct Student Expense	144,121

Occupancy Expenses

23. Rent	560,808
24. Building Maintenance and Repairs	3,000
25. Utilities	-
26. Janitorial Supplies	12,520
27. Contracted Building Services	66,000
Subtotal: Occupancy Expenses	642,328

Office Expenses

28. Office Supplies and Materials	23,125
29. Office Equipment Rental and Maintenance	7,061
30. Telephone/Telecommunications	5,760
31. Legal, Accounting and Payroll Services	93,276
32. Printing and Copying	6,409
33. Postage and Shipping	1,425
34. Other	19,000
Subtotal: Office Expenses	148,056

General Expenses

35. Insurance	6,268
36. Transportation	22,608
37. Food Service	66,347
38. Administration Fee (to PCSB)	14,658
39. Management Fee	-
40. Other General Expense	20,500
41. Unforeseen Expenses	56,951

Subtotal: General Expenses 100,000

TOTAL OPERATING EXPENSES 1,100,001

NET OPERATING INCOME 100,000

42. Depreciation Expense 16,719

43. Interest Payments -

NET INCOME 100,001

Paid meal sales and interest income comprise "07. Other Income."

**Student recruiting and general miscellaneous student expense comprise

"22. Miscellaneous Student Expense."

List of individuals and corporations whose donations equaled or exceeded \$500

Annual Fund Donations

Tia Carter-Jenkins
Thesia Garner
Michael Shoag
Mary Shaffner
Manisha Modi
Lisa Chiu
Andrea Lachenmayr
Susan and Sam Broeksmit

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Chris Nostrand - Building/Contracting
Elisabeth Urfer - Gala Project Management

Heather Colvin - Gala Project Management
Chris Ritter, Outcome Advisors, Inc.
Anya Karvanov, PhD, Communicating for Social Change

In Kind Gala Donations

Lippman, Semsler & Salb
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Diana Buell Graphics
Ricardo Stith
Kube Architecture
Electric Entertainment
Joshua Phipps, Genius Holdings
Dottie Li, TransPacific Communications
Camilla Morrison, Adventure Theatre
Jessica Wallach, Portrait Playtime
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Sarah Mooney
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Karen Schachter, MSW
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Dennis Brown Shaolin Wu-Shu Training Centers
Elite Catering & Event Service
Jennifer Jones

China's the word in more US schools

More and younger students are studying Chinese in the US as China's profile rises



Tracy Quek
US Correspondent
In Washington

From the outside, there is not much to differentiate Washington Yu Ying from any other elementary school in the American capital.

Children with names like Skye, Tenaya and Soleil arrive on a frosty morning, chirping hello to their friends and hugging their parents goodbye.

But that all stops the moment they walk through the school's front door – the speaking in English, that is, not the chatter. With a bright smile and a zaoshang hao! (good morning), Yu Ying's executive director and founder Mary Shaffner greets each child.

As they troop down the corridor, their teachers from China and Taiwan welcome the youngsters into brightly decorated classrooms, giving instructions in Mandarin for them to hang up their coats and bags in little cabinets outside the rooms.

Yu Ying has 200 pre-kindergarten to Grade 2 pupils (four- to seven-year-olds). Half are African-American, 30 per cent are Caucasian, and the rest are Asian (16 per cent) or Hispanic (4 per cent).

The children are getting a very different education from most of their peers in other schools. Half of all their classes, which include mathematics, art and PE, are taught in Chinese.

Students have alternate English and Chinese days, learning entirely in one language on a given day. They also move between separate Chinese and English classrooms.

Yu Ying, which opened in September 2008, is Washington DC's first Chinese language immersion school and the only one that offers a 50-50 instructional model in the city, said Ms Shaffner. It hopes to extend its programme to high school eventually.

Language immersion programmes here are different from traditional language classes, as the majority of subject content is taught in the second language.

As a charter school (an independent, publicly funded school), Yu Ying has more autonomy than US public schools in curriculum and hiring. Half of Yu Ying's 18 teachers are native Chinese speakers, the other half are native English speakers.

Yu Ying may go further than most schools in the United States, but Chinese language programmes are becoming much less uncommon as more American students

say "ni hao" to learning Chinese.

It is their second day back at Yu Ying after the three-week year-end break, and the kids need a refresher. Teacher Liang Chia Chu, 36, warms them up by getting them to sing "Head, shoulders, knees and toes" in Chinese. Then she launches into the first exercise of the day.

"What's the date today? What month, what day of the week is it?" she asks in Chinese.

Twenty-five young faces stare back at her. It takes some coaxing, but five-year-old Simon Toro Raciborski, who is half-Polish and half-Bolivian, finally writes the Chinese characters for five, one and two on cards pasted on the classroom wall.

Scenes like this are playing out in more classrooms across the US, evidence of what experts are calling a boom in Chinese language learning in a country which has not done as much to encourage the learning of foreign languages compared with multi-lingual Europe and Asia.

The US does not have a national bilingual mandate, and education policy is left up to individual states and school districts to decide.

A decade ago, seven million public school students in Grades 7 to 12 were enrolled in foreign language courses, representing 33.8 per cent of total enrolment in those levels. Only about 5,000 were students of Chinese, according to a 2000 survey by the American Council on the Teaching of Foreign Languages.

But a new survey that the council is releasing next month found that the number of students studying Chinese has exploded to some 66,000, said council spokesman Marty Abbott.

The new study also shows that Spanish is still the most popular foreign language in US schools, with about 80 per cent of students who chose to learn a foreign language studying it. French is a distant second, followed by German and Latin. Chinese, Japanese, Russian and Italian come next.

But among the more "exotic" languages, Chinese is by far the fastest-growing language being taken up by students, Ms Abbot said.

US colleges have traditionally offered Chinese language and China studies, but Chinese programmes in elementary, middle and high schools are relatively new. Most were started in the past five years or so, said Mr Christopher Livaccari, associate director of the New York-based Asia Society's education and Chinese language initiatives.

Although there is no definitive figure, it has been estimated that at least 550 schools now offer Chinese classes as part of their curriculum.

Experts attribute the phenomenal popularity of the Chinese language to China's rising economic and political presence in the world, as well as a growing desire among American parents to expose their children to other cultures and new perspectives.

"There is the perceived value of learning Chinese for the future economic and business applications of the language, but also more people are becoming aware that they are part of a globalised world," said Mr Livaccari.

Conscious of the geo-political power shift away from the West, the federal government has led the effort to address the lack of proficiency in Chinese and other languages. The US State Department



(From top) Simon Toro Raciborski, five, Mei-ling Powell Young, seven, and Rhaya Jacobs, five, with teacher Liang Chia Chu, are some of the pupils at Washington Yu Ying, where half of all classes are taught in Chinese.

has classified Mandarin Chinese as one of its six "super critical needs" languages, along with Arabic, Dari, Farsi, Hindi and Urdu.

These are languages which are extremely difficult to master and are deemed critical to US political, economic and cultural interests.

To dramatically boost the number of Americans learning, speaking, and teaching critical foreign languages, former president George W. Bush introduced the US\$114 million (S\$158 million) National Security Language Initiative in January 2006 to expand programmes from kindergarten to university.

The US Department of Education's Foreign Language Assistance Programme has allocated millions in funding to schools wishing to start, beef up and innovate on Chinese language instruction.

Seeing the upsurge in interest as an opportunity to expand its soft power, China's National Office for Teaching Chinese as a Foreign Language (also known as Hanban) has also been active in the promotion of Chinese language learning in the US.

It has, for example, teamed up with the US College Board – which administers university entrance exams, the SAT and Advanced Placement exams – to recruit teachers from China to start new Chinese language programmes or teach existing ones in US schools.

Experts say the heavy investment reflects official thinking that is just a passing fad.

"I don't see China's rise or the importance of US-China cooperation on global issues like climate change and economic recovery changing any time soon," said Mr Livaccari.

Interest in learning Chinese is also cutting across racial and socio-economic lines.

"The growth is not limited to urban or coastal areas, it is everywhere. And what is most significant is that kids who have no cultural or ethnic link to Chinese are taking it up," noted Ms Abbott.

Chicago, which has the largest public school Chinese programme in the US, teaches the language to at least 6,000 students out of some 421,000, the majority black or Hispanic, according to news reports.

The growing demand prompted the US College Board to introduce Chinese Advanced Placement tests, which allow students to earn placement or college credit, in 2007. That year, 3,261 students took the exam from 433 schools in the US.

The appetite for Chinese, however, has created several problems. The number of certified, high-calibre Chinese teachers cannot keep pace with the demand, said experts. "The issue is finding highly qualified teachers who can connect with US students and to engage them in learning Chinese in a meaningful way," said Ms Abbott.

Instructional and assessment materials in Chinese are also in short supply in the US. Yu Ying's Chinese teachers had to create worksheets, lesson plans and even word and picture cards from scratch.

To help schools, the non-profit Asia Society, which works to promote understanding about Asia, is teaming up with Hanban to set up an online network of schools that offer Chinese language programmes. Designed to be a platform for schools to share resources and ideas, the network will launch later this month with its first 20 schools. It hopes to grow to 100

GETTING OVER MY CHINESE HANG-UP

It is one of my most vivid childhood memories. I was about five or six and was just about to start primary school. My parents had decided to engage a Chinese tutor for me as we spoke only English at home.

I had never had a tutor before and was excited. I insisted on putting on my best dress hours before my lesson was due to start. Then I waited by the window so that I could see my very first Chinese tutor approach the house.

I do not recall much of the lesson itself, except that I was determined to impress my tutor with my attentiveness.

Thinking back on that episode, it strikes me as being rather ironic, for it marked the beginning of my personal struggle with the Chinese language.

After 12 years of barely scraping through my Chinese exams, I completed my A Levels and was overjoyed that I could finally shut the door on the Chinese language.

But a decade later, I found myself rethinking my attitude towards my *bete noir*. I decided to confront my fears and give Chinese another go. But this time, I would try a different approach.

In February 2005, I arrived in Beijing to start an intensive course in Chinese language at the Beijing Language and Culture University (BLCU), which specialises in teaching Chinese to foreigners.

In Beijing, my lack of proficiency really hit home. I could barely read the Chinese street signs, much less communicate with the local Chinese. I felt isolated in my monolingual bubble.

But it was precisely this sense of being the odd one out in a Chinese-speaking world that made me want to overcome the language barrier.

I threw myself into my studies. For almost four months, it was Chinese six hours a day, five days a week. To speed up my learning, I supplemented formal classes with one-on-one tutoring.

By the end of the course, I had gone from stammering in Chinese to being able to confidently converse and read simple articles in Chinese newspapers. Even my writing of Chinese characters had improved.

So what made the difference? I put it down to a combination of factors: I was motivated. I was immersed in a Chinese-speaking environment that made me see Chinese as a living, evolving language.

I also had dedicated teachers who taught their hearts out using an excellent syllabus that was pitched just right for my level of proficiency.

I still remember my first day

at BLCU. All new students were required to take a written test to determine our levels of proficiency. We were then grouped into classes according to our different abilities, but had the flexibility of switching to more advanced classes if we so desired.

Class sizes were kept relatively small, with between 15 and 30 students in each class.

My classmates were from Japan, South Korea and Indonesia. We were allowed to speak only Chinese in class, but Chinese was the only common language we could use to communicate anyway. They were a disciplined, hardworking bunch.

I had three main teachers for classes that were divided into "listening", "speaking" and a "general" class which combined the two skills with reading and class participation. Writing was not the focus of the course, although we were encouraged to try our hand at short essays.

My *laoshi* (teachers) impressed me with their enthusiasm and dedication. From the get-go, they set a positive tone and even on muggy summer days managed to keep lessons lively and light-hearted. They were always encouraging, but never indulgent. They quickly remembered our names and figured out each of our strengths and weaknesses.

Students who needed more practice in pronunciation were called on in class to read short passages out loud, for example.

We studied from textbooks. Each chapter comprised a passage, usually a story set in modern times that we could relate to. We slowly expanded our vocabulary, learning new, practical words and phrases from the passages. There were English explanations to help us along.

Our teachers spent much of the time explaining the meaning, nuance and context of each new word and phrase precisely. They taught us syntax and basic rules of Chinese grammar – concepts I never properly mastered in school.

The classes were designed to help us overcome our fear of speaking the language. We often were called on to speak in class or give presentations on a theme of our choosing.

Compared with Chinese lessons in Singapore, I was learning and understanding, rather than learning by rote.

By the time we graduated, I felt I had re-learned the language. My old hang-ups about Chinese being dull and tedious were gone.

Most importantly, my experience ignited a desire to keep improving. Learning Chinese has now become a lifelong pursuit.

Tracy Quek

schools over the next three years. Beyond the infrastructural challenges, sometimes cultural differences get in the way.

Yu Ying's kindergarten teacher Ms Liang is from Taiwan, where she says students "do not question their teachers. Here, kids can't wait to voice their opinions." She admits that the outspokenness sometimes gets in the way: "To learn Chinese, you have to be focused."

The State Department classifies Mandarin Chinese as one of the five hardest languages for English speakers to learn. It takes about 2,200 class hours, compared to 600 hours needed to learn French or Spanish.

What their kids go through can also be stressful for parents who do not speak a word of Mandarin.

"Parents have to be on board 100 per cent," said Ms Shaffner. "They can help by buying Chinese music, books, exposing their kids to Chinese culture."

Dr John King, 37, an economist,

makes sure to include Chinese picture and story books along with English books when he makes a trip to the library with his kids.

His son, Nico, four, attends pre-kindergarten at Yu Ying, and he plans to enrol his two-year-old daughter, Quincey, in a year's time.

Dr King reckons he is readying his kids for the future by exposing them to Chinese now, despite risks that they might initially lag behind their peers in English.

"It is cognitively good for kids to speak two languages, and China is just going to be so prominent," he said.

After three months in Yu Ying, Nico is making great strides in Chinese. He manages short sentences and his pronunciation impresses his proud father.

Dr King said: "It's great. I've always wanted to go to China and now, I hope my kids will take me there one day."

tracyq@sph.com.sg

[HEADLINERS]

Grace Heng
Lives up to 'ace' in her name

At 23 years old, Miss Heng was among the oldest in this year's O-level cohort. But behind her four distinctions was true grit. She overcame depression, truancy, expulsion and dropping out from the school system.

She is headed for a polytechnic to do an early childhood education course.



Goh Poh Seng
Pioneer writer dies, 73

Dr Goh – medical doctor, entrepreneur and the author of the iconic 1972 novel, *If We Dream Too Long* – died of pneumonia in Vancouver, Canada, last Sunday. A prolific writer, his themes

ranged from interracial marriages to the Japanese Occupation.



Simon Cowell
Bye, bye, American Idol-maker

The acerbic Brit and a judge on *American Idol* – famous for his put-downs – will leave the popular show after the current ninth season.

Cowell, 50, will produce and judge a new talent competition, *The X Factor*, the American version of the top-rated British show.



Sarah Palin
Fox News gets foxy lady

The former Alaska governor and ex-Republican vice-presidential candidate became a political commentator and part-time host with conservative network Fox News.

The move is seen by many as part of the 45-year-old's campaign to position herself as a 2012 presidential candidate.



Ronald Susilo
Top shuttler to retire

The 30-year-old, after 11 years as a professional badminton player, will retire from the national team in March. He plans to set up a badminton academy.

"It was a very difficult decision (but) it does not mean I will be away from the sport," he told *The Straits Times*.



National

The New York Times



A second-grade class at the Yu Ying charter school in Washington, where instruction in all subjects alternates daily between English and Chinese.

Big Benefits Are Seen From Eating Less Salt

By TOM BRILLUCK

A new report from the U.S. Department of Health and Human Services says that public policy should aim to get Americans to reduce the amount of salt in their diets, especially to ward off heart disease. The New England Journal of Medicine concludes that low sodium intake could reduce the amount of heart disease even a small amount could reduce cases of heart disease and heart attacks. The study also found that reducing salt intake could reduce the risk of stroke and heart disease.

If everyone consumed 1 teaspoon less salt per day, it would be between 500,000 and 800,000 fewer heart attacks a year and between 44,000 and 92,000 fewer deaths, according to the study, which was conducted by scientists at the University of California, San Francisco, and the University of Colorado at Denver.

The report comes as health officials at the federal state and local levels are considering ways that would have the effect of reducing salt in Americans' diets, which are considered to be a source of much of the salt Americans eat.

Last week, New York City announced an initiative to urge manufacturers and restaurants to reduce salt in products. The move is part of a broader effort to reduce salt in processed foods, according to the city health department. The city is also considering an initiative to encourage manufacturers and restaurants to reduce salt in their products.

Dr. Attilio Bonfiglioli, the head of the National Heart, Lung and Blood Institute, said the study shows that reducing salt intake could have a significant impact on heart disease and stroke.

The study also found that reducing salt intake could reduce the risk of kidney disease and osteoporosis.

The study was funded by the National Institutes of Health and the National Heart, Lung and Blood Institute.

The study also found that reducing salt intake could reduce the risk of hypertension and heart failure.

The study also found that reducing salt intake could reduce the risk of chronic kidney disease and stroke.

The study also found that reducing salt intake could reduce the risk of heart disease and stroke.

The study also found that reducing salt intake could reduce the risk of heart disease and stroke.

The study also found that reducing salt intake could reduce the risk of heart disease and stroke.

Foreign Languages Fade In Class — Except Chinese

Beijing Helps Spur a Contrary Trend

By SAM DILLON

WASHINGTON — Thousands of public schools stopped teaching foreign languages in the last decade, according to a government-financed survey — dismal news for a nation that needs more linguists to combat its global business and diplomatic. But another contrary trend has educators and policy makers buzz: a rush by schools in all parts of America to offer instruction in Chinese.

Some schools are paying for Chinese classes on their own, but hundreds are getting some help. The Chinese government is sending teachers from China to schools all over the world — and paying for their salaries.

At a time of tight budgets, many American schools are finding ways to offer instruction in Chinese.

In Washington, D.C., schools are offering Chinese instruction. In Cleveland, Jackson High School started its Chinese program in the fall of 2007 with 30 students and now has 80, said Catherine D'Agostino, an English teacher who teaches Chinese.

"We were able to hire a Chinese teacher," she said. "I'd like to start a Spanish program for elementary children, but we can't afford a free Spanish teacher."

Jackson's Chinese teacher is getting the Chinese government to pay for his compensation, with the city paying the rest.

No one knows an exact number of schools that have started Chinese programs, but a government survey suggests that perhaps 1,000 American public and private schools are teaching Chinese, up from 300 in a decade ago. And the numbers are growing exponentially.

Among America's approximately 12,000 middle and high schools, about 100 offer foreign language instruction. The proportion of foreign Chinese has risen to 4 percent, from 1 percent in 1977, according to the survey, which was done by the Center for Applied Linguistics, a research group in Washington, and funded by the federal Education Department.

"It's really changing the language education landscape of this country," said Nancy C.

Rhodes, a director at the Center for Applied Linguistics and co-author of the survey.

Differentials in the number of students taking the Advanced Placement test in Chinese, introduced in 2007, has grown so fast that it will likely pass German this year as the third most tested A.P. language, after Spanish and French, said Trevor Parker, a vice president of the College Board.

"We've all been surprised that in such a short time Chinese would grow to surpass A.P. German," Mr. Parker said.

A decade ago, most of the schools with Chinese programs were in the East and West Coast. But in recent years, many schools have started Chinese programs in the Midwest and South.

China sends teachers here, and even helps to pay their salaries.

Programs in the Midwest states, including Ohio and Illinois in the Midwest, Texas and Georgia in the South, and Colorado and Utah in the Rocky Mountain West.

"The mushrooming of interest we're seeing now is not in the large communities, but in places that don't have significant Chinese populations," said Chris Livaccari, an executive director at the Asia Society.

American has had the study of a foreign language grow before, only to see the bubble burst. Many schools began teaching Japanese in the 1950s, after Japan emerged as an economic rival. But interest has dropped the language, the survey found.

Japan is not the only language that has declined. French, German and Russian have stopped teaching those languages, too, the survey found.

To prepare the survey, the center for Applied Linguistics mailed questionnaires to 1,000 American schools, and followed up with phone calls to 1,000 schools, getting a 76 percent response rate.

The results, released last year, confirmed that Spanish was taught almost everywhere. The survey found that 88 percent of elementary schools and 93 percent of middle schools offer instruction with language programs, offered Spanish in 2008.

The overall decline in language instruction was not due to its abrupt decline in the elementary and middle schools; the number of private schools and elite high schools offering at least one language remained the same from 2003 to 2008.

The survey also found a third of schools reported that the federal government is helping to pay the salaries of Chinese teachers.

Experts say a number of factors were fueling the surge in Chinese. Parents, students and educators recognize China's emergence as an important country and believe that fluency in its language could be important.

Also, since the interest has been a joint program by the College Board and the language course of the Chinese Education Center, which has been teaching Chinese since 1997, the program has been a success. The center has been a success in teaching Chinese to American students, and the center has been a success in teaching Chinese to American students.

The State Department has also been a success in teaching Chinese to American students, and the center has been a success in teaching Chinese to American students.

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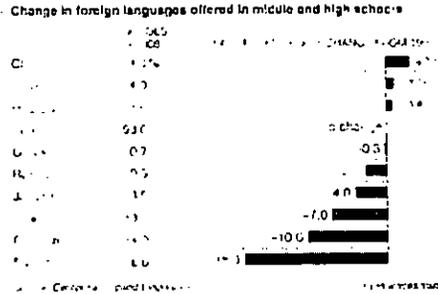
The State Department has also been a success in teaching Chinese to American students, and the center has been a success in teaching Chinese to American students.



Experts attribute the surge in Chinese language classes to parents' belief that fluency can open up opportunities down the road.

Growth in Chinese Language Courses

Despite an overall decrease in foreign language instruction in public schools, the number of Chinese language courses has increased significantly.



These guest teachers, who are paid by the school district, are teaching Chinese to American students. The teachers are from China and are helping to teach Chinese to American students.

The teachers are from China and are helping to teach Chinese to American students. The teachers are from China and are helping to teach Chinese to American students.

The teachers are from China and are helping to teach Chinese to American students. The teachers are from China and are helping to teach Chinese to American students.

grade are teaching Chinese and English. The teachers are from China and are helping to teach Chinese to American students.

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Eating even slightly less could have major effects on health.

The study also found that reducing salt intake could reduce the risk of heart disease and stroke.

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Appendix D

Washington Yu Ying Public Charter School



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

Lisa Chui, Board Chair

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Board and School Leaders

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I. School Description

A. Mission Statement

Washington Yu Ying Public Charter School aims to foster the development of a strong social conscience among tomorrow's global leaders by nurturing excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English language immersion environment.



B. School Program

1. *Grade and Age Levels Served*

In the 2011-2012 School Year, Washington Yu Ying PCS served students in Prek-4 to Grade 4. Students attending Yu Ying ranged in ages 4-10.

2. *Brief Summary of Curriculum Design*

Washington Yu Ying employs both Mandarin Chinese Immersion and the International Baccalaureate Primary Years Programme (PYP) as its organizing curriculum framework. Students are instructed in all subjects using the curriculum methods emphasized by the International Baccalaureate Organization: communication and collaboration as a means of making sense of the world through an inquiry-based curriculum. Students learn to understand and rely on each other as they learn the six principal subject areas: language, social studies, mathematics, arts, science and physical education. Immersion is delivered through the PYP in an every other day format. Students switch classrooms and are instructed by a team of 2 teachers: one day all subjects are taught in English, and the next, all subjects are taught in Chinese. Instruction is differentiated to accommodate learner diversity, and instructional specialists typically "push-in" to deliver services to students and consultation to teachers of students who receive special education or ELL services.

3. *Key Mission-Related Programs:*

Washington Yu Ying incorporates several key programs to enhance the quality of the learning process. Our goal is to ensure that despite receiving only half of the year's instruction in English Language Arts, students will reach target proficiency levels.

a. English Guided Reading and Writer's Workshop: These approaches to literacy feature small group and differentiated instruction to closely monitor and support appropriate literacy instruction. Leveled reading with an emphasis on direct instruction of basic early literacy skills: phonemic awareness, phonics, sight word acquisition, fluency, and comprehension provide a well-balanced literacy program.

b. Chinese Guided Reading and Writing: In the Chinese classrooms lead and assistant teachers work with students through whole group direct instruction as well as small group work. Students read leveled Chinese readers with emphasis on learning foundational Chinese characters.

c. Math Workshop: This approach uses a hands-on, exploratory introduction to a conceptual development of number sense, operations, and problem-solving. It involves small and large group instruction of math concepts using whole group direct instruction and a co-teaching model.

d. During the 2011-2012 school year the development of the overall curriculum framework, International Baccalaureate Primary Years Program, became further embedded in the school's culture. In April of 2011, all of the teaching staff met with the PYP Coordinator to engage in the development of a comprehensive program of inquiry. The two days spent developing the social studies and science learning standards into units of inquiry helped teachers to fully understand the learning goals set for their grade levels and for the school. Teachers participated in 2 days of IB PYP training presented by the PYP Coordinator at the school induction meetings prior to the beginning of the 2011-2012 school year. This training helped teachers work to develop language use emphasizing high order thinking skills, to develop unit plans based on backward planning and to work with the learning standards in a trans-disciplinary mode rather than separated subjects. Throughout the year, the PYP Coordinator worked with each grade level team to develop comprehensive and diverse common formative and summative assessments following the backwards design approach. These assessments were collected and collated as an archive of assessment practices within the school. Student portfolios were used with greater student involvement and reflection in 2011-2012. These helped students to take ownership of their learning, and to develop a better understanding of themselves as a learner at Yu Ying. In addition, grade level teams met weekly to collaboratively plan open-ended, higher-order thinking learning activities based on essential questions and their assessment goals, and to share and reflect on practices. In the spring of 2012, the teaching staff applied their experiences as they developed priority and supporting standards from the DC Common Core Standards in Math and English Language Arts. The supporting standards were aligned to priority standards to aid in the development of units of study in Math and ELA. Developing Math and ELA units which are paced and aligned to be taught with the Social Studies and Science units of inquiry for real world application was an essential step to furthering Yu Ying's implementation of the trans-disciplinary IB PYP.

e. 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 Discovery Common Core Assessments in both Literacy and Math. Based on the data, students are placed into reteach or extension groups to build upon their learning. Students in need of intervention receive daily targeted intervention using evidence based practice to help them achieve at grade level expectation. This instruction is delivered by our Learning Support team (Assessment/RTI coordinator and ELL and special education teachers), including an intervention teacher. Teacher development occurs through STARS (Student/Teacher Achievement Resource Support) meetings, where a diverse team of educators review students of concern and offer potential interventions. Parents are informed of student progress and any need for intervention. Parents are invited to meetings throughout the STARS Process to ensure open lines of communication between the school and the family.

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

4. *Parent –involvement efforts*

Yu Ying has a very involved Parent's Association (PA). The average monthly attendance for Parent Association meetings is over 80 families. The PA hosted the 3rd annual Yu Ying Gala fundraiser. They also hosted several family events throughout the year. The Spring Fair was an event to welcome new families to Yu Ying. A very popular annual event is the Chinese New Year Talent Show Banquet. Over 1/3 of Yu Ying families fill their 20 hour volunteer requirements.

C. School Staff Characteristics



1. *Names and titles of those in key leadership positions in the school*
Mary Shaffner is the Executive Director of the school. Our Principal is Maquita Alexander. The President of the Board of Trustees is Lisa Chiu.
2. *Number of Teachers*
During the 2011-2012 School Year, there were 23 lead teachers, 3 special education teachers, 1 Learning Support and Assessment coordinator, 1 Chinese Program Coordinator, 1 PYP Coordinator, 1 ELL teacher, and two special subject teachers.
3. *Number of Teacher Aides*
We had 13 teacher aides during the 2011-2012
4. *Average class size*
Yu Ying classes averaged 16 students per class.
5. *Qualifications and assignments of school staff*
During the 2011-2012 School Year, there were 23 lead teachers, 3 special education teachers, 1 Chinese Program Coordinator, 1 Learning Support and Assessment coordinator, 1 PYP Coordinator, 1 ELL teacher, 9 teaching assistants (including aides) and two special subject teachers. At the beginning of the school year 20 of the 23 teachers met NCLB HQT. At the end of the year, 23 of the 23 teachers met NCLB HQT.
6. *Staff Attrition Rate*
Our staff attrition rate was 12%
7. *Salary range and average salary, for teachers and administrators.*
The salary range for teachers was \$48,418 to \$61,098 and the average was \$52,183.52. The salary range for School Administrators ranges from \$72,000 to \$102,500 and the average is \$89,833.

D. Student Characteristics



Student Characteristics Table	Washington Yu Ying PCS	
Students enrolled	Pre School	111
	Kindergarten	64
	1st Grade	63
	2nd Grade	55
	3rd Grade	43
	4th Grade	31
	Total	367
<i>Student attrition rate during the year reported</i>	5%	
<i>Student re-enrollment</i>	91.6%	
<i>Demographics</i>	48% of our student population was African-American, 6% was Hispanic, 20% was Asian/Pacific Islander and 32% was Caucasian.	
<i>Percentage of limited- and non-English proficient students</i>	8%	
<i>Percentage of students with special education IEPs</i>	9%	

<i>Percentage of students qualifying for free or reduced price lunch program</i>	20%
<i>Average daily membership</i>	98%
<i>Average daily attendance</i>	92.6%

Discipline data

# Unique Students with Discipline Event	11
Incident : Student Ratio	1.36
% Instructional Days Lost	0.05

E. Finance

1. *Unaudited year-end financials for Fiscal Year 2011-2012*
See Exhibit 2
2. *A copy of the school's approved budget for the Fiscal Year 2011-2012*
See Exhibit 3
3. *A list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year reported.*
See Exhibit 4

F. Facilities

1. *Square Footage – 40, 0000 square feet*
2. *Room Inventory by Grade and Subject*

Math	n/a
Science	n/a
Social Studies	n/a
English/LA	Na/
Art/Music/PE/Other	2
Library	0
Number or rooms by grade level:	
Prek-3:	0
PK-4	6
KG	4
1	4
2	4
3	2
4	2

3. *Student/Classroom and Teacher/Classroom Ratio*

Student to Classroom ratio	16:1
Teacher to Classroom ratio	2.5:1

II. School Performance



A. Evidence of Performance and Progress

1. *Performance Management Measures: Student Progress, Achievement and Leading Indicators Data*

Student Progress

Yu Ying PCS students achieved their student progress goals in the 2011-2012 school year. The student progress goals for the 2011-2012 school year were for 65% of all students in K-2nd grade to score in the “Low Risk” range for the DIBELS Assessment and 75% of all students in Pre-K to score in the “no concern” range. The results from each test indicated that students achieved their student progress goals for the 2011-2012 school year. Eighty five percent of students in grades K-2 scored in the “low risk” category for the DIBELS which exceeded our 2010-2011 target by 20%. In regards to the Denver Developmental Screening Test, 89% of Pre-K students fell in the “no concern” range in the Spring of 2012 which exceeded our 2010-2011 target by 14%.

Student Progress		To be completed at end of school year	
Performance Indicator & Assessment Tool	2010-2011 Target	Results and Supporting Evidence	Target Met?
DIBELS % of Kindergarten –Second grade students that achieved “No Risk” benchmark status on the Dynamic Indicators of Basic Early Literacy Skills	65% of all students (K-2) students will score in the “Low Risk” range.	85% of students in grades K-2 were in the low risk category for the Spring 2012 DIBELS.	Yes

Denver Developmental Screening Test % of Pre-K students that achieved the "No Concern" level on the Denver Development Screening Test	75% of all students in Pre-K will score in the "no concern" range.	89% of Pre-K students had "no concern" as of Spring 2012	Yes
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Student Achievement

Student Achievement		To be completed at end of school year	
Performance Indicator & Assessment Tool	2011-2012 Target	Results and Supporting Evidence	Target Met?
DIBELS % of Kindergarten –Second grade students that achieved "No Risk" benchmark-status on the Dynamic Indicators of Basic Early Literacy Skills	65% of all students (K-2) students will score in the "Low Risk" range.	85% of Students were in the low risk category for the Spring 2012 DIBELS	YES
Discovery Early Skills Assessment % of Kindergarten –Second grade students scoring in the proficient or advanced range on the Discovery Early Skills Math test	70% of all students in grades K-2 will score in the proficient or advanced range.	85% of students were in the proficient or advanced range on the Spring Discovery Math Assessment	YES

Leading Indicators

During the 2011-2012 school year 91.6% of the students re-enrolled. We lost four students during the school year. Three students transferred to either a DCPS public school or independent school system in DC or Maryland. The one other student left the country. The predominant reason students did not re-enroll was relocating outside of the DC metro area.

The average daily attendance for students at Yu Ying during the 201-2012 school year was 92%. The average daily attendance for Pre-K students was 90%, surpassing the target of 88%. We will continue to strengthen our attendance policy and strive for the goal of 95% or higher average daily attendance for the entire school population.

Performance Indicator & Assessment Tool	2011-2012 Target	Results and Supporting Evidence	Target Met?
Re-enrollment % of Yu Ying students that will re-enroll for the 2011-2012 school year as noted on the school intention forms	On average, 75% of Yu Ying students will re-enroll for the 2011-2012 school year.	91.6%	
Attendance % of Pre-K students that have a daily attendance rate of 88% or higher	On average Yu Ying pre-K students will have a daily attendance rate of 88% or higher in 2011-2012 school year.	96.8%	Yes
Attendance % of K-2 students that have a daily attendance rate of 92% or higher	On average Yu Ying K-2 students will have a daily attendance rate of 92% or higher in 2011-2012 school year	97.3%	Yes

Students with Disabilities

In the 2011-2012 school year, 9.5% of students received special education or related services. Services provided included specialized instruction, counseling, occupational therapy, speech/language therapy, physical therapy, and audiology services.

- Students with special needs were served largely within the general education classroom by a learning support co-teacher
- Subgroup analysis of students who receive special education services indicated growth from 29% proficiency in reading (at or above grade level) in the Fall of 2011 to 33% proficiency in reading in the Spring of 2012.
- Subgroup analysis of students who receive special education services indicated growth from 29% proficiency in math (at or above grade level) in the Fall of 2011 to 61% proficiency in math in the Spring of 2012
- Overall, 100% students with special needs were found to have made progress towards some or all of their annual IEP goals.
- Students who were found to make only some or no progress on certain IEP goals were re-evaluated and additional support systems were put into place to help ensure increased rates of progress.

In the 2011-2012 school year, students at Yu Ying worked towards academic goals, emotional/social/behavioral goals, as well as goals in motor skills/physical development and speech and language. These goals were developed for each student by an IEP Team comprised of teachers (general education and special education), families, related service providers, and specialists in behavior as necessary. These goals were designed to be multi-disciplinary and apply across both the English and Chinese settings. The IEP Team worked

together to help ensure progress towards these goals and families were provided with frequent updates on students' progress to ensure a strong home-school relationship.

New students were identified both through Yu Ying's RTI approach and through teacher and parent referrals. The RTI approach means that three times per year all students are screened to identify any possible gaps in learning. Once completed, these students are given targeted interventions to address their needs. Students receive tiered levels of support dictated by their level of need and response to prior interventions. If these efforts prove unsuccessful, the multi-disciplinary team (consisting of teachers, administrators, parents and any related service providers) comes together to determine if a student should be found eligible for special education services. This is part of the STARS process (outlined in the previous section) in which families, teachers, and administrators work together to develop interventions to support students.

Parents and teachers were encouraged to speak to the learning support staff with any additional concerns regarding students' academic or behavioral progress. The faculty worked to deliver services that ensured each student with an IEP was educated in their Least Restrictive Environment (LRE). This meant that to whatever extent possible students were educated alongside their general education peers. Special Educators collaborated with general educators in the classroom to deliver lessons using several methods. Among these were station teaching, parallel teaching, alternate teaching, and the *one teach one assist* models. If deemed necessary, students were pulled out of the classroom in order to receive specialized instruction in small groups. In addition, related services such as speech, occupational, and behavioral therapy were delivered outside of the classroom. A resource room/self-contained setting was also developed in the middle of the 2011-2012 school year for students for whom the general education classroom was not their least restrictive environment. These students received all instruction in the resource setting with a special education teacher. All students join their peers for nonacademic activities such as lunch, recess, and specials with increasing levels of support as necessary.

The learning support services including special education and the RTI program had areas of strength and areas of relative weakness in the 2011-2012 school year. The RTI program is an area of growth for Yu Ying as the learning support team works to streamline the process so that there is more frequent communication with families, interventions are monitored more closely, and the system is implemented consistently across grade levels and teachers. The learning support team is working to improve its staffing model to attempt to differentiate intervention teachers from special education teachers to ensure a separation of the RTI and special education systems.

Overall, students who received intervention and special education support were extremely successful in the classroom. Students made social gains as well as academic gains in the classroom and all students benefited from classroom culture lessons on inclusiveness and individual learning needs. Special educators were flexible throughout the year as they adapted to the shifting needs of our student population and remained committed to ensuring student learning and success despite their teaching role. Students with special needs worked towards grade level standards as well as individual goal and made progress towards both with the support of the learning support staff. General educators and special educators worked side by side to ensure student success and celebrated progress as classroom teams, grade level teams, and as a school.

English Language Learners

Last year, 29 students were identified as English Language Learners (ELLs). These students were identified with assessment tools provided by the *World-Class Instructional Design (WIDA)* Consortium. To qualify as an English Language Learner (ELL), students were first identified as a student who has heard or spoken a language other than English on their Home Language Surveys. The students were then tested using the *WIDA Access Placement Test (W-APT)* appropriate to their age and grade. Students who were already identified as ELLs in 2010-2011 qualified for continued support in 2011-2012 based on their performance on the *WIDA Access*, the annual measure of English language growth used in Washington, DC.

The ELL program continued to improve in the 2011-2012 academic year. First, record keeping improved by refining the filing system for ELL student files. This included individual service plans for each student, which tracked: the amount of service hours each student received in various content areas, pull-out vs push-in support, and student progress in each area. Other paperwork included an assessment record for each individual student that tracked assessment data from the *WIDA Access* as well as standardized and universal screening assessments. Finally, we obtained a written permission form for services from each guardian with a child who qualified for ELL support.

Assessment.

ELL students were assessed with tri-annual Universal Screening assessments, classroom assessments and standardized assessments. Universal Screening including the Running Records and Dynamic Indicators of Literacy, Writing 6+1, and Discovery Math. Whenever possible, the ELL teacher administered these Universal Screenings to ELL students to ensure they were receiving accommodations appropriate to their levels. Based on these assessments, most ELL students displayed growth and progress in reading, writing and math. Students who fell back or showed slower rates of progress were targeted for specific support through a Response to Intervention (RTI) model. In grades 3 and 4, ELL students also participated in the annual District of Columbia Comprehensive Assessment System (DC-CAS). Of the two ELLs who participated, one passed Reading and both failed Math. ELL students also participated in classroom unit assessments in all content areas. Whenever possible, the ELL teacher administered these tests to provide accommodations and language support. Finally, all identified ELLs participated in the annual *WIDA Access*. According to the results, six students exited the program to become Monitors, two students maintained their Level 4's, and one student fell back from a Level 4 to a Level 3. All other students showed growth by moving up at least one level.

The ELL teacher published an adaptive schedule to provide services to ELLs in their areas of greatest need. The ELL teacher, classroom teachers, and special education teachers all collaborated regularly to develop a schedule where students were receiving support in targeted areas. Students received English support in either pull-out, push-in or a combination model.

During the 2011-2012 academic year, the ELL program began using the Content-Based English Language Instructional approach. Students were provided English language support primarily through the content area of Language Arts, but may have also received supplementary English instruction during Mathematics or Core Work. Students were instructed in the four language domains of listening, speaking, reading, and writing. These skills were targeted through the Common Core or DCPS grade-level standards. The ELL Teacher employed many instructional strategies when working with English learners, both in the classroom and out. The primary

method of instruction was be Direct Instruction, where the ELL teacher modeled explicit skills and then provided space for students to practice these skills independently. Lessons included time for students to experiment and practice target language skills, as well as their content objectives. The teacher also used active learning strategies such as Total Physical Response (TPR), in which target language skills are associated with physical movements. In all grades, the teacher spent a portion of time focusing on vocabulary. Vocabulary instruction was enriched and developed through read-aloud stories, physical movements, and visual aids.

The ELL program could improve in several areas. First, the ELL teacher can provide more focused instruction to prepare students in grades 3-5 for the DC-CAS. She can do this by keeping closer track of student progress on Universal Screenings and design instruction around targeted reading, writing, and test-taking skills. Second, the ELL program can be more inclusive of parents by hosting ELL parent nights and fostering more flexible communication. Finally, the ELL program could improve by having the staff participate in more training designed for working with students learning English in a content-based classroom. The training could focus on using visual support or aids during whole-group lessons, vocabulary pedagogy or differentiating for ELLs. This training could be provided by outside parties or made part of the in-school professional development calendar and taught by the ELL teacher.

B. Lessons Learned and Actions Taken

Reflections and Recommendations for 12-13

Last year, Yu Ying focused on the mechanics of sharing data between staff, school and parents. The school recognized the need for an easy way to access and share data so it could be utilized throughout the Yu Ying Community. After hiring a specialist to create a data tracking template, Yu Ying was able to access and share data in a uniform way that enabled the entire community to stay connected. While accessing shared data was vital to the school's progress, Yu Ying realized there were other factors that needed to be addressed to ensure the success of it's community. Now that accessing shared data was a problem of the past, Yu Ying realized the importance of analyzing the data to inform instruction at each level of it's school community. Yu Ying realized it was gaining information from it's shared data, but more comprehensive data analysis and collection was needed to take instruction to the next level. While the Universal screening results provided school wide data per grade level, individual classrooms needed to be targeted to use classroom data in a similar fashion. In order for more extensive data analysis to occur to inform instruction, Yu Ying realized the classwide data being collected needed to be improved as well. Due to the nature of having a scripted curriculum and assessments being made for the teachers, data collection became more of a means for a grade instead of a valuable source of information used to improve student learning. Throughout the school year, teams of teachers met to determine how to move away from a scripted curriculum to the rigorous common core standards so that teachers could gather targeted data from their classrooms and use it to inform instruction. Yu Ying decided to use monthly Professional development sessions to begin creating curriculum based on the common core standards. By the end of the school year, teachers were able to prioritize standards, creating their first unit plan for English Language Arts and Math and develop rigorous formative and summative assessments to ensure high quality data could be collected and used to inform instruction.

One challenge the school faced was the difficulty in moving the teachers from a scripted curriculum to a standards based, rigorous, teacher made curriculum. Due to the unique immersion environment, teachers relied heavily on a scripted curriculum as a support for their professional practice. Unfortunately, the scripted curriculum did not provide students with higher level thinking and learning opportunities and made differentiation difficult. Teachers and administration alike realized the only way to take instruction to the next level was to fully adopt the common core standards and create a unified, school created curriculum which utilized best practices and techniques from multiple sources. The school took a multi-layered approach to ensure the move towards implementation of the common core standards was not just another stipulation but a decision that would ultimately impact student learning. To start, teachers and administration attended Common Core Trainings offered by OSSE to gain insight into how to prioritize standards and create a rigorous curriculum. The school provided teachers with the opportunity to create a unified curriculum between English and Chinese with the support of curriculum coaches along each step of the way. Yu Ying began this process by prioritizing the standards as a staff. Teams of teachers looked at the standards within their own grade level as well as vertically amongst multiple grade levels to ensure all standards were being explicitly taught in a uniform fashion. After prioritizing the standards, Yu Ying began to create standards based unit plans in grade level teams between both English and Chinese teachers so they could be prepared for the first few months of the following school year. Throughout the process, it was evident that teachers needed additional professional development in the areas of creating summative and formative assessments as well as how to gather and utilize data. Yu Ying realized it had numerous challenges to work through in this area so the school decided to develop a plan to focus on the most critical parts of curriculum development and lesson planning for the upcoming 2012-2013 school year. The school created rigorous school goals at their annual Educational Summit in June 2012. Teachers and administration worked together to create school goals to ensure students were instructed at the highest level possible. These goals related directly to the challenges the school was facing and will continue to be focused on during the 2012-2013 school year.

D. Unique Accomplishments



PreK Immersion

Washington Yu Ying implemented a new PreK full immersion program. 112 PreK students received a full immersion program. The students had a seamless transition into the full immersion program. Their Chinese oral language was at a much higher level than previous years.

New Building

Washington Yu Ying PCS opened up in its permanent location on September 6, 2011. Our new location includes a 30,000 square foot renovated building and a brand new 10,000 square foot addition. The school is located on 3 acre campus, has a brand new playground and turf field and is developing on a wooded Nature Center on the lower acre. Yu Ying purchased and renovated the campus with generous assistance from Eaglebank with a construction loan that was converted to DC Revenue Bonds; from the Office of the State Superintendent of Education with a City Build Grant and loan; and a loan from the Charter Schools Development Corporation. On February 9th, 2012 Washington Yu Ying Public Charter School celebrated the move to its new, permanent home at 220 Taylor Street NE with a Grand Opening ceremony. A number of city education officials attended and Scott Pearson Executive Director of the PCSB spoke.

DCCM

Last year Yu Ying recognized the need for a spectrum of services to be available for all students to learn in their least restrictive environment. For the 2011-2012 school year, Yu Ying began it's first English only classroom, entitled the Zhu Lin for students who were not responding to Chinese instruction after at least two years in the immersion environment. These students were below grade level in many of their core academic subjects and were not progressing in Chinese even with intensive Chinese Booster Groups. This new classroom environment enabled students who had continually fallen in the "at risk" category on Universal Screening Assessments, as well as those who were consistently below grade level to learn in an environment conducive to their learning needs while receiving Chinese as an elective.

By the end of the 2011-2012 school year, students in the Zhu Lin grew on average over 2.5 years in their English Reading Levels. Students who were significantly below grade level were now reading on grade level or above in English. Two of the students in the fourth grade Zhu Lin class received Proficient Scores on the DCCAS assessment in both Reading and Math while each student in fourth grade grew one level according to the cutoff ranges for the DCCAS for the 2011-2012 school year.

Summer Exchange Program

During the summer of 2012, Yu Ying participated in it's first Summer Exchange Program. Students from China were placed with host families from the Yu Ying Community. Students stayed with Yu Ying families and experienced life in D.C. as well as the opportunity to attend Yu Ying's Summer School program.

Mayor Gray Visits Yu Ying

*On Thursday, June 14th, DC Mayor Vincent Gray stopped by Washington Yu Ying PCS in order to tour the school and learn some Mandarin in preparation for an upcoming **economic development trip** to China. The story was broad casted on the **Voice of America website.***

Voice of America story about the Mayor's visit (all in Chinese, July 2012)

<http://www.voachinese.com/media/video/1360817.html>

Yu Ying Celebrates Earth Day

Yu Ying was featured in a news article in the Root answering the question of Why are Black People learning Chinese

Why Are Black People Learning Chinese? (October 2011)

<http://www.theroot.com/views/why-globalization-isn-t-just-buzz-word?page=0,0>

Yu Ying celebrated Earth Day with the help of many volunteers. (3/21/2012)

On Saturday, April 21st, Yu Ying families along with volunteers from HandsOn Greater DC Cares, FutureProof, American University, and SavATree celebrated Earth Day by building edible gardens, planting flowers, and restoring natural habitats on Yu Ying's campus.

With the help of FutureProof and SavATree, volunteers from HandsOn Greater DC Cares, including many from the DC Chapter of Indiana University's Alumni Association, worked to restore natural habitats of the school's western acre, helping it become a woodland classroom for our students. At the same time, Yu Ying families and other volunteers helped create an edible garden and planted flowers and other plants around the campus. Because of their help, the northern end of our campus now has raised flower beds and a stage!

Foreign Language Assistance Program Grant

In the third and final year of the Department of Education Foreign Language Assistance Program grant, Yu Ying's Chinese team continued to make incredible strides. Pearl You, Chinese Program Coordinator, Maquita Alexander, Principal and several Chinese classroom teachers presented at the National Chinese Language Conference on Yu Ying's nationally known Chinese Language Arts Curriculum. In addition, Yu Ying hosted conference attendees on site.

Exhibits

1. Annual Report Data Collection Tool
2. Unaudited year end financials for Fiscal Year 2011-2012
3. 2011-12 Budget
4. Individual and Corporate Donations
5. Early Childhood Accountability Plan
6. HQT Report
7. "Why Black People are Learning Chinese" Abdul Ali, The Root, October 7,
8. *Voice of America* story about the Mayor's visit (all in Chinese, July 2012)
<http://www.voachinese.com/media/video/1360817.html>

APPENDIX A: DATA COLLECTION TEMPLATE

LEA ANNUAL REPORT
2011-2012 SCHOOL YEAR
Data Collection Template

The 2011-12 school year annual report collects campus-level data in the following three areas: Name and Contact Information, Verified Data Elements, and Unverified Data Elements. Please fill out these three sections for each campus served by the LEA. The data collection template is designed for only one campus. For LEAs with multiple campuses, please complete this template for each school campus it operates and submit to Timothy Harwood at tharwood@dcpcsb.org by August 24. Additionally, include this template for each school campus in the final annual report submission, due September 20.

Section 1

Name and Contact Information

LEA name:	Washington Yu Ying Public Charter School
Campus name:	
Address 1	220 Taylor St. NE, Washington, DC 20017
Address 2	
Phone:	202-635-1950
Fax:	202-635-1960
Website:	www.washingtonyuying.org

Section 2

Verified Data Elements

Use data validated during PMF AYP validation window, attendance/re-enrollment validation window, and discipline data validation window.

Washington Yu Ying, PCS

School Program Data

Grade levels served	
Ages served	4 to 10 years
Enrollment by grade level <i>(Please place a check mark next to the grades served by the campus)</i>	<input type="checkbox"/> PK-3; <input checked="" type="checkbox"/> PK-4; <input checked="" type="checkbox"/> PK; <input checked="" type="checkbox"/> KG; <input checked="" type="checkbox"/> 01; <input checked="" type="checkbox"/> 02; <input checked="" type="checkbox"/> 03; <input checked="" type="checkbox"/> 04; <input type="checkbox"/> 05; <input type="checkbox"/> 06; <input type="checkbox"/> 07; <input type="checkbox"/> 08; <input type="checkbox"/> 09; <input type="checkbox"/> 10; <input type="checkbox"/> 11; <input type="checkbox"/> 12; <input type="checkbox"/> Ungraded; <input type="checkbox"/> AO/PG
School instruction dates	Beginning Date: 9 / 6 / 2011 End Date: 6 / 22 / 2012 Total # of instructional days: # 182

Student Demographic Data

Demographics (%)	Race/ethnicity: African American <u>48</u> % Hispanic/Latino <u>6</u> % Caucasian <u>32</u> % Asian/Pacific Islander <u>20</u> % Other race <u> </u> % Gender: Male <u>48</u> % Female <u>52</u> %
Limited or Non-English Proficient	<u>8</u> %
Free or Reduced-Price Lunch	<u>20</u> %
Special Education	<u>9</u> %
# of students with 504 plan* (Select from one of the three categories)	<input type="checkbox"/> 0 students <input checked="" type="checkbox"/> Less than 10 students <input type="checkbox"/> More than 10 students; (specify # students)
# of students pregnant and/or parents (mothers only)* (Select from one of the three categories)	<input checked="" type="checkbox"/> 0 students <input type="checkbox"/> Less than 10 students <input type="checkbox"/> More than 10 students; (specify # students)
# of students homeless defined by McKinney-Vento Act* (Select from one of the three categories)	<input checked="" type="checkbox"/> 0 students <input type="checkbox"/> Less than 10 students <input type="checkbox"/> More than 10 students; (specify # students)
# of students incarcerated* (Select from one of the three categories)	<input checked="" type="checkbox"/> 0 students <input type="checkbox"/> Less than 10 students <input type="checkbox"/> More than 10 students; (specify # students)

*Applies to any student enrolled during SY2011-12 who have been and/or currently fall in the respective category (this is not limited to the current school year).

Elementary/Middle School PMF Metrics (Leave section(s) blank if not applicable to campus or data is not available by time of submission)

Percent proficient and advanced, whole school population	Math: <u>62.5</u> % Reading: <u>72.5</u> %
Percent advanced, whole school population	Math: <u>.18</u> % Reading: <u>.069</u> %
Percent proficient and advanced, for grade 3 and grade 8	Grade 3 Reading: <u>11</u> % Grade 8 Math: <u> </u> %
Median Growth Percentile, whole school population	Math: <u>not available</u> Reading: <u>not available</u>

High School PMF Metrics (Leave section(s) blank if not applicable to campus or data is not available by time of submission)

2012 Graduation rate	<u> </u> %
PSAT performance, 11 th grade	<u> </u> %
SAT performance, 12 th grade	<u> </u> %
College acceptance rate	<u> </u> %
Percent proficient and advanced, whole school population	Math: <u> </u> % Reading: <u> </u> %
Percent advanced, whole school population	Math: <u> </u> % Reading: <u> </u> %
AP/IB – number passing exam scores per 100 students (Grade 12)	# of passing exams per 100 students
Median Growth Percentile, whole school population	Math: Reading:

Attendance Data (Leave section(s) blank if not applicable to campus)

Average Daily Attendance, whole school (Use validated ADA percentage in column C from the discipline verification spreadsheet)	<u>97.4</u> %
In-seat Attendance Rate, whole school (Use validated ADA percentage in column F from the discipline verification spreadsheet)	<u>94.2</u> %
Chronically Absent Rate, whole school (Use validated ADA percentage in column G from the discipline verification spreadsheet)	<u>3</u> %

Accountability Plan Results (Leave section(s) blank if not applicable to campus)

Targets	Results	Target Met
65% of kindergarten through second-grade students will increase at least one level or maintain "low risk" by the spring administration on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	85.7% of students increased one level or maintained low risk.	Yes
75% of pre-kindergarten students will demonstrate growth by advancing from "concern" to "no concern" or maintaining no concern by the spring administration on the Denver Developmental Screening Test II (DDST-II) assessment.	88.3% of students demonstrated growth or maintained proficiency.	Yes
65% of kindergarten through second-grade students will score "low risk" on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	85.4% of students scored "low risk."	Yes
70% of kindergarten through second-grade students will score proficient or above in mathematics on the Discovery Education Early Skills Assessment.	84.7% of students scored proficient.	Yes
75% of pre-kindergarten through second-grade students will reenroll for the 2011-2012 school year	The re-enrollment rate was 89.2%.	Yes
On average, pre-kindergarten through second-grade students will attend school 92% of the days	The average daily attendance was 97.1%.	Yes

Discipline Data

Number of Unique Students with Discipline Records, whole school population (Use validated ADA percentage in column J from the discipline verification spreadsheet)	# 11 students in behavior log and 10 students suspended
Incident : Student Ratio, whole school population (Use validated ADA percentage in column L from the discipline verification spreadsheet)	1.36
Percent of Instructional Days Lost, whole school population (Use validated ADA percentage in column M from the discipline verification spreadsheet)	.05 %

Section 3

Unverified Data Elements

School Characteristics (Leave section(s) blank if not applicable to campus)

Average # students per class, by grade level and whole school	PK-3	# NA
	PK-4	# 18.3
	KG	# 16.25
	1	# 15.5
	2	# 13.5
	3	# 16.5
	4	# 15.5
	5	#
	6	#
	7	#
	8	#
	9	#
	10	#
	11	#
	12	#
	Ungraded	#
	AO/PG	#
Whole school	# 15.9	

Student : Teacher Ratio, average by grade level and whole school

Student : Teacher Ratio	
PK-3	: .
PK-4	9 : 1 .
KG	16.25 : 1.5
1	15.5 : 1 .
2	13.5 : 1 .
3	16.5 : 1 .
4	15.5 : 1 .
5	: .
6	: .
7	: .
8	: .
9	: .
10	: .
11	: .
12	: .
Ungraded	: .
AO/PG	: .
Whole school	14.38 : 1

Staff Characteristics

Teacher Years of service, number and percentage for Teachers and Teacher Aides.
(Years of service = total years of teaching experience)

	Number	Percentage
0 to 3 years	# 50	89 %
4 to 7 years	# 4	7 %
8 or more years	# 2	4 %

Teacher Attrition, number and percentage for Teachers and Teacher Aides

By years of service:

	Number	Percentage
0 to 3 years	# 6	12 %
4 to 7 years	#	%
8 or more years	#	%

Salary	Teachers	
	Average	\$ 52,183.52 .
	Range	Min: \$ 48,418 . Max: \$ 61,098
	Teacher aides	
	Average	\$ 25,000 .
	Range	Min: \$ 25,000 . Max: \$ 25,000
	Support Staff	
	Average	\$ 39,140 .
	Range	Min: \$ 35,000 . Max: \$ 47,000
	School administration	
	Average	\$ 89,833 .
	Range	Min: \$ 72,000 . Max: \$ 102,500
	Central Office	
	Average	\$.
Range	Min: \$. Max: \$.	
HQT Count		
	Number of teachers	# All faculty -- 56

Facilities

Square footage	<table border="1"> <tr> <td>Entire for building</td> <td># <u>40,000</u></td> </tr> <tr> <td>Entire for total classroom space</td> <td># <u>18,950</u></td> </tr> </table>	Entire for building	# <u>40,000</u>	Entire for total classroom space	# <u>18,950</u>																																										
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Room inventory	<p style="text-align: center;">Number of rooms by subject:</p> <table border="1"> <tr> <td>Math</td> <td># <u>n/a</u></td> </tr> <tr> <td>Science</td> <td># <u>n/a</u></td> </tr> <tr> <td>Social Studies</td> <td># <u>n/a</u></td> </tr> <tr> <td>English/Language Arts</td> <td># <u>n/a</u></td> </tr> <tr> <td>Art/Music/PE/Other</td> <td># <u>2</u></td> </tr> <tr> <td>Library</td> <td># <u>0</u></td> </tr> </table> <p style="text-align: center;">Number of rooms by grade level:</p> <table border="1"> <tr> <td>PK-3:</td> <td># <u> </u></td> </tr> <tr> <td>PK-4:</td> <td># <u>6</u></td> </tr> <tr> <td>KG:</td> <td># <u>4</u></td> </tr> <tr> <td>1</td> <td># <u>4</u></td> </tr> <tr> <td>2</td> <td># <u>4</u></td> </tr> <tr> <td>3</td> <td># <u>2</u></td> </tr> <tr> <td>4</td> <td># <u>2</u></td> </tr> <tr> <td>5</td> <td># <u> </u></td> </tr> <tr> <td>6</td> <td># <u> </u></td> </tr> <tr> <td>7</td> <td># <u> </u></td> </tr> <tr> <td>8</td> <td># <u> </u></td> </tr> <tr> <td>9</td> <td># <u> </u></td> </tr> <tr> <td>10</td> <td># <u> </u></td> </tr> <tr> <td>11</td> <td># <u> </u></td> </tr> <tr> <td>12</td> <td># <u> </u></td> </tr> <tr> <td>Ungraded:</td> <td># <u> </u></td> </tr> <tr> <td>AO/PG:</td> <td># <u> </u></td> </tr> </table>	Math	# <u>n/a</u>	Science	# <u>n/a</u>	Social Studies	# <u>n/a</u>	English/Language Arts	# <u>n/a</u>	Art/Music/PE/Other	# <u>2</u>	Library	# <u>0</u>	PK-3:	# <u> </u>	PK-4:	# <u>6</u>	KG:	# <u>4</u>	1	# <u>4</u>	2	# <u>4</u>	3	# <u>2</u>	4	# <u>2</u>	5	# <u> </u>	6	# <u> </u>	7	# <u> </u>	8	# <u> </u>	9	# <u> </u>	10	# <u> </u>	11	# <u> </u>	12	# <u> </u>	Ungraded:	# <u> </u>	AO/PG:	# <u> </u>
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Room to students and teacher ratio, average for whole school	<table border="1"> <tr> <td>Student to Classroom ratio</td> <td><u>16</u> : <u>1</u></td> </tr> <tr> <td>Teacher to Classroom ratio</td> <td><u>2.5</u> : <u>1</u></td> </tr> </table>	Student to Classroom ratio	<u>16</u> : <u>1</u>	Teacher to Classroom ratio	<u>2.5</u> : <u>1</u>																																										
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APPENDIX B: FORMULAS

The following formulas detail the methodology in calculations made by PCSB/OSSE for the data supplied to schools* and the methodology for calculations prepared by schools^.

^Attrition Rate (teachers) – percentage of teachers (see Appendix B for definition) who left the school (voluntary or involuntarily) during the 2011-2012 school year

$$\frac{\text{total teachers who retired/resigned/were out – placed between October 5, 2011 and the first day of school 2012}}{\text{(total teachers employed as of October 5, 2011)}} \times 100$$

***Average Daily Attendance** – ratio for the entire population, written as a percentage, of days present (inclusive of excused absences) to days enrolled

$$\frac{\text{(total days present + total excused absences)}}{\text{total days enrolled}} \times 100$$

***Chronically Absent Rate** – ratio, written as a percentage, of the number of students who have been enrolled within a school for at least 20 days with at least 20 absences (excused and/or unexcused, not counting suspension days)

$$\frac{\text{(total kids with at least 20 absences who have been enrolled for at least 20 days)}}{\text{(total students enrolled as of October 2011 audit)}} \times 100$$

***Graduation Rate (2012)** – ratio of the number of students who graduate within four years to the total number of students who compose the adjusted cohort

$$\frac{\text{(total students graduating in June/August 2012 with a standard diploma)}}{\text{(total first time 9th grade students from Fall 2008 + transfers in and out + emigrants + deceased students)}} \times 100$$

***Graduation Rate (2011)** – ratio of the number of students who graduate within four years to the total number of students who compose the adjusted cohort

$$\frac{\text{(total students graduating in June/August 2011 with a standard diploma)}}{\text{(total first time 9th grade students from Fall 2007 + transfers in and out + emigrants + deceased students)}} \times 100$$

***Incident : Student Ratio** – ratio of exclusionary discipline incidents (out-of-school suspensions and proposed expulsions) to number of students with a discipline log for the 2011-2012 school year

$$\text{(total exclusionary incidents: OSS and proposed expulsion)} : \text{(total students experiencing exclusionary discipline incidents)}$$

***In-seat Attendance** – ratio for the entire population, written as a percentage, of days present – in seat – to days enrolled

$$\frac{\text{(total days present)}}{\text{total days enrolled}} \times 100$$

***Instructional Days Lost** – percentage of instructional days lost due to exclusionary discipline events (i.e. out of school suspension or proposed expulsion)

$$\frac{\text{(sum of suspension days from exclusionary discipline events)}}{\text{(sum of enrollment days for all students enrolled as of October 2011 audit)}} \times 100$$

***Ninth Grade On-track Rate** – percentage of 9th grade students who have earned enough credits to be on-track for graduation within four years (based on a sampling of transcripts)

$$\frac{(\text{total 9th grade students on track as of first day of school 2012 – 2013})}{(\text{total 9th grade students enrolled as of last day of school 2011 – 2012})} \times 100$$

^Student : Teacher Ratio – ratio of the number of students as of the October 2011 audit to the number of teachers (see Appendix B for definitions) employed as of October 5, 2011

$$(\text{total students as of October 2011 audit}) : (\text{total teachers as of October 5, 2011})$$

* Data provided by PCSB and verified by LEAs

^ Data provided by LEAs

APPENDIX C: DEFINITIONS

The following definitions were created by PCSB, in concert with OSSE, to provide standardization in reporting.

Central Office Administrator – any adult who is employed by the LEA to oversee central office administrative tasks

Classroom – any room at a campus location whose primary purpose is for the instruction of students

School Administrator – any adult who is employed at the school level to oversee specific campus operations

School Support Staff – any adult who is responsible for the instruction of students less than 50% of the time and/or serve other roles within an LEA, including, but not limited to, school counselor, school social worker, instructional support teachers, etc.

Support Staff – any adult employed by an LEA other than a teacher or administrator

Teacher – 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

Teacher's Aide – any adult, excluding those outlined in the definition above, who participates in classroom instruction and management with the support of a lead teacher

APPENDIX D: NOTES FOR MULTI-CAMPUS LEAS

Submission:

- Submission of the Annual Report to AOIS may occur in the Central Office account if all campuses are represented in the file, OR
- Separate Annual Reports for each campus may be uploaded to AOIS

Data Collection:

- The Online Data Collection Tool must be completed for each campus and for the Central Office, meaning schools will need to complete the survey each time
- Updates to the School Contact List should be representative of LEA-level and school-level staff

Presentation:

- Presentation of the Annual Report information (board/staff listing; narrative) should be by campus

PCSB Format Balance Sheet
As of June 30, 2012

Washington Yu Ying Public Charter School

ASSETS

Current Assets

Checking/Savings	3,521,628
Accounts Receivable	154,247
Other Current Assets	63,425
Total Current Assets	3,739,300

Fixed Assets (Net)

Operating Fixed Assets	185,570
Facilities	14,430,332
Total Fixed Assets	14,615,902

TOTAL ASSETS	18,355,202
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LIABILITIES

Current Liabilities

Short-Term Debt	-
Other Current Liabilities	589,873
Total Current Liabilities	589,873

Long-term liabilities	12,984,682
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TOTAL LIABILITIES	13,574,556
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NET ASSETS

Beginning net assets	3,408,790
Net income for the year	1,371,856
TOTAL NET ASSETS	4,780,646

TOTAL LIABILITIES AND NET ASSETS	18,355,202
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PCSB Income Statement
April 2012 through June 2012

Washington Yu Ying Public Charter School

	Current Quarter			Year to Date		
	Actual	Budget	Variance	Actual	Budget	Variance
REVENUE						
01. Per Pupil Charter Payments	1,104,216	1,057,612	46,604	4,315,062	4,316,618	(1,556)
02. Per Pupil Facilities Allowance	256,900	255,500	1,400	1,027,600	1,022,000	5,600
03. Federal Entitlements	8,684	16,320	(7,637)	64,056	69,281	(5,225)
04. Other Government Funding/Grants	193,430	84,586	108,844	472,607	348,975	123,632
05. Private Grants and Donations	9,697	22,096	(12,400)	38,692	88,390	(49,699)
06. Activity Fees	160,351	91,260	69,091	628,404	475,766	152,638
07. Other Income (please describe in footnote)	23,983	13,035	10,948	79,521	50,008	29,513
TOTAL REVENUES	1,757,262	1,540,412	216,850	6,625,941	6,371,039	254,902
ORDINARY EXPENSE						
<i>Personnel Salaries and Benefits</i>						
08. Principal/Executive Salary	51,062	49,375	(1,687)	180,642	197,500	16,858
09. Teachers Salaries	363,865	392,050	28,184	1,370,398	1,568,198	197,800
10. Teacher Aides/Assistance Salaries	173,370	79,501	(93,869)	608,752	318,004	(290,748)
11. Other Education Professionals Salaries	-	34,827	34,827	-	139,309	139,309
12. Business/Operations Salaries	26,327	13,260	(13,067)	101,839	53,040	(48,799)
13. Clerical Salaries	19,416	28,510	9,094	53,581	114,040	60,459
14. Custodial Salaries	-	3,750	3,750	-	15,000	15,000
15. Other Staff Salaries	103,253	170,768	67,515	386,111	683,072	296,962
16. Employee Benefits	131,682	187,511	55,829	439,301	599,205	159,904
17. Contracted Staff	11,042	3,125	(7,917)	30,232	12,500	(17,732)
18. Staff Development Expense	3,578	7,261	3,683	37,998	29,044	(8,954)
Subtotal: Personnel Expense	883,596	969,938	86,342	3,208,853	3,728,912	520,059
<i>Direct Student Expense</i>						
17. Textbooks	19,631	3,540	(16,091)	24,945	17,700	(7,246)
18. Student Supplies and Materials	23,515	22,022	(1,493)	100,735	110,111	9,376
19. Library and Media Center Materials	2,014	4,193	2,180	8,085	16,774	8,689
20. Student Assessment Materials	1,361	2,500	1,139	5,317	10,000	4,683
21. Contracted Student Services	71,213	37,820	(33,392)	194,412	225,172	30,760
22. Miscellaneous Student Expense **	7,950	6,250	(1,700)	32,800	25,000	(7,800)
Subtotal: Direct Student Expense	125,683	76,326	(49,357)	366,295	404,756	38,462
<i>Occupancy Expenses</i>						
23. Rent	(6,000)	-	6,000	44,773	47,583	2,810
24. Building Maintenance and Repairs	6,126	5,000	(1,126)	10,419	20,000	9,581
25. Utilities	21,691	19,091	(2,600)	77,811	70,000	(7,811)
26. Janitorial Supplies	6,629	2,500	(4,129)	20,831	10,000	(10,831)
27. Contracted Building Services	40,173	41,364	1,190	142,849	160,000	17,151
Subtotal: Occupancy Expenses	68,619	67,955	(664)	296,683	307,583	10,900
<i>Office Expenses</i>						
28. Office Supplies and Materials	9,495	6,359	(3,135)	29,854	31,797	1,942
29. Office Equipment Rental and Maintenance	4,350	7,926	3,576	15,912	31,704	15,792
30. Telephone/Telecommunications	3,667	2,265	(1,402)	12,840	9,061	(3,779)
31. Legal, Accounting and Payroll Services	27,279	23,911	(3,369)	119,695	115,752	(3,943)
32. Printing and Copying	847	1,770	923	37,063	7,079	(29,985)
33. Postage and Shipping	323	1,036	713	2,540	4,146	1,605
34. Other	1,652	2,000	348	6,011	8,000	1,989
Subtotal: Office Expenses	47,614	45,267	(2,347)	223,915	207,538	(16,378)

General Expenses

35. Insurance	6,994	5,763	(1,232)	23,998	23,050	(948)
36. Transportation	11,717	8,976	(2,741)	33,188	35,905	2,717
37. Food Service	26,258	21,195	(5,063)	96,200	80,541	(15,660)
38. Administration Fee (to PCSB)	7,053	6,673	(379)	28,211	26,693	(1,518)
39. Management Fee	-	-	-	-	-	-
40. Other General Expense	56,314	51,108	(5,206)	157,305	203,906	46,601
41. Unforeseen Expenses	-	37,500	37,500	-	150,000	150,000
Subtotal: General Expenses	108,337	131,215	22,878	338,903	520,095	181,192
TOTAL ORDINARY EXPENSES	1,233,848	1,290,701	56,852	4,434,648	5,168,884	734,235
NET ORDINARY INCOME	523,413	249,711	273,702	2,191,293	1,202,156	989,137
42. Depreciation Expense	94,427	76,426	(18,001)	316,357	305,706	(10,651)
43. Interest Payments	135,810	99,112	(36,698)	503,080	489,445	(13,635)
NET INCOME	293,176	74,172	219,004	1,371,856	407,004	964,852

Other income includes interest, paid meals, prior year vendor credits, student fundraising, and other miscellaneous revenue
Miscellaneous Student Expense is primarily student recruiting, student fundraising, and student event expense

PCSB Format Annual Budget
Washington Yu Ying Public Charter School: SY11-12

	FY12 Annual Budget
REVENUE	
01. Per Pupil Charter Payments	4,316,618
02. Per Pupil Facilities Allowance	1,022,000
03. Federal Entitlements	69,281
04. Other Government Funding/Grants	348,975
05. Private Grants and Donations	88,390
06. Activity Fees	475,766
07. Other Income (please describe in footnote)	50,008
TOTAL REVENUES	6,371,039

ORDINARY EXPENSE

Personnel Salaries and Benefits

08. Principal/Executive Salary	197,500
09. Teachers Salaries	1,568,198
10. Teacher Aides/Assistance Salaries	318,004
11. Other Education Professionals Salaries	139,309
12. Business/Operations Salaries	53,040
13. Clerical Salaries	114,040
14. Custodial Salaries	15,000
15. Other Staff Salaries	683,072
16. Employee Benefits	599,205
17. Contracted Staff	12,500
18. Staff Development Expense	29,044
Subtotal: Personnel Expense	3,728,912

Direct Student Expense

17. Textbooks	17,700
18. Student Supplies and Materials	110,111
19. Library and Media Center Materials	16,774
20. Student Assessment Materials	10,000
21. Contracted Student Services	225,172
22. Miscellaneous Student Expense **	25,000
Subtotal: Direct Student Expense	404,756

Occupancy Expenses

23. Rent	47,583
24. Building Maintenance and Repairs	20,000
25. Utilities	70,000

26. Janitorial Supplies	10,000
27. Contracted Building Services	160,000
Subtotal: Occupancy Expenses	307,583
Office Expenses	
28. Office Supplies and Materials	31,797
29. Office Equipment Rental and Maintenance	31,704
30. Telephone/Telecommunications	9,061
31. Legal, Accounting and Payroll Services	115,752
32. Printing and Copying	7,079
33. Postage and Shipping	4,146
34. Other	69,336
Subtotal: Office Expenses	268,874
General Expenses	
35. Insurance	23,050
36. Transportation	35,905
37. Food Service	80,541
38. Administration Fee (to PCSB)	26,693
39. Management Fee	-
40. Other General Expense	142,570
41. Unforeseen Expenses	150,000
Subtotal: General Expenses	458,759
TOTAL OPERATING EXPENSES	5,168,884
NET OPERATING INCOME	1,202,156
42. Depreciation Expense	305,706
43. Interest Payments	489,445
NET INCOME	407,004

Paid meal sales, school store sales, interest, and general miscellaneous revenue comprise "07. Other Income."

**Student recruiting and general miscellaneous student expense comprise "22. Miscellaneous Student Expense."

Washington Yu Ying Public Charter School

Transaction Detail By Account

July 2011 through June 2012

Type	Date	Num	Name	Memo	Amount
Deposit	01/18/2012	576699	SY11-12:Private Grants-Target Field Grant	Scholarship America: 1st English Target Fieldtrip Grant	\$ 700.00
Deposit	05/10/2012	11267	SY11-12:Private Grants:FY12 Tennis	Tennis Grant	\$ 714.00
Deposit	10/14/2011	28153	SY11-12:Private Grants:Student Ach	The NEA Foundation: Student Achievement Grant	\$ 4,500.00
General Journal	10/31/2011		SY11-12:Donations	Salvatore Salzillo contribution - board donation	\$ 1,000.00
General Journal	12/31/2011	paypal		Lisa Chiu - board donation	\$ 1,000.00
General Journal	12/31/2011	paypal		Norman Sade (12/29/11)	\$ 500.00
General Journal	12/31/2011	paypal		Jon and Jennifer Rosenwasser (12/16/11)	\$ 1,500.00
Deposit	01/12/2012	1878		Manisha Modi	\$ 1,500.00
Deposit	01/13/2012			Razoo Foundation - online fundraising	\$ 1,208.91
Deposit	01/13/2012			Daniel Mccuaig	\$ 1,000.00
Deposit	01/13/2012			Tzu-En Lee	\$ 2,500.00
Deposit	01/13/2012			Paul Bailey	\$ 1,000.00
Deposit	03/22/2012	146		Michael Shoag	\$ 1,000.00
Deposit	04/17/2012	9125815		Donation from Global Impact Combined	\$ 5,022.98
Deposit	05/17/2012	1537		Donation - Tzu-l Lee	\$ 1,500.00
Deposit	06/14/2012	409		Donation from Leslie Griffin	\$ 1,000.00
General Journal	06/15/2012	paypal		Lisa Kennedy	\$ 500.00
General Journal	10/31/2011		SY11-12:Donations	Community Gift Leadership match program - Salzillo - Key Bank	\$ 500.00
Deposit	01/13/2012		Parent Association	Homemade Pizza Company	\$ 649.00
Deposit	03/22/2012	64603		KeyBank Foundation Matching Gift	\$ 1,000.00
Deposit	06/14/2012	65132		Donation from KeyBank Foundation	\$ 500.00
Deposit	07/25/2011	1117		DMPE Foundation Inc/ Terrence R Colvin	\$ 720.00
Deposit	09/26/2011		Gala	Matching contribution for Lisa Kennedy's sponsorship - Merck Partnership for Giving	\$ 500.00
General Journal	06/30/2012	In-kind		Donated services- Charter Creator - construction advisor for Nature Center	\$ 36,000.00
General Journal	06/30/2012	In-kind		Pro bono legal services provided by Fulbright & Jaworski	\$ 125,190.00



Early Childhood Accountability Plan

2011-2012 Final Report: Washington Yu Ying PCS

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> ▪ 65% of kindergarten through second-grade students will increase at least one level or maintain “low risk” by the spring administration on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. ▪ 75% of pre-kindergarten students will demonstrate growth by advancing from “concern” to “no concern” or maintaining no concern by the spring administration on the Denver Developmental Screening Test II (DDST-II) assessment. 	<ul style="list-style-type: none"> ▪ 85.7% of students increased one level or maintained low risk. ▪ 88.3% of students demonstrated growth or maintained proficiency. 	<ul style="list-style-type: none"> ▪ Yes ▪ Yes
Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> ▪ 65% of kindergarten through second-grade students will score “low risk” on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. ▪ 70% of kindergarten through second-grade students will score proficient or above in mathematics on the Discovery Education Early Skills Assessment. 	<ul style="list-style-type: none"> ▪ 85.4% of students scored “low risk.” ▪ 84.7% of students scored proficient. 	<ul style="list-style-type: none"> ▪ Yes ▪ Yes
Leading Indicator Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> ▪ 75% of pre-kindergarten through second-grade students will re-enroll for the 2011-2012 school year ▪ On average, pre-kindergarten through second-grade students will attend school 92% of the days. 	<ul style="list-style-type: none"> ▪ The re-enrollment rate was 89.2%. ▪ The average daily attendance was 97.1%. 	<ul style="list-style-type: none"> ▪ Yes ▪ Yes

Targets Met: 6

Targets Missed: 0

SY 2011-2012		NCLB Highly Qualified Teacher Status Report	
Name	Title	Grade	HQ
Wang, Jue	Lead Teacher	Prek	N/A
Liu, Yizhen (Jenny)	Assistant Teacher	Prek	N/A
Chen, Tuz-Ling (Crystal)	Lead Teacher	Prek	N/A
Liao, Yu (Amy)	Assistant Teacher	Prek	N/A
Jiang, Jin	Lead Teacher	Prek	N/A
Lin, Guimei (Grace)	Assistant Teacher	Prek	N/A
Liang, Chiachu	Lead Teacher	Prek	N/A
Lee, Hsiao-Mei	Assistant Teacher	Prek	N/A
Zhang, Xiaohong	Lead Teacher	Prek	N/A
Xu, Cong	Assistant Teacher	Prek	N/A
Zhang, Miao	Lead Teacher	Prek	N/A
Sha, Yu	Assistant Teacher	Prek	N/A
Lu, Xiaobo	Chinese Lead Teacher	K	Y
Tung, Shan Yuan (Sandra)	Chinese Lead Teacher	K	Y
Li, Lisa	Chinese Assistant Teacher	K	Y
Picardi, Laura	English Lead Teacher	K	Y
Tiehen, Ellie	English Lead Teacher	K	Y
Hesketh, Erin	English Assistant Teacher	K	Y
Shao, Yi	Chinese Lead Teacher		1 Y
Gao, Yuanyuan	Chinese Lead Teacher		1 Y
Tang, Xu	Assistant Teacher	1 and 2	Y
Ingram, Amanda	English Lead Teacher		1 Y
Blunda, Meredith	English Lead Teacher		1 Y
Chen, Yu-Ying	Chinese Lead Teacher		2 Y
Deng, Ziyun (Casilia)	Chinese Lead Teacher		2 Y
Thigpen, Della	English Lead Teacher		2 Y
Velez, Katrina	English Lead Teacher		2 Y
Yang, Lijin	Chinese Lead Teacher		3 Y
Morrison, David	English Lead Teacher		3 Y
Liu, Li-Ying	Chinese Language Teacher	3 and 4	Y
Chill, Alana	English Lead Teacher	3 and 4	Y
Jenkins, Rochelle	Assistant Teacher	3 and 4	Y
Yang, Shanshan	Chinese Lead Teacher		4 Y
Peck, Kristen	English Lead Teacher		4 Y
Zimmerman, Paula	Art Teacher	Prek-4	Y
Chen, XianLiang	PE Teacher	Prek-4	Y
Burke, Breanne	ESOL Specialist	Prek-4	Y
Martin, Rachel	Special Education Teacher	3 and 4	Y
McConnell, Catherine	Special Education Teacher	Prek-1	Y
Rose, Colleen	Reading Specialist		2 Y

Why Black People Are Learning Chinese

By: Abdul Ali

Posted: October 7, 2011 at 12:01 AM

A growing number recognize that it will be a crucial skill for competing in the global marketplace.

When Zuri Patterson, a second-grader, entered her new classroom the first day of school, butterflies traveled the length of her stomach right before she made formal introductions to her new classmates.

"We say Ni Hao [pronounced "nee-how"], which means "hello" in Chinese," said the 7-year-old attending the Washington Yu Ying Public Charter School, a Mandarin-immersion school in the northeast quadrant of the nation's capital.

The second-grader's mother, Qwanda Patterson, an international traveler, told *The Root*, "We plan to take her to China on her 10th birthday. When I travel to Europe or Africa, everyone speaks at least two languages. Why can't we?"

In today's economic climate, in which black unemployment is in the double digits, one way to give the next generation of black graduates a competitive edge is to think outside one's borders -- more globally -- and learn Mandarin Chinese. Today's black graduates aren't competing only with their white American counterparts anymore. The landscape has changed radically in a relatively short span of time. Black graduates must now compete with their cohorts from places like China.

The past few decades have made Zuri's first day of school a familiar scene across the nation for many students of color living in urban areas like the District of Columbia, where black students make up about half of the children enrolled in the Washington Yu Ying Public Charter School.

Earlier this year, Michelle Obama gave a speech at Howard University urging students to take advantage of study-abroad programs as part of President Obama's "100,000 Strong" Initiative, which seeks to increase and diversify the number of U.S. students studying in China.

Chinese-language immersion programs have been on the rise for more than a decade. The Yu Ying immersion school is the first of its kind in the District, but compared with cities like New York and Chicago, D.C. is lagging behind the national trend.

Interest in Chinese has risen in the past several years. According to a USA Today report, Chinese-language programs are in demand and now available "in more than 550 elementary,

That being said, with unemployment for African Americans still disproportionately higher than that of any other ethnic group in the United States, it's clear that the opportunities available for the workforce's next generation are limited. If black employment prospects are to improve in what will arguably be the most competitive job market in U.S. history, preparation must begin now (or yesterday) to compete on a global scale.

Ashley Brady knows firsthand the rewards of learning about other cultures. The 28-year-old MBA student at Columbia University studied and worked abroad before becoming a U.S. diplomat to China, then Canada.

"Globalization isn't a buzz word," she said. "It's a reality, and so is the need to gain a global perspective."

*[Abdul Ali](#) frequently writes about culture for **The Root**. Follow him on [Twitter](#).*

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- [9] http://www.state.gov/p/eap/regional/100000_strong/index.htm
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- [12] <http://www.washingtonpost.com/wp-dyn/content/article/2010/04/09/AR2010040903261.html>
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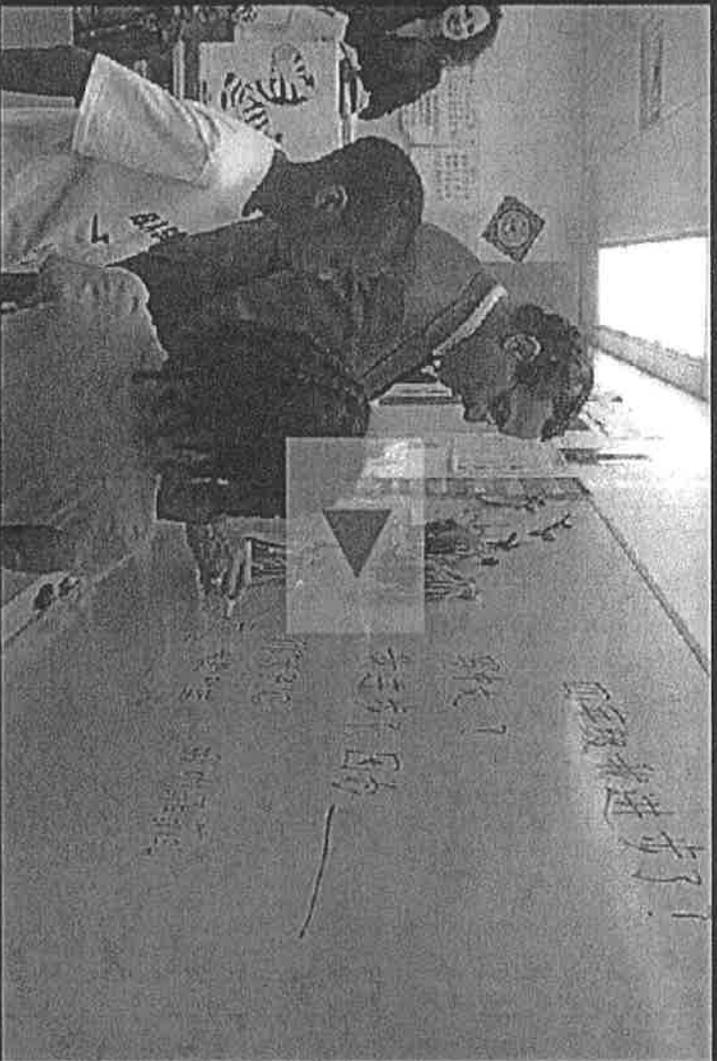


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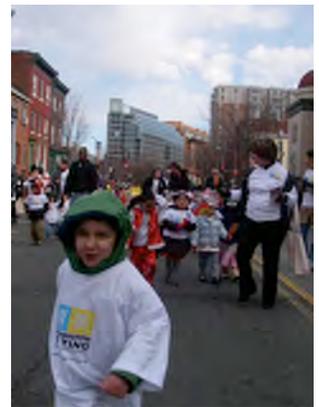
大家好, 欢迎来到《美国掠影》, American Snapshot。《美国掠影》的目的是给你们介绍真正的美国生活。今天我们来华盛顿育英学校。这个学校是很特别的, 因为是华盛顿市唯一专门教中文的一个学校。

电邮 评论 共享

Appendix E



Annual Report
For the Public Charter School Board
School Year 2008-9



Tuesday, September 1, 2009

Washington Yu Ying Public Charter School
4401 8th Street, NE Ground Floor
Washington, DC 20017

Tel: 202.635.1950
www.washingtonyuying.org

**Washington Yu Ying Annual Report
Table of Contents:**

School Description

- A. Mission Statement
- B. School Program
- C. School Staff
- Completed Annual Report Worksheet (B-D)
- E. Governance
- F. Finance – List of Donors (for budget see below)

School Performance

- A. Evidence of Performance and Progress
 - Completed Accountability Plan Worksheet
- B. Unique Accomplishments
- C. Lessons Learned and Actions Taken Based on Accountability Information and Review Findings.
- D. Reporting Accountability

Included Attachments:

- Certification that all authorizations are in effect (School Perf. A.2.)
- Yu Ying’s Original Accountability Plan (School Performance A.1)
- Yu Ying’s Approved 2008-9 Budget (School Description F.1.)

School Description

A. Mission Statement

“Washington Yu Ying Public Charter School aims to foster the development of a strong social conscience among tomorrow’s global leaders by nurturing excellence in our students’ intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English language immersion environment.”

B. School Program

2. Brief Summary of Curriculum Design:

Washington Yu Ying employs both Chinese (Mandarin) Immersion and the International Baccalaureate Primary Years Programme (PYP) as its organizing curriculum framework. Students are instructed in all subjects using the curriculum methods emphasized by the International Baccalaureate Organization: communication and collaboration as a means of making sense of the world through an inquiry-based curriculum.

Students learn to understand and rely on each other as they learn the six principal subject areas: language arts, social studies, mathematics, science and technology and physical education. Immersion is delivered through the PYP in an every other day format, where students switch classrooms and are instructed by a team of 2 teachers: one day all subjects in English, and the next, all subjects in Chinese.

Instruction is differentiated to accommodate learner diversity, and instructional specialists typically "push-in" to deliver services to students and consultation to teachers of students who receive special education or ESL services.

3. Key Mission-Related Programs:

Washington Yu Ying incorporates several key programs to enhance the quality of the learning process primarily to ensure that although students receive only half their instruction in English, they will still achieve at rates equal to, or higher than, their non-immersion peers.

a. Guided Reading and Writer's Workshop: These approaches to literacy feature small group and differentiated instruction to closely monitor and support appropriate literacy instruction. Leveled reading with an emphasis on direct instruction of basic early literacy skills: phonemic awareness, phonics, sight word acquisition, fluency, and comprehension provide a well-balanced literacy program.

b. Origo Math: this approach uses a hands-on, exploratory introduction to a conceptual development of number sense, operations, and problem solving

c. Units of Inquiry: The PYP approach integrates Science and Social studies into guided inquiry units that attempt to answer large questions through exploration using a variety of investigative methods.

d. Response to Intervention: This approach is designed to reduce inappropriate referrals for special education placement and referrals including disproportionate representation of diverse populations.

Features of this include: Universal screening for all students yearly in both English and Chinese in Language Arts (3x) and Math (2x) to identify which students are progressing satisfactorily, and which are in need of intervention and progress monitoring. Students in need of intervention receive daily-targeted intervention (using, for instance, Wilson Foundations Program) through evidence-based programs in their areas of need, and progress monitoring occurs to determine slope of improvement. This instruction is delivered by our Learning Support team (Assessment/RTI coordinator and ELL and Special education teachers.) Teacher development occurs through weekly STARS (Student/Teacher Achievement Resource Support) meetings, where a diverse team of educators review students of concern and offer potential interventions. Parents are informed of student progress and any needs for intervention.

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

Options

C. 2008-9 School Staff

1. Name and titles of key leadership:

Mary Shaffner: Executive Director, Washington Yu Ying PCS

Sarah Harris: Principal, Washington Yu Ying, PCS

Elizabeth Hardage: Assistant Principal, Chinese Program Coordinator, Washington Yu Ying PCS

Charter School Annual Report Data Worksheet*

School: Washington Yu Ying PCS

Dates of School Year 2008-09: September 2, 2008 - June 24, 2009

Hours of Operation: 8:30 am - 3:30 pm

Student Enrollment (based on audited enrollment):

- 1) Enrollment: 131 2) Grades/Ages Served: Pre-K 4 through 1st Grade
- 3) Race/Ethnicity: 46.6 % African-American (non-Hispanic)
 6.9 % Hispanic
 5.2 % Asian/Pacific Islander
 27.5 % Caucasian (non-Hispanic)
 _____ % American Indian/Alaskan Native
 _____ % Other
- 4) 16.8 % Low-Income (qualifying for free or reduced cost lunch)
- 5) 4.6 % Special Education 6) 16 % LEP/NEP
- 7) 50.4 % Male 8) 49.6 % Female
- 9) Average Class Size: 22 (core subjects only—do not include specials)
- 10) Student: Teacher Ratio: 11:1 (the total reported students divided by the number FTE classroom teachers; do not include special needs teachers unless that is your school's focus)
- 11) Average Daily Membership: 125 (see pg. 4, "Definitions", for calculation)
- 12) Average Daily Attendance: 122 (see pg. 4, "Definitions", for calculation)
- 13) Re-enrollment Rate: 1.06 (see pg. 4, "Definitions", for calculation)

Student Attrition:

- 14) Number of students transferring out of school: 5
- 15) Number of dropouts: 0 (students not enrolling in other educational program)

Grade Advancement:

16) Promotion rate: 100% (the percentage of students that moved to the next grade level)

17) Graduation rate: N/A (see pg. 4, “Definitions”, for calculation)

Staff Data:

Position	Number	Number with Bachelors degree	Number with Masters degree or higher	Number with degree in field	Number with license in field (optional)	Number meeting NCLB HQT requirements	Percentage meeting NCLB HQT requirements
Director	1	1	1				
Principal	1	1	1	1	1	1	100%
Assistant Principal	1	1		1	1	1	100%
Classroom Teachers	6	6	4	4	3	4	66.6%
Special Subject Teachers	2	2	0	1	0	1	50%
Bilingual/ESL Teachers	1	1	1	1	1	1	100%
Special Education Teachers	1	1	1	1	1	1	100%
Vocational/Career Teachers	0						N/A
Building Resource Teachers	0						
Counselors	0						N/A
Librarians/Media Specialists	0						N/A
Coordinators	0						
Classroom Aides	6	N/A	N/A	N/A	N/A	6	100%
Title I Educational Aides	0	N/A	N/A	N/A	N/A		N/A

Staff Attrition Rate: 31% (the percentage of teachers that were employed by the school at the beginning of one school year but are no longer employed at the beginning of the following school year)

Salary Range for teachers: \$ 30,000 to \$ 55,000

Average Teacher Salary: \$ 40,500

Salary Range for school administrators: \$ 65,000 to \$ 85,000

Number of school administrators: 3

Salary Range for central office administrators: \$ _____ to \$ _____

Number of central office administrators: _____

Secondary Schools:

1) Number of students taking PSAT: _____

2) Average PSAT Score: _____ Math _____ Verbal _____ Writing

3) Number of students taking SAT: _____

4) Average SAT Score: _____ Math _____ Verbal _____ Writing

5) Number of AP courses: _____

6) Number students enrolling in AP courses: _____

7) Number of students passing AP exams with a “3” or better _____

8) Number enrolling in college: _____ (of those who have been accepted for fall 2009 admissions, those who have formally stated their intent to enroll with a college)

E. Governance

1. Board Trustees members

Board Roster 2008-2009 Final

Lisa Chiu, President
1448 Q Street, NW
Washington, DC 20009
(202) 290-0557 – M
lisa.chiu@washingtoneyuying.org
parent

Tia Jenkins, Vice President and Parent
Representative
135 S Street, NW
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parent

2. Advisory Committees

Yu Ying's advisory committees are staffed by Board members, Parent Association members and other volunteers as described below.

Facilities Committee

Jonathan Smith, Chair & Board Member,
Long & Foster

Matthew McCombs, Board Member
Charles Wilkes, Wilkes and Company
Charles Crettier, Retired

PA Members:

- Alexis Hill White
- Andrew Tarnowka
- Cheryl Wright
- Dana Dudley
- Ekoke Tambe
- Heather Colvin
- Natasha Lewis
- Peyton West
- Sam Broeksmit
- Tom Russell

Education Committee

Carmen Rioux-Bailey, GMU
Dexter Lewis, Retired

Outreach Committee (all Parent Association Member)

Chair: Gretchen Moore, Price Waterhouse
Cooper

- Erin Hutson
- Bridget Ehart
- Bill Mosley
- Lisa Dowden
- Tyneeka Freeman
- Heather McCurdy
- Peyton West
- Elisabeth Urfer
- Ekoke Tambe
- Jameka Stephenson
- Darius Withers
- Xun Yang
- Beth Hague
- Libo Liu
- Ursula Richelieu
- Moira Clarkin Evans

Fundraising (all Parent Association Members)

Tia Jenkins, Board Chair, BET

Sarah Mooney, Co-Chair, Webster,
Chamberlain and Bean
Steve Glazerman, Co-Chair, Mathematica

- Cheryl Wright
- Heather McCurdy
- Jamila Frone
- Kathy Doan
- Porsha Weathers
- Natasha Lewis
- Teresa Graves
- Alexis Hill White
- Alison Middleton
- Christa George
- Josh Phipps
- Tammy Greene
- Adam Gluckman
- Bridget Ehart
- Darius Withers
- Elizabeth Hague
- Jenny Splitter
- Kathy Doan
- Libo Liu
- Theresa Sule

Technical Committee (Parent Association Members)

Paul Bailey, Chair, Washington Post

- Brian Nelson
- David Colvin
- Don Kelly
- Erika Peace
- Joseph Isaac
- Kristen Palmer
- Maria Nelson
- Mike Shoag
- Terri Nostrand
- Theresa Sule
- Will Weems
- Xun Yang

3. Trainings Received by the Board of Trustees.

- Lisa Chiu, Carmen Rioux-Bailey, Mary Shaffner and Manisha Modi attended: Governance 101-Building a Sustainable Board. This workshop introduced participants to the principles of good practice for boards and trustees, reviewed the roles and responsibilities of trustees, and outlined the steps needed to make a board not just good, but great.

Governance Counselor Jeff Moredock who was the chief operating officer of the National Association of Independent Schools (NAIS) and is now the organization's governance counsel facilitated it.

- Lisa Chiu and Mary Shaffner attended: Evaluating the Head of School/Principal Workshop. This workshop assists board members in learning about best practices of evaluating the chief manager of the school: the Head of School or Executive Director. At many charter schools there is a great deal of informal feedback for school leaders, but best methods for true evaluation may remain a question each year. Join us to learn more about what works.
- Manisha Modi and Mary Shaffner also attended the FOCUS series on Fundraising including: Fundraising Primer: Raising Money without a Fulltime Fundraising Staff, Major Gifts and Campaigns workshop, FOCUS board fundraising workshop (October 30). Ms. Modi also attended the board governance workshops put on the PCSB including Governance for chairs/vice chairs, PCSB Board governance workshop on academic oversight. PCSB Board governance workshop on effective governance. She also attended the FOCUS Workshop on negotiating with OPM.
- The Yu Ying Board attended: Understanding Yu Ying Budget and Finances By Amy Lee, Treasurer. This was a training module to enhance Yu Ying Board members understanding of Yu Ying Finances, Budget constraints and effective Oversight of Financial Matters.
- Amy Lee attended: Greater DC Cares' Board Leadership Program--an 8-hour training on the roles and responsibilities of serving as a nonprofit board member. Each participant engaged in seminars focused on: models of board governance, the basic moral and legal obligations of a trustee, financial oversight, and techniques for fundraising.
- The entire Yu Ying Board is currently participating in a strategic planning module facilitated by Anya Karavanov, PhD of Communicating for Social Change.
- Jonathan Smith attended Facilities 101: The Charter School Facilities Workshop, which gave an overview of the process for finding a facility.

F. Finance

1. Yu Ying exceeded their budget goals for the end of year 2008-9 as reported in our end of year financial statements to the PCSB. The Schools Approved budget is included in the attachments at the end of this document.

2. A list of donations with a value of over \$500 is below.

Cash Donation

Name	Cash Donation
Mo Sanani	\$500
Manisha Modi - board donation	\$500
William Schieken and Heather McCurdy - parent donation	\$500
Mary Ellen Mottley - staff donation (Sarah Harris)	\$500
Adam Gluckman - parent donation	\$500
Elisabeth Urfer - parent donation	\$500
Parent donation - Gang Guan Zheng	\$500
Kevin Mooney - parent donation	\$750
Susan and Sam Broeksmit - parent donation	\$1,500
Paul Bailey - board donation	\$1,000
Lewis and Mary Ellen Mottley - staff donation (Sarah Harris)	\$1,000
Tia Jenkins - board donation	\$1,500
Mary Shaffner - staff donation	\$2,000
Washington Post employee donation match	\$2,000
Andrea Lachenmayr	\$2,500
Lisa Chiu - board donation	\$3,000

In Kind Services

Person/ Org	Services	Estimated Value
Will Weems	Interactive and Print Design	\$12,000
Paul Bailey	Technical Support Services	\$12,000
Steve Glazerman	Grant Development	\$4,000
Maria Nelson	Design	\$1,600
Lisa Chiu	Professional Writing	\$8,000
Carmen Rioux-Bailey	Special Ed Educational and RTI Services	\$24,000
Christie Withers	Architectural Services	\$3,600
Susan Broeksmit	Architectural Services	\$1,200
Eichberg Construction	Construction Services	\$2,400

Charles Crettier	Construction Management	\$10,000
Fullbright and Jaworski	Services	
	Legal Services	\$150,000

Items

Person / Org	Item	Approx Value
Sam Raskin	Chinese Resources	\$500
Manisha Modi	MacIntosh Computer	\$500
Will Weems	MacIntosh Computer, Wacom Tablet, Office Supplies	\$500
Lloyd Greenberg	Piano	\$500
Fordham Foundation	Office Furniture	\$500

A. Evidence of Performance and Progress

Academic Performance Objectives

Performance Objective or Goal	Baseline Data (Year One Performance)	Annual Target	Five-Year Target	Yr 2- 5
1.1 Students will achieve Literacy in English	67 % of students in grades K-1 met goal of proficient or above in reading	X percent of students in grades K-1 will meet goal of proficient or above in reading and writing.	X percent of 3 rd graders who attended the school for at least 2 years will achieve proficiency on DC-CAS Reading	NA
1.2 Students will achieve Literacy in Chinese	50% of students in grades K-1 met goal of proficient or above in Chinese Literacy	X percent of students in grades K-1 will meet goal of proficient or above in reading and writing	X percent of students who have attended the school for at least 2 years will be at grade level on school reading assessment	
1.3 Students will be adept inquirers and flexible thinkers capable of solving problems effectively.	100 % of students participated in PYP units of inquiry as evidenced by sample of monthly PYP planners for Pre-K- 1 and student progress reports	X percent of students will be involved in PYP units of inquiry	X percent of students who have attended the school for at least 3 years will be able to ask effective questions which demonstrate critical thinking skills.	
1.4 Students will understand and master increasingly complex mathematical concepts.	100 % of tested Kindergarten students were proficient or above in math. 39% of tested first graders were proficient or above in math	X percent of students in grades K-1 will meet goal of proficient or above in math	X percents of 3 rd graders who have attended the school for at least 2 years will achieve proficiency	

			on DC-CAS Math	
1.5 Students will master the scientific method and apply it.	100 % of students participated in PYP units of inquiry as evidenced by sample of monthly PYP planners for Pre-K- 1 and student progress reports	X percent of students will participate in the exploration of science concepts and the scientific method through PYP units of inquiry	X percent of students who have attended the school for at least 2 years will be at grade level in school science assessments.	
1.6 Students will be able to relate their learning to the outside world	100 % of students participated in PYP units of inquiry as evidenced by sample of monthly PYP planners for Pre-K- 1 and student progress reports	X percent of students will participate in learning of social studies concepts through PYP units of inquiry	X percent of students who have attended the school for at least 2 years will be at grade level in school science assessments.	
1.7 Students will become independent learners and complete independent papers, reports and performances culminating in a “graduation project” for Grade 8	25% of students have an electronic Chinese portfolio of work.	X percent of students will participate in a learning environment that values independent and responsible behavior Students will develop a repertoire of work	X percent of students who have attended the school for 3 years will demonstrate independence in work. All students will participate in “graduation project” at the culmination of Grade 8	
1.8 Students will satisfy school’s requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most rigorous academic in high school	100% of students attained promotion status during the 2008-2009 school year. 100% of students participated in monthly cultural arts assemblies	X percent of students will demonstrate proficiency in all core subjects 80% of students will participate in cultural and arts experiences	X percent of students will demonstrate proficiency in all core subjects areas. 95% of students will participate in cultural and art	

			experiences	
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Non-Academic Performance Objectives

Performance Objective or Goal	Baseline Data (Year One Performance)	Annual Target	Five-Year Target	Yr 2-5
2.1 Students will become life-long learners who possess a positive attitude during school and learning	Over 50% of Yu Ying students participated in school wide community service projects (Carol Manor Multi-general activities)	X percent of students will be involved in a school wide community service project	X percent of students will exhibit the traits of the learner profile	NA
2.2 Students will embrace diversity and respect other cultures	100% o of Yu Ying students participated in cultural events throughout the year (Dragon Boat, New Moon, Chinese New Year, Birthday of Confucius)	X percent of students will participate in a range of international festivals and activities that celebrate multicultural beliefs	X percent of students and faculty will develop a weeklong festival of international activities, events educational seminars and cultural events.	
2.3 Students will treat themselves, other students, staff and the physical plant with respect	100% of Yu Ying student participated in Spring student led conferences where students related and reflected on their academic and social growth	X percent of students will reach a satisfactory level of understanding on the survey and self reflection	X percent of students will attain a good level of understanding on the student and self reflection survey	
2.4 Students will learn to work collaboratively and resolve conflicts effectively and safely	Over 50% of Yu Ying students participated in Step Up Health program (funded through NIH and DC Parks and Recreation and Kung Fu classes)	X percent of students will participate in character coaching and on an annual basis	Review the positive effects of the program on student behavior and revise the program as needed	
2.5 Students will embrace the community by contributing to their school and wider community with service projects	50% of Yu Ying families participated in the community yard sale. The unsold items were donated to Good Will	X percent of students will raise funds/collect items for local, national, international charities and donate items	School will track the volume of goods collected for charity hours donated and money raised	
2.6 The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning	Teachers spent 100% of weekly planning time on staff development, team planning, creating assessments and discussing best instructional practices	Teachers spend increasing amount of time at team meetings looking at student work, collaborating on units of inquiry and core subject lesson plans, and sharing	X percent of teachers meetings are about instruction and not other issues. 75% of families have regular contact with their students' teachers regarding student progress.	

		instructional methods.		
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Additional Special Education Information

In the fall of 2008 Washington Yu Ying PCS opened with 6 students eligible for special education and related services. These students were serviced using the inclusion model as well as a pull out program as deemed necessary by their Individual Educational Plan. During the school year many of the educational and behavioral goals were rewritten after the special education resource teacher worked with the students. The following data is pertinent to students with disabilities at Washington Yu Ying PCS:

- 5% of students received special education or related services during the fall of 2008
- 100% of the students who received services made progress towards the attainment of their IEP goals and objectives
- 4 additional students were found eligible in the Spring 09 for special education or related services.

2. Washington Yu Ying certifies that authorizations required to operate are in full force and effect. All documentation to demonstrate this has been uploaded to the AOIS system.

B. Unique Accomplishments for Washington Yu Ying in 2008-9:

- Opening a Chinese Immersion/IB PYP School (given the issues with our facility completion date) and ending the year with 125 students (out of a 150 student target) was, in itself, a unique accomplishment, especially given that we had almost 4 applicants for every available slot for our lottery in April 2009. We had a 94% return rate of students, and the 6% who will not return left because of residency, moves, and family issues; not because of our academic program.
- Washington Yu Ying Students performed student led conferences. This is a unique IB experience where the children guide their parents through their learning. It was a truly wonderful experience where parents were able to see and experience their children's accomplishments. For example: PreK students demonstrated their graphing capabilities by collecting data and demonstrating results in a Venn diagram; they recited Chinese poetry; they matched Chinese characters to meaning and read from the Book they created in their Tell Me a Story Unit.
- Each of our grades successfully completed Units of Inquiry with remarkable summative assessments. In Kindergarten for example at the end of the Building Unit they built their own house to scale. For their Transportation Unit the planned and executed a trip to the Air and Space Museum using 3 types of transportation.
- Our Parent Association was a vital part of our school's success and averaged 70% family attendance rate at our monthly meetings. Between the Parent Association's fundraising efforts and our Board of Trustee's efforts, the school gained an additional approximately \$19,000 for instructional resources.
- Yu Ying applied for, and is on target to receive this fall, IB Candidate School status.

- Yu Ying applied for, and successfully submitted for "The Foreign Assistance Program" (FLAP) federal grant.
- Our RTI program successfully identified struggling students and intervention was implemented proactively. Four students were prevented from being referred for special education evaluation/eligibility and were brought up to grade level through the use of Tier 2 interventions.
- Yu Ying was the focus of a cover story by the Washington City Paper and articles about the school were written in numerous other publications.
- We have hired a new principal who comes to us with 15 years' experience in Fairfax County Public Schools. This principal had a Chinese language program in her previous school and is receiving training in the IB PYP.
- More than 85% of our students achieved average or above status on our Universal Screenings at the end of the year (Bracken, DIBELS, GMADE).

C. Lessons Learned and Actions Taken Based on Accountability Information and Review Findings

1. There were several major issues discovered when attempting to compile the data for the accountability plan. They are listed below:

- Many of the annual targets were not applicable to the grades currently attending Yu Ying Pr-K-2.
- Several targets listed assessments that were not used or implemented.
- Many of the non-academic performance objectives had targets that were immeasurable.

The most pressing issue was being held to a document that was written several years ago, by people who aren't currently on the school leadership team. When drafting the new Performance Management Framework, careful consideration will be made when listing performance goals and measures. Every goal listed will have a measurable indicator and a clear delineation of targets being met and not met.

2. The school had very few performance issues during the 2008-2009 school year. However, because of the change in leadership, there was no intentional data collection, nor was the data compiled in a readable organized manner. This year the assessment coach, the assistant principal and the principal will draft the Performance Management Framework and use it as the basis for the yearly school improvement plan. The chosen goals will directly correlate to the assessments currently given at Yu Ying.

3. Yu Ying has taken many steps towards improving our educational program since the SSR performed by the PCSB in the spring of 09.

- Many of the observations centered around the lack of resources and assessments for the Chinese program.
 - Later in the Spring of 09, Washington Yu Ying was awarded an additional \$200,000 grant from OSSE and the Title Vb program. The majority of these funds was dedicated to producing and purchasing additional Chinese resources.

We know have a room dedicated to classroom resources and a full set of literacy textbooks for the Chinese classes.

- Washington Yu Ying applied for and was awarded the Foreign Language Assistance Program grant for \$300,000 for three years. We will use this grant to develop a comprehensive set of assessments for elementary Chinese students. This grant will also be used for additional resources and support in the Chinese classrooms.
- Our new staff includes 2 new English lead teachers (in PreK and 2nd Grade) with over a decade each of experience teaching. The 2nd Grade teacher is also a reading specialist. This new staff and a new Principal, with much more experience in assessment and administration, aim to enhance our literary programs throughout the grade levels. Further we know have a Response to Intervention Coordinator who will work with teachers to review, monitor and utilize assessments to track students' progress and target groups who need improvement.

4.N/A

D. Reporting Accountability Information to Students, Teachers, Parents and the Public

As described about Yu Ying performed the Bracken, GMADE and DIBELS assessments. All data was made available to teachers: the GMADE and DIBELS data and results were available in an online format; the Bracken results were tallied and reported. All parents received a report of their child's scores.

Parents received two Progress Reports one in the spring and one at the end of the year. Most importantly Yu Ying held Student Led Conferences. In this 2-day event parents were guided through their children's learning. Each child guided their parent through what they learned in their Chinese, English, Art and PE class. In each location there were five or more centers where the child demonstrated their learning and or engaged their parent in the activity. It was a fantastic process that really engaged the whole family in learning.

Many of our non-academic performance achievements were shared at a variety of meetings: PTA, Friday Assemblies, and local ANC Meetings, which were hosted at Yu Ying. We also celebrated our successes on our website and our listserv.



September 1, 2009

I hereby certify that all authorizations (certificate of occupancy, insurance, lease, business license) required to operate the school are in full force and effect.

Sincerely,



Mary Shaffner
Executive Director

Washington Yu Ying Public Charter School Accountability Plan

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Students will achieve Literacy in English	Students will demonstrate proficiency in reading and writing.	Gates-MacGinitie Reading Assessment Test DC-CAS Value-Added assessments Teacher-created norm-referenced assessments DRA	Data gathered through teacher observation and teacher-created assessments.	95% of eligible students participating in DC-CAS Students in each grade and each disaggregated subgroup meet AYP goal of proficient or above in reading and in writing. In the first year, the target will be 50% of each grade level.	60% of 3rd graders who have attended the school for at least 2 years will achieve proficiency on DC-CAS Reading. 70% of students who have attended the school for at least 2 years will be at grade level on school reading assessments. Each subgroup make significant gains toward its AYP goal.	Students will engage in 60-90 minutes of literacy, through reading and writing workshops, daily. Grades preK-1 will be language acquisition environments with an emphasis on developing strong language skills. Students will have access to reading and writing materials in each classroom.
Students will achieve Literacy in Chinese	Students will demonstrate proficiency in reading and writing.	Value-Added assessments Teacher-created norm-referenced assessments Spring 2009 SOPA and/or ELLOPA (Grades K-1 only, Grades K-2 following years)	Data gathered through teacher observation and teacher-created assessments.	Students in each grade and each disaggregated subgroup meet AYP goal of proficient or above in reading and in writing. In the first year, the target will be 50% of each	70% of students who have attended the school for at least 2 years will be at grade level on school reading assessments. Each subgroup make significant gains toward its AYP goal	Students will engage in 60-90 minutes of literacy, through reading and writing workshops, daily. Grades preK-1 will be language acquisition environments with an emphasis on developing strong language skills. Students will have access to reading and writing materials

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
		NOELLA (Grades 3-6 only) STAMP (Grades 7-8 only)		grade level.		in each classroom.
Students will be adept inquirers and flexible thinkers capable of solving problems effectively.	Students will demonstrate tenacity and perseverance when presented with problems to solve. Students will demonstrate the ability to ask critical questions. Students will demonstrate ability to address critical questions through research.	Teacher-created norm-referenced assessments. Portfolio assessments. Anecdotal records. Student self-assessments.	Data gathered through teacher observation and teacher-created assessments.	All students will be involved in PYP units of inquiry.	All students who have attended the school for at least 3 years will be able to ask effective questions which demonstrate critical thinking skills. All students who have attended the school for at least 3 years will be able to demonstrate research abilities through a completed inquiry project.	Development of critical thinking skills in all classrooms. Explicit teaching of inquiry, learning through inquiry and understanding of self as a learner. PYP units of inquiry.
Students will understand and master increasingly complex mathematical concepts.	Students will demonstrate proficiency in math.	DC-CAS Value-Added assessments Teacher-created norm-referenced assessments Anecdotal records Measured Progress or Odyssey	Data gathered through teacher observation and teacher-created assessments.	95% of eligible students participating in DC-CAS. Students in each grade and each disaggregated subgroup meet AYP goal of proficient or above in math.	60% of 3rd graders who have attended the school for at least 2 years will achieve proficiency on DC-CAS Math. 70% of students who have attended the school for at least 2 years will be at grade level on	Students will use manipulatives, technology, and problem-solving techniques to explore a wide range of mathematical concepts, within a variety of learning styles. Students will participate in 'real-life' mathematical situations. Students will explore

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
				In the first year, the target will be 50% of each grade level.	school math assessments. Each subgroup will make significant gains toward its AYP goal	mathematical concepts through PYP units of inquiry. Students will be given opportunities to reflect on and demonstrate math learning in math journals.
Students will master the scientific method and apply it.	Students will demonstrate proficiency in science. Students will participate in one 'science exhibition or fair' each school year.	Teacher-created norm-referenced assessments. Anecdotal records. Portfolio assessments. Student self-assessments. NAEP (Grades 4 & 8)	Data gathered through teacher observation and teacher-created assessments. Participation in grade level 'science exhibition or fair'.	All students will participate in the exploration of science concepts and the scientific method through PYP units of inquiry.	70% of students who have attended the school for at least 2 years will be at grade level in school science assessments.	Explicit teaching of scientific method through PYP units of inquiry. Involvement and exploration of critical thinking and development of greater understanding through PYP units of inquiry. Exploration of science concepts through PYP units of inquiry. Opportunities to reflect on and demonstrate science learning through self-assessments.
Students will be able to relate their learning to the outside world.	Students will demonstrate proficiency in social studies. Students will participate in action component of PYP units of inquiry. Students will participate in community service projects.	Teacher-created norm-referenced assessments. Anecdotal records. Portfolio assessments. Student self-assessments.	Data from teacher observation; teacher assessments. Participation in grade level service projects. Participation in grade level units of	All students will participate in the learning of social studies concepts. All students will participate in the exploration of the local and international implications through PYP units of inquiry.	70% of students who have attended the school for at least 2 years will be at grade level in school social studies assessments.	Explicit teaching of social studies concepts through PYP units of inquiry. Involvement and exploration of critical thinking and development of greater understanding through PYP units of inquiry. Students will be given opportunities to reflect on and demonstrate social studies learning through self-

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
	Students will contribute to PYP units of inquiry with topic specific ideas, questions, materials and objects from the outside world.		inquiry action components. Participation in classroom discussions, explorations and inquiry.			assessments.
Students will become independent learners and complete independent papers, reports and performances, culminating in a “graduation project” for Grade 8.	Students demonstrate responsible learning behaviors when working independently. Students complete papers, reports and performances in a timely fashion. Students participate in the Grade 8 “graduation project”.	Teacher-created norm-referenced assessments. Anecdotal records. Portfolio assessments. Student self-assessments.	Data gathered through teacher observation and teacher-created assessments.	Students will participate in a learning environment that values independence and responsible behavior. Students will develop a repertoire of work.	All students who have attended the school for at least 3 years will demonstrate independence in work. All students will participate in a “graduation project” at the culmination of Grade 8.	Participation in independent learning centers. Participation in cooperative learning groups. Participation in a variety of projects, research, reports, demonstrations, and performances to develop experience and confidence.
Students will satisfy school’s requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake	Students demonstrate proficiency in all core subject areas. Students participate in cultural and arts experiences.	Annual report cards. Anecdotal records.	Data gathered through teacher observation and teacher-created assessments.	65% of students will demonstrate proficiency in all core subject areas. 80% of students will participate in cultural and arts experiences.	70% of students will demonstrate proficiency in all core subject areas. 95% of students will participate in cultural and arts experiences.	Participation in classroom activities. Participation in formative and summative PYP and MYP assessments. Participation in standardized tests in core subject areas. Exposure to a variety of classroom and school cultural and arts experiences.

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
the most rigorous academic curricula in high school.						
Students will become life-long learners who possess a positive attitude toward school and learning.	Students participate in classroom and school activities. Students demonstrate enthusiasm for learning activities.	Anecdotal records. Student surveys and self-assessments.	Data gathered through teacher observation. Portfolios. Student-led conferences.	Students will be involved in a school wide community service project	Students will exhibit the traits of the learner profile	Implementation of the PYP program Annual training and professional development for all staff and faculty
Students will embrace diversity and respect other cultures.	Students demonstrate interest in and respect for other cultures. Students demonstrate proficiency in oral communication in Chinese and English.	Anecdotal records. Teacher-modified language acquisition and communication skills rubrics. Student surveys; self-assessments.	Data gathered through teacher observation.	Students will participate in a range of international festivals and activities that celebrate multi-cultural beliefs.	Students and faculty will develop a week long festival of international activities, events, educational seminars and cultural events	Develop a steering committee to begin planning. Include this as a target in the strategic plan Recruit volunteers, board and community members to plan and run the event
Students will treat themselves, other students, staff and the physical plant with respect.	Students will treat themselves, one another, school staff and school visitors with respect, regardless of race ethnicity, origin, gender, religion ability or orientation. Students will treat	Anecdotal records. Student, parent and staff surveys.	Data gathered from teacher observation.	Students reach a satisfactory level of understanding on the survey and self reflection	Students attain a good level of understand on the student survey and self reflection	Build a survey tool that students can understand and answer accurately

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
	the school physical plant with respect.					
Students will learn to work collaboratively and resolve conflicts effectively and safely.	Students will participate in group projects. Students will demonstrate ability to settle conflicts with respect for themselves and others.	Anecdotal records. Student surveys. Student self-assessment.	Data gathered from teacher observation.	Students will participate in character coaching and on an annual basis	Review the positive effects of the program on student behavior and revise the program as needed	School Councilor will develop and implement character education sessions for students
Students will embrace the community by contributing to their school and wider community with service projects.	Students will participate in community service projects that make a difference in the school and wider community.	Anecdotal records. Community survey data.	Data gathered from teacher observation.	Students will raise funds / collect items for local, national, and international charities and donate them	School will track the volume of goods collected for charity, hours donated and \$ raised	Team leaders will work with their classes and students to plan community service projects
The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.	Students will demonstrate their own learning. Students, families and school staff will participate in celebrations of learning (e.g. exhibitions, performances). Teachers will share knowledge with one	Anecdotal records. Student self-assessments. Student surveys. Student-led conferences. Family surveys. Teacher team meeting minutes. Teacher surveys.	Data collected through student, family and teacher surveys. Teachers' satisfaction with the professional expectations	Teachers spend increasing amount of time at team meetings looking at student work, collaborating on units of inquiry and core subject lesson plans, and sharing instructional	80% of teacher meetings are about instruction and not about other issues. 75% of families have regular contact with their students' teachers regarding student progress.	Student learning is celebrated through display, emphasis on process as well as product and school-wide appreciation. Teachers are given time within the weekly schedule for team meetings related to instruction. Teachers and staff are given time within the school week for meetings related to professional development.

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
	another in both formal professional development and informally in team collaboration of knowledge.		of the school and the level of collaboration continues to increase. All teachers attend at least one professional development activity.	methods. The percentage of families involved with student learning and volunteering continues to increase.		
Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.	Teachers will attend team meetings. Staff will participate in school and community events. Teachers will attend weekly staff meetings.	Teacher team meeting minutes. Teacher attendance data. Staff meeting minutes.	The percentage of satisfied students, family and teachers continues to increase.	90% of staff will attend all staff meetings. All teachers will meet weekly within grade level teams. There will be an obvious active presence of teachers and staff at all school and community events.	All teachers will attend all staff meetings. All teachers will attend and demonstrate input in grade level meetings. 80% of teachers and staff will be actively present at all school and community events.	Teachers are encouraged to develop and enhance curriculum in a collaborative team environment. School leadership empowers staff to help make decisions and to have a positive impact on the school, academically, non-academically, and organizationally.
The school will be led by an active Board of Trustees that	The board will evaluate the head of school and the principal annually, following guidelines	Staff attrition data. Staff survey data. Community survey data.	Data gathered through teacher and community	A decrease in the rate of staff attrition. Teachers' satisfaction with	Less than 10% turnover of staff each year. A great majority of the staff, including	The board seeks advice from the administration on a range of school performance and development issues. Administration seeks opinions

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
will work with the head of school and principal to effectively run the Washington Yu Ying Public Charter School.	<p>established in the Board Policy Manual.</p> <p>The Board, the head of school and the principal will annually have a retreat or special Board meeting for the purposes of setting Board goals for the next year.</p> <p>Annually, the Board, the head of school and the principal will evaluate the board's progress in meeting it's goals.</p>		surveys.	the school leadership and professional environment. Administrations' satisfaction with the collaborative leadership of the Board of Trustees.	administration, are satisfied with the professional environment in the school and the level of collaboration.	from the staff on school issues when going through the decision making process.
The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and board members.	<p>The school will recruit teachers and staff internationally, nationally and locally.</p> <p>Teachers will remain at the school year after year because of the positive, challenging, and stimulating professional environment.</p>	The percentage of teachers continuing to remain at the school increases	Recruit teachers from a diverse range of backgrounds that are highly qualified and contribute to the full life of the school	Retain 100% of the founding group of staff for The second year of the schools operations	Retain 90% of staff on an annual basis	The Head of School will conduct exit interviews with staff not returning to the school to ensure that the school and the administration does all it can to retain and attract staff of the highest caliber.
The school will be in sound fiscal	The board will keep financial records in a timely fashion.	Board meeting records. Annual audit	Financial records from audit in	Quarterly reports on finances to the Board will be	All quarterly reports on finances to the Board will be up-to-	The head of school will work with members of the Founding Group to ensure

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.	School enrollment will be high, and the school will have a waitlist. An annual independent audit will indicate sound financial practices and no significant findings.	records. Enrollment data and projected enrollment data. Waitlist data.	2008-2009. Monthly balance sheets reflecting positive bank balance. Student enrollment and waitlist data for each year for first four years of operation.	up-to-date. Annual audit will have no findings and will indicate positive fiscal outlook. Student enrollment will be within 10% or less of target.	date for every year. All annual audits will have no findings and will indicate positive fiscal outlook. Student enrollment will be within 5% or less of target every year.	sound fiscal practices are in place before school opens. Conservative financial estimations are utilized. Founding Group (prior to the first year) and subsequently the administration will thoroughly consider and research all expenditures. Training for all staff involved in financial record keeping.
The school will be a good citizen and contribute to the local community.	Students, staff and families will participate in community events. The community will embrace the school as an asset to the community.	Data on level of involvement in community activities will be gathered	Review learner profile surveys; community service projects	An annual review of community involvement	An increase in involvement in the community each year as the school grows	Each year the school board and the Head of School will review the schools involvement in community and service related activities

PCSB Format Annual Budget
Washington Yu Ying PCS SY08-09

	Annual Budget
REVENUE	
01. Per Pupil Charter Payments	1,473,360
02. Per Pupil Facilities Allowance	410,388
03. Federal Entitlements	265,046
04. Other Government Funding/Grants	11,830
05. Private Grants and Donations	-
06. Activity Fees	251,988
07. Other Income (please describe in footnote)	97,520
TOTAL REVENUES	2,510,132

ORDINARY EXPENSE

Personnel Salaries and Benefits

08. Principal/Executive Salary	154,993
09. Teachers Salaries	367,893
10. Teacher Aides/Assistance Salaries	161,000
11. Other Education Professionals Salaries	48,125
12. Business/Operations Salaries	42,000
13. Clerical Salaries	23,750
14. Custodial Salaries	-
15. Other Staff Salaries	48,125
16. Employee Benefits	133,260
17. Contracted Staff	119,380
18. Staff Development Expense	23,555
Subtotal: Personnel Expense	1,122,081

Direct Student Expense

17. Textbooks	33,000
18. Student Supplies and Materials	29,040
19. Library and Media Center Materials	-
20. Student Assessment Materials	9,900
21. Contracted Student Services	39,600
22. Miscellaneous Student Expense **	6,600
Subtotal: Direct Student Expense	118,140

Occupancy Expenses

23. Rent	398,861
24. Building Maintenance and Repairs	5,000
25. Utilities	60,000
26. Janitorial Supplies	6,000
27. Contracted Building Services	26,400
Subtotal: Occupancy Expenses	496,261

Office Expenses

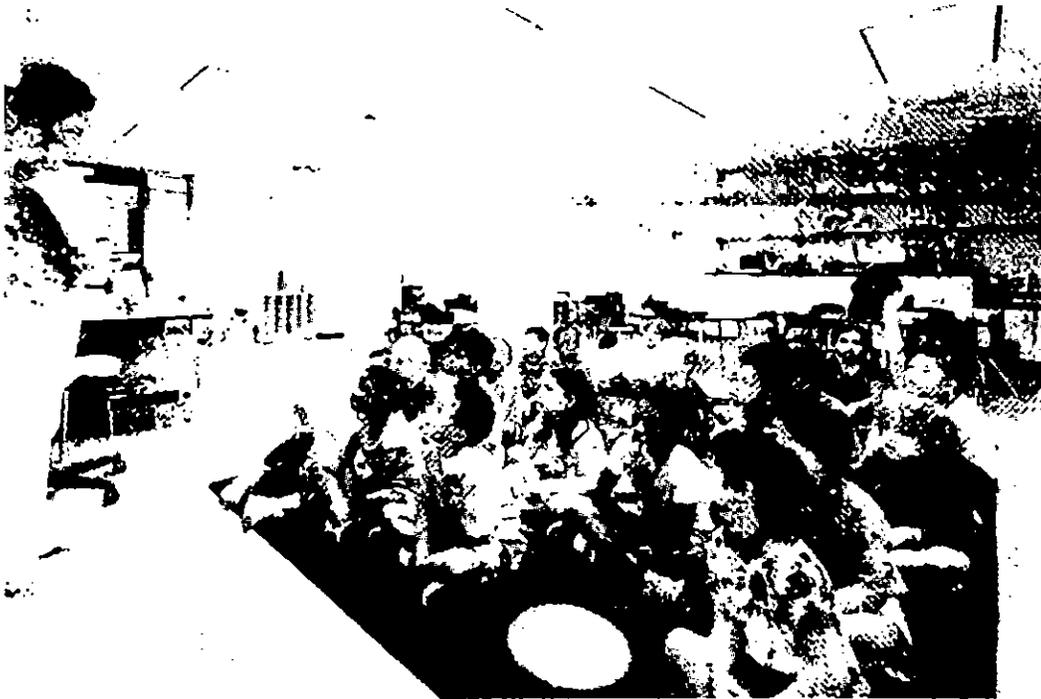
28. Office Supplies and Materials	25,080
29. Office Equipment Rental and Maintenance	5,400
30. Telephone/Telecommunications	5,400
31. Legal, Accounting and Payroll Services	97,075
32. Printing and Copying	3,300
33. Postage and Shipping	1,980
34. Other	-
Subtotal: Office Expenses	138,235

General Expenses	
35. Insurance	13,200
36. Transportation	29,550
37. Food Service	64,350
38. Administration Fee (to PCSB)	9,419
39. Management Fee	-
40. Other General Expense	27,515
41. Unforeseen Expenses	40,870
Subtotal: General Expenses	184,903
TOTAL ORDINARY EXPENSES	2,059,620
NET ORDINARY INCOME	450,512
42. Depreciation Expense	-
43. Interest Payments	-
NET INCOME	450,512

Appendix F

Annual Report 2010-2011

Submitted by: Lisa Chiu, President, Board of Trustees



WASHINGTON YU YING PUBLIC CHARTER SCHOOL
220 TAYLOR ST., NE, WASHINGTON, DC 20017
TEL 202-635-1950
FAX 202-536-2604
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BOARD AND SCHOOL LEADERS

BOARD OF TRUSTEES 2010-2011

Lisa Chiu,
Chair, Founder & Parent Representative
DC Resident
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Matthew McCombs,
Vice President, Founder & Parent Representative
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Tzu-I (Amy) Lee,
Treasurer
Chair Finance & Audit Committee
571.426.5588 - M
tzui_a_lee@yahoo.com

Steve Glazerman,
Secretary, Founder and Parent Representative
DC Resident
Entered Service through appointment by Manisha Modi January 2011
steve.glazerman@washingtoneyuying.org

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Chair Board Development Committee
DC Resident
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Dexter Lewis,
Chair Education Committee
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ssalzillo1961@gmail.com

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Entered Service July, 2011
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Andrea Lachenmayr,
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Non-voting
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Mary Shaffner,
Executive Director and Founder
Ex-Officio, Non Voting
Parent Representative
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Tia Jenkins,
Vice President
Founder and Parent Representative
DC Resident
Exited February, 2011
202.903.5685 - M
tia.jenkins@washingtoneyuying.org

Manisha Modi,
Secretary, Founder and Parent Representative
DC Resident
Exited January, 2011 appointed Steve Glazerman
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manisha@washingtoneyuying.org

Jonathan Smith,
DC Resident
Exited Service August, 2010
202.215.5427 - M
jonathan.smith@longandfoster.com

SCHOOL LEADERS 2010-2011

Mary Shaffner,
Executive Director
DC Resident
202.635.1950 - O
mary@washingtoneyuying.org

Maquita Alexander,
Principal
DC Resident
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ANNUAL REPORT NARATIVE: SCHOOL DESCRIPTION



A. Mission Statement

Washington Yu Ying Public Charter School aims to foster the development of a strong social conscience among tomorrow's global leaders by nurturing excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English language immersion environment.

B. School Program

1. *Grade and Age Levels Served*
In the 2010-2011 School Year, Washington Yu Ying PCS served students in Prek-4 to Grade 3. Students attending Yu Ying ranged in ages 4-9.
2. *2010-2011 School Year Start/End Dates and Hours of Operation*
The 2010-2011 school year began on August 30, 2010 and ended on June 22, 2011. School began daily at 8:30a.m. and ended at 3:30p.m. Monday-Thursday and 1:00p.m. on Friday. Early dismissal on Fridays allowed staff to participate in trainings and plannings.
3. *Brief Summary of Curriculum Design and Instructional Approach*
Washington Yu Ying employs both Mandarin Chinese Immersion and the International Baccalaureate Primary Years Programme (PYP) as its organizing curriculum framework. Students are instructed in all subjects using the curriculum method emphasized by the International Baccalaureate Organization, which is communication and collaboration as a means of making sense of the world through an inquiry-based

curriculum. Students learn to understand and rely on each other as they learn the six principal subject areas: language, social studies, mathematics, arts, science and physical education. Immersion is delivered through the PYP in an every other day format. Students switch classrooms and are instructed by a team of 2 teachers: one day all subjects are taught in English, and the next, all subjects are taught in Chinese. Instruction is differentiated to accommodate learner diversity, and instructional specialists typically "push-in" to deliver services to students and consultation to teachers of students who receive special education or ELL services.



4. *Key Mission-Related Programs*

Washington Yu Ying PCS incorporates several key programs to enhance the quality of the learning process. Our goal is to ensure that despite receiving only half of the year's instruction in English Language Arts, students will reach target proficiency levels.

a. English Guided Reading and Writer's Workshop: These approaches to literacy feature small group and differentiated instruction to closely monitor and support appropriate literacy instruction. Leveled reading with an emphasis on direct instruction of basic early literacy skills: phonemic awareness, phonics, sight word acquisition, fluency, and comprehension provide a well-balanced literacy program.

b. Chinese Guided Reading and Writing: Yu Ying uses *Flying with Chinese* as the main Language Arts Program. In the Chinese classrooms, lead and assistant teachers work with students through whole group direct instruction as well as small group work. Students read leveled Chinese readers with emphasis on learning foundational Chinese characters.

c. Math Workshop: We implemented the Everyday Math program in grades Prek-4 through 3rd this year. Our approach uses a hands-on, exploratory introduction to a conceptual development of number sense, operations, and problem-solving. It involves small and large group instruction of math concepts using whole group direct instruction and a co-teaching model.

d. Units of Inquiry (UOI): The PYP approach integrates Science and Social studies into guided inquiry units that attempt to answer large questions through exploration using a variety of investigative methods.

e. Response to Intervention (RTI): This approach is designed to reduce inappropriate referrals for special education placement and referrals including disproportionate representation of diverse populations.

Features of RTI include yearly universal screening for all students in both English and Chinese in Language Arts (3x) and Math (2x) to identify which students are progressing satisfactorily and which are in need of intervention and progress monitoring. Students in need of intervention receive daily targeted intervention (using, for instance, Lexia Online Reading Program) through evidence-based programs in their areas of need. Progress monitoring occurs to determine slope of improvement. This instruction is delivered by our Learning Support team (Assessment/RTI Coordinator and ELL and special education teachers). Teacher development occurs through STARS (Student/Teacher Achievement Resource Support) meetings, where a diverse team of educators review students of concern and offer potential interventions. Parents are informed of student progress and any need for intervention.

f. Structured Aftercare: Our unique program offers several classes aimed at improving Chinese language and culture acquisition, academic achievement in English, and promoting social skills through structured activities. These classes include daily sessions where students receive assistance with homework, academic skill development, and language based on teacher/parent feedback. We also provided opportunities to participate in classes through the DC Youth Orchestra, Soccer Tots, Dancing Feet, and Mad Science.



C. School Staff



1. *Names and Titles of Those in Key Leadership Positions in the School*
 Mary Shaffner is the Executive Director of the school. Our Principal is Maquita Alexander. The President of the Board of Trustees is Lisa Chiu.

2. *Number of Teachers*
 During the 2010-2011 School Year, there were 10 lead teachers, 2 special subject teachers, 1 ELL teacher and 3 special education teachers. Additionally there was a Learning Support and Assessment Coordinator and a Chinese Program Coordinator.

Teacher Name	Position
Amy Quinn	Pre-K Lead English Teacher
Jue Wang	Pre-K Lead Chinese Teacher
Mimi Poku	Kindergarten Lead English Teacher
Xiaobo Lu	Kindergarten Lead Chinese Teacher
Amanda Ingram	First Grade Lead English Teacher
Yi Shao	First Grade Lead Chinese Teacher
Della Thigpen	Second Grade Lead English Teacher
Yu Ying Chen	Second Grade Lead Chinese Teacher
David Morrison	Third Grade Lead English Teacher
Lijin Yang	Third Grade Lead Chinese Teacher
Paula Zimmerman	Visual Arts Teacher
Xianliang Chen	PE Teacher
Katrina Velez	ELL Teacher
Colleen Rose	Special Education Teacher

Alana Chill	Special Education Teacher
Craig Ferraro	Special Education Teacher
Carmen Rioux-Bailey	Learning Support and Assessment Coordinator
Pearl You	Chinese Program Coordinator

3. *Number of Teacher Aides*

We had 12 teacher aides during the 2010-2011 school year.

4. *Average class size*

Yu Ying classes averaged 25 students per class, 50 students per grade.

5. *Qualifications and Assignments of School Staff*

During the 2010-2011 School Year, there were 10 lead teachers, 3 special education teachers, 1 special education and RTI coordinator, 1 ELL teacher, 12 teaching assistants and two special subject teachers. At the beginning of the school year 20 of the 23 teachers met NCLB HQT. At the end of the year, 22 of the 23 teachers met NCLB HQT.

6. *Staff Attrition Rate*

Our staff attrition rate was 11%.

7. *Salary Range and Average Salary, for Teachers and Administrators.*

The salary range for teachers is \$31,440 to \$76,085 and the average teacher salary is \$42,947. The salary range for school administrators ranges from \$95,000 to \$102,750 and the average is \$98,875.

D. Student Characteristics



Student Characteristics Table	
<i>Number of students enrolled, by grade</i>	Prek-4: 50, Kindergarten: 50, First

	Grade: 50, Second Grade: 45, Third Grade: 42
<i>Student attrition rate during the year reported</i>	5%
<i>Student re-enrollment</i>	91.6%
<i>Demographics (Race, Ethnicity, and Gender)</i>	51% of our student population was African-American, 6% was Hispanic, 16% was Asian/Pacific Islander and 27% was Caucasian.
<i>Percentage of limited- and non-English proficient students</i>	17%
<i>Percentage of students with special education IEPs</i>	9%
<i>Percentage of students qualifying for free or reduced price lunch program</i>	23%
<i>Average daily membership</i>	98%
<i>Average daily attendance</i>	92%
<i>Promotion Rate</i>	99.2%

E. Governance

1. *Board of Trustees members (names, home addresses, and affiliations), officers, and committee assignments. Please identify parent members. Please refer to the Board and School Leaders section at the beginning of this report.*
2. *Advisory committees (member names and affiliations)*

Andrea Lachenmayr - General Counsel (Parent)
 Fulbright & Jaworski L.L.P.
 801 Pennsylvania Avenue, N.W.
 Washington, DC 20004-2623
 (202) 662-0423 - O
 (202) 662-4643 - M
 alachenmayr@fulbright.com

Governance

Gary Friend, Project Leader at Compass DC
 Beverly Jurenko, Owner at Jurenko Consulting LLC
 Robyn Kravit, co-founder and CEO Tethys Research.

Chinese Language and Culture:

Tammy Tang
Sarah Perkins

Facilities:

Charles Wilkes, Chairman, The Wilkes Group
Charles Crettier
Scott Royster, Latimer Education
Susan Broeksmit, Architect

Education:

Shuhan Wang, National Foreign Language Center
Carmen Rioux-Bailey, George Mason University

Fundraising:

Steven Glazerman, Mathematica Policy Research, Inc.
Doug Maguire, The Meridian International Center

Gala:

Heather Colvin
Elisabeth Urfer
Ellen Chaffee
Elizabeth Brooks
Trinita Brown
Betsy Centofanti
Bruce Pike
Shelby Pike
Maria Nelson

Public Affairs:

Darius Withers
Lisa Dowden, Spiegel & McDiarmid
Theresa Sule, ANC02
Kathy Doan, Cair Coalition

Technology Committee:

Paul Bailey, Washington Post
Josh Phipps, Genius Holdings
Brian Nelson, CityPaper
Will Weems, SirenDC

3. *Training Received*

Several members of the Board of Trustees undertook training sessions that were offered by the Public Charter School Board. Steve Glazerman, Lisa Chiu and Amy Lee attended a session on educational accountability.

Ms. Lee also attended a session on financial accountability and succession planning.

The board received training and assessment input at three separate board meetings during the year as part of the CompassDC project. The Compass team also met with the board chair biweekly for training.

F. Finance

1. *A copy of the school's approved budget for the Fiscal Year 2010-2011. Please see exhibit A of the appendix.*
2. *A list of all donors and granters that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year reported. This list is included as exhibit C.*

ANNUAL REPORT NARATIVE: SCHOOL DESCRIPTION



A. Evidence of Performance and Progress

4. *Summary of the Performance Management Framework: Student Progress, Student Achievement and Student Gateway Data*

a. *Student Academic Performance*

- *Student Progress*
Yu Ying PCS students achieved both of their student progress goals during the 2010-2011 School Year. Seventy five percent of all students in grades kindergarten through second scored in the "No Risk" range on the Dynamic Indicator of Basic Early Literacy Skills. One hundred percent of Prek-4 students scored in the "average" or "above average" range on the BRACKEN school readiness assessment. Both targets for students' progress were met during the 2010-2011 School Year.
- *Student Achievement*
Yu Ying PCS students reached their student achievement targets during the 2010-2011 school year. Seventy eight percent of students in grades 1-2 scored within grade level expectations on the Group Mathematics Assessment and Diagnostic Evaluation. As mentioned above, the students in grades K-2 surpassed the target of 65% of students in the "average or "above average" range on the DIBELS.
- *Student Gateway*
Thirty five Yu Ying 3rd grade students took the DC CAS reading and math test in April of 2011. It was the first time the students had been exposed to a standardized test of that intensity and rigor. The

school did not make Adequate Yearly Progress, however, the pass rates of 57.14% for math and 62.86% for reading surpassed the projected 50% pass rate listed as a target in the school's charter.

- *Leading Indicators*
During the 2010-2011 school year, 91.6% of the students re-enrolled. We lost five students during the school year. Three students transferred to either a DCPS public school or independent school system in DC or Maryland. The two other students left the state. The predominant reason students did not re-enroll was relocating outside of the DC metro area. The average daily attendance for students at Yu Ying during the 2010-2011 school year was 92%. The average daily attendance for Prek-4 students was 90%, surpassing the target of 88%. We will continue to strengthen our attendance policy and strive for the goal of 95% or higher average daily attendance for the entire school population.

- *Students with Disabilities*
The following data is pertinent to students with disabilities at Washington Yu Ying PCS:
 - 9% of students received special education or related services during the fall of 2010;
 - 95% of the students who received services made progress towards the attainment of their IEP goals and objectives; and
 - 5 additional students were found eligible by Spring 2011 for special education or related services.

This year, Yu Ying students with a variety of disabilities worked towards academic, social, emotional and related service goals as outlined in their Individualized Education Programs (IEPs). These goals were designed to ensure that students are successful in their school lives. In all, 90% of students made adequate progress towards their stated goals. These gains resulted in improved student relationships and increased levels of learning.

Yu Ying employs a Response to Intervention (RTI) approach. This means that three times per year all students are screened to identify any possible gaps in learning. Once completed, these students are given targeted interventions to address their needs. Students receive tiered levels of support dictated by their level of need and response to prior interventions. If these efforts prove unsuccessful, the multi-disciplinary team (consisting of teachers, administrators, parents and any related service providers) comes together to determine if a student should be found eligible for special education services.

The faculty worked to deliver services that ensured each student with an IEP was educated in their Least Restrictive Environment (LRE). This meant that to whatever extent possible, students were educated alongside their general education peers. Special educators collaborated with general educators in the classroom to deliver lessons using several methods. Among these were station teaching, parallel teaching, alternate teaching, and the *one teach one assist* models. If deemed necessary, students were pulled out of the classroom in order to receive specialized instruction in small groups. In addition, related services such as speech, occupational, and behavioral therapy were delivered outside of the classroom.

As with any system, our SPED services had areas of strength and room for improvement. We are working to make sure booster services are more research based and that communication to all stakeholders is improved. We would also like to work to ensure that related service providers have an increased role in the classroom and in working with teachers. The school was particularly successful this year with collaboration and academic gains. The special and general educators worked seamlessly to address needs and to adapt to changing situations. Finally, our students experienced a tremendous amount of success in the classroom. Nearly all students made progress on state standards and their individual goals.

- *English Language Learners*
Last year, 32 students were identified as English Language Learners on the Home Language Survey. They worked with the ELL teacher on language acquisition, phonemic awareness, and reading strategies on a weekly pull out basis.

According to the ELL specialist, the ESOL program grew tremendously during the 2010-2011 academic year. First, assessment and record keeping improved through the implementation of various universal screenings and reporting methods. Students receiving ESOL services were assessed regularly to determine needs and measure progress. Using the Dynamic Indicators of Basic Early Learning Skills (DIBELS) assessment, as well as formative and summative assessments in the classroom, enabled the teacher to assess each student's academic progress and provide instruction specific to the needs of each student. Results indicated continued growth. The ESOL program also used the RTI model to monitor student progress and help differentiate instruction. The WIDA Access for ELLs was administered at Yu Ying in the Spring, results are below.

Grade	Number of students	Meeting Grade level Expectation Writing	Meeting Grade level Expectation Reading	Non Exited	Exited
Kindergarten	12	0	6	7	5
First	8	0	6	3	5
Second	3	0	2	2	1
Third	1	0	1	1	0

Also in the 2010-2011 school year, a schedule for the ESOL support was developed in order to better support classroom instruction and utilize the resources and materials available at Yu Ying. The ESOL teacher was able to develop an efficient method for providing services to all students in the mainstream classroom, because a schedule was published.

The ESOL program did not adopt a specific curricular program. However, support, aligned with classroom instruction and curriculum, was provided in an inclusion model. Students responded well to working with the ELL Specialist and with grade-level peers in the classroom. Collaborative efforts with classroom teachers and special educators ensured students received specialized instruction for maximum academic and social growth.

In the future, the Yu Ying English Language program at Yu Ying can benefit from aligning instruction with the WIDA standards. Many students met grade level expectations, as defined by academic standards. However, some students demonstrated difficulty in completing basic tasks and assignments required by the WIDA standards. Given the time and space, some students may benefit from small group pull out instruction. Finally, for the various students who receive special education services in addition to ESOL services, additional training is recommend for all the educators involved in the education of students with such specific needs.

b. Non-Academic Performance

- *Compliance Notes*
Washington Yu Ying PCS did not receive a 2010-2011 Compliance or Governance Review. We turned our documentation into AOIS on time. Our governance successes included holding our strategic & board retreats and developing our Strategic Plan. Please see exhibit D for proof of compliance.

- *General Governance Practices*
The Washington Yu Ying PCS Board of Trustees takes a best practices approach to governance and seeks to be aligned with the best practices of successful non-profits and successful charter schools. It has made considerable progress toward its strategic goal of becoming a fully professional governing board by December 2011. As a board originally comprised of parent founders, we dedicated ourselves to seeking out a diverse and varied board to guide and govern Yu Ying into the future. To that end, the board has added members who offer expertise in the areas of education, governance, finance, law and contacts within the Asian-American community.

The board undertook a board development effort under the aegis of a CompassDC project. CompassDC is a pro-bono strategic consulting organization that exists to strengthen the capacity of DC area non-profits. Yu Ying was chosen based off of its 2010-2011 clients. That project included an analysis of best practices, a review of by-laws and policies and reorganization of the committee structure. The BoT is working on a self-evaluation system. That effort continues into this coming school year.

4. *Certification*

Washington Yu Ying certifies that authorizations required to operate are in full force and effect. All documentation to demonstrate this has been uploaded to the AOIS system. Please see exhibit E for a letter from the board.

B. Lessons Learned and Actions Taken: Reflections and Recommendations for 11-12

1. Yu Ying's universal screening assessment provides a multitude of student assessment data in English and in Chinese. This year we used Google documents to store the data. It is an easy way to access shared files. However, we encountered issues with naming conventions, ease of access and too many different data documents created without administrative knowledge. There was also not a standard way to share the data with the school and parent community. There was transparency in reporting the data, but not enough education on how to interpret it. Yu Ying hired a consultant to create a data dashboard and supporting documents to standardize our reporting practices. There will also be training given to the staff on how and when to share the data. The school has also undertaken standardizing reporting to parents in the following areas: interim reports, universal screening letters, and progress monitoring letters.

2. One challenge the school faced was the difficulty in finding time to provide strategic intervention for students. Our model called for extra reading support in addition to the daily reading instruction. That task was especially difficult to implement because of our model of every other day English instruction. We faced, as every school faces, the difficult position of what goes by the wayside in order to provide extra time for reading instruction. We were partially able to overcome this obstacle by using the Lexia online reading program in addition to small group guided reading. Because the Assistant Teachers in the English classrooms were trained in guided reading, students received direct instruction each day they were in English class. We saw great progress in our reading scores at the end of the year.



3. During the 2010-2011 School Year, the school made many important instructional decisions. In English and Chinese language arts, we implemented the Daily 5 curriculum model. The breakdown of the model is below.

Literacy Component	Classroom
Writer's Workshop	English & Chinese
Daily 5 Read to Self	English only until 2nd trimester
Daily 5 Work on Writing	English & Chinese
Daily 5 Word Work	English & Chinese
Daily 5 Listen to Reading	English & Chinese
Guided Reading	English & Chinese

Students followed this schedule 4 days a week, rotating every other day between English and Chinese. While they only received instruction in English twice a week, they worked on similar skills and followed the same schedule in their Chinese classroom. This ensured that students were exposed to the maximum amount of literacy instruction that Yu Ying could

provide. The staff utilized their half day Friday schedule to co-plan and analyze student data. Next year, we will continue to use this model. Our focus will be on vertical articulation and the standardization of our Language Arts practice school wide.

The math program at Yu Ying made great strides during the 2010-2011 school year. From the beginning to end of the year, grades 1-3 moved from 49% on grade level to 76% on grade level as measured by the Group Mathematics Assessment and Diagnostic Evaluation (GMADE). The school implemented a set curriculum for the first time using the Everyday Math program. This program was particularly effective because it ensured that all students were exposed to all of their grade level standards. Material was presented in varying and challenging ways which worked to hone basic skills and deeper mathematical understanding. Teachers also worked very hard to ensure that math was differentiated to meet the learning needs of everyone in the classroom. Students needing extra time or a different presentation were offered that, while students needing to be challenged were given more difficult work.

Moving forward, the Yu Ying math program will benefit from increased knowledge and practice with the Common Core standards and additional use of formative assessments. We are currently transitioning from DC standards to Common Core standards. As teachers become more familiar with the Common Core standards, they will have increased awareness of what proficiency looks like, and how they might adjust their teaching to reach that level. Formative assessments can give teachers tremendous and instantaneous feedback on where each individual stands with respect to the material. With increased and varied formative assessments and responsive teaching, student learning will be more precise and meaningful.

4. The school is currently not in School Improvement, Corrective Action or working on a Restructuring Plan.

C. Reporting School Performance to Students, Teachers, Parents and the Public

Washington Yu Ying Public Charter School shares student performance data with the school community in many ways.

After each universal screening period, parents are sent home result letters that outline student performance in English and Chinese. Please see exhibit F.

Parents also receive mid semester interims (exhibit G) that report student progress in all major subjects. Sections include personal comments, parent conference request, as well as grade level appropriate measures.

Parents receive trimester report cards (exhibits H and I) twice each year, in winter and at the end of the year, that outline students' performance in the following subjects:

- English - reading, writing, listening
- Chinese - reading, writing, listening speaking
- Effort grades for all subjects
- Visual arts and Physical education
- A personal narrative from the English and Chinese teachers

At the end of the school year, parents are sent home a summative report that outlines all universal screening assessments (exhibit J) and recommendations for remediation plans.

Parents were notified of their child's DC-CAS results and guidance in early August (exhibit K). A copy of the presentation, «Washington Yu Ying: Academic Year in Review» can be found in the appendix, exhibit L.

Most importantly, Yu Ying held Student Led Conferences. During this two day event, parents were guided through their children's learning. Each child guided his/her parent or guardian through what they learned in Chinese, English, Art and PE class. In each location there were five or more centers where the child demonstrated his/her learning and or engaged the parent/guardian in the activity. It was a fantastic process that engaged the whole family in the learning process.

Many of our non-academic performance achievements were shared at a variety of meetings: Parent Association, Friday assemblies, and our many events, all of which were hosted at Yu Ying. We also celebrated our successes on our website, portal and our listserve.



D. Unique Accomplishments

Washington Yu Ying PCS began operations in Sept 2008 at a temporary space in Brookland. Since opening, the Yu Ying Board and the Yu Ying Executive have worked tirelessly to secure a permanent location. Yu Ying applied for excess public space and pursued space on the private market. In the 2010-2011 School Year, the school--its third year of operations--Yu Ying successfully secured a 3 acre property at 220 Taylor St. NE to serve as its permanent home.



Yu Ying also secured public space at the soon to be closed Walter Reed Army Hospital Campus. This space will provide the school adequate space to expand up to Grade 8.

Washington Yu Ying PCS was chosen in a competitive application process as one of 23 clients of CompassDC. CompassDC is a pro-bono strategic consulting organization that serves to strengthen the capacity of the DC area non-profits such as the National Cathedral, the National Audubon Society, and the Emmaus Services for the Aging among others. CompassDC undertook a year-long board development project with the Washington Yu Ying Board of Trustees.

In recognition of their efforts to learn an important world language, the students of Washington Yu Ying PCS received a great honor from the White House when they were asked to help President Barack Obama welcome Chinese President Hu Jintao during his state visit in January.



The Washington Yu Ying Parent Association hosted a tremendously successful Gala at the new school site. Over \$100,000 was raised with a net amount of \$65,000 that was put towards the purchase of playground equipment for the new building.



Washington Yu Ying third graders took the DC CAS. In the first year, YY students were in the top ten performers in the city at 62% in reading and very close in Math with 57.4%.

Yu Ying was financially successful this year. The school was able to put down \$1million dollars towards a new building and also end the year with a net income of \$1,767,000 and \$1,684,000 ahead of budget.

In the second year of the Department of Education Foreign Language Assistance Program grant, Yu Ying's Chinese team made incredibly strides. Of particular note, the team created over 100 leveled readers in Chinese. Each student was provided with one book each week at their reading level to review and build a library at home.

As part of Washington Yu Ying's Foreign Language Assistance Program (FLAP) grant, Yu Ying created Chinese literacy and comprehension assessments, testing reading and listening comprehension.



APPENDIX

- A. APPROVED 2010-2011 ANNUAL BUDGET**
- B. ANNUAL REPORT WORKSHEETS**
- C. LIST OF DONORS**
- D. AOIS PROOF OF COMPLIANCE**
- E. BOARD LETTER REGARDING AUTHORIZATIONS**
- F. CIRCLE TESTING RESULTS PARENT LETTER**
- G. INTERIM REPORT**
- H. PREK-4 PROGRESS REPORT**
- I. GRADE 3 PROGRESS REPORT**
- J. SUMMATIVE UNIVERSAL SCREENING RESULTS LETTER**
- K. LETTER EXPLAINING DC-CAS RESULTS**
- L. WASHINGTON YU YING: ACADEMIC YEAR IN REVIEW**
- M. ARTICLE FROM NPR'S ALL THINGS CONSIDERED FEATURING YU YING**
- N. ARTICLE FROM HILLRAG ON BILINGUAL SCHOOLS IN DC**

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PCSB Format Annual Budget
Washington Yu Ying Public Charter School: SY11-12

	FY12 Annual Budget
REVENUE	
01. Per Pupil Charter Payments	4,316,618
02. Per Pupil Facilities Allowance	1,022,000
03. Federal Entitlements	69,281
04. Other Government Funding/Grants	348,975
05. Private Grants and Donations	88,390
06. Activity Fees	475,766
07. Other Income (please describe in footnote)	50,008
TOTAL REVENUES	6,371,039

ORDINARY EXPENSE

Personnel Salaries and Benefits

08. Principal/Executive Salary	197,500
09. Teachers Salaries	1,568,198
10. Teacher Aides/Assistance Salaries	318,004
11. Other Education Professionals Salaries	139,309
12. Business/Operations Salaries	53,040
13. Clerical Salaries	114,040
14. Custodial Salaries	15,000
15. Other Staff Salaries	683,072
16. Employee Benefits	599,205
17. Contracted Staff	12,500
18. Staff Development Expense	29,044
Subtotal: Personnel Expense	3,728,912

Direct Student Expense

17. Textbooks	17,700
18. Student Supplies and Materials	110,111
19. Library and Media Center Materials	16,774
20. Student Assessment Materials	10,000
21. Contracted Student Services	225,172
22. Miscellaneous Student Expense **	25,000
Subtotal: Direct Student Expense	404,756

Occupancy Expenses

23. Rent	47,583
24. Building Maintenance and Repairs	20,000
25. Utilities	70,000

26. Janitorial Supplies	10,000
27. Contracted Building Services	160,000
Subtotal: Occupancy Expenses	307,583

Office Expenses

28. Office Supplies and Materials	31,797
29. Office Equipment Rental and Maintenance	31,704
30. Telephone/Telecommunications	9,061
31. Legal, Accounting and Payroll Services	115,752
32. Printing and Copying	7,079
33. Postage and Shipping	4,146
34. Other	69,336
Subtotal: Office Expenses	268,874

General Expenses

35. Insurance	23,050
36. Transportation	35,905
37. Food Service	80,541
38. Administration Fee (to PCSB)	26,693
39. Management Fee	-
40. Other General Expense	142,570
41. Unforeseen Expenses	150,000
Subtotal: General Expenses	458,759

TOTAL OPERATING EXPENSES	5,168,884
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NET OPERATING INCOME	1,202,156
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42. Depreciation Expense	305,706
43. Interest Payments	489,445

NET INCOME	407,004
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Paid meal sales, school store sales, interest, and general miscellaneous revenue comprise "07. Other Income."

**Student recruiting and general miscellaneous student expense comprise "22. Miscellaneous Student Expense."

Mission Statement

1. Enter your Campus/LEA's Mission Statement in the space provided below.

Washington Yu Ying Public Charter School aims to nurture the development of a strong social conscience among tomorrow's global leaders by fostering excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English dual language immersion environment.

School Contact Information

2. Please choose your Campus/LEA's School Name. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

Washington Yu Ying PCS

3. Was your organization accredited in the 2010-2011 school Year? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below.

No Our accreditation from International Baccalaureate is pending. We submitted an application and we will know if it has been approved in January, 2013.

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name Bonnie Berry

Title Administrative Assistant

School Street Address 220 Taylor St.

School Zip 20017

School Ward 5

Direct Phone Number 202-635-1950

Email bonnie@washingtoneying.org

5. Please select the lowest grade level served by your Campus/LEA in the 2010-11 school year.

PK4

6. Please select the highest grade level served by your Campus/LEA in the 2010-11 school year .

3

7. Hours of Operation: Enter the Start time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as 8:05 AM (See Definitions)

8:30

8. Please enter the End time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See Definitions)

3:30

9. Enter any additional comments regarding Start time/End time for Regular School Day.

On Fridays instructional hours are 8:30am-1:00pm.

10. Please enter the Start and End Dates for the 2010-11 School Year.

Start Date 8/30/2010

End Date 6/22/2011

11. Did your campus/LEA operate as a year-round school for the 2010-2011 school year?

No

12. Please enter the average class size and student teacher ratio for the 2010-2011 school year in the space provided below. Average Class Size: Calculate using core subjects only-do not include specials. Student: Teacher Ratio: Calculate by using the total reported students divided by the number Full-Time Education classroom teachers; do not include special needs teachers unless that is your school's focus. This value should be entered as "# of Students to # of Teachers" format. For example, a school with 300 students and 20 FTE teachers will enter the student teacher ratio 15 to 1.

Average Class Size: 25

Student/Teacher Ratio: 1/12 in grades K-3rd and 1/9 for Prek4

Student Attrition and Grade Advancement

13. For the 2010-2011 school year, please provide the total number of students falling into each category listed below. (Suspension counts should reference the total number of incidents. For example, one student that is suspended short term 3 times will count as 3 "incidents" of short-term suspension.)

Transferring out/Withdrawals 5

Short Term Out of School Suspensions 8

Long Term Out of School Suspensions 0

Expulsions 0

of Dropouts 0

Retained at grade level 2

Staff Demographics

14. Please complete the following entries regarding the total number of Executive DIRECTORS that fall within the categories listed below.

of Directors 1

with Bachelors 1

with Masters 1

Degree in Field of Expertise 1

Licensed in Field of Expertise NA

Meeting NCLB Requirements 1

% Meeting NCLB Requirements 100%

15. Please complete the following entries regarding the total number of PRINCIPALS that fall within the categories listed below.

of Principals 1

with Bachelors 1

with Masters 1

Degree in Field of Expertise 1

Licensed in Field of Expertise 1

Meeting NCLB Requirements 1

% Meeting NCLB Requirements 100%

16. Please complete the following entries regarding the total number of ASSISTANT PRINCIPALS that fall within the categories listed below.

of Asst. Principals 0

with Bachelors 0

with Masters 0

Degree in Field of Expertise 0

Licensed in Field of Expertise 0

Meeting NCLB Requirements 0

% Meeting NCLB Requirements 0

17. Please complete the following entries regarding the total number of CLASSROOM TEACHERS that fall within the categories listed below.

of Classroom Teachers 10

with Bachelors 10

with Masters 8

Degree in Field of Expertise 10

Licensed in Field of Expertise NA

Meeting NCLB Requirements 7

% Meeting NCLB Requirements 70%

18. Please complete the following entries regarding the total number of SPECIAL SUBJECT TEACHERS that fall within the categories listed below.

of Special Subject Teachers 2

with Bachelors 2

with Masters 1

Degree in Field of Expertise 2

Licensed in Field of Expertise NA

Meeting NCLB Requirements 2

% Meeting NCLB Requirements 100%

19. Please complete the following entries regarding the total number of Bilingual/ESL Teachers that fall within the categories listed below.

of Bilingual/ESL Teachers 1

with Bachelors 1

with Masters 1

Degree in Field of Expertise 1

Licensed in Field of Expertise NA

Meeting NCLB Requirements 1

% Meeting NCLB Requirements 100%

20. Please complete the following entries regarding the total number of Special Education Teachers that fall within the categories listed below.

of SPED Teachers 3

with Bachelors 3

with Masters 2

Degree in Field of Expertise 3

Licensed in Field of Expertise NA

Meeting NCLB Requirements 3

% Meeting NCLB Requirements 100%

21. Please complete the following entries regarding the total number of VOCATIONAL/CAREER ED Teachers that fall within the categories listed below.

of Vocational Teachers 0

with Bachelors 0

with Masters 0

Degree in Field of Expertise 0

Licensed in Field of Expertise 0

22. Please complete the following entries regarding the total number of BUILDING RESOURCE Teachers that fall within the categories listed below.

of Build Resource Teachers 4

with Bachelors 2

with Masters 2

Degree in Field of Expertise 0

Licensed in Field of Expertise NA

Meeting NCLB Requirements NA

% Meeting NCLB Requirements NA

23. Please complete the following entries regarding the total number of COUNSELORS that fall within the categories listed below.

of Counselors 1

with Bachelors 1

with Masters 1

Degree in Field of Expertise 1

Licensed in Field of Expertise 1

24. Please complete the following entries regarding the total number of LIBRARIANS/MEDIA SPECIALISTS that fall within the categories listed below.

of Librarians/Media Specialists 0

with Bachelors 0

with Masters 0

Degree in Field of Expertise 0

Licensed in Field of Expertise 0

25. Please complete the following entries regarding the total number of COORDINATORS that fall within the categories listed below.

of Coordinators 4

with Bachelors 4

with Masters 2

Degree in Field of Expertise 2

Licensed in Field of Expertise NA

Meeting NCLB Requirements 4

% Meeting NCLB Requirements 100%

26. Please complete the following entries regarding the total number of CLASSROOM AIDES that fall within the categories listed below.

of Classroom Aides 12

Meeting NCLB Requirements 12

% Meeting NCLB Requirements 100%

27. Please complete the following entries regarding the total number of TITLE I EDUCATIONAL AIDES that fall within the categories listed below.

of Title I Educational Aides 0

Meeting NCLB Requirements 0

% Meeting NCLB Requirements 0

28. Are you a single-campus LEA or a central office?

Yes

29. Please complete the following entries regarding staffing statistics listed below.

Staff Attrition Rate 89%

Number of Teachers 22

Salary Range for Teachers 31,440-76,085

Average Teacher Salary 42,947.41

Number of School Administrators 2

Salary Range for School Administrators 95,000-102,750

Average School Administrator Salary 98,875

Number of Central Office Administrators 4

Salary Range for Central Office Administrators 28,000-48,000

Average Central Office Administrator Salary 36,500

Number of School Support Staff 7

Salary Range for School Support Staff 31,440-85,000

Average School Support Staff Salary 49,697

30. To ensure that PCSB has up to date information for the 2011-2012 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, and Business Manager.* #31. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns (Complaints). These issues and concerns include questions and at times, complaints about individual schools. In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2011-2012 school year.

Board Chair Name Lisa Chiu

Board Chair Title President

Board Chair Email lisa.chiu@washingtoneying.org

Board Chair Phone (202) 290-0557

Board Chair Mailing Address 1448 Q St., NW

Board Chair Mailing City, State Washington, DC

Board Chair Mailing Zip 20009

Exec. Director Name Mary Shaffner

Exec. Director Title Executive Director

Exec. Director Email mary@washingtoneying.org

Exec. Director Phone (202) 635-1950

Exec. Director Mailing Address 220 Taylor St. NE

Exec. Director Mailing City, State Washington, DC

Exec. Director Mailing Zip 20017

Principal Name Maquita Alexander

Principal Title Principal

Principal Email maquita@washingtoneying.org

Principal Phone (202)-635-1950

Asst. Principal Name NA

Asst. Principal Title NA

Asst. Principal Email NA

Asst. Principal Phone NA

Business Manager Name Denise Lyons

Business Manager Title Office Manager

Business Manager Email denise@washingtoneying.org

Business Manager Phone 202-635-1950

Business Manager Mailing Address 220 Taylor St. NE

Business Manager Mailing City, State Washington, DC

Business Manager Mailing Zip 20002

Deployment Type: Web
Completion Time: Aug 11, 2011 8:23 AM Page 9 of 9

Complaint Staff Member Name Mary Shaffner
Complaint Staff Member Title Executive Director
Complaint Staff Member Phone 202-635-1950
Complaint Staff Member Email mary@washingtoneying.org
Complaint Board Member Name Steven Glazerman
Complaint Board Member Title Secretary
Complaint Board Member Phone (202) 986-7838
Complaint Board Member Email sglazerman@washingtoneying.org

LIST OF INDIVIDUALS AND CORPORATIONS WHOSE DONATIONS EQUALED OR EXCEEDED \$500

Ali & Glenn Thomas
Amy Holloway & Victor Barcelona
Andrea Lachenmayr
Anonymous
Antonio Rayfor Plumbing
Astrum Solar
Bettina Charlton
Carmen Rioux-Bailey & Paul Bailey
CB Richard Ellis
Charles Crettier
Cork'n Bottle
DMPE Foundation
Earl Cohen
Early Cassidy & Schilling, Inc.
Edward Perkins
Eichberg Construction
Eleanor Chye
Elisabeth Urfer & Michael Shoag
Elizabeth & Ben Lyttleton
Emily Costin
Eric Jenkins
Glover Equipment Sales Group LLC
Hands of Culinary Passport
Heather & David Colvin
Herman Miller, Inc.
Jean Hoff
Jeanne Harrison
Jlmatzin Marina Spindler
Julia & Thomas Keenan
Keith Murphy
Kelley Holdings, Inc.
Kristin McDay
Laurelle Lo & David Talbot
Lisa & Dan Chiu
Lorel Patchen & Cesar Torres
Mary Shaffner & Will Weems
Merck Partnership for Giving
Moi
Ned Cabot
Outdoors with Friends
Peter Gross & Shelley Churchill
Princess Mhoon Dance Institute
Psychological Group of Washington
Rosenfeld Family Charitable Trust
Ross Eichberg
Sarah & Kevin Mooney
Sarah Perkins & Koro Nuri
Senator Dianne Feinstein & Richard Blum
Susan & Sam Broeksmit
Tammy Colvin & Terry
Teachers Council
The New England School of English
Theresa's Cornucopia, LLC
Thesia Garner
Total Wine & More
Tzu-I Lee
UBS Financial Services
Walt Disney Company
William Morgan



Close

Home Compliance Documents Document Search Workflow Tasks Document Submission Reports and Applications

Compliance History

Washington Yu Ying PCS

YTD Documents Due: 56 Documents Received: 78
 # On Time: 55 (98%) # Inaccurate: 0
 # Currently Past Due: 0 # Incomplete: 0

School Year: 2010-2011

Document	Type	Responsible Area	Due Date	Date Received	On Time	Accurate	Complete
2009-2010_Annual Financial Audit_201006...	Annual Financial Audit	School Staff	11/02/2010	10/27/2010	✓	○	○
2009-2010_Annual Report.pdf	Annual Report	School Staff	09/01/2010	09/01/2010	✓	✓	✓
2009-2010_Auditor Engagement Letter_20...	Auditor Engagement Letter	School Staff	08/15/2010	08/10/2010	✓	✓	✓
Board_Notification of Board Roster Change...	Board_Notification of Boar...	School Staff	<NA>	04/12/2011	○	○	○
Board_Notification of Board Roster Change...	Board_Notification of Boar...	School Staff	10/01/2010	09/28/2010	✓	✓	✓
2010-2011_Board Roster_20100708.doc	Board_Roster	School Staff	07/09/2010	07/08/2010	✓	✓	✓
Charter Amendment 20110523_Charter Re...	Charter Amendment-Chart...	School Staff	05/23/2011	05/23/2011	○	○	○
Charters Board_Calendar_2010-2011.doc	Charter's Board-Calendar	School Staff	07/09/2010	07/08/2010	✓	✓	✓
2010-2011_Contact for Special Ed Coord_R...	Contact for Special Ed Coo...	School Staff	07/09/2010	07/08/2010	✓	✓	✓
Contract_Leases and RE_Lessor_20080201...	Contract-Leases & RE	School Staff	<NA>	09/28/2010	○	○	○
Contract_Leases and RE_20100909_Memo...	Contract-Leases & RE	School Staff	09/15/2010	09/10/2010	✓	✓	✓
2010-2011_DC CAS Test Schedule_Revised...	DC CAS Test Schedule and ...	School Staff	<NA>	03/29/2011	○	○	○
2010-2011_DC CAS Test Schedule.pdf	DC CAS Test Schedule and ...	School Staff	03/01/2011	02/23/2011	✓	✓	✓
2011-2012_Enrollment Lottery Procedures....	Enrollment - Lottery Proced...	School Staff	<NA>	09/13/2010	○	○	○
2010-2011_Enrollment Lottery Procedures...	Enrollment - Lottery Proced...	School Staff	09/15/2010	09/09/2010	✓	✓	✓

Compliance Problems

Active Problems

Date Found	School Year	Problem Text
No Problems		

Reports

- Active Compliance Problems
- Resolved Compliance Problems
- Compliance History
- Compliance Notes

Compliance Notes

Date/Time	Author	Subject
09/27/2010 01:57PM	kwhitted	PMF Compliance Review-Initial Scree...

 **AOIS Compliance Notes**

From 7/1/2010 through 8/31/2011

Washington Yu Ying PCS

Creation Date / Author	Subject / Note
Date/Time: 09/27/2010 01:57 PM	Subject: PMF Compliance Review-Initial Screen Report

From 7/1/2010 through 8/31/2011

Author: Kenneth Whitted

Note: Greetings,

Below please find the documents that have been marked as inaccurate/incomplete or need to be submitted in order to receive a pass rating for the review along with an explanation:

Enrollment Process

Provide publicized enrollment deadlines (i.e. invoice, printed newspaper or ad proof) For each campus.

Printed Application

Submit one of the options outlined in the Compliance Checklist that includes the cutoff date for enrollment (printed application; printed newspaper ad; or flyer).

Open Enrollment Process for 2011-2012

Provide an updated enrollment form that does NOT include information requests related to special education status, essay/interview requirements, intellectual/athletic ability and/or measures of achievement/aptitude as a part of enrollment.

Student Handbook - SST Process

Submit SST member list with identified homeless liaison.

Student Handbook

Submit addendum to the student handbook that reflects updated discipline policy that includes all required components ((a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlines due process procedures.

ELL Plan

ELL Plan should include the following: educational approach, identification process, assessment process, placement and services, staffing and resources, transition/exiting, and monitoring.

Lease/Purchasing Agreement

Submit lease/purchase agreement inclusive on the name of school/campus and current address.

Board Roster (You have eight members, only one of them a parent—should have an odd number not to exceed 15, two of whom must be parents)

Submit an updated Board roster that shows an odd number of members and also indicates at least two parent members on the Board.

NCLB HQT Status

As required by NCLB all teachers hired after 2002 must meet the highly qualified requirements. The school must submit (1) the appropriate documentation for verification of HQT compliance; (2) a plan of action to assist teachers in meeting the requirements; and/or (3) make appropriate staffing changes to ensure compliance with the law.

Submit action plan for all non-HQT staff and evidence of a letter notifying parents of their right to request information on the qualifications of their child's teacher.

 **AOIS Compliance Notes**

From 7/1/2010 through 8/31/2011

Author: Kenneth Whitted

Note: Please note that if the document is not (re)submitted to AOIS by October 1, 2010 your school will be a candidate for a Notice of Concern. If the school is less than 70% compliance, your school will be a candidate for a Notice of Deficiency and a Deep Dive on-site review will be scheduled.

Sincerely,
Compliance Review Team

**WASHINGTON
YU YING**
PUBLIC CHARTER SCHOOL

September 9, 201^{LC}

To Whom It May Concern:

Washington Yu Ying PCS is now located at 220 Taylor Street NE, Washington, DC 20017.

I hereby certify that all authorizations (certificate of occupancy, insurance, lease, business license) required to operate the school are in full force and effect.

Sincerely,



Lisa Chiu
Chairman, Board of Trustees

November 8, 2010

Dear Parent of «First_Name» «Last_Name»,

This letter is to inform you of your child's results from the *Trimester 1 Comprehensive Immersion Resources for Chinese Language Education (CIRCLE)* exam that was administered recently at Washington Yu Ying PCS. This exam was created using standards from Yu Ying's base Chinese language curriculum, *Flying with Chinese*.

The exam covers the following:

- Reading Chinese Characters in Isolation
- Reading a Chinese Story
- Writing Chinese Characters
- Determining the Number of Strokes for a Character

Your child's results on the Project CIRCLE Fall Assessment indicated that he or she demonstrates a **Deficit** in the target skills in comparison to his/her classmates. Your child's score was «total_». Please see the Project CIRCLE Fall Assessment description sheet for the assessment description, score ranges and implications of the scores. This data is being used to inform instructional decisions with regards to your child's progress in the Chinese class.

At school your child will receive additional support via our pull-out Chinese Booster Groups. These small groups will meet at least twice weekly. The classes will help students master the 40 essential characters for beginning reading, writing, and speaking Chinese.

To ensure that your child has mastered these characters please do the following:

- have your child read to you daily in Chinese (from the Chinese books that are being sent home weekly with your child and are also available on the portal)
- review Chinese flash cards daily
- practice writing characters daily in the correct stroke order
- consider purchasing the Flying with Chinese iFlash book online
- consider signing up for the Chinese Homework class in the REEF program

*All of the above resources are available on the Parent Portal Page under Chinese Resources.

Please feel free to contact me, Pearl You, at pyou@washingtoneyuying.org or (202) 635-1950 if you would like to know more about this exam or have any other questions about the Chinese assessments administered at Yu Ying.

Thank you,

Pearl You
Chinese Program Coordinator
Email: pyou@washingtoneyuying.org

Washington Yu Ying Interim Report

Student's Name: [REDACTED]	Class: <u>J Crane</u>	2 nd Trimester
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Your student is making satisfactory academic progress below.

Your student needs to improve in the following areas indicated below.

Academic	Achievement	Prof	Comments
English Literacy			Current Instructional reading level: <u>N</u> Grade level expectation at end of trimester: <u>M</u>
Written Communication	<u>3</u>	<u>4</u>	
Mathematics	<u>3</u>	<u>4</u>	
Chinese Literacy			Current Instructional reading level: <u>B</u> Grade level expectation at end of trimester: <u>C</u>

5 consistently performs beyond grade level expectations 4 often performs beyond grade level expectations 3 consistently performs at grade level 2 requires frequent support and does not perform consistently at grade level 1 requires intensive support and does not typically meet grade level expectations

Your child needs to improve in the following citizenship and study skills areas (if not checked then all areas are satisfactory) F - English only C=Chinese only X=both classes
--

Citizenship	Your child needs improvement in:	Citizenship	Your child needs improvement in:
Accepts Responsibility	<input type="checkbox"/> Completes unfinished work <input type="checkbox"/> Returns homework folder and reading log daily	Listens To and Follows Directions	<input type="checkbox"/> Follows oral directions from the teacher <input type="checkbox"/> Understands and follows written directions
Complies with Established Rules	<input type="checkbox"/> Follows classroom procedures and behavior guidelines <input type="checkbox"/> Exhibits appropriate hallway behavior	Organizes Materials	<input type="checkbox"/> Keeps materials in an organized manner <input type="checkbox"/> Prepared for class with book, supplies, & assignments
Exhibits Courteous Behavior	<input type="checkbox"/> Thoughtful and courteous to others <input type="checkbox"/> Shows respect for authority figures <input type="checkbox"/> Listens to points of view that are different from own	Respects Personal/School Property	<input type="checkbox"/> Respects and cares for school property (computers, tables, pencils, books, etc.)
Exhibits Self Control	<input type="checkbox"/> Refrains from talking at inappropriate times <input type="checkbox"/> Responds to adult cues to improve behavior <input type="checkbox"/> Pays attention in large and small group settings	Uses Time Constructively	<input type="checkbox"/> Begins and completes tasks in a timely manner <input type="checkbox"/> Finds productive ways to use time while waiting for the teacher
Follows Through on Assignments	<input type="checkbox"/> Shows consistent work habits on a daily basis <input type="checkbox"/> Can complete written work independently <input type="checkbox"/> Asks for assistance when having difficulty	Works & Plays Cooperatively	<input type="checkbox"/> Works and plays cooperatively <input type="checkbox"/> Uses social skills successfully when interacting with others

English Lead Teacher [REDACTED]

Chinese Lead Teacher [REDACTED]

	Fall	Winter	Spring
Absences	0	0	4
Tardies	1	2	8

	Fall Grade	Fall Effort	Spring Grade	Spring Effort
Mathematics	4	4	5	5
Language Arts - English Reading	4	4	4	5
Language Arts - English Writing	4	4	4	4
Language Arts - English Speaking	4	4	4	4
Language Arts - Chinese Reading	5	4	5	5
Language Arts - Chinese Writing	4	4	4	5
Language Arts - Chinese Speaking	4	4	5	5
Unit of Inquiry	4	4	5	5
Physical Education	4	4	4	4
Virtual Arts	--		5	5

Your child as a learner

●●●● has made impressive progress to show that she is an outstanding student in both Chinese and English class. ●●●● is an inquirer. She is curious about things around her and demonstrates enjoyment of learning and discovering new things. ●●●● is a communicator who expresses her thoughts and ideas through oral language, drawing, writing, and different art forms. We are particularly delighted to see ●●●● often using her beautiful Chinese spontaneously to share her thoughts. ●●●● is a reflective student who understands the need to work on weaknesses in a constructive manner and consider her strenghts and how to use them effectively. She also shows maturity in her cooperative interactions with other class members and has developed strong friendships. We truly enjoy ●●●● in class as an active member who contributes creative ideas and critical thinking to the group!

English Teacher Signature

Chinese Teacher Signature

Spring Term Comments

Mathematics - [REDACTED] demonstrates a strong understanding of the strategies and processes for solving mathematical problems. She is able to demonstrate good number work through recognition, writing, and counting with one to one correspondence up to 20 and beyond. [REDACTED] is able to work with number combinations, including recording work through pictures and number symbols with little assistance. She works with confidence in both English and Chinese.

Language Arts - English: [REDACTED] continues to work in the experimental reading stage. With a great interest in books as well as the information and stories that are in them, she is developing a good foundation for strong reading skills. [REDACTED] is able to write phonetically, with some guidance, putting down the sounds she hears. She is inconsistent with uppercase and lowercase letters but is working to be able to verbalize why uppercase is used when looking at text. [REDACTED] makes use of good listening skills to learn and makes connections with what is being said to her own life and experiences. [REDACTED] speaks with age appropriate grammar and clearly expresses ideas, thoughts, and questions.

Language Arts - Chinese: [REDACTED] has achieved a lot this year. She is now able to follow multi-step directions with minimal assistance. She comprehends and enjoys stories from different cultures when being read to. She is able to comprehend instructions, even when new and complex concepts are introduced. [REDACTED] is speaking full sentences to answer questions and her beautiful pronunciation is pleasant to hear. She is thinking in Chinese by speaking spontaneously to express her feelings and thoughts with only age-appropriate grammar errors. She also sees the connections between classes and languages. [REDACTED] likes to sing and chant in class. She uses appropriate classroom language to fulfill her needs as well as communicate with her peers. [REDACTED] recognizes and comprehends most of the characters we have learned in class. She is able to use memorized rhymes and learned characters as a resource to read simple text with character-to-syllable correspondence. [REDACTED] is making connections from oral language to written words. She is attempting to write full sentences and is also demonstrating strong listening skills by listening to others attentively to get information.

Physical Education: [REDACTED] eagerly participates in the activities and shows great performance. She comprehends quickly and expresses ideas clearly. She listens and follows directions well.

Visual Arts: [REDACTED] demonstrates high level of skill in Visual Art. She makes excellent use of many different techniques and always produces artwork of a very high standard.

Units of Inquiry: Between January and June, we inquired into two very different topics, Who We Are and How We Share the Planet. Who We Are helped [REDACTED] to demonstrate her increasing awareness of personal characteristics and abilities. Through creative expression and discussion, [REDACTED] had the opportunity to consider her own roles at home, in school, and among friends. While her independence and self-confidence were an important aspect of the unit, [REDACTED] also learned the benefits of cooperation with friends and to be tolerant of others' differences.

How We Share the Planet engaged [REDACTED] completely! The opportunity to explore the many functions of arthropods (bugs) in our environment and understand the diversity and skills of bugs, was something [REDACTED] completely embraced. Eager to research facts, draw with precision and symmetry, and relate to others' new information, [REDACTED] soon became an even greater expert on many types of bugs!

Washington Yu Ying PCS

Grade Level: 3

Spring 2011

Class: Deer

	Fall	Winter	Spring
Absences	3	6	3
Tardies	10	12	9

	Fall Grade	Fall Effort	Spring Grade	Spring Effort
Mathematics	4	4	4	4
Language Arts - English Reading	4	4	3	4
Language Arts - English Writing	4	5	4	5
Language Arts - English Speaking	4	4	4	4
Language Arts - Chinese Reading	3	5	3	4
Language Arts - Chinese Writing	4	3	4	4
Language Arts - Chinese Speaking	3	4	3	5
Unit of Inquiry	4	4	4	4
Physical Education	4	4	4	4
Virtual Arts	4	3	4	4

Your child as a learner

This trimester, [redacted] has shown that he is principled. He is fair, honest and tries his best to do what is right. [redacted] demonstrates that he is an excellent communicator. He is able to not only express his own ideas, but listen to the ideas of others as well. This ability allows [redacted] to thrive when working collaboratively in a group. [redacted] demonstrates that he is an excellent thinker. He is able to make connections between what is learned in the classroom and his own personal experiences. This ability to think also allows [redacted] to be a great problem solver.

English Teacher Signature: [redacted]

Chinese Teacher Signature: [redacted]

Spring Term Comments

Mathematics - demonstrates a good understanding of all of the mathematical concepts presented in class. His enthusiasm for math contributes to his increased achievement in this area. is able to compute multiplication facts, solve problems using multiples of 10, 100 and 1000; and identify and describe polygons. Regular practice will help him maintain his skills and continue above grade level.

Language Arts - English: is reading at the 3rd grade benchmark. He has shown progress in his ability to comprehend more challenging text. excels at writing. He is able to write paragraphs that include clear focus, ideas in sensible order, and sufficient supporting details. He is also able to write short poems that include simple sensory details. shows confidence and enthusiasm when speaking in front of the class and sharing his ideas.

Language Arts - Chinese: In listening and speaking, demonstrates an appropriate level of achievement. He is able to handle simple conversation about familiar topics and is able to use sentence-level speech to express his ideas. In reading, demonstrates an appropriate level of achievement. He recognizes most required characters and independently is able to read a short story composed of simple sentences. In writing, is able to remember the strokes for a few additional characters as well as all the required ones. He is able to write a paragraph consisting of 9 to 10 complete sentences independently.

Physical Education: enthusiastically participates in the activities and demonstrates great work in movement. He listens and follows directions very well. I really like having him in my class.

Visual Arts: developing more refined skills, finds art activities motivating, and works hard on projects.

Units of Inquiry: In UOI, has a high level of understanding of the various units we have studied this trimester. He has a greater understanding of how powerful forces change the earth's physical features. also shows that he is highly knowledgeable of how influential people throughout history have made an impact through their thoughts words and actions. Lastly, shows himself to have a higher level of understanding of how people can make decisions that impact our society through understanding the nature of a nation's capital city and government.



School Year 2010-2011 Universal Screening Results

Trimester	Reading	Math	Writing	Chinese
Fall 2010	A/E	A/E	A/E	A/E
Winter 2011	A/E	A/E	A/E	A/E
Spring 2011	A/E	A/E	A/E	A/E

Student Name: _____

Grade Level: 3

Key:

A/E= Achieving/Exceeding: Meets or Exceeds Grade Level Expectations

B/C= Below/Concern: Performance is cause for monitoring/concern

S/B= Significantly Below expectations: Intervention(s) warranted



, August 1, 2011

Dear Parent or Guardian:

Enclosed is a copy of your child's DC-CAS results from the Spring 2011 test. I am very proud of the effort of the Deer/Leopard students. As our pioneer class taking the CAS, they all tried their best and took the test very seriously. Next year as 4th graders, they will take a reading, math, and writing composition test.

Understanding Your Scores

If the score is in the **advanced range** in reading or math, your child performed above grade level expectations.

If the score is in the **proficient range** in reading or math, your child performed at grade level expectations.

If the score is in the **basic range**, your child performed below grade level expectations.

If the score is in the **below basic range**, your child performed significantly below grade level expectations.

Since students must take the DC-CAS every year beginning in third grade, the goal for each student is to move him/her up a level or to sustain the high level of academic excellence that s/he has already achieved. Great leaps are possible in a single year, but they don't happen without sustained hard work. Parent participation is critical.

What Parents Need To Do

Support the school's academic efforts: Participating in summer homework, checking the portal for updates, and enrolling your student in REEF's academic classes are all ways to support Yu Ying academics.

Check in with your student's teacher(s) frequently. If assessments or graded assignments come home and they are below grade level expectations, please contact the teacher to see what additional support is available for your child.

Make sure your child reads every night and on the weekends. Many of our students are already avid readers; they can't put their books down. Others struggle to get into a book. If your child falls into the second category, give her/him lots of support and encouragement. Read together when possible. Ask your child about the books he/she reads and help him/her set and follow through on reading goals. Strong readers are not born, they are made...one page at a time. The more they read, the smarter they grow.

Warmly,


Maquita Alexander, Principal
Washington Yu Ying PCS

学习

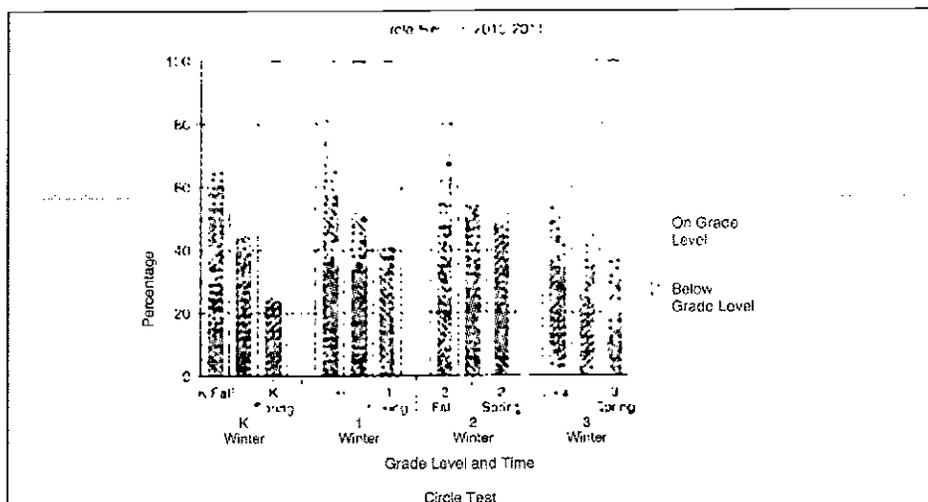
Washington Yu Ying: Academic Year in Review

Universal Screening Measures 2010-2011

June 10, 2011

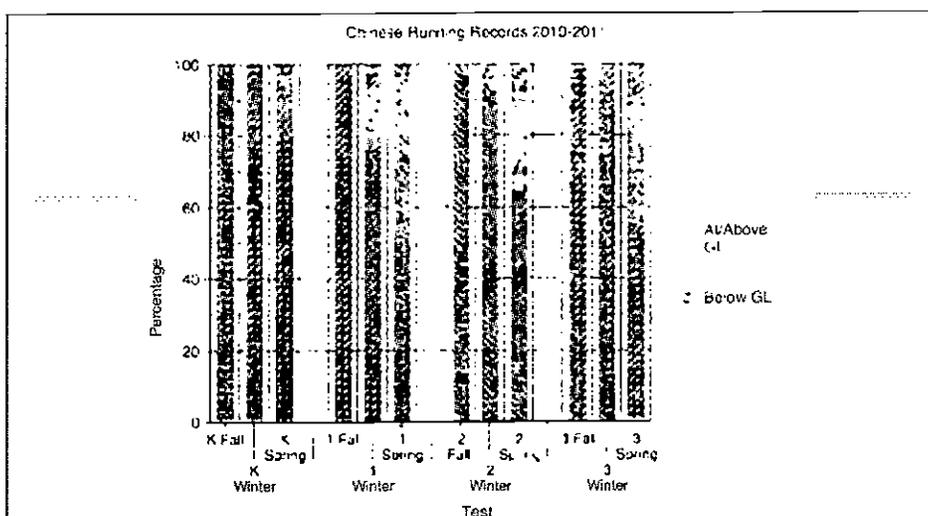
Universal Screening

- Used to measure school-wide, grade-level, and individual student performance against a set of national norms.
- Can inform decisions on the macro or micro level
- Establishes grounds for student, parent, teacher, and administrative accountability
- Gives us a serious reason to celebrate



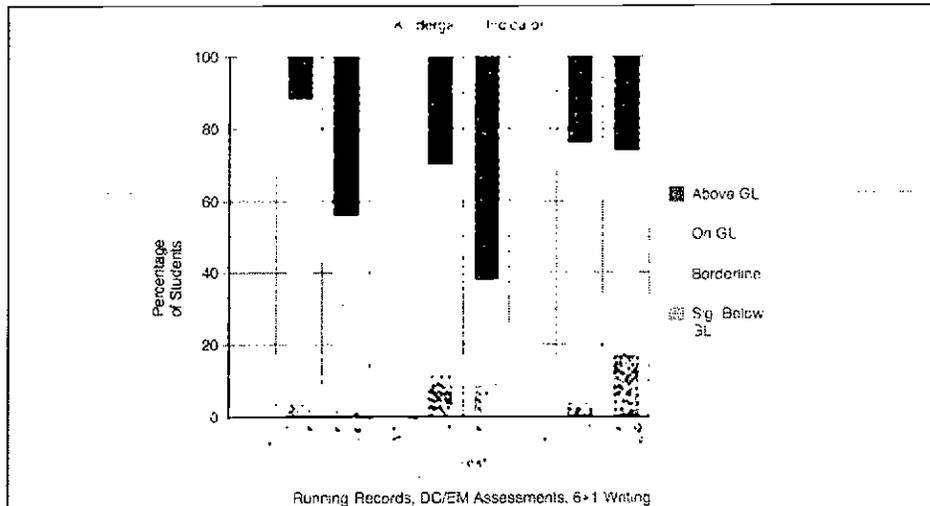
Takeaways: Chinese Reading and Writing

- Every class has improved tremendously with introduction of benchmarks
- Our older grades are all around 60% proficient, and K is almost 80%



Takeaways: Chinese Running Records

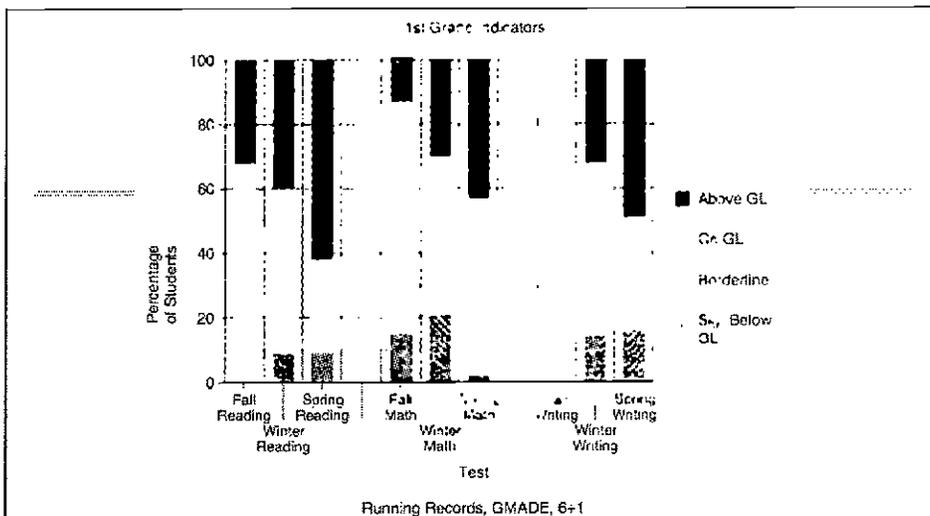
- Long term plan was set in place at the beginning of the year
- The instruction of the year (esp. the 3rd trimester) has yielded tremendous growth
- New assessment practices and instruction should keep going!



Takeaways: Kindergarten English

- Big time growth in reading and math, 80% on GL indicates highly effective classroom

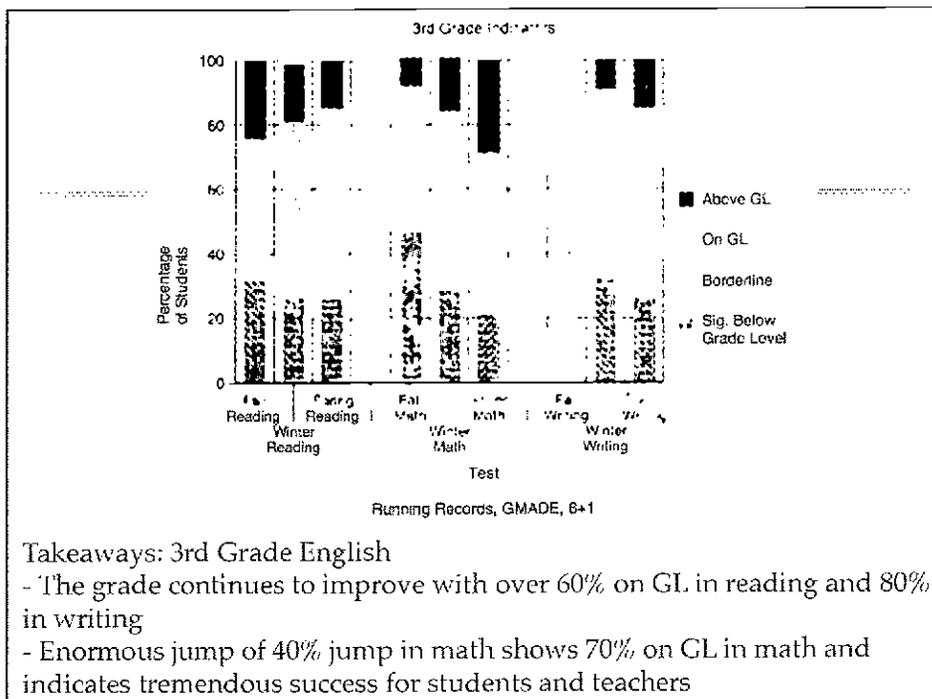
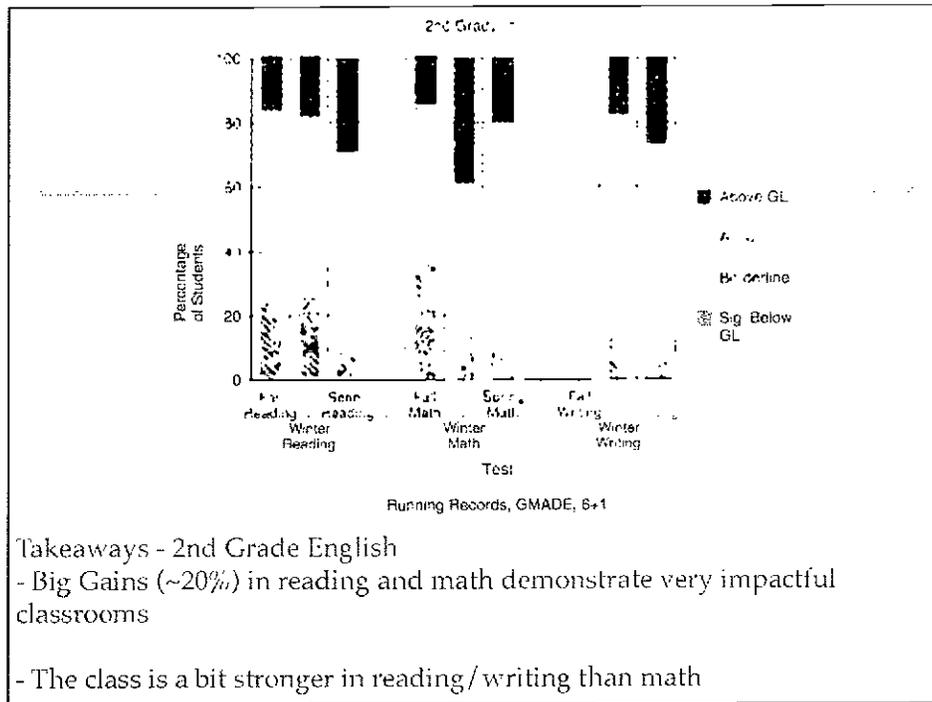
- Demands on writing are getting harder

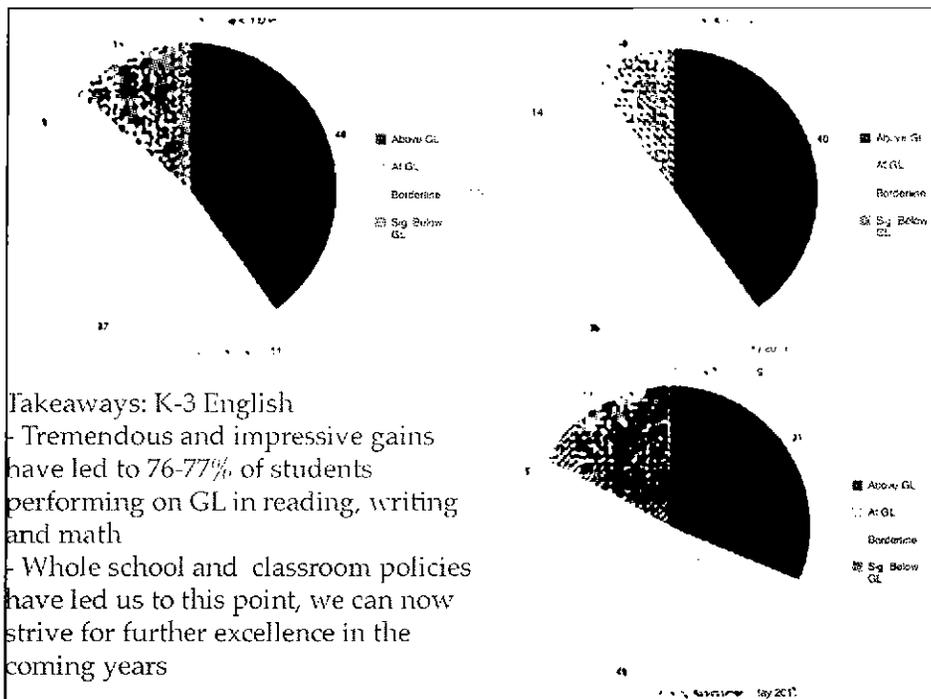
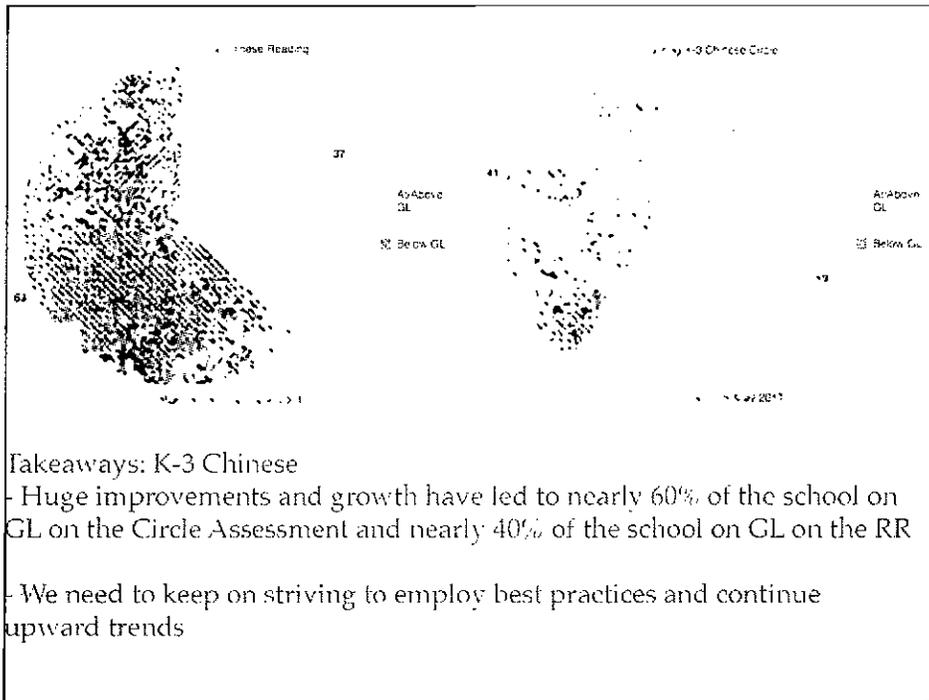


Takeaways: 1st Grade English

- Huge growth in reading and math with 80-90% on GL indicating tremendous success for students and teachers

- Lots of tremendous writers, expected number are struggling





Pondering Questions.....

- What have been our keys to success this year? How can we ensure they continue?
- What areas still need to be addressed and revamped?
- How can we ensure all of our assessments (Writing, Chinese etc.) are aligned with rigorous standards?
- How can we continue to address the learning needs of all students?

Celebrate a job well done!



More Americans Learn Their ABCs In Chinese

by BRETT NEELY



Enlarge

Brett Neely/NPR

A sign encourages children at Yu Ying Public Charter School to speak Chinese instead of English. The Chinese-language immersion school is in Washington, D.C.

January 19, 2011

text size **A A A**

When President Obama welcomed Chinese President Hu Jintao to the White House on Wednesday, he was joined by a group of students from Washington, D.C.'s Yu Ying Public Charter School. It's a Chinese-language immersion elementary school — the first in the nation's capital and one of only a handful in the United States.

Interest in learning Chinese has surged in the past decade as American economic ties to China have deepened. A growing number of elementary and high schools are offering Chinese classes — though few teach it as intensively as Yu Ying in the northeast D.C. neighborhood of Brookland.

Housed in a former convent, the school's 240 students alternate school days learning in entirely Chinese and English.

A sign above the door of one classroom says "If you have to speak English, whisper!" Inside, 25 pre-schoolers sit on the floor and listen to teacher Jue Wang. But learning the ABCs isn't on the lesson plan today.

Learning Chinese

Wang shows her students a white board with a poem written in Chinese characters. She speaks the characters aloud and the students mimic her.

"They actually know more than I do," says Mary Shaffner, Yu Ying's executive director. "I know a little bit of Chinese, but they're actually better than me. It's amazing these 4-year-olds have only been in school since the beginning of the year and you saw them read all those characters."

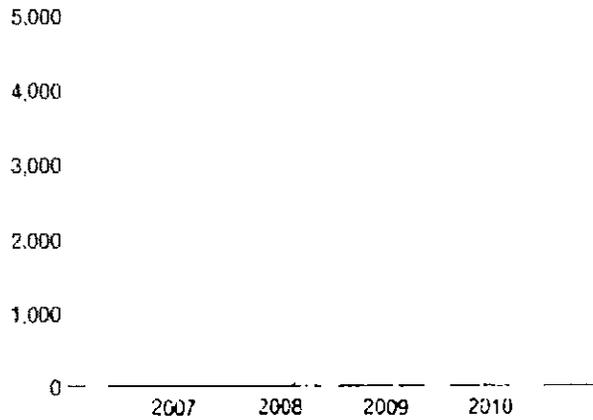
The school, founded by Shaffner and a group of parents, opened three years ago. In Chinese, the name "Yu Ying" means "nurturing excellence" — it's a reference to a groundbreaking girls school founded in Beijing in 1911.

Today, Yu Ying is open to pre-kindergarten through third-grade students, but it has plans to expand up to the eighth grade.

As a public charter school, Yu Ying doesn't charge any fees, though parents do have to apply to send their kids. The student body is about half African American and one-quarter white. Most of the remaining students are Asian — many from families that speak English as a first language.

AP Chinese Language Exam Test Takers

'Language Of The Future'



Source: National Summary Reports
Credit: Nelson Hsu

Shaffner's daughter, a first-grader, is a student at Yu Ying. Shaffner says she helped found the school because she had a sense that Chinese would become a global language.

"We thought this is really the language of the future and what an edge to give our children," Shaffner said.

Frank Lowenstein had a different motivation for enrolling his first-grade daughter. "With the amount of money we currently owe the Chinese, I figured it couldn't hurt to have a daughter who spoke Chinese when they come around to collect."

China's growing importance to the United States is driving the boom in Chinese education across all levels.

In 2007, the College Board started offering Advanced Placement exams in Chinese for high school students. Almost 5,000 students took the exam in 2010. That's more than double the number from just four years earlier.

College students taking Chinese also more than doubled between 1998 and 2009 to 60,976 students, according to a study by the Modern Language Association.

Still, Spanish remains by far the most-commonly taught foreign language in American classrooms, with 864,986 students enrolled in Spanish classes in 2009, according to the same study.

Although Chinese instruction has grown rapidly over the past decade, it continues to lag a number of languages at the college level, including French and German.

Language Trends

From 1998 to 2009, the number of college students studying Chinese more than doubled.

	Spanish	French	Arabic	Chinese	Total
1998	656,590 (57%)	199,064 (17%)	5,505 (0.5%)	28,456 (2%)	1,151,283
2009	864,986 (53%)	216,419 (13%)	35,083 (2%)	60,976 (4%)	1,629,326

Source: 2009 MLA Enrollment Survey

But for many students, learning Chinese is now vital to their careers.

Joshua Sloan, a freshman at George Washington University who plans to major in business and minor in Chinese, was inspired by his father, who works for retailer Costco and travels regularly to China.

"He doesn't speak the language and while he does a great job and is very good at dealing with people, it would give him that much more of an edge if he spoke Chinese," Sloan says.

Sloan started learning Chinese during his junior year of high school in Seattle. His old high school recently began offering Chinese classes as early as ninth grade.

Hundreds of high schools across the country have also added Chinese to their curriculum — sometimes at the expense of other languages. Some of those schools receive financial assistance from the Confucius Institute, an organization backed by the Chinese government.



Enlarge

Brett Neely/NPR

Yu Ying first-graders recite poems in English and Chinese at a school assembly.

'Languages Follow Fads'

Despite the rapid interest in Chinese, languages follow fads, says Jonathan Chaves, a professor of Chinese at The George Washington University, who has been teaching since 1970.

Chaves says up until the 1989 Tiananmen Square massacre, enrollment in his department had been steadily climbing.

"They went right off the cliff after Tiananmen, and stayed down for a long period of time and only

started coming back tracking the news about China getting better," Chaves says.

If the political or economic climate changes, he says, students may again lose interest in Chinese. But meanwhile, Chaves says students entering college today are already much better prepared to learn Chinese than students were 10 years ago. That's a sign the students at Yu Ying, who've been learning Chinese since age 4, will be even better prepared when they go to college.



Teachers use song and dance to help the students learn key vocabulary.

Expanding Horizons with Bilingual Education

At Yu Ying PCS, bilingualism is central to learning

ARTICLE BY ALICE OLLSTEIN | PHOTOS BY STEWARD DAVIS

Outside the U.S., most children learn a second and even third language from a young age. And while school districts here slash language instruction during a budget crisis, countries overseas prioritize it as part of the core curriculum.

"In nearly all other countries, learning a second language is not considered an extra," says Julie Shuggerman from the Center for Applied Linguistics. "It's assumed that you'll learn two or three languages."

In a globalized world, more and more U.S. parents feel their own children should do the same.

"I think American parents have finally gotten the message about the importance of language for international competitiveness," said Shuggerman.

"It's a really great skill to learn as an American student, and it's good for capabilities of our country."

Bilingual education is just as important, if not more so, for English language learners.

Though conventional wisdom calls for total immersion as the best way to learn English, several studies prove otherwise. A report from the National Academy of Sciences says limited-English proficient students in bilingual education programs make greater academic gains in content areas, like math, than students who receive all instruction in English.

"It's an asset for a child to retain their native language, or the language spoken at home," said Shuggerman. "Maintaining your native language helps with your English development in the long-run,

and immigrant students who have a bilingual education actually do better in English."

If bilingual education spells success for both native English speakers and English language learners alike, why have some states sought to ban it? Shuggerman says the backlash over bilingual education is often tied to anti-immigrant and nativist sentiment that comes from a lack of understanding.

"Some communities are really welcoming, and see the value of multilingualism, but there are a lot of ideas about what bilingual education is for that aren't true," she said. "In an environment hostile to bilingual education, like Arizona, it's been difficult to legally keep those programs going. We have to get past those feelings and explain that the point of bilingual education is to learn English!"

Strategic Choices

While the vast majority of bilingual education options in the US—and here in DC—focus on English and Spanish, other options do exist. As China becomes a major world power, parents across the US are looking for ways to give their children all the cultural and career benefits of learning Chinese. A 2010 study by the Center for Applied Linguistics found that around 1,600 American public and private schools are teaching Chinese. Here in the District, Yu Ying Public Charter School in Brookland offers a fully bilingual education experience—helping students become fluent in the challenging and complex Chinese language.

Executive Director and founder Mary Shaffner, who does not speak Chinese, explained why she decided to start

local legend... missed out on if the

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A bilingual sign marks this Yu Ying classroom as a Chinese room.

a Chinese bilingual school. "China is a growing world power, and Chinese is a language of the future," she said. "Learning Chinese provides opportunities in business, science, politics, and education."

Other Yu Ying parents agreed. "It's a strategic language to choose," said Betsy Clyde Centofanti, president of the Parents Association. "There will be a lot of opportunities for my daughter that she wouldn't have otherwise. And at some other point in time, she could study another language, and it will be easy for her."

Ursula Richelieu, whose daughter just finished her third year, looked at several other education options before choosing Yu Ying. "I always wanted my kids to be bilingual, but Chinese was not on my list at all," she said. "We thought Spanish would be our choice, but when I started researching Chinese, I learned that it's a Level 4 language. Since it's harder, this is a prime age for my daughter to learn it."

Global realities also factored into her decision. "We have this relationship with China that's both good and bad, but the importance of China is really growing," she explained. "There is a great future knowing Chinese, and I'm looking out for what's best for my kids."

Opportunities and Resources

At Yu Ying, students have alternate English and Chinese days, learning entirely in one language on a given day. They also move between separate Chinese and English classrooms. All

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Young Yu Ying students learn their first Chinese characters.

teachers are native speakers, either from China's mainland or Taiwan. As Yu Ying works toward becoming an International Baccalaureate "World School," the school combines regular academics with a focus on world affairs, culture and language. "It really engages the children in their learning. All the subjects are tied around the theme of Chinese," said Shaffner.

"It's academically challenging," added Centofanti. "There's an inquiry-based approach, and it's more hands-on than a traditional school. It really teaches children to value learning."

There are also opportunities for the students to practice outside the classroom, on various field trips and special events. In January, Yu Ying students were invited to the White House to greet Chinese President Hu Jintao during his official state visit. "The students were very excited to see their language in action," said Shaffner.

Since the majority of Yu Ying's parents are not Chinese speakers, the school has to provide extra resources for families.

"Many parents can't help their kids with Chinese homework, so we had to figure out how to make parents more

comfortable with Chinese," said Shaffner.

The school provides a special Internet portal for families, including Chinese "readers"—a book in PDF form with Chinese voiceovers, to help with reading and pronunciation. There is also an aftercare program with homework help for students, and a free class two afternoons a week for parents. This class is taught by a Yu Ying parent who happens to be the voice of the Mandarin Rosetta Stone language program. For parents, these resources are crucial.

"The school website is really rich," said Centofanti. "There are a lot of audio files we can access, and the school has Chinese CDs and books available too. Since I speak German, not Chinese, all I can do now is sit with her and do exercises on the computer."

Richelieu and her husband, like many Yu Ying parents, have enjoyed learning basic Chinese along with her child. "We had no Chinese whatsoever, but now we know how to count, name the colors, and say 'Hi' and 'Thank You.' But it's hard! When kids are that age, their brains are like sponges. My daughter's brain is coming uphill and mine is going downhill."

Bright Future

Yu Ying, which opened in 2008, will have 360 students this coming fall—from kindergarten through fourth grade. The school draws families from nearly every ward of DC. About half are African-American, a third are Caucasian, less than a quarter are Asian and just 4 percent are Hispanic. The school will add a grade each year until they have a full pre-K through 8th grade student body.

This fall, Yu Ying will move to a brand new building right around the corner from their current campus. Parents raised over \$50,000 to build a state-of-the-art playground. Shaffner calls it "a permanent home, a comfortable

Bilingual Public Schools in DC

DC offers several other options for parents seeking a bilingual education for their children:

Latin American Montessori Bilingual Public Charter School (LAMB)

A dual language (Spanish/English) immersion Montessori program beginning at ages 3-4 years of age and currently continuing through 5th grade.

1375 Missouri Avenue, NW,
202.726.6200, www.lambpcs.org

DC Bilingual Public Charter School

Students divide their day between English and Spanish classrooms, from preschool through elementary school.

1420 Columbia Rd. NW,
202.332.4200, www.centronia.org

Oyster-Adams Bilingual Elementary School

This DCPS neighborhood public school goes from pre-K to eighth grade, and offers a dual-language, immersion environment, with equal weight given to learning in English and in Spanish.

2801 Calvert Street NW, 202-671-6130
www.oysterbilingualschool.com

Sacred Heart Catholic School

A dual language education in English and Spanish within a Catholic elementary and secondary setting.

1625 Park Road, NW, 202-265-4828
<http://sacredheartsschooldc.org>

Mundo Verde Bilingual Public Charter School

New this fall, this school will focus on sustainability and English/Spanish bilingualism. Initially preschool (3 year-olds) through kindergarten and will add an additional grade each year through 8th grade.

2001 S Street NW, (202) 630-8373
www.mundoverdepcs.org

home." She is also optimistic about the growing student body.

"We have a lot of interest and a lot of applications," she said. "We're growing by leaps and bounds."

The name Yu Ying translates to "nurturing excellence," a concept that explains why many parents who have no connection to China have chosen a Chinese bilingual education for their child.

"Everyone wants a school that will give their kid a leg up," said Richelieu. "All the parents here are looking at the bigger picture. Having a bilingual kid these days is the way to go." ✓

Appendix G

Skills: what do we want students to be able to do?

Transdisciplinary skills in PYP

Within their learning throughout the programme, students acquire and apply a set of transdisciplinary skills: social skills, communication skills, thinking skills, research skills and self-management skills. These skills are valuable, not only in the units of inquiry, but also for any teaching and learning that goes on within the classroom, and in life outside the school.

PYP transdisciplinary skills	
Thinking skills	
Acquisition of knowledge	Gaining specific facts, ideas, vocabulary; remembering in a similar form.
Comprehension	Grasping meaning from material learned; communicating and interpreting learning.
Application	Making use of previously acquired knowledge in practical or new ways.
Analysis	Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics.
Synthesis	Combining parts to create wholes; creating, designing, developing and innovating.
Evaluation	Making judgments or decisions based on chosen criteria; standards and conditions.
Dialectical thought	Thinking about two or more different points of view at the same time; understanding those points of view; being able to construct an argument for each point of view based on knowledge of the other(s); realizing that other people can also take one's own point of view.
Metacognition	Analysing one's own and others' thought processes; thinking about how one thinks and how one learns.
Social skills	
Accepting responsibility	Taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility.
Respecting others	Listening sensitively to others; making decisions based on fairness and equality; recognizing that others' beliefs, viewpoints, religions and ideas may differ from one's own; stating one's opinion without hurting others.
Cooperating	Working cooperatively in a group; being courteous to others; sharing materials; taking turns.
Resolving conflict	Listening carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately; being fair.
Group decision-making	Listening to others; discussing ideas; asking questions; working towards and obtaining consensus.
Adopting a variety of group roles	Understanding what behaviour is appropriate in a given situation and acting accordingly; being a leader in some circumstances, a follower in others.
Communication skills	
Listening	Listening to directions; listening to others; listening to information.
Speaking	Speaking clearly; giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions.
Reading	Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions.

Writing	Recording information and observations; taking notes and paraphrasing; writing summaries; writing reports; keeping a journal or record.
Viewing	Interpreting and analysing visuals and multimedia; understanding the ways in which images and language interact to convey ideas, values and beliefs; making informed choices about personal viewing experiences.
Presenting	Constructing visuals and multimedia for a range of purposes and audiences; communicating information and ideas through a variety of visual media; using appropriate technology for effective presentation and representation.
Non-verbal communication	Recognizing the meaning of visual and kinesthetic communication; recognizing and creating signs; interpreting and utilizing symbols.

Self-management skills

Gross motor skills	Exhibiting skills in which groups of large muscles are used and the factor of strength is primary.
Fine motor skills	Exhibiting skills in which precision in delicate muscle systems is required.
Spatial awareness	Displaying a sensitivity to the position of objects in relation to oneself or each other.
Organization	Planning and carrying out activities effectively.
Time management	Using time effectively and appropriately.
Safety	Engaging in personal behaviour that avoids placing oneself or others in danger or at risk.
Healthy lifestyle	Making informed choices to achieve a balance in nutrition, rest, relaxation and exercise; practising appropriate hygiene and self-care.
Codes of behaviour	Knowing and applying appropriate rules or operating procedures of groups of people.
Informed choices	Selecting an appropriate course of action or behaviour based on fact or opinion.

Research skills

Formulating questions	Identifying something one wants or needs to know and asking compelling and relevant questions that can be researched.
Observing	Using all the senses to notice relevant details.
Planning	Developing a course of action; writing an outline; devising ways of finding out necessary information.
Collecting data	Gathering information from a variety of first- and second-hand sources such as maps, surveys, direct observation, books, films, people, museums and ICT.
Recording data	Describing and recording observations by drawing, note taking, making charts, tallying, writing statements.
Organizing data	Sorting and categorizing information; arranging into understandable forms such as narrative descriptions, tables, timelines, graphs and diagrams.
Interpreting data	Drawing conclusions from relationships and patterns that emerge from organized data.
Presenting research findings	Effectively communicating what has been learned; choosing appropriate media.

Appendix H

Student Name 姓名:

Grade 年级: Grade Three

Unexcused: Tardy -
Absent -

Excused: Tardy -
Absent -

Central Idea 中心思想: The natural laws and forces of the solar system relate to our planet Earth
太阳系的自然规律影响着我们的地球.

Knowledge and understanding of Central Idea 对于中心思想的认识和理解	Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not Meeting Expectations 未达标
Understands the influence of order from the sun has on each planet within our solar system				
Understands how earth's rotation within the solar system influences global patterns				
Understanding of Key Concepts 对于核心概念的理解	Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not Meeting Expectations 未达标
Form - Describes the differences between planets in our solar system				
Causation- Contributes to discussions on the effect the earth's orbit has on planet life.				
Application of Transdisciplinary Skills 综合能力应用	Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not Meeting Expectations 未达标
Research Skills - records and interprets data -effectively takes notes on facts when listening to and reading informative text.				
Self-management Skills - knows and applies appropriate rules when working with a group.				
Development of Learner Profile/Attitudes 学习者培养目标/态度发展	Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not Meeting Expectations 未达标
Risk-taker- approaches unfamiliar situations and uncertainty with courage and forethought, and has the independence of spirit to explore new ideas.				
Open-minded- seeks and evaluates a range of points of view, and are willing to grow from the experience.				
Learner Effort 努力程度	Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not Meeting Expectations 未达标

MATHEMATICS 数学	Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not Meeting Expectations 未达标
Fluently multiplies and divides within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.				
Uses multiplication and division within 100 to solve word problems				
Recognizes area as additive and understands the distributive property				

Student Name 姓名:

Grade 年级: Grade Three

Unexcused: Tardy -
Absent -

Excused: Tardy -
Absent -

Central Idea 中心思想: The natural laws and forces of the solar system relate to our planet Earth
太阳系的自然规律影响着我们的地球.

Understands the concepts of fractions and can represent them on a number line diagram.					
Explains the equivalence of fractions, and compares fractions by reasoning about their size.					
Mathematics Effort 努力程度		Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not Meeting Expectations 未达标
ENGLISH LANGUAGE ARTS 英语					
Listening and Speaking 听说		Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not Meeting Expectations 未达标
Tells a story with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.					
Reading 读					
Current Instructional Reading Level	0	Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not meeting Expectations 未达标
'On Grade Level' Benchmark at time of report					
Uses information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text					
Gathers information from nonfiction text features					
Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.					
Writing 写		Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not Meeting Expectations 未达标
With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, and editing.					
Gathers information from print and digital sources and is able to take brief notes					
English Language Arts Effort 努力程度		Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	

CHINESE LANGUAGE ARTS 中文					
Listening and Speaking 听说		Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not Meeting Expectations 未达标
Actively participates in group discussions 积极参与课堂讨论及活动					
Maintains simple conversations. Gives simple descriptions successfully. 能进行简单对话, 进行简单描述					

Student Name 姓名:

Grade 年级: Grade Three

Unexcused: Tardy -
Absent -

Excused: Tardy -
Absent -

Central Idea 中心思想: The natural laws and forces of the solar system relate to our planet Earth
太阳系的自然规律影响着我们的地球.

Shows evidence of spontaneity in language. 能自发运用语言					
Reading 读		Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not Meeting Expectations 未达标
Current Instructional Reading Level					
'On Grade Level' Benchmark at time of report	E				
Recognizes and says the hanzi introduced in lessons and shows understanding of meaning 能认读并理解课文中的汉字					
Recognizes and says the Pin Yin introduced in lessons (matches Pin Yin with the characters). 能认读课文中的拼音 (连接拼音和图片)					
Comprehends materials that are read. 能理解阅读的内容					
Reads characters and vocabulary accurately 能正确认读字词					
Writing 写		Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not Meeting Expectations 未达标
Writes brief descriptions of winter break 能简要描述寒假的经历					
Writes the 4-skill characters in the correct form and stroke orders. 能按正确笔画顺序书写四会字					
Uses punctuation accurately 正确使用标点符号					
Chinese Language Arts Effort 努力程度		Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	

Lead Teachers 班主任

Lijin Yang

David Morrison

Appendix I

Washington Yu Ying PCS Science Average Grades, 2011-12

Grade	Unit of Inquiry	Average Grade
Kindergarten	Sharing the Planet: Living things have certain requirements in order to grow and stay healthy	3.19
	How The World Works: Patterns: Patterns help us to understand and interpret the natural world	3.16
First	How The World Works: Forces: A force is necessary to start, stop and change the motion of people and objects	3.51
	Sharing the Planet: Plants are living things that need certain conditions to grow and stay healthy	3.43
Second	How The World Works: Properties of Matter: Understanding the behaviors and applications of materials is determined by their properties	3.13
	Who We Are: Life Cycles: Understanding the stages of life cycles help us to examine our own overall health and make lifestyle choices	4.00
	Where We Are In Place and Time: The topography, climate, and natural resources of a region influence the culture and lifestyle of its inhabitants	No grades reported
	Sharing the Planet: An ecosystem is a community of organisms interdependent with one another and with their environment	3.77
Third	How The World Works - The natural laws and forces of the solar system relate to our planet Earth	3.88 (same 3 rd trimester grades reported)
	Sharing The Planet: The way humans use resources has a positive or negative impact on our planet	
Fourth	Where We Are In Place and Time: Exploration leads to discovery and is a response to needs, challenges and opportunities	3.36
	How The World Works: Light and electricity are related phenomena that have many useful applications in everyday life	3.316

Washington Yu Ying PCS Science Average Grades, 2012-13

Grade	Unit of Inquiry	Average Grade (on scale of 1-4)
Kindergarten	How The World Works: Patterns: Patterns help us to understand and interpret the natural world	3.34
First	How The World Works: Forces: A force is necessary to start, stop and change the motion of people and objects	3.00
Second	Who We Are: Life Cycles: Understanding the stages of life cycles help us to examine our own overall health and make lifestyle choices	3.07
	How The World Works: Properties of Matter: Understanding the behaviors and applications of materials is determined by their properties	2.87
Third	How The World Works - The natural laws and forces of the solar system relate to our planet Earth	3.25
Fourth	Who We Are: Complex interconnected factors contribute to our personal well-being	2.90
	Where We Are In Place and Time: Exploration leads to discovery and is a response to needs, challenges and opportunities	2.92
	How The World Works: Light and electricity are related phenomena that have many useful applications in everyday life	2.88
Fifth	Who We Are: Everything living is built from cells	3.02
	How The World Works: Materials can undergo permanent or temporary changes, which poses challenges and provides benefits for society and the environment	2.99

Appendix J

Washington Yu Ying PCS Social Studies Average Grades, 2011-12

Grade	Unit of Inquiry	Average Grade (on scale of 1-5)
Kindergarten	Who We Are: our family culture plays an important role in our identity	3.39
	Where Are We In Place and Time: Journeys: Journeys create change and can lead to new opportunities	2.77
	How We Organize Ourselves: Marketplaces provide a place where people get things they cannot produce themselves	3.25
First	How We Organize Ourselves: Communities: People live, work and interact within their communities	3.42
	Who We Are: Societies establish common rules, symbols and traditions to create a unified identity	3.50
	Where We Are In Place and Time: Ancient Civilizations: Understanding the impact of ancient civilizations helps us understand the present	3.47
	How We Express Ourselves: Poetry and songs are creative forms of expression	3.28
Second	How We Express Ourselves: Writing is a universal form to express thoughts, ideas, and feelings	No grades reported
	How We Organize Ourselves: Citizenship: Humans organize in order to function effectively	No grades reported
Third	Who We Are - Culture: What we believe is a part of who we are	3.94
	How We Organize Ourselves: Governmental systems and decisions can promote or deny equal opportunities and social justice	3.94
	How We Organize Ourselves: All communities have infrastructure and organizations that guide the way they function	3.94
Fourth	Who We Are: Complex factors contribute to the process of making decisions that have implications for ourselves and others	3.57
	Where We Are In Place and Time: Exploration leads to discovery and is a response to needs, challenges and opportunities	3.35
	How We Organize Ourselves: Communities are made up of political, social and economic structures	No grades reported
	How We Express Ourselves: Beliefs and values are cause for change and action	No grades reported
	Sharing the Planet: Competing communities experience conflict and cooperation	3.18

Washington Yu Ying PCS Social Studies Average Grades, 2012-13

Grade	Unit of Inquiry	Average Grade (on scale of 1-4)
Kindergarten	Who We Are: Our family culture plays an important role in our identity	2.69
	Where We Are In Place and Time: Journeys: Journeys create change and can lead to new opportunities	2.97
First	Where We Are In Place and Time: Ancient Civilizations: Understanding the impact of ancient civilizations helps us understand the present	2.83
	How We Organize Ourselves: Communities: People live, work and interact within their communities	2.87
	Who We Are: Friends: 'Friendships enrich our lives and require nurturing in order to develop'	2.78
Second	How We Organize Ourselves: Citizenship: Humans organize in order to function effectively	2.86
Third	Who We Are - Culture: What we believe is a part of who we are	3.06
	How We Organize Ourselves: Governmental systems and decisions can promote or deny equal opportunities and social justice	3.18
Fourth	Where We Are In Place and Time: Exploration leads to discovery and is a response to needs, challenges and opportunities	2.92
	How We Express Ourselves: Indigenous stories provide an insight into cultural and historical identity	2.88
Fifth	Where We Are In Place and Time: Challenges and human migrations are interconnected	2.96

Appendix K



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

March 8, 2013

Lisa Chiu, Board Chair
Washington Yu Ying
220 Taylor Street, NE
Washington, DC 20017

Dear Ms. Chiu:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

- School eligible for 5-year Charter Review

Qualitative Site Review Report

On January 10 and 16, 2013, a Qualitative Site Review team conducted on-site reviews of Washington Yu Ying PCS. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting, a parent event, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Washington Yu Ying PCS. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Washington Yu Ying PCS is in compliance with its charter.

Sincerely,

Scott Pearson
Executive Director



Enclosures
cc: Cheri Harrington

CHARTER GOALS

This table summarizes the goals that Washington Yu Ying PCS contracted to in its charter and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit. These goals are what the school indicated that it should be held accountable to.

Goal as Identified by the School	Evidence
Students will achieve literacy in English.	While the QSR team did not observe student assessment scores, the team did observe students actively reading and writing; the students appeared to be challenged in all areas of study. Each English classroom had reading materials organized by subject. Non-fiction resources were available and were part of the lessons.
Students will achieve literacy in Chinese.	The review team observed students from pre-kindergarten through fifth grade speaking and writing in Mandarin Chinese. The school program immerses pre-kindergarten students in Chinese daily and kindergarten through fifth grade students every other day. The administrator and teacher focus groups listed the assessments used to assess students’ Chinese language proficiency.
Students will be adept inquirers and flexible thinkers capable of solving problems effectively.	The review team observed students explaining how they came up with their answers to their teachers and to other students. Teachers, from kindergarten through fifth grade, asked probing questions prompting students to fully explain their rationale. All focus groups described the student-run conferences each spring where the students show their parents how they have met the goals that they set in the fall in collaboration with their teachers and parents.
Students will understand and master increasingly complex mathematical concepts.	The review team observed teachers eliciting prior knowledge to engage students in math and giving clear directions and explanations of the Essential Question being studied that day. The math teachers observed differentiated the lessons, challenging all levels of students. Teachers asked students questions that required them to identify how they knew the purpose of the lessons.
Students will master the scientific method and apply it.	The review team did observe the scientific method posted on multiple classroom walls and one lesson using the scientific method to work through a nonfiction science article.
Students will be able to relate their learning to the outside world.	The review team observed teachers relating lessons to the outside world. Students related vocabulary words to their experiences and teachers asked probing questions to connect lessons to real life examples and students’ interests. The Board discussed a student trip to China.

Goal as Identified by the School	Evidence
Students will become independent learners and complete independent papers, reports, and performances, culminating in a “graduation project” for Grade 8.	The QSR team observed student projects and reports, such as poster boards and student work posted in the halls and classrooms. Teachers gave students the opportunity to recite in front of the class and to work independently to complete tasks. The teacher focus group discussed end of unit celebrations where students invited parents to see the project they have been learning about and working on for the past six weeks. The school currently ends in fifth grade, so the Grade 8 aspect of this goal is not applicable.
Students will satisfy Washington Yu Ying PCS’s requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most rigorous academic curricula in high school.	The QSR team did not observe evidence of student grade-to-grade promotion rates. The school currently ends in fifth grade, so the Grade 8 aspect of this goal is not applicable.
Students will become life-long learners who possess a positive attitude toward school and learning.	The review team observed students in all classes engaged in learning. Students had positive attitudes in the classroom and in the focus group towards school and learning. In the focus groups, students described how much they enjoyed the school and learning. When asked to say something in Chinese, each student responded proudly.
Students will embrace diversity and respect other cultures.	As part of the Mandarin Chinese immersion curriculum, students learn about Chinese culture, according to the administration. In the student focus group, students discussed learning about a different culture and how they enjoy comparing it to their own. One of the fifth graders mentioned being excited to visit China later in the year and to experience the culture they have studied.
Students will treat themselves, other students, staff and the physical plant with respect.	All interactions observed by the review team were respectful. Teacher to student and student to student interactions were caring and courteous. Teachers regularly used the word “respect”, which was one of the attitude words posted in every classroom. The review team observed staff and students picking up litter in the halls and classrooms.
Students will learn to work collaboratively and resolve conflicts effectively and safely.	The administration and teacher focus groups stated the school created a school-wide discipline program with community responsibilities. Reviewers observed PAR (Prevention, Action, Response) posted in every classroom (both in English and Chinese) and implemented across the campus. Students in the focus group could identify each of the five steps and the consequences to each step. The review team observed the PAR behavior system being used multiple times. The administrator focus group also stated the fourth and fifth graders have started peer mediations to resolve conflicts. If there is a continuing problem students are paired with a student mediator. So many students wanted to join the program as mediators that they had to apply. The school also pairs older students with younger ones to eat lunch together once a week. Administrators said this gave younger students an opportunity to ask older students about the culture of the school.

Goal as Identified by the School	Evidence
Students will embrace the community by contributing to their school and wider community with service projects.	The review team observed plaques on the entrance wall stating what students in each grade were doing do help the environment. In the student focus groups, students discussed different fundraisers and activities they did to help the community, including walk-a-thons for the homeless shelter and clothing drives. They also noted that the school has a system that rewards students for helping others within the school and in the community.
The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.	Teacher and student focus groups discussed the end of unit celebrations that students put on every six weeks or so. The students, teachers and staff invite parents to see end of unit projects and experience the theme for the previous six weeks. Students also had the opportunity to show their parents how they are meeting their fall goals during conferences each spring.
Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.	The principal stated that all staff members are highly qualified in their subject area. The teacher focus groups discussed their appreciation of the school's educational program. Teachers have time every day to lesson plan together and collaborate with grade level and content area teams. The review team observed staff in all classrooms holding students to high expectations and exhibiting positive attitudes to other teachers and all students.
The School will be led by an active Board of Trustees that will work with the Head of School and principal to effectively run the Washington Yu Ying PCS.	A PCSB staff member observed a board meeting where the board members discussed different aspects of running the school. The head of School and Principal were present and active in the discussion.
The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and board members.	The QSR team did not observe specific recruitment or retention policies of the school but the team did observe a racially and ethnically diverse student body and staff. In the teacher focus group, five of the six teachers had been at the school for at least three years and all of the students in the focus group had been at the school since they started school, either in kindergarten or in pre-kindergarten.
The school will be in sound fiscal health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.	Financial oversight is not part of the Qualitative Site Review. In the board meeting observed, board members heard a review of the school's finances and budget. Additional money in the current budget was due to nine additional, unanticipated students and a dissemination grant.
The school will be a good citizen and contribute to the local community.	The review team observed some evidence of student community service. As discussed above, the QSR team saw plaques on the entrance wall listing what students were doing do help the planet. In the student focus groups, students discussed different fundraisers and activities they did to help the community, including walk-a-thons for the homeless shelter and clothing drives. They also noted that the school has a system that rewards students for helping others.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of Washington Yu Ying PCS is to foster the development of a strong social conscience among tomorrow's global leaders by nurturing excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese-English language immersion environment. This is what PCSB staff and consultants looked for when visiting the classrooms, attending a parent meeting and board meeting, and conducting the focus groups.

The QSR team observed the implementation of the charter goals and school mission in the school's day to day operations. Students spend every other day in full Chinese immersion, though the lesson objectives build day to day regardless of the language of instruction. Teachers have time every day to co-plan so the learning extends from the prior day. Teachers set high expectations for all students and challenge students in the classroom environment starting in kindergarten. The review team observed high expectations when listening to the higher order questions posed by teachers in all classrooms and the teachers' persistence in prompting students to explain their answers and how they arrived at them. The Learner Profile posted in every room (in both Chinese and English) describes the school's ideal learner characteristics: principled, open-minded, thinker, balanced, reflective, risk taker, caring, communicator. The review team observed teachers teaching many of these characteristics in the classrooms.

Through the Primary Years Program (PYP) for International Baccalaureate (IB), students are challenged with six week inquiry-based thematic units which are covered in all core subjects. The school has aligned these units with the Common Core State Standards. Focus group participants stated and the classroom observations confirmed that the PYP IB program is challenging and inquiry-based. The school has recently updated the curriculum for social studies and science to align with the District of Columbia's revised standards. The immersion program continues the study of units of inquiry and standards in the days students speak Chinese. The instruction observed was inquiry-based, engaging, and centered in a Chinese-English language immersion environment.

A PCSB staff member visited Washington Yu Ying PCS's board meeting on January 8, 2013. A quorum was present. Board members interviewed a parent as a prospective board member and voted to have the parent to join the board. The board discussed topics that included finances, facilities, parent engagement and meetings, expansion, strategic initiatives, and committee work. The principal's report discussed school safety, increasing parent involvement and concerns, and communication. Discussions with the student and teacher focus groups touched on some of the topics covered in the principal's report to the board. Students talked of increased safety drills and teachers discussed the various ways they communicate with parents, via email and the parent portal.

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Over 90% of all classrooms observed scored proficient or exemplary on elements of the Classroom Environment Rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

Ninety-three percent of classrooms scored proficient or exemplary on Environment of Respect. The review team observed teachers being respectful to all students and students being respectful to each other. Teachers interacted politely with unfocused students to get them focused on the task. Teachers also exhibited positive, respectful body language. The teachers' demeanors created calm environments of caring and friendliness.

Over 85% of the classrooms observed scored proficient or exemplary on Culture of Learning. Teachers conveyed, in child-friendly ways, the expectation that students should be engaged in learning and should respond to questions. The review team observed teachers using body movement to help students understand concepts, especially in the Chinese classrooms. Even when a student answered a question in English, the teacher would continue in Chinese to let the students know that Chinese only was the expectation.

Approximately 90% of classrooms scored proficient or exemplary on Managing Classroom Procedures. The review team observed little instructional time lost during transitions. Teachers used bells, countdowns, and simple directions to signal switching stations. Students moved quietly and effectively between activities. Many teachers used a minute of exercise in the middle of activities to let the students move around. Students engaged in the physical activity and, at the end of the minute, quickly sat back down to resume learning.

Eighty percent of classrooms scored proficient or exemplary on Managing Student Behavior. Teachers were consistent, constant, and respectful in monitoring the behavior of students using different strategies, such as look, proximity, and redirection. The review team observed consistent use of the PAR behavior management system across all classrooms. Students in the focus groups could easily recite the five steps to the PAR system and the consequences to each step.

Every classroom observed scored proficient or exemplary on Organization of Physical Space. All of the classrooms observed were spacious and set up for ease of movement and small group work. Rooms had a carpet for whole group instruction on one side of the class and desks or tables grouped together to allow four to five students to work together. Teachers set up stations around the perimeter of the classroom. Each classroom had reading materials organized in bins and labeled by subject or use. Many rooms had a reading area with a couch and/or bean bags for students to sit comfortably during individual work time. Technology was not observed to be consistently available to students in all rooms. One room observed had listening stations for students and a second one had iPads with headphones for student use.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Approximately 85% of classrooms were proficient or exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

All of the classrooms observed scored proficient or exemplary on Communicating with Students. Observers saw that teachers posted essential questions to help students understand how they could apply lesson topics in real life. Teachers clearly communicated lesson objectives orally or written on the board, and in some cases, had students explain the purpose. Teachers started a new topic by building on prior knowledge and the explanation of content was clear and invited student participation.

Over 70% of classrooms observed scored proficient or exemplary on Using Questioning and Discussion Techniques. Teachers consistently posed questions so students could analyze the subject, such as, “What strategy could you use?” and, “Can you tell me what you did to get your answer?” Questions prompted thinking and understanding. Teachers allowed students to answer incorrectly then guided the student to finding the correct answer. In multiple classrooms, teachers probed students to find many ways to interpret vocabulary words and discussed antonyms. During the review team’s observations of Chinese classrooms, students were explaining their responses in Chinese in some depth.

Eighty-seven percent of classrooms observed scored proficient or exemplary on Engaging Students in Learning. Students were actively engaged in the instructional activity. Teachers kept the pace appropriate and allowed students to lead some of the activities. Teachers used different grouping activities during stations to keep students engaged (one group reading, one writing, one working with iPads, and a fourth group activity). Teachers allowed students, and in some cases, invited students to sit elsewhere for the task so they could stay engaged. The review team observed students using couches and beanbags for silent reading, while the floor was an open area for students to work. During some circle times, students stood to stay focused without interrupting the lesson. The review team did not observe student-initiated questions.

Eighty percent of classrooms observed scored proficient or exemplary on Using Assessment in Instruction. Teachers used individual whiteboards to see how students were writing Chinese characters and other teachers used a list of student names on the board and placed a colored dot next to the students who understood the concept. The review team observed teachers constantly assessing throughout the lessons and feedback by staff was given in a prompt, timely manner.

Over 70% of classrooms observed scored proficient or exemplary on Demonstrating Flexibility. Many teachers were flexible on how and where the students sat or stood during certain activities to facilitate engagement. Most teachers took advantage of teachable moments even if it diverted from the lesson plan. The review team observed teachers who were persistent in using questions to help students fully understand the concepts and help students understand how to arrive at the answer.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research-based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

For identified special education students, the school uses an inclusion model and pulls out for specific resources. As observed in many rooms, additional staff helps either one student or a group of students. The staff in the room also helped lead small groups in addition to assisting students with behavior. In some cases, the additional staff in the room and the teacher worked so well together that reviewers had difficulty determining who the lead teacher was. Before school tutoring allows time for additional help for struggling students.

The administrator focus group explained that for students who struggle with the school's language immersion or who are behind more than two grade levels in core subjects, the school has created a Differentiated Chinese Curriculum Model (DCCM) classroom where students receive only thirty minutes of Chinese daily and the rest of their instruction in English. The administration focus group stated, from last year to this year, the

DCCM room helped 75% of students increase two or more grade levels. The DCCM room has a special education teacher leading the class and additional support staff to assist.

The leadership team explained the school also tries to challenge students who are excelling in specific topics. After data review discussions, leadership or teachers pull students out for weekly extension learning. Additionally, observers noted the differentiation in small groups where teachers challenged students who had grasped the topic.

The administration explained that the school has an ELL teacher who works with students on identified skills. The teacher uses a pull-out method in pre-kindergarten, first, and second grades and works in the kindergarten teachers in the classrooms. There are no identified ELL students in the higher grades.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

The administrator and teacher focus groups explained that aside from daily and weekly teacher collaboration time, the school maintains a very active professional development (“PD”) calendar. The teachers stated they received professional development on the IB Primary Years Program and the Chinese Immersion teachers receive additional focused assistance from a Mandarin Chinese consultant. The consultant is able to attend the national immersion conferences and train the school’s teachers. The school also sends a representative to the American Council on the Teaching of Foreign Language (ATFL) conference for additional support. The school has also worked with the University of Maryland’s Confucius Institute, which the university established with support from the Office of Chinese Language Council International to promote the study of Chinese language, culture, ethics, and philosophy, and furthers the understanding of China today.

The leadership and teachers in the focus groups stated that all teachers receive two weeks of professional development at the start of the school year and work on individual PD plans with administration. Administration supports new teachers through collaboration sessions throughout the year. A new teacher in the focus group stated she had received much more support and professional development at Washington Yu Ying PCS

than she had at her previous school. First year teachers receive ongoing support through weekly team meetings, teacher evaluations, and by working on specific goals with leadership.

Observations did show uniformity in teacher questioning, school discipline, transitions and assessment techniques.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

The review team observed a school-wide discipline program that was consistently implemented by teachers and administrators. The PAR (Prevention, Action, Response) policy was developed by the school staff two years ago, according to teachers and administration. The students in the focus group could explain all five steps in the PAR and give the consequences for each step. Some of these include student reflection and, eventually, parent notification. The review team also observed orderly conduct in the hallways, organization when leaving and entering classrooms, and no disturbances.

Students stated that they felt safe at the school, and that they practice fire and lockdown drills often. At the board meeting, the principal updated the board members on further steps that school administration was considering to complete the lockdown practice. The school is looking into barricades for the lunchroom doors and other steps to keep the open campus safe.

Appendix L

Description of PAR (Prevent, Act, Resolve) Model

After a months-long process of investigation and evaluation, the faculty and administration of Yu Ying have voted to implement the **PAR** school-wide Positive Behavioral Support approach to behavior management and discipline. Developed at Johns Hopkins University, PAR is a process-based model in which collaborative teams of school members work together to come to consensus on an individualized school-wide, comprehensive approach to discipline.

Specifically, plans and strategies are developed in conjunction with a PAR facilitator to:

- **Prevent** the occurrence of troubling behavior;
- **Act**, or respond to, instances of rule compliance and noncompliance in a consistent fashion; and
- **Resolve** many of the issues that underlie or cause troubling behavior are developed, implemented, and evaluated.

The goals of the PAR model are to:

1. Collaboratively adopt and follow through with mutually agreed-upon school-wide methods for recognizing students who comply with stated rules and procedures, so students see, firsthand, that the adults in their school are not just focusing on what kids do wrong.
2. Tangible efforts are made to recognize the large majority of students who behave in an appropriate fashion and to provide supports for those who need assistance to meet academic and behavioral standards.
3. Teachers are provided with adequate supports to sustain the system they helped create.
4. Discipline referrals decrease and students become more proficient at regulating their own behavior and increasing their ability to demonstrate the attributes of the IB PYP Learner Profile.

Appendix M

General Liability Policy with limits of \$1M/occurrence and \$2M/aggregate and a \$1M Umbrella. The General Liability Policy must remain in force through the term of the contract and the organization is required to list Washington Yu Ying as an Additional Insured to that policy. Yu Ying must have a Certificate of Insurance on file.

- **Safety:** Events held at the school with more than 100 people or held in the evening must have a security or police officer on the premises throughout the entire event. Additionally, if the organization is using space during school hours while students are present, the visiting organization is required to run full federal and state background checks on all of their volunteers or employees. In such an event, Yu Ying will locate the visitors in a space where volunteers or employees are separated from the student population.

Building Access:

If approved, Yu Ying staff will add the event to the Yu Ying calendar and send the group representatives the Facilities Agreement, outlining the procedures and expectations for using the school's facility. All representatives must read and sign this agreement. Representatives who are approved to use the school's facilities after hours (evenings or weekends) may check out a key card (guest card 1 or guest card 2), granting him/her access to the grounds and/or the multipurpose room. Key cards must be returned to Washington Yu Ying the first business day following the scheduled event.

Section IV: Behavior and Discipline

At Washington Yu Ying PCS, we believe in the development of each student's potential for learning in a positive, safe and orderly school environment. To maintain this environment, Washington Yu Ying actively reinforces character development expectations that are based around the IB Learner Profile (see pg. 2). This character development program reinforces positive character traits and encourages students to become responsible, cooperative citizens of their community and to respect others.

Additionally, Yu Ying implements the **PAR** school-wide Positive Behavioral Support approach to behavior management and discipline.

Description of PAR (Prevent, Act, Resolve) Model

Developed at Johns Hopkins University, PAR is a process-based model in which collaborative teams of school members work together to come to consensus on an individualized school-wide, comprehensive approach to discipline.

Specifically Yu Ying staff develop plans and strategies in conjunction with a PAR facilitator to:

- **Prevent** the occurrence of troubling behavior;
- **Act** or respond to instances of rule compliance and noncompliance in a consistent fashion

Appendix N

CARE

CARE

Communicate - Give the person who is teasing/bothering an I statement

Action - Walk away, ignore the person, find a care buddy

Report - to an adult at school, the tell box, to a classmate

Embrace - the solution

Classroom teachers are creating **Tell boxes** - a place where students can share an incident that has happened in the class. The classroom teachers will read these messages and take appropriate actions.

Students are learning to use "**I messages**"... I feel *sad, angry, hurt* etc.. when you *tease, hit me*. This will help students articulate when something is happening and they are uncomfortable or feel bad.

Appendix 0



Washington Yu Ying Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



Washington Yu Ying Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



Washington Yu Ying Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	The school is in the accreditation process with International Baccalaureate Organization

Appendix P

Charter School Annual Performance Review

Washington Yu Ying PCS Compliance Review

I. STUDENT INFORMATION

A. Student Enrollment, Attendance, and Discipline

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.	Printed Newspaper	Yes
ii. Cutoff date for enrollment was announced in advance.	Printed Newspaper Ad	Yes
iii. Lottery, if needed, was conducted fairly.		N/A
iv. Waiting list is accurately maintained. Students are enrolled in order from list.		N/A

Comments:

B. Student daily attendance and changes in student enrollment are carefully documented.

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.	Aug/Sept/Oct Rosters	Yes
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	SST member list with identified homeless liaison	Yes

Comments:

C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, & staff.		No
ii. The school-wide discipline policy includes (a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlined due process procedures. The due process procedures must include (1) clearly outlined basis for suspensions and expulsion recommendations, (2) a recommendation step in the expulsion process, and (3) at least one distinct level of appeal (i.e. Principal, Hearing Officer, BOT, etc.).	Discipline policy in student handbook that includes all required components.	Yes
iii. There is evidence that due process procedures have been followed.		N/A

Comments:

Suspension and expulsion policies to be developed in handbook.

D. Student records are stored and managed within a secure environment.

Indicator	Evidence	Compliant
i. Records are available to authorized personnel.	Student Sign-In/Out Log	Yes
ii. Records are stored in locked area.	Main Office	Yes
iii. Policies and procedures exist for safeguarding student privacy.		No

Comments:

Charter School Annual Performance Review
Washington Yu Ying PCS Compliance Review

I. STUDENT INFORMATION (Continued)

E. Special Education and physically disabled students (section 504) are properly identified.

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.		No
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	Yes
iii. Special education assessments are completed within 120 days of referral.	Assessment Results	Yes
iv. Invoices are on file to show documentation of special education services.	Invoices for SPED Services	Yes

Comments:

F. English Language Learners (ELLs) are properly identified, assessed and served.

Indicator	Evidence	Compliant
i. School has clear program of instruction for ELLs.	Written Plan for Educating ELLs	Yes
ii. ELL students are properly identified.	Home Language Survey	Yes
iii. Students identified as PHLOTE (Primary Home Language Other Than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT), if they have not been previously identified or have recent ACCESS for ELLs scores.	Kindergarten WIDA ACCESS Placement Test (K-WAPT)	Yes
iv. School has appropriate resources and supports available for ELLs.	Supplemental Materials	Yes
v. Students are exited from language support programs when they have reached Level 5 English proficiency.		N/A
vi. All ELL students are assessed at least annually and English proficient students continue to be monitored for two years after being mainstreamed.		N/A
vii. School provides communication to homes in native languages that families can understand.	Translated Flyers, Application, Letters, etc.	Yes

Comments:

G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.	Nurse on Staff	Yes
ii. Student health records exist and are up to date.	Checklist of Required Documents	Yes
iii. Teachers are made aware of student health conditions that may require emergency response.	Teacher Notification Sign-Off Sheet	Yes
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).		No

Comments:

H. Reporting Student Information

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
i. Students and/or parents receive regular written reports of students performance.	Student Quarterly Report Cards	Yes

Comments:

Charter School Annual Performance Review

Washington Yu Ying PCS Compliance Review

II. STAFF INFORMATION

A. The school maintains adequate personnel records for staff.

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job description.	Employee Contract and Job Description	Yes

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

Indicator	Evidence	Compliant
i. Documentation of background checks for all new employees and volunteers is on file.	Each Employee and volunteer has a Background Check	Yes

C. An employee handbook has been developed, distributed to personnel, and regularly updated.

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	Yes

D. The school has a complaint resolution process for employees.

Indicator	Evidence	Compliant
i. The complaint resolution process is on file and available to staff.	Employee Handbook	Yes

Comments:

E. Key personnel changes are promptly reported to the Charter Board.

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)		N/A

Comments:

Charter School Annual Performance Review

Washington Yu Ying PCS Compliance Review

III. SITE INFORMATION

A. Required insurance certificates are on file at both the school and the Charter Board office, and are in force.

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Current Insurance Certificate	Yes

Comments:

B. The school maintains an accurate inventory of all school assets.

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location, source of funds.....)		No
ii. Sources of funds are identified.		No
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)		No

Comments:
Wrong furniture delivered. No labels until correct shipment is made.

C. There is a lease and an active certificate of occupancy on file.

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O and Lease	Yes

Comments:

D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.		No
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	Yes
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.		No

Comments:
Drills done but not documented.

Charter School Annual Performance Review

Washington Yu Ying PCS Compliance Review

III. SITE INFORMATION (Continued)

E. The school engages in safe food practices as required in the D.C. Food Code.

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA	BBL Certificate	Yes
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	Yes
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	Yes

Comments:

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

Indicator	Evidence	Compliant
i. There is an odd number of Trustees, not exceeding 15.	Board of Trustee Roster w/Members Identified	Yes
ii. A majority are residents of the District of Columbia.	Board of Trustees Roster Lists Residential Addresses	Yes
iii. At least two Trustees are parents of a student attending the school.		No
iv. PCSB has been notified of all Board changes, with updated contact information.	Memo or letter to PCSB notifying staff of BOT changes and includes updated information.	Yes

Comments:
Parent members are not identified on the roster.

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
i. There is no evidence of religious affiliation or instruction.	No indication of any religious affiliation	Yes

Comments:

Charter School Annual Performance Review

Washington Yu Ying PCS Compliance Review

IV. NO CHILD LEFT BEHIND

A. No Child Left Behind Notification & Corrective Actions

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.		N/A
ii. Offer all students the option to transfer to another school that has not been identified for improvement		N/A
iii. Request the option of transfer relationship with (3) schools not identified for improvement.		N/A
iv. Offer and provide supplemental services to identified low-income students.		N/A
v. Develop a School Improvement Plan		N/A

Comments:

B. No Child Left Behind HQT

Indicator	Evidence	Compliant
i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."	Official Transcript for Subject Area Degree (33 hours)	Yes
ii. Notify parents of their right to request information on the qualifications of their child's teacher.		No
iii. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."		No
iv. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."		N/A
v. Paraprofessionals meet the HQT requirements of NCLB.		Yes

Comments:

Letters to parents in progress.

Charter School Annual Performance Review

Washington Yu Ying PCS Compliance Review

V. SPECIAL EDUCATION

Variable #/Variable	Specific Area	Federal Requirements	Evidence	Compliant
i. § 300.340-350 - Individualized Education Programs (IEPs)	Content of IEP	Required components included in IEP		
		Additional components for transition services for students age 16 and over		
		Transfer of rights at least one year prior to the age of majority		
	Provision of Services	Special education and related services are provided as indicated on IEPs		

Comments:

ii. §300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability		
	Assessment in Student's Native Language	Students are assessed in their native language		
	Reevaluations	Students are evaluated at least every three years		

Comments:

iii. §300.540-543 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons		
	Observations	Observation conducted in regular classroom by team member other than regular teacher		
	Written Report	Written report contains all required components		

Comments:

iv. §300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non-academic activities		
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Comments:

Charter School Annual Performance Review

Washington Yu Ying PCS Compliance Review

V. SPECIAL EDUCATION (Continued)

v. §300.300-208 - Free Appropriate Public Education	Staff Certification	Special education teachers and related services providers who work directly with students with disabilities are appropriately certified		
	Provision of Services	Related services included on students' IEPs are provided as specified		
	Extended School Year	Extended School Year eligibility is considered to ensure FAPE		

Comments:

§300.340-350 - Individualized Education Programs (IEPs)	Meetings	IEPs are developed/reviewed/revise annually		
	Participants in Meetings	Required persons participate in meetings to develop/review/revise IEPs General ed teacher, SPED teacher, LEA, Parent, and Student (when appropriate)		
		Include additional participants for transition planning for students age 16 and over.		
	Parent Participation	Parents are notified and invited to participate in IEP meeting		
Additional procedures are implemented to ensure parent participation				

Comments:

vi. §300.560-576 - Confidentiality of Information	Record of Access	A record is maintained of all persons, except parents and authorized staff, who obtain access to students records. Record includes required components		
	Records of More Than One Child	Parents have the right to inspect and review only information relating to their child (or be informed only of that information)		

Charter School Annual Performance Review

Washington Yu Ying PCS Compliance Review

V. SPECIAL EDUCATION (Continued)

	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information		
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Comments:

Appendix Q

DC Public Charter School Board
Phase I – Database Review by PCSB Special Education Monitor

DESK AUDIT: Database Review

School: Washington Yu Ying PCS		Date: December 10, 2012
Leader: Maquita Alexander	Special Education Manager: Alana Chill	
Current Total School Population: 367	Current Number of Students with Disabilities: 25	Section 504 Plans:

Supporting Law

Per District of Columbia School Reform Act (Chapter 18. DC Code 38-1800.01)

38-1802.04 (a) A public charter school shall comply with all of the terms and provisions of its charter.

- (11) “A public charter school shall submit an annual report” that includes
 - (ii) “Student performance on any districtwide assessments.”
 - (vi) “Official student enrollment.”
 - (vii) “Average daily attendance.”

38-1802.2 (B) “The methods that will be used, including classroom technology, to provide students with the knowledge, proficiency, and skills needed:

- (ii) To perform competitively on any districtwide assessments.”
- (10) “A description of the student enrollment, admission, suspension, expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions in such areas.”
- (11) “A description of the procedures the proposed school plans to follow...to comply with...all applicable civil rights statutes and regulations of the Federal government and the District of Columbia.” (includes ADA and handicapped accessibility)

Per PCSB’s Charter School Renewal Application

Legal Requirements for Charter Renewal: Renewal application includes: “A report on the progress of the public charter school in achieving the goals, student academic expectations, and other terms of the approved charter...”

Criterion 1: Mission and Vision Statement- “If your school’s vision and mission statement has changed since your charter was granted, in no more than three pages, provide an updated mission and vision statement applicable to the school’s next charter term. Provide a narrative description of how this mission and vision statement serves the students in your school including examples reflecting this service...”

Criterion 2: Academic Performance – “...summarize the school’s academic performance over the current fifteen year charter term,” including “percentage of students achieving proficient and advanced performance on the SAT-9 and DCCAS exams (include past and current AYP determinations; post-secondary readiness as demonstrated by graduation rates, PSAT/SAT scores, college acceptance rates, AP exams scores, etc.; and “student attendance and re-enrollment rates...”

“Reviewers will look for evidence of...Examples of school performance and reasons for those performance outcomes...”

Special Education Monitoring and Compliance Manual (IDEA Part B), OSSE, 2011

“The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of IDEA Part B, make annual determinations about the performance of each LEA, enforce compliance with IDEA Part B, and report annually on the performance of the SEA and each LEA. The primary focus of the SEA’s monitoring activities must be on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. In exercising its monitoring responsibilities, the SEA must ensure that when it identifies noncompliance with the requirements of IDEA Part B by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the SEA’s identification of the noncompliance.”

“The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require the SEA to make “determinations” annually about the performance of each LEA based on information provided in the SPP/APR, information obtained through monitoring visits, and any other public information made available.”

Performance Standards	Supporting Data, Evidence and Information	In Place	In Process	Not in Place	Does Not Exist	Comments & Documents	
1. School has made demonstrable improvements in the academic performance of students with disabilities (SWDs)	% of subgroup of SWDs achieving proficient or advanced on SAT-9 and DCCAS exams for the operation years listed:	YR: 1			X	2008: Not Applicable – no students above 2 nd grade	
		2			X	2009: Not Applicable – no students above 2 nd grade	
		3			X	2010: Not Applicable – no students above 2 nd grade	
		4	X			2011: 8 SWD	
		5	X			2012: 13 SWD Reading: 31.00% P & A State Reading: 22.00% P & A Math: 31.00% P & A State Math: 25.00% P & A	
	Achievement gap by percentage between SWDs and whole school population on SAT-9 and DCCAS exams for the operation years listed:	YR: 1					2008: Not Applicable – no students above 2 nd grade
		2	X				2009: Not Applicable – no students above 2 nd grade
		3	X				2010: Not Applicable – no students above 2 nd grade
		4	X				2011: 8 SWD
		5	X				2012: 13 SWD Reading: 48.00% Gap Math: 50.00% Gap
	(High Schools Only): Post-secondary readiness as demonstrated by PSAT/SAT scores for the operation years listed:	2				X	N/A
		3				X	N/A
		4				X	N/A
		5				X	N/A
	Data from all PCSB generated school performance profile and composite reports/reviews	X					PCSB <u>Program Development Review Report 09-10</u> 2.2 strategies in place to address variant student needs adequate 2.4 strategies in place to ensure meeting of IEP goals proficient instructional strategies in place proficient resources in place adequate related services and accommodations in place proficient 3.2 collects and analyzes data proficient 3.4 accurate and timely identification/evaluation proficient
	2. School has implemented key elements in its mission for SWDs as well as the whole school, and has implemented key elements of the charter application and agreement as they apply to SWDs	Charter application and agreement, and any amendments	X				Charter agreement includes a statement that it will comply with all federal requirements regarding students with disabilities.

<p>3. The school is currently compliant with OSSE, IEP, and CAP reporting requirements.</p>	<p>List of students counted & not counted in SEDS per 2013 child count deadline and including student eligibility determination, placement and related services</p>	<p>x</p>				<p>'11-'12 PCSB Enrollment Data – 25 SWDs Level 1: 14 Level 2: 1 Level 3: 10 Level 4: 0 25/367 - 6.8%</p> <p>Enrollment numbers have since increased during SY '12-'13 to 42 students out of 440 according to SEDS data from 12/12/12. Percent SPED at Washington Yu Ying PCS at this time is 9.5%.</p>
<p>4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B</p>	<p>School CAP reporting documentation for SWDs (IDEA Part B, Activities bolded under #4)</p>					
	<p>OSSE documentation relevant to the charter school and the State Part B Compliance Monitoring</p>	<p>x</p>				<p>OSSE FFY 2010-2011 IDEA Part B LEA Performance Determinations 100 % Meets Requirement</p>
	<p>Part I-FAPE in the LRE</p>					
	<p>Indicator A: The LEA educates students in the least restrictive environment. (5)</p>					
	<p>Indicator B: The LEA ensures IEPs are appropriately developed and implemented.</p>	<p>x</p>				<p>According to SEDS (12/12/12), there are 0 overdue meetings for 2012.</p>
	<p>Indicator C: The LEA completes evaluations within the State-established timeline. (11)</p>					<p>OSSE Quarterly Findings 12-09-10 “OSSE’s review of Washington Yu Ying data revealed noncompliance for timely completion of initial evaluations and reevaluations.”</p> <p>OSSE Findings Corrections 04-07-11 “OSSE’s review of data revealed that Washington Yu Ying Public Charter School was 100% compliant with timely initial evaluations [...]”</p>
	<p>Indicator D: The LEA ensures that students referred by Part C have an IEP implemented by their 3rd birthday. (6)</p>					
<p>Indicator E: the LEA uses appropriate steps to successfully transition students from high school to postsecondary settings. (13)</p>						
<p>Indicator F: The LEA utilizes</p>						

appropriate discipline processes and procedures. ((4)					
Indicator G: The LEA does not have a disproportionate representation of students in special education or specific disability categories. (9, 10)					
Indicator H: The LEA provides instructional materials to blind persons or other persons with print disabilities in a timely manner.				x	N/A
Part II-Dispute Resolution					
Indicator A: The LEA timely implements due process complaint requirements. (17)	x				OSSE FFY 2010 IDEA Part B Performance Determinations Indicator 3b -Dispute resolution findings (student and/or LEA level) “No dispute resolution complaints were filed against the LEA.”
Indicator B: The LEA timely responds to State complaint requests and decisions. (16)				x	According to OSSE, Washington Yu Ying PCS does not have any State Complaints filed at this time (12/13/12).
Indicator C: The LEA voluntarily engages in mediation when requested by parents/guardians. (19)					
Part III-Data					
Indicator A: A. The LEA submits timely, valid and reliable data. (20)	x				OSSE FFY 2010 IDEA Part B LEA Performance Determinations Item Number 2 Information regarding timely, valid and reliable data - “All data are valid and reliable and submitted timely”
Indicator B: The LEA uses data to inform decision-making. (20)	x				PCSB Program Development Report ‘09-‘10 Indicator 3.2 Proficient Indicator 3.3 Limited a. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions. -Adequate b. Ongoing, informal assessments are used to provide increased instructional opportunities - Limited
Part IV – Fiscal					
Indicator A: The LEA expends IDEA Part B funds in accordance with Federal laws, state laws and approved budget and spending plans. E. The LEA does	x				OSSE FFY 2010 IDEA Part B LEA Performance Determinations Item 5- Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2010 grant cycle

	Indicator B: The LEA uses IDEA Part B funds only to pay the excess costs of providing special education and related services to children with disabilities.	x				See Indicator A
	Indicator C: C. The LEA meets its maintenance of effort requirement	x				OSSE FFY 2010 IDEA Part B LEA Performance Determinations Item 6 “LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely”
	Indicator D: The LEA properly calculates and expends CEIS funds.				x	N/A
	Indicator E: the LEA does not comingle IDEA Part B funds with other funds.					
5. The school has complied with reporting requirements for students with Section 504 Plans	TBD				X	N/A
6. School ensures facility is accessible to disabled students	Assurances that facility aligns with ADA requirements					

Appendix R



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2010 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Washington Yu Ying Public Charter School
Final Percentage Rating:	100%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Item Number	Element	Determination	Number of Points Earned
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> Indicator 4b – N/A Indicator 9 – N/A Indicator 10 – N/A Indicator 11 – N/A Indicator 12 – N/A Indicator 13 – N/A 	N/A
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> All data are valid and reliable and submitted timely 	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring (student and/or LEA level)	<ul style="list-style-type: none"> LEA did not receive a report in FFY 2010 as the result of an on-site monitoring visit 	N/A
3b	Dispute resolution findings (student and/or LEA level)	<ul style="list-style-type: none"> No dispute resolution complaints were filed against the LEA. 	N/A

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – 4 points • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 points • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 points • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4 points • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points • Material weaknesses identified by the Auditor in the annual independent audit – 4 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points 	4.0 (average points)
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2010 grant cycle 	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely 	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> • LEA did not meet minimum “n” size for disability subgroup • The LEA did not serve students in this category 	N/A N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	<ul style="list-style-type: none"> The LEA did not receive any findings of noncompliance from FFY 2009 that were due for correction in FFY 2010 	N/A
Total Number of Points Earned + Additional Points			14
Total Possible Points from Applicable Elements			14
Percentage of Points from Applicable Elements			100%

Appendix S

WASHINGTON YU YING ACADEMY: 5 YEAR INCOME STATEMENT ANALYSIS

	2009	2010	2011	2012
Revenue:				
Support and revenue:				
Fees and grants from government agencies	\$ 2,393,846	\$ 3,362,544	\$ 5,068,432	\$ 5,849,920
Contributions from donors	\$ 243,743	\$ 371,763	\$ 604,679	\$ 250,956
Miscellaneous Income	\$ 266,259	\$ 370,481	\$ 473,215	\$ 711,884
Total revenue	\$ 2,903,848	\$ 4,104,788	\$ 6,146,326	\$ 6,812,760
Expenses:				
Personnel costs	\$ 1,183,120	\$ 1,869,610	\$ 2,540,945	\$ 3,227,139
Direct student costs	\$ 278,656	\$ 286,982	\$ 371,073	\$ 495,015
Occupancy expenses	\$ 518,419	\$ 650,737	\$ 628,629	\$ 1,056,132
General and administrative expenses	\$ 370,593	\$ 477,142	\$ 791,682	\$ 641,268
Total expenses	\$ 2,350,788	\$ 3,284,471	\$ 4,332,329	\$ 5,419,554
Net Income	\$ 553,060	\$ 820,317	\$ 1,813,997	\$ 1,393,206
Beginning Net Assets	\$ 221,415	\$ 774,475	\$ 1,594,793	\$ 3,408,790
Total Net Assets (Year End Balance)	\$ 774,475	\$ 1,594,792	\$ 3,408,790	\$ 4,801,996
Profit margin	19%	20%	30%	20%
Personnel costs/Total Revenue	41%	46%	41%	47%
Direct student costs/Total Revenue	10%	7%	10%	7%
Occupancy expenses/Total Revenue	18%	16%	10%	16%
General and administrative expenses/Total Revenue	13%	12%	13%	9%
Personnel costs (FY2009-2012 averages)	44%			
Direct student costs (FY2009-2012 averages)	9%			
Occupancy expenses (FY2009-2012 averages)	15%			
General and administrative expenses (FY2009-2012 a	12%			

Appendix E

PMF as Goals Policy

POLICY TITLE:	Elect to Adopt the Performance Management Framework as Charter Goals
ADOPTION/EFFECTIVE DATE	Adopted: February 25, 2013 Updated: May 19, 2014 Updated: November 17, 2014 Updated: November 16, 2015 Updated: March 20, 2017 Updated: September 18, 2017

PURPOSE of this Revision

The revision to this policy corrects one word in the grandfather clause of the Elect to Adopt the Performance Management Framework ("PMF") as Charter Goals policy. DCPCSB staff included a grandfather clause in the revisions to this policy specifically for schools undergoing review or renewal in school year ("SY") 2017-18 or SY 2018-19. One of the terms for these schools to be deemed as fully meeting the charter goals and academic achievement expectations currently states that schools must have "met all early childhood PMF **targets** in SY2013-14". This language should read that schools must have "met all early childhood PMF **floors** in SY2013-14". The corresponding footnote likewise changes from targets to floors.

ELECT PMF AS GOALS POLICY

Schools may choose to replace their charter goals and student academic achievement expectations with the Performance Management Framework(s), as amended over time, for the grade levels they serve. Upon a school's request, the below review and renewal language and improvement clause will be added to its charter as an amendment, which will be approved by DC PCSB's Board. For specific information related to the timing of charter goals amendments, please refer to our Policy for Charter Amendments and Revised Goals and Academic Achievement Expectations.

The goals and student achievement expectations for students attending a given public charter school will be updated from those currently detailed in its charter, or subsequently created accountability plans, and replaced with the Early Childhood/Elementary/Middle School ("PK-8"), high school ("HS"), and/or adult education ("AE"), PMFs. Any updates to the PMF(s), including changes in state assessments, performance indicators, floors, targets, and formulas will be automatically updated and accepted by the school without requiring a charter amendment as long as the PMF was updated through a fair and transparent process involving a task force that comprises school leaders, charter advocates, and DC PCSB staff and was officially adopted by DC PCSB's Board of Trustees in a public vote. Charter schools with mission-specific goals, non-academic goals, and/or goals relating to achievement gaps or subgroup performance are encouraged to include these as supplemental goals and academic achievement expectations. Wherever possible these

should be measurable and feasible to assess objectively.

Upon adoption, the new PMF-based goals will be used to evaluate a school's performance for the years beginning with the year the PMF was formally adopted by the Board. The Board formally adopted the ES/MS PMF for schools serving grades 3-8, or a subset thereof, (now PK-8) and the HS PMF in school year 2010-11. The Board formally adopted the EC PMF (now included in the PK-8 PMF) and the adult education PMF in school year 2013-14. Through the 2017-2018 review cycles PCSB will provide flexibility in the use of the 2014-15 Partnership for Assessment of Readiness for College and Careers ("PARCC") scores in calculating a school's PMF score as indicated below. However, PCSB will continue to use the non-PARCC-related PMF measures (e.g. attendance, re-enrollment, SAT, CLASS) as well as prior year DCCAS results to determine school performance during a charter review and renewal.

PCSB will not score or tier the PK-8 or HS PMF for the 2014-15 PMF. The school's performance on each measure will be displayed separately without percentages of total points.

Fifth-Year Charter Review

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF¹ as goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its fifth-year charter review, the school's average PMF score for the first four years must be equal to or exceed 40%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

Tenth-Year Charter Review

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF¹ as its goals and student academic achievement expectations to be considered as having met its goals and student academic achievement expectations at its tenth-year charter review, the school will need to have earned an average PMF score since the previous review equal to or exceeding 45%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

¹ See table at end of policy for which PMFs are applicable to this policy since school year 2010-11.

Charter Renewal and Every Review Thereafter

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF as its goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its 15-year charter renewal and every review thereafter, a school will need to have earned an average PMF score since the previous review equal to or exceeding 50%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

If there is a conflict between the terms in the Hold Harmless section and existing charter agreements, the existing charter agreement terms will supersede the Hold Harmless section of the Elect the PMF as Goals Policy.

Tier 3 PMF Results

As stated in the 2016-17 PMF Policy & Technical Guide, a school with a Tier 3 PMF result that meets one or more of the below criteria may be subject to a high-stakes review to determine whether the school's charter should be revoked pursuant to the School Reform Act (SRA).

- PK-8 or HS PMF score of 20.0% or lower in the most recent year.
- PK-8 or HS PMF score that is a 5.0% decrease or greater within Tier 3 from one year to the next.
- Adult Education PMF score in which the school earns an N/A or 35.0% or less of the possible points in three or more indicators.
- Any school performing in Tier 3 for any three of the previous five years.

Additional Review Outside of 5-year Cycle

DC PCSB may, as permitted by law,² elect at any time to conduct an "out-of-cycle" review – that is, outside of the reviews that occur every five years. Out-of-cycle reviews may be due to a school's Tier 3 status, or because a school is identified as low-performing by the Office of the State Superintendent of Education ("OSSE") under ESSA, or for other reasons of poor performance or non-compliance. When conducting such a review, DC PCSB will conduct an "out of cycle" charter review using the last five years of the school's data to determine if the school is meeting its charter goals under this policy. If a school is reviewed out-of-cycle, DC PCSB will evaluate the school according to the most recent review standard. For example, if a school is in its 7th year of operation, DC PCSB would conduct a review using the previous five years of data to determine if it is meeting the five-year review standard. If a school is in its 12th year of operation, DC PCSB would

² D.C. Official Code § 38-1802.12(a)(3) states that "An eligible chartering authority that grants or renews a charter ...shall review the charter at least once every 5 years..." Thus DC PCSB may review a charter more than once within a 5 year cycle.

conduct a review using the previous five years of data to determine if it is meeting the ten-year review standard.

New Campuses of Existing LEAS/Campuses with Multiple PMF Frameworks

If existing LEAs open new campuses between charter review cycles, their new campuses must have at least two years of PMF scores prior to the next review to be evaluated on their student academic achievement expectations.

In the case that new campuses have three years of PMF scores, new campuses will be evaluated based on the LEA's standard for review. For example, if a 10-year old LEA has a new campus that has three years of PMF scores, that new campus will have to meet the 10-year review standard. New campuses with only one year of a PMF score will not have their score included in the upcoming review. At charter review or charter renewal, continuance or closure/revocation decisions applied to the LEA's existing campuses will also be applied to the new campus whose scores were not included in the review or renewal analysis because only one score was available.

In the case that new campuses or a campus with a new framework (such as a middle school that is growing to grade 12) only has two years of PMF scores prior to the next review, those new campuses or the newest grades that use a different PMF framework (in the case of expanding schools) will be held to the 5-year review standard.³ At the following review, the new campuses and new frameworks would have to meet the LEA's standard for review. For example, if a 10-year old charter middle school grows to serve through grade 12, and only has two high school PMF scores at the time of its 10-year review, DC PCSB would evaluate grades 6 through 8 using the ten-year review standard, and grades 9 through 11 using the 5-year review standard. At the LEA's 15-year charter renewal, all grades would be held to the 15-year charter renewal standard.

Grandfather Clause for Schools Undergoing Review or Renewal in SY 2017-18 and SY 2018-19

For campuses that transitioned to a new PMF framework after SY 2013-14 (those that were previously on the Early Childhood PMF framework and are now on the PK-8 PMF framework) that are undergoing review or renewal in SY 2017-18, the campuses' standard for review or renewal is as follows:

In order to be deemed as having fully met⁴ the charter goals and academic achievement expectations, the campus will need to have:

- Met all Early Childhood PMF floors in SY 2013-14; and
- Obtain an average score of 40% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for five-year

⁴ DC PCSB will determine a school to have substantially met their goals if they meet the PMF percentage average for their review cycle but missed no more than a quarter of their EC PMF floors in SY 2013-14. DC PCSB will determine a school to have partially met its goals if it meets the percentage average for their review cycle but missed no more than half of their EC PMF floors in 2013-14.

- review schools; OR
- Obtain an average score of 45% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for ten-year review schools; OR
 - Obtain an average score of 50% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for fifteen-year charter renewal schools and all subsequent reviews/renewals.
 - SY 2012-13 Early Childhood PMF pilot and SY 2012-13 Accountability Plan results will be displayed but not included in the analysis of whether or not schools met their charter goals and academic achievement expectations.

Board Approval Acknowledged by:



Darren Woodruff
DC PCSB Board Chair

Appendix F

QSR Report



May 11, 2016

Maurice Smith, Board Chair
Washington Yu Ying Public Charter School
220 Taylor St. NE
Washington, DC 20017

Dear Mr. Smith:

The District of Columbia Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2015-16 school year for the following reason:

- School eligible for 10-year Charter Review during 2017-18 school year

Washington Yu Ying Public Charter School (Washington Yu Ying PCS) gave DC PCSB permission to conduct the Qualitative Site Review a year in advance.

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Washington Yu Ying PCS between February 22, 2016 and March 4, 2016. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Washington Yu Ying PCS.

Sincerely,



Naomi DeVeaux
Deputy Director

Enclosures
cc: Maquita Alexander

Qualitative Site Review Report

Date: May 11, 2016

Campus Name: Washington Yu Ying PCS

Ward: 5

Grade levels: PK3- 5

Total Enrollment: 551

Students with Disabilities enrollment: 29

English Language Learners enrollment: 33

Reason for visit: School eligible for 10- year Charter Review in SY2017-18

Two-week window: February 22- March 4, 2016

Number of observations: 24

Summary

Washington Yu Ying Public Charter School (Washington Yu Ying PCS) is designed to combine language immersion with the inquiry-based curricula of the International Baccalaureate Organization. The design includes instruction in both Chinese and English every other day. The mission of Washington Yu Ying PCS 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.” In many observations students engaged in learning beyond traditional subjects with meaningful, in-depth inquiries into real-life issues.

The Qualitative Site Review (QSR) team used the Charlotte Danielson Framework for Teaching to score observations in two domains: Classroom Environment and Instruction. The QSR team scored 89% of observations as distinguished or proficient in the Classroom Environment domain. Interactions throughout the school community were positive and supportive. Teachers had high expectations for students. The QSR team scored 86% of observations as distinguished or proficient in the Instruction domain. None of the classroom observations for either the Classroom Environment or the Instruction Domain were rated as unsatisfactory. Students were intellectually engaged in challenging content. Most lessons incorporated local and global issues connected to the larger curriculum.

Specialized Instruction for Students with Disabilities

In addition to observing general education classrooms and students, the QSR team includes reviewers with expertise in special education and English language acquisition. These specialists take a close look at the school’s instruction with these populations. While their ratings are included in the overall school’s performance, descriptions of their findings are below:

Prior to the two-week window the school submitted responses to a Special Education Questionnaire. The school explained that SPED teachers work collaboratively with general educators to provide specific accommodations and modifications to students with disabilities. The QSR team observed pull out sessions, a push in session and an inclusion classroom. SPED and general education teachers demonstrated evidence of collaborative

planning. In the inclusion classroom, the SPED teacher pre-populated student lab reports with pictures to guide the lab procedures. Students also had the opportunity to access audio supports while rotating through centers.

The quality of instruction for students with disabilities was very strong in most of the observations. Students were eager to learn and were engaged in questioning and discussion with their instructors and peers. Teachers assessed student using comprehension questions, reading word lists, and individual conferencing. Teachers provided clear and consistent expectations and allowed students to prompt their own breaks when needed. In one pull-out observation, two students were separated as a result of disruptive behavior. The SPED teacher facilitated a group reflection and after a few minutes, both students were able to rejoin the group.

Instruction for English Language Learners

Washington Yu Ying PCS submitted responses to a questionnaire related to the school's provision of services for the school's English Language Learner (ELL) population. The school explained that it offers a dual language immersion program with ELL pull-out and push-in classroom support, and sheltered instruction. Washington Yu Ying PCS described weekly co-planning meetings between general educators and ELL teachers in order to support ELL learning in the classroom. ELL teachers create differentiated resources that general educators use in their classrooms to aide ELL students in successfully accessing the curriculum.

During the two-week window, DC PCSB observed positive and scaffolded support for ELLs within the dual language immersion program and with ELL pull-outs. The pull-out room had a variety of resources including alphabet charts and manipulatives. Similar resources were evident in general educators' classrooms, with walls lined with graphic organizers, phonetic charts, sentence strips, word banks, and anchor charts. The ELL teacher had a positive rapport with her students and created a warm and respectful environment filled with praise. Students stayed on task and were engaged with the activities. The ELL teacher provided clear directions and careful guidance on the activities, modeling in a sample workbook while students modeled on their own. She paid close attention to each student's work and provided additional guidance such as tracing numbers in pencil before asking the student to write the numbers in marker. While the ELL teacher assessed student work through reviewing the pages on the workbook, there were times when the teacher did not adjust instruction in response to evidence of a lack of student understanding.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes Washington Yu Ying PCS’ goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission: Washington Yu Ying PCS strives 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.</p>	<p>Students were instructed in all subjects in both Chinese and English. Teachers consistently maintained their lesson in the target language. Observers noted multiple instances of students taking initiative to self-assess their academic progress. Teachers provided students opportunities to grow. All observations were held in warm and respectful learning environments where praise and encouragement was evident. In one observation a teacher praised a student saying, “Oh, that was so fast and easy for you!” This prompted the student to share his learning strategy saying, “I was sounding it out while you were writing it!” Points and stickers were given to students, and many “thank yous” were expressed.</p>
Goals	
<p>Students will achieve literacy in English.</p>	<p>DC PCSB observed direct instruction of phonetic awareness, fluency, and comprehension throughout the school and embedded within all subjects. The use of the Balanced Literacy Routine in grades K-3 included shared reading and read aloud sessions, guided reading, opportunities to read independently, and opportunities to dissect words for spelling. Students in book clubs in grades 3-5 were invited to ask questions, share their perspective, and respond to text through writing. In writer’s workshop</p>

Mission and Goals	Evidence
	students had opportunities to work on the skills of writing through whole class lessons and then to apply these lessons in their own writing practice. Published student work was displayed in classrooms and common hallways.
Students will understand and master increasingly complex mathematical concepts.	Math teachers used a hands-on, exploratory approach to problem-solving. Math instruction was taught using whole group direct instruction and small groups through a co-teaching model. All math lessons referred to the larger unit of study. In one observation students applied a mathematical equation to determine how a scientific hypothesis would change depending on the chosen variable. In another observation a student asked how many miles the sun is from the earth. Students applied their knowledge of expanded form to determine the answer.
Students will master the scientific method and apply it.	Teachers expected students to discuss and apply the scientific method. Students engaged in inquiry units that attempted to answer questions using investigative methods. Students were involved in asking questions as well as presenting results. In one observation students planned a lab on the states of matter. All students chose a unique substance and hypothesized about whether or not their chosen procedure would change the state of their substance, demonstrating evidence of students asking scientific questions and using investigative methods.
Students will achieve literacy in Chinese.	Students were expected to converse and write in Chinese in all subjects.

Mission and Goals	Evidence
	<p>Several Chinese- language teachers implemented read alouds and shared reading as whole group instruction. Students spoke Chinese during transitions in the hallways and talked about places they speak Chinese outside of the classroom. In observations of Chinese Readers/Writers Workshop, students focused on the four language domains by rotating through listening centers, speaking in small group discussions, reading Chinese texts, and writing in Chinese. Students in science observations successfully conducted experiments in Chinese.</p>
<p>Students will satisfy Washington Yu Ying PCS's requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most rigorous academic curricula in high school.</p>	<p>Students demonstrated a desire to take academic risks. They asked probing questions of their instructors and of one another. In one observation a student asked, "Is there a different way to make five?" in response to a peer who found the sum of three and two. Another peer responded, "I can add one five times!" Teachers articulated high expectations for all students. In a writing observation a teacher said, "I think you can write something that really teaches me something." The school currently ends in fifth grade, so the Grade 8 aspect of this goal is not applicable for this report.</p>
<p>Students will treat themselves, other students, staff and the physical plant with respect.</p>	<p>Students contributed to their classroom expectations as evidenced by signed contracts in each classroom. Students consistently helped each other with tasks and solved interpersonal conflicts between one another quickly and with little support from teachers. Several classrooms had</p>

Mission and Goals	Evidence
	<p>anchor charts that demonstrated ideas for how to treat one another such as a student-created “Don’t Sweat the Small Stuff” step- by- step method to manage classroom conflicts.</p>
<p>Students will become life-long learners who possess a positive attitude toward school and learning</p>	<p>Positive attitudes toward school and learning were visible in all observations. Teachers modeled excitement about learning and students demonstrated engagement with the content by asking questions and showing pride in their work. Students asked academic questions of one another and expressed joy when given opportunities for movement and laughter throughout the learning process.</p>
<p>Students will be adept inquirers and flexible thinkers capable of solving problems effectively.</p>	<p>In most observations students were asked to explain their thinking. Students were often given control over monitoring their behavior and decided themselves when it was appropriate to take a break and come back to the group.</p>

Mission and Goals	Evidence
<p>Students will be able to relate their learning to the outside world.</p>	<p>Most teachers tied the lessons to the outside world. In science labs students discussed states of matter that they encounter in their own lives. In a small group discussion about the history of the wheel, students connected the lesson to cause and effect relationships in their own lives. One student related the lesson to a deeper understanding of the world, saying, “Without a need, we don’t have inventions.” Artifacts on the walls from the “action” component of each unit of inquiry and its related service project were noted in classrooms and hallways.</p>
<p>The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.</p>	<p>The learning environment is a cognitively busy place where teachers and staff seemed to enjoy their work with the students. Students showed interest in their classwork and were helpful to one another. Administration and instructional staff enthusiastically greeted students and families as they arrived at school.</p>
<p>Students will become independent learners and complete independent papers, reports, and performances, culminating in a “graduation project” for Grade 8.</p>	<p>Teachers gave students opportunities to work independently. Evidence of published papers, reports, and projects were visible in classrooms and hallways. The school currently ends in fifth grade, so the Grade 8 aspect of this goal is not applicable to this report.</p>
<p>Students will embrace diversity and respect for other cultures.</p>	<p>The student body and staff are diverse and the atmosphere is welcoming to all. Units of inquiry on rights and responsibilities, culture, diversity, conflict resolution were noted</p>

Mission and Goals	Evidence
	<p>throughout the observations. There appeared to be genuine interest in Chinese culture. Students discussed Chinese books and television shows and parents hosted a luncheon for the last day of the Chinese New Year for the staff.</p>
<p>Governance:</p>	<p>DC PCSB staff reviewed the board minutes of the December 8, 2015 board meeting. A quorum was present. During the meeting, the board heard a presentation about the PARCC results. The board reviewed the school's finances and received updates from the education, development and government committees. At the end of the meeting, the board elected a new board member.</p>

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 89% of the observations as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	<p>The QSR team scored 96% of the observation as distinguished or proficient. Praise and encouragement were highly evident. Students worked together in a positive and supportive manner by taking turns, apologizing when necessary, and supporting one another by working in pairs and groups. In some observations students corrected each other’s behavior or academic mistakes. Students were given the freedom to solve conflicts between one another and take breaks when needed.</p>	Distinguished	25%
	<p>Teachers encouraged students and demonstrated care about their lives beyond the classroom. In one observation a teacher privately inquired with three separate students about how they were adjusting to their new schedules.</p>	Proficient	71%
	<p>The QSR team scored less than 10% of the observations as basic in this component.</p>	Basic	4%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

¹ Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
Establishing a Culture for Learning	<p>The QSR team rated 96% of the observations as distinguished or proficient. During these observations all students were engaged in discussion respectfully corrected and assisted one another. Students were not hesitant to take academic risks. In one observation a student said, “Hmm...I’m not sure but I’ll try my best.” Teacher pushed students to use academic vocabulary and reach their full potential. In one observation a teacher said, “I want us to start moving away from asking scientific questions that start with ‘What happens when...’ Instead, I want you to think about how <i>specific</i> variables will affect your hypothesis.”</p>	Distinguished	13%
	<p>Teachers held high expectations for all students. In one Chinese language observation, a teacher redirected a student to speak in Chinese saying, “You’re so close. I know you can do this.” Teachers recognized hard work, commenting, “I would say this is challenging work, but you know it now,” and “I love the way you figured it out!” Students self-assessed themselves in both English and Chinese, often correcting themselves if they did not read a passage correctly.</p>	Proficient	83%
	<p>The QSR team scored less than 10% of the observations as basic in this component.</p>	Basic	4%
	<p>The QSR team rated none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

The Classroom Environment	Evidence Observed	School Wide Rating	
Managing Classroom Procedures	<p>The QSR team rated 80% of the observations as distinguished or proficient. In these observations students knew exactly what to do, where to go, and how to access materials. Several teachers used timing devices and had set routines for transitions. In one observation a teacher rang a bell and all of the students immediately pushed in their chairs and began singing a transition song. Materials were well organized and students took initiative to complete classroom procedures with little direction from the teacher.</p> <p>Teachers effectively planned their lessons to maximize instructional time. While students finished a given task, teachers immediately passed out the next set of materials so that no instructional time was lost. In one observation a read-aloud took place during snack. Students silently and collaboratively cleaned their snack materials while engaging with the reading lesson.</p>	Distinguished	17%
		Proficient	63%
	<p>The QSR team rated 21% of the observations as basic. In these observations students transitioned at different paces and some students jumped on their desks and ran into the hallways during transitions. This led to lost instructional time. In one observation instruction began 15 minutes after the class began resulting in a loss of instructional time.</p>	Basic	21%
	<p>The QSR team rated none of the observations as unsatisfactory.</p>	Unsatisfactory	0%

The Classroom Environment	Evidence Observed	School Wide Rating	
Managing Student Behavior	<p>The QSR team rated 80% of the observations as distinguished or proficient. Students are aware of behavioral expectations and helped others with reminders, as needed. When necessary, teachers used mechanisms for addressing misbehaviors and framing redirections. In one observation a student was handling play dough instead of being on task. The teacher gave the student the opportunity to correct his behavior by asking if the play dough was distracting him. The student immediately got back on track. In another observation, a teacher said, “Perhaps I gave unclear directions. Let’s try that again so we can focus in our writing.”</p>	Distinguished	17%
		Proficient	63%
	<p>The QSR team rated 21% of the observations as basic. In these classes teachers’ attempts to curb misbehaviors were unsuccessful. Students in these observations distracted one another from learning. In one observation a student ignored directions from the teacher to pick up a chair he had knocked over. Students in one basic observation poked each other with a pointer. The teacher continued teaching until the pointer broke.</p>	Basic	21%
	<p>The QSR team rated none of the observations as unsatisfactory.</p>	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 86% of the observations as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team rated 96% of the observations as distinguished or proficient. In most observations the purpose of the lesson was clearly stated and explained at the start of class. Teachers used rich language and consistently incorporated new Chinese vocabulary into the lesson, explaining it to the students in context. Teachers used visuals to relate the purpose of the lesson to the larger curriculum. Most observations involved a clear connection to previous lessons. In writer’s workshop, students received scaffolded support in groups to implement their writing plans.</p>	Distinguished	17%
		Proficient	79%
	<p>The QSR team scored less than 10% of the observations as basic in this component.</p>	Basic	4%
	<p>The OSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
Using Questioning/Prompts and Discussion Techniques	<p>The QSR team rated 91% of the observations as distinguished or proficient. High-level questions were posed to students, with teachers scaffolding when needed. Both teachers and students raised questions to one another, and the teacher facilitated open-ended questions with more than one correct response.</p>	Distinguished	17%
	<p>Students in small groups had opportunities to share “wonders” with each other. In one book club discussion, a student said, “I wonder if a star is on fire” and a peer replied, “I wonder what the sun’s temperature is.” The teacher connected their conversation across the curriculum by challenging them to write the temperature of the sun in numeric form. In a distinguished observation, students had an opportunity to apply their questions to a science experiment by determining how a change in temperature affected different states of matter.</p>	Proficient	74%
	<p>The QSR team scored less than 10% of the observations as basic in this component.</p>	Basic	9%
	<p>The OSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Engaging Students in Learning	<p>The QSR team rated 75% of the observations as distinguished or proficient. Students were actively engaged and enthusiastic about the learning tasks and discussions. Students were required to use critical thinking to</p>	Distinguished	21%

Instruction	Evidence Observed	School Wide Rating	
	<p>answer open-ended questions. In one science observation students were engaged in developing hypotheses for why seasons occur. Most lessons incorporated time for reflection that deepened student understanding and inquiry. In an explanatory writing lesson students were given the tools to reflect on their own areas of expertise to determine individual writing topics.</p>	Proficient	54%
	<p>The QSR team rated 25% of the observations as basic. In these observations students were not consistently engaged in learning. Students wandered around the classroom despite multiple redirections by the teacher. Few of the tasks required high-level student thinking.</p>	Basic	25%
	<p>The QSR team rated none of the observations as unsatisfactory.</p>	Unsatisfactory	0%
Using Assessment in Instruction	<p>The QSR team rated 84% of the observations as distinguished or proficient. Teachers circulated throughout the classroom to check for understanding and provided feedback to students individually. In one distinguished observation, the teacher adjusted the lesson when she realized a group of students did not yet understand the meaning of a key concept. Several teachers asked students to clearly articulate the strategy they used and posed specifically created questions to pinpoint where the students had difficulty.</p>	Distinguished	21%
		Proficient	63%

Instruction	Evidence Observed	School Wide Rating	
	<p>The QSR team rated 17% of observations as basic. In these observations teachers paid attention to whether students completed the task but did not always re-assess or provide feedback when the student was unable to follow the directions or complete the task. Informal assessments were directed towards the whole group and there was a lack of individual monitoring for understanding.</p>	Basic	17%
	<p>The QSR team rated none of the observations as unsatisfactory.</p>	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<p>Using Assessment in Instruction</p>	<p>Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.</p>	<p>Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.</p>	<p>Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.</p>	<p>Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.</p>

Appendix G

Compliance Reports



Washington Yu Ying Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



Washington Yu Ying Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



Washington Yu Ying Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	The school is in the accreditation process with International Baccalaureate Organization



Washington Yu Ying PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Discipline Policy and Due Process	Student handbook or other written document that outlines the school's discipline policy and procedures	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	COMPLIANT	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	COMPLIANT	
Student Health	Option 1: Notice of assigned nurse on staff Option 2: Copy of staff certificate to administer medications	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	COMPLIANT	
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
Student Safety	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	COMPLIANT	
Student Safety	School Emergency Response Plan (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	



Washington Yu Ying PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	COMPLIANT	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	COMPLIANT	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	COMPLIANT	



Washington Yu Ying PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	COMPLIANT	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *Washington Yu Ying PCS*

January 15, 2015

Requirement	Compliance Status	Due	On Time
Charter's Board Calendar	Compliant	7/25/14	✓
Fire Drills	Compliant	7/25/14	✓
School Calendar	Compliant	7/25/14	✓
Quarterly Financial Statements - 4th	Compliant	7/31/14	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	✓
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	8/15/14	✓
Auditor Engagement Letter	Compliant	8/15/14	✓
Charter School Athletics Compliance	Compliant	8/31/14	✓
Annual Report SY2013-2014	Compliant	9/5/14	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/14	✓
Accreditation	Compliant	10/10/14	✓
Basic Business License	Compliant	10/10/14	✓
Board Roster	Compliant	10/10/14	✓
Certificate of Insurance	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Child Find Policy	Compliant	10/10/14	✓
Employee Handbook: Employment Policies	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
Litigation Proceedings Calendar	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✓
School Nurse Notification OR Certified Staff to Administer Medication	Compliant	10/10/14	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/10/14	✓
SPED-Continuum of Services	Compliant	10/10/14	✓
Staff/Volunteer Roster and Background Checks - 10/10/2014	Compliant	10/10/14	✓

Student Handbook	Compliant	10/10/14	✓
Early Childhood (EC) PMF Assessment Selection Form	Compliant	10/17/14	✓
Quarterly Financial Statements - 1st	Compliant	10/31/14	✓
Audited Financial Statements	Compliant	11/3/14	✓
Audited Financial Statements - FAR Data Entry Form	Compliant	11/7/14	✓
Fire Drills	Compliant	12/5/14	✓
Board Meeting Approved Minutes	Compliant	12/22/14	✓

SY 2014-2015 DC Public Charter School Board Compliance Review Report - Contracts Submission

For LEA/Campus: *Washington Yu Ying PCS*

Requirement	Compliance Status	Due	On Time
Contracts	5 Submitted	3 days after contract is awarded	3 of 5

Date of Submission to PCSB	Name of Charter School	Vendor	Services to be Provided	Effective Date of Contract-10 days (SRA)	Value of Contract	# of Days Between Date of Contract Award to Vendor & Submission to PCSB
6/18/14	Washington Yu Ying PCS	General & Mechanical Services	HVAC Renovation	6/9/14	\$85,000	9
6/18/14	Washington Yu Ying PCS	Technolutionary	Wireless Services	6/5/14	\$25,000	13
8/5/14	Washington Yu Ying PCS	Starfleet Transportation	Bus services during Field Trips	8/15/14	\$25,000	Compliant
9/10/14	Washington Yu Ying PCS	Bolana	General maintenance on and around Yu Ying's campus.	9/20/14	We expect to spend at least \$25,000 in SY14-15	Compliant
9/10/14	Washington Yu Ying PCS	The Achievement Network	Administration of Student-Specific Data Assessments and Coaching	9/20/14	We expect to spend at least \$25,000 in SY14-15	Compliant

2014-15 Compliance Review Requirements

Requirement	Description
2014-15 School Calendar	<p>Calendar must include the following:</p> <ul style="list-style-type: none"> -minimum 180 days of school (6+ hours) -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable <p>*If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus</p>
Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2014-2015 school year (this schedule should reflect what is in the school's bylaws)
High School Course Offering--Assurance	All courses and credits offered to high school students; include graduation requirements
Fire Drill Schedule	<p><u>Fire drill schedule</u></p> <ul style="list-style-type: none"> -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)
Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided
Annual Report	<p><u>2013-14 Annual Report includes:</u></p> <ul style="list-style-type: none"> -Narrative (description of performance and progress; goal attainment; school program) -Data Report -Appendices (staff roster; board roster; financials)
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.
ESEA Focus Schools: web-based Sub-group Intervention Plan	Assurance letter stating that the school uploaded their plan for supporting Focus sub-groups into web-based tool

2014-15 Compliance Review Requirements

Requirement	Description
Professional Development Calendar, Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)
Early Childhood Assessments	EC PMF assessment form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC PMF.
Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students
Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/campuses of an LEA
Basic Business License	Current Basic Business License
School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)
Board Roster	<p>Board makeup must include:</p> <ul style="list-style-type: none"> -Odd number of voting members (odd number of voting members/ doesn't include ex-officio) -Greater than 3 but no more than 15 -Majority of members residing in DC (include address or city of residence) -2 parent members (voting members) * <p><i>*Adult schools may use alumnae or adult students to satisfy the parent requirement</i></p>
Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo
Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2014; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law
School Emergency Response Plan	Evidence or assurance that the school worked with Student Support Center to develop their Emergency Response Plan. OR , an assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.
Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members <i>*Should confirm staff's understanding of their obligation for reporting sexual abuse of student.</i>

2014-15 Compliance Review Requirements

Requirement	Description
Child Find Policy	An LEA's Child Find procedures should include, but is not limited to, a written description of how the LEA conducts: <ul style="list-style-type: none"> • Part C Identification (if applicable to your student population)- Assessment, Obtaining Consent, Determining Eligibility, Referral, Evaluation, Assessment • Part B Identification- Transitioning students from Part C to Part B (if applicable to your student population), Public Awareness, Screening, Referral, Evaluation, Assessment
Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted within the past TWO years <i>*All volunteers working more than 10 hrs/ week must have background checks</i>
Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: <ul style="list-style-type: none"> *sexual harassment *equal opportunity *drug-free workplace *complaint Resolution Process *Whistle blower Policy (best practice, not mandatory)
Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process
SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)
Student Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	<p>Discipline Policy</p> <ul style="list-style-type: none"> -clear explanation of infractions -clear explanation of consequences (basis for suspensions/ expulsions) -manifestation determination process for students with disabilities -due process and appeals procedures for student/ parents for disciplinary incidents <p>Attendance Policy</p> <ul style="list-style-type: none"> -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) <p>Safeguard of Student Information Policy--aligns with FERPA regulations</p>
Lease	Lease
Charter Renewal Application	PCSB requests that schools submit charter renewal applications by this suggested date
Enrollment Ceiling Increase Request	Request to increase maximum student enrollment level beyond what is currently in the charter
Charter Amendment	Submission of requests and notifications of changes in the charter agreement (refer to charter amendment guidelines)

2014-15 Compliance Review Requirements

Requirement	Description
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Annual Financial Audit - PCSB Schedules - FY2014	Submission of functional expense schedule and contracts schedule using PCSB template. The file must be submitted in Excel.
Enrollment Projections	Forecast of the student enrollment for the subsequent school year. It must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.
2015-2016 Student Application	<p>Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number</p> <p>Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview</p> <p>*should include a non-discrimination clause</p>
2015-2016 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement
Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year

SY 2015-2016 DC Public Charter School Board Compliance Review Report

Washington Yu Ying PCS

January 22, 2016

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	Compliant	7/28/15	✓
Fire Drill Schedule	Compliant	7/28/15	✓
School Calendar	Compliant	8/16/15	✓
Auditor Engagement Letter FY2015	Compliant	8/17/15	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/31/15	✓
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	8/31/15	✓
Charter School Athletics Compliance	Compliant	8/31/15	✓
Annual Report	Compliant	9/8/15	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/15	✓
Early Childhood (EC) PMF Assessment Selection Form	Compliant	9/30/15	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/8/15	✓
Student/Family Handbook	Compliant	10/8/15	✓
Certificate of Occupancy	Compliant	10/8/15	✓
Certificate of Insurance	Compliant	10/8/15	✓
School Nurse Notification/Certified Staff to Administer Medication	Compliant	10/8/15	✓
Board Roster	Compliant	10/8/15	✓
Litigation Proceedings Calendar	Compliant	10/8/15	✓
Board Meeting Approved Minutes - 1st Quarter	Compliant	10/8/15	✓
School Emergency Response Plan	Compliant	10/8/15	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/8/15	✓
Child Find Policy	Compliant	10/8/15	✓
Staff/Volunteer Roster and Background Checks	Compliant	10/8/15	✓
Employee Handbook: Employment Policies	Compliant	10/8/15	✓
ADA	Compliant	10/8/15	✓
Title IX	Compliant	10/8/15	✓
ELL	Compliant	10/8/15	✓
Staff Preference	Compliant	10/8/15	✓
SPED-Continuum of Services	Compliant	10/8/15	✓
Quarterly Financial Statements - 1st Quarter	Compliant	10/31/15	✓
Accreditation	Compliant	11/12/15	✓
Audited Financial Statements 2014-2015	Compliant	12/1/15	✓
Fire Drills Conducted	Compliant	12/8/15	✓
Basic Business License	Compliant	N/A	✓
DC Non-Profit Status	Compliant	N/A	✓

SY 2015-16 DC Public Charter School Board Compliance Review Report - Contract Submission Summary
Washington Yu Ying PCS

This report summarizes the school's compliance with contract submission requirements for Fiscal Year 2015 (July 1, 2014 - June 30, 2015).

*Cells highlighted in the following table indicate that the school did not submit contract information for an expenditure over \$25,000.
 If you believe that DC PCSB is missing records or flagging expenditures in error, please contact Mikayla Lytton at mlytton@dcpcsb.org.*

Expenditures over \$25,000 (submitted as part of the audited financial statements)						
Vendor Name	Services Provided	Value	Submitted for Bid?	Explanation, if No	If Renewal, when was contract bid?	DC PCSB Review Notes
Eichberg Construction, Inc.	Facility construction services	\$ 1,080,177.93	Yes			No Epicenter submission
General & Mechanical Services, LLC	HVAC construction services	\$ 648,898.44	Yes			
District of Columbia International School	Pass through grant funds	\$ 285,187.70	No	PCSB exempt		
Elsie Whitlow Stokes	Food services	\$ 175,040.05	Yes			No Epicenter submission
CleanHouse, Inc.	Cleaning and landscaping services	\$ 99,469.45	No	Renewal	FY12	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
EdOps	Accounting services	\$ 84,999.96	No	Renewal	FY12	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Bolana Capitol Enterprises, Inc.	Janitorial and maintenance services	\$ 77,152.14	Yes			
CDW-G	Computers for students	\$ 44,879.57	No	Renewal	FY14	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Russell Sears & Associates	Architectural services	\$ 44,343.06	Yes			No Epicenter submission
Psychological Group of Washington	Special education services	\$ 39,810.00	Yes			No Epicenter submission
Therapy Associates, LLC	Special education services	\$ 38,113.10	Yes			No Epicenter submission
Immigration Support Services	Immigration legal services	\$ 32,537.02	No	Renewal	FY14	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
The Achievement Network	Professional development and student assessment services	\$ 32,500.00	Yes			
McQuade Brennan, LLP	Audit and tax services	\$ 30,906.71	No	PCSB approved auditor		The school should contact DC PCSB to discuss its rationale for this exemption.
Unicorn and Woodsman, LLC	Aftercare instruction services	\$ 27,999.00	Yes			

Technolutionary, LLC	Wireless system configuration and installation	\$ 25,936.25	No	Renewal	FY14	
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Cells highlighted below indicate that the contract was not submitted timely or was not bid appropriately.

Submitted Contracts (submitted to Epicenter throughout the fiscal year)							
Vendor Name	Services Provided	Value	Submission Date	Award Date	Contract Effective Date	Bid Appropriately?	Timely Submitted?
Bolana	General maintenance on and around Yu Ying's campus.	\$ 25,000.00	9/10/2014	7/29/2014	9/20/2014	Y	Untimely
General & Mechanical Services	HVAC Renovation	\$ 85,000.00	6/18/2014	6/9/2014	6/9/2014	Y	Untimely
Glover Furniture and Design Group	Office and classroom furniture	\$ 25,000.00	4/15/2015	4/15/2015	4/25/2015	Y	Timely
Starfleet Transportation	Bus services during Field Trips	\$ 25,000.00	8/5/2014	8/4/2014	8/15/2014	Y	Timely
Technolutionary	Wireless Services	\$ 25,000.00	6/18/2014	6/5/2014	6/5/2014	Y	Untimely
The Achievement Network	Administration of Student-Specific Data Assessments and Coaching	\$ 30,000.00	9/10/2014	9/8/2014	9/20/2014	Y	Timely
Unicorn and Woodsman, LLC	Afterschool enrichment classes	\$ 25,000.00	4/15/2015	4/15/2015	4/25/2015	Y	Timely

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
7/28/2015	2015-16 School Calendar	<p>Calendar must include the following: -minimum 180 days of school (6+ hours)* -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus</p> <p>*If the school has received permission from PCSB to waive the 6-hour requirement, please make that notation on the school calendar</p> <p>**All Adult Education Programs must include start and end dates for each semester and orientation period</p>	LEA	All Schools
7/28/2015	Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2015-2016 school year. This calendar must also include an assurance statement that the number of meetings is no fewer than what is stated in the school's bylaws.	LEA	All Schools
7/28/2015	High School Course Offering	<p>All courses and credits offered to high school students; include graduation requirements</p> <p>Note: All schools should have the minimum DC graduation course requirements (unless already specified otherwise in the school's charter agreement). Any school that wishes to change their graduation requirements to require less than what OSSE mandates must submit a charter amendment request.</p>	Campus	High Schools ONLY
7/28/2015	Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)	Campus (1 for each facility)	All Schools
8/17/2015	Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
8/31/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
8/31/2015	Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided	Campus	All schools that offer sports
8/31/2015	Annual Teacher and Principal Evaluation Reflection (SY 2014-15)	This reflection details a brief summary of the evaluation process, a classification of the number of teachers and principals in each performance area and next steps for improving your school's evaluation process. Required for PCSB monitoring of Principle 3 of the ESEA Waiver.	LEA and Campus	Title 1 Schools
9/8/2015	Annual Report	<p>2014-15 Annual Report is one document that includes:</p> <ul style="list-style-type: none"> -Narrative (including goal attainment with a description of whether each charter goal was "met" or "missed" and evidence explaining why) -Data Report -Appendices (staff roster; board roster; financials) 	LEA	All Schools in operation SY 2014-2015

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
9/30/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2014-2015; PCSB identified schools
9/30/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 2013-2014 and those identified in SY 14-15.
9/30/2015	Professional Development Calendar (SY 2015-16), Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)	LEA	Title 1 Schools
9/30/2015	Adult Education Assessments	Adult education assessment form indicating what assessments the school plans to administer for the current school year. Each adult education program must let PCSB know which assessments the school will be held accountable to for the Adult Education PMF.	Campus	Adult Education Schools
9/30/2015	Early Childhood Assessments	EC Assessment Selection Form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC/ES/MS PMF.	Campus	Early Childhood Schools
10/8/2015	Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students	Campus (1 for each facility)	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/ campuses of an LEA	LEA	All Schools
10/8/2015	School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)	Campus	All Schools
10/8/2015	Board Roster	<p>Board makeup must include:</p> <ul style="list-style-type: none"> -Odd number of voting members -Greater than 3 but no more than 15 -Majority of members residing in DC (include address OR city of residence) -2 parent members (voting members) <p>*Please include all members' email addresses **Adult schools may use alumnae or adult students to satisfy the parent requirement</p>	LEA	All Schools
10/8/2015	Litigation Proceedings Calendar	<p>Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo.</p> <p>*In addition to this annual requirement, please note schools are required to notify PCSB within seven days of receiving any new complaint</p>	LEA	All Schools
10/8/2015	Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2015; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law	LEA	All Schools
10/8/2015	School Emergency Response Plan	An assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.	Campus (1 for each facility)	All Schools
10/8/2015	Sexual Violation Protocol	<p>An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members</p> <p>-should confirm staff's understanding of their obligation for reporting sexual abuse of students</p>	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Child Find Policy	<p>An LEA's Child Find procedures should include, but are not limited to, a written description of:</p> <ul style="list-style-type: none"> -how the LEA transitions students from Part C to Part B (if applicable to your student population) -public awareness and universal screening -identification/referral -evaluation and assessment -serving the student <p>*Child Find Procedures apply to students 21 and under (Adult Education programs should also complete this requirement)</p>	LEA	All Schools (DCPS Dependent LEAs should complete the assurance that they comply with DCPS's Child Find Policies and Procedures)
10/8/2015	Staff Roster & Background Checks	<p>Staff/volunteer name, position, indication that background check has been conducted</p> <p>*All volunteers working more than 10 hrs/ week must have background checks</p>	Campus	All Schools
10/8/2015	Employee Handbook (or submit individual policies)	<p>Includes school board-approved policies around compliance with applicable employment laws including:</p> <ul style="list-style-type: none"> -sexual harassment -equal opportunity -drug-free workplace -staff complaint Resolution Process -whistle blower Policy (best practice, not mandatory) 	LEA	All Schools
10/8/2015	Accreditation	<p>Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process</p> <p>*ALL schools in operation for five years or more must be accredited or may be subject to board action per PCSB's Accreditation Policy</p>	LEA	All Schools
10/8/2015	SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Student/Family Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	<p>Discipline Policy -clear explanation of infractions and what leads to a suspension or expulsion -explanation of manifestation determination process for students with disabilities -due process and appeals procedures for parents if their child is issued a suspension or expulsion *Please note that substantive changes to the discipline policy must be submitted to PCSB as an amendment to the school's charter agreement.</p> <p>Attendance Policy -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) -Grievance Procedure -- process for resolving parent/student complaints -Safeguard of Student Information Policy--aligns with FERPA regulations</p>	LEA	All Schools
10/8/2015	Lease	Lease	Campus (1 for each facility)	New Schools, Schools in a new facility Schools with a new lease agreement
10/8/2015	Staff Preference	<p>Assurance letter stating that enrollment based on staff preference is limited to 10% of the total student population or to 20 students, whichever is less.</p> <p>*If your school does not enact staff preference, please also submit an assurance letter making that clear</p>	LEA	All Schools
10/8/2015	ELL	Assurance letter attesting to and describing the school's compliance with laws and regulations related to the education of English Language Learners.	LEA	All Schools
10/8/2015	ADA	Assurance that the facility is ADA compliant OR if it is not, how the school will meet the needs of students, staff, and community stakeholders who may require accommodations to access the facility.	Campus	All Schools
10/8/2015	Title IX	Assurance letter attesting to and describing the school's compliance with laws and regulations related to Title IX.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/31/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
10/31/2015	Quarterly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	All schools (except those submitting monthly financials)

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
11/30/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
12/1/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 13-14 and those identified in SY 14-15.
12/1/2015	Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools
12/1/2015	Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.	LEA	All Schools
12/8/2015	2015-2016 Student Application	<p>Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/guardian address, parent/guardian phone number</p> <p>Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview</p> <p>*should include a non-discrimination clause</p>	LEA	Schools not participating in MySchoolsDC
12/8/2015	2016-2017 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement	LEA	Schools not participating in MySchoolsDC
12/8/2015	Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year	Campus (1 for each facility)	All Schools

SY 2016-2017 DC Public Charter School Board Compliance Review Report

Washington Yu Ying PCS

Requirement	Compliance Status	Due	On Time
School Calendar	Compliant	7/26/16	✓
Charters Board Calendar	Compliant	7/26/16	✓
Student/Family Handbook	Compliant	7/26/16	✓
Goals and Assessments	Compliant	7/26/16	✓
Quarterly Financial Statements - 4th Quarter	Compliant	7/31/16	✓
Auditor Engagement Letter	Compliant	8/16/16	✓
Fire Drill Schedule	Compliant	8/24/16	✓
Annual Report	Compliant	9/6/16	✓
Charter School Athletics Compliance	Compliant	9/14/16	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/16	✓
School Emergency Response Plan	Compliant	10/6/16	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/6/16	✓
ELL	Compliant	10/6/16	✓
SPED-Continuum of Services	Compliant	10/6/16	✓
Certificate of Insurance	Compliant	10/6/16	✓
Child Find Policy	Compliant	10/6/16	✓
Lease/Purchase Agreement and Right of Entry	Compliant	10/6/16	✓
School Nurse Notification/Certified Staff to Administer Medication	Compliant	10/6/16	✓
ADA	Compliant	10/6/16	✓
Staff Preference	Compliant	10/6/16	✓
Certificate of Occupancy	Compliant	10/6/16	✓
Accreditation	Compliant	10/6/16	✓
Staff/Volunteer Roster and Background Checks	Compliant	10/6/16	✓
Board Roster	Compliant	10/6/16	✓
Employee Handbook: Employment Policies	Compliant	10/6/16	✓
Litigation Proceedings Calendar	Compliant	10/6/16	✓
Board Meeting Approved Minutes - 1st Quarter	Compliant	10/6/16	✓
Quarterly Financial Statements - 1st Quarter	Compliant	10/31/16	✓
Audited Financial Statements	Compliant	12/1/16	✓
Fire Drills Conducted	Compliant	12/8/16	✓
Student Enrollment Forms	Compliant	12/8/16	✓
Title IX	Compliant	12/12/16	✓
Facilities Expenditure Data Inputs	Compliant	12/15/16	✓
Basic Business License	Compliant	N/A	✓
DC Non-Profit Status	Compliant	N/A	✓

A rating of **compliant** means the school has satisfied the compliance standards.

A rating of **in progress** means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.

A rating of **not compliant** means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Katie Dammann at kdammann@dcpcsb.org.

Appendix H

Annual Determination Reports

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION



Division of Elementary, Secondary and Specialized Education

ENCLOSURE 2
FEDERAL FISCAL YEAR (FFY) 2013 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Washington Yu Ying Public Charter School
Final Percentage Rating:	86%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> • Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – in compliance • Indicator 12 – N/A • Indicator 13 – N/A 	1	1
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> • All data are submitted timely 	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	Student-level <ul style="list-style-type: none"> • LEA did not receive a report in FFY 2013 as the result of an on-site monitoring visit 	N/A	N/A
3b	Dispute resolution findings	LEA has 26-50 students with IEPs <ul style="list-style-type: none"> • No dispute resolution complaints were filed against the LEA or 0-4 findings of noncompliance 	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 	4	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Either timely LEA submission of Phase I and Phase II applications, or reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2013 grant cycle 	2	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and LEA reported on MOE to OSSE timely 	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> • LEA did not meet District of Columbia FFY 2013 AMO math targets for the disability subgroup • LEA did not meet District of Columbia FFY 2013 AMO reading targets for the disability subgroup 	0	2

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	<ul style="list-style-type: none"> 100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance 	2	2
		<ul style="list-style-type: none"> BONUS: LEA has no longstanding noncompliance from FFY 2009, 2010, 2011 and 2012 	1	
Total Number of Points Achieved				18
Total Possible Points from Applicable Elements				21
Percentage of Points Achieved from Applicable Elements				86%



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2014 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Washington Yu Ying Public Charter School
Final Percentage Rating:	97%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> Indicator 4b – N/A Indicator 9 – N/A Indicator 10 – N/A Indicator 11 – 95% or above compliance rate Indicator 12 – N/A Indicator 13 – N/A 	2	2
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> FFY 2014 child count data submitted timely FFY 2014 Phase I and Phase II applications submitted timely FY 2015 IDEA Maintenance of Effort (MOE) submitted timely 	3	3
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	<ul style="list-style-type: none"> LEA did not receive a report in FFY 2014 as the result of an on-site monitoring visit 	N/A	N/A
3b	Dispute resolution findings	<ul style="list-style-type: none"> No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance 	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – 4 • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 0 • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 	3.5	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2014 grants cycle 	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement 	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	<ul style="list-style-type: none"> • Reading assessments: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup • Math assessments: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup 	N/A	N/A

		LEA performance results on Next Generation Assessments in reading and math (Partnership for Assessment of Readiness for College and Careers (PARCC) and the National Center and State Collaborative (NCSC) Alternative Assessment):	Math	Reading
	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c ¹	Proficiency rates are calculated based on the following performance levels: <ul style="list-style-type: none"> • PARCC Level 4: Percentage of students who met expectations • PARCC Level 5: Percentage of students who exceeded expectations • NCSC Level 3: Percentage of students who met expectations • NCSC Level 4: Percentage of students who exceeded expectations • N/A — LEA did not meet minimum “n” size for disability subgroup 	N/A	N/A
8	Evidence of correction of findings of noncompliance that were issued in FFY 2014 and due for correction in FFY 2015, including progress toward full compliance	<ul style="list-style-type: none"> • 100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance 	2	2
Total Number of Points Achieved				15.5
Total Possible Points from Applicable Elements				16
Percentage of Points Achieved from Applicable Elements				97%

¹ For FFY 2014 IDEA Part B Determinations, OSSE is reporting the performance of each LEA’s students with disabilities (SWD) subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2014 National Center and State Collaborative (NCSC) Alternative Assessment. This indicator will not be assigned a weight for this year. For FFY 2015 and beyond, OSSE will use each LEA’s SWD performance on the state-wide assessments in alignment with the new accountability system that will be developed pursuant to the Elementary and Secondary Education Act, amended by the Every Student Succeeds Act (ESSA). OSSE will provide LEAs information on how this indicator will be calculated in advance of next year’s determinations.



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2015 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Washington Yu Ying Public Charter School
Final Percentage Rating:	100%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> Indicator 4b – N/A Indicator 9 – N/A Indicator 10 – N/A Indicator 11 – 95% or above compliance rate Indicator 12 – N/A Indicator 13 – N/A 	2	2
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> FFY 2015 child count data submitted timely FFY 2015 Phase I and Phase II applications submitted timely FY 2016 IDEA Maintenance of Effort (MOE) submitted timely 	3	3
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	<ul style="list-style-type: none"> LEA did not receive a report in FFY 2015 as the result of an on-site monitoring visit 	N/A	N/A
3b	Dispute resolution findings	<ul style="list-style-type: none"> No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance 	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 • This LEA did not submit an A-133 audit 	1.5	1.5
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2015 grants cycle 	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement 	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	<ul style="list-style-type: none"> • LEA met 95% participation target for disability subgroup on math assessment • LEA met 95% participation target for disability subgroup on reading assessment 	2	2

		LEA performance results on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment and National Center and State Collaborative (NCSC) Alternative Assessment for the students with disabilities subgroup:	Math	Reading
	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c ¹	Proficiency rates are calculated based on the following performance levels: <ul style="list-style-type: none"> • PARCC Level 4: Percentage of students who met expectations • PARCC Level 5: Percentage of students who exceeded expectations • NCSC Level 3: Percentage of students who met expectations • NCSC Level 4: Percentage of students who exceeded expectations • N/A — LEA did not meet minimum “n” size for disability subgroup 	35%	25%
8	Evidence of correction of findings of noncompliance that were issued in FFY 2015 and due for correction in FFY 2016, including progress toward full compliance	<ul style="list-style-type: none"> • The LEA was not issued any findings of noncompliance in FFY 2015 due for correction in FFY 2016. 	N/A	N/A
Total Number of Points Achieved				13.5
Total Possible Points from Applicable Elements				13.5
Percentage of Points Achieved from Applicable Elements				100%

¹ For FFY 2015 IDEA Part B Determinations, OSSE is reporting the performance of each LEA’s students with disabilities (SWD) subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2015 National Center and State Collaborative (NCSC) Alternative Assessment. This indicator will not be assigned a weight for this year.

Appendix I

2012-13 On-Site Monitoring Report Attachments

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Extended School Year	1) ESY Limited Based on Disability §300.106(a)(3)	1	0	0	100.00	1	0	0	100.00
LRE (Least Restrictive Environment)	2) Continuum of Alternative Placements §300.115	1	0	0	100.00	1	0	0	100.00
IEP (Individualized Education Program)	3) IEP Accessibility §300.323(d)(1)	1	0	0	100.00	1	0	0	100.00
Data	4) Students Referred to Special Education Entered Into SEDS §300.211	1	0	0	100.00	1	0	0	100.00
Dispute Resolution	5) LEA Timely Response to Data Requests §300.211	1	0	0	100.00	1	0	0	100.00
Dispute Resolution	6) LEA Provides Information on State Complaints OSSE State Complaint Policy	0	1	0	0.00	1	0	0	100.00
NIMAS	7) LEA Timely Implements Corrective Actions §300.600(e)	0	0	1	0.00	0	0	1	0.00
Fiscal	8) LEA Provision of Instructional Materials §300.172	0	0	1	0.00	0	0	1	0.00
Fiscal	9) LEA Policy/Procedure Governing Budgets §80.20	1	0	0	100.00	1	0	0	100.00
Fiscal	10) LEA Procurement Policy/Procedure For Contractor Performance §§80.36(b)(1), (f)	1	0	0	100.00	1	0	0	100.00
Fiscal	11) LEA Policies/Procedures to Ensure Expenditure Approval in IDEA RW OSSE GAI	1	0	0	100.00	1	0	0	100.00
Fiscal	12) LEA Documentation of Obligation/Reimbursement of Federal Funds Within Grant Period	1	0	0	100.00	1	0	0	100.00
Fiscal	13) LEA Retention of Financial Records For 5 Years GEPA	1	0	0	100.00	1	0	0	100.00
Fiscal	14) LEA (Controls In Place) Policies/Procedures To Protect Assets Over \$5,000 §80.1	1	0	0	100.00	1	0	0	100.00
Fiscal	15) LEA Code of Conduct For Employees Administering Contracts §80.36(b)	1	0	0	100.00	1	0	0	100.00
Fiscal	16) LEA Accounting Record to Ensure Federal Funds Not Co-Mingled §80.20	1	0	0	100.00	1	0	0	100.00
Fiscal	17) LEA Accurately Tracks IDEA Expenditures/ Self-assides §80.20	1	0	0	100.00	1	0	0	100.00
Fiscal	18) LEA Appropriately Charges Salaries to IDEA Grant Programs OMB Circular A-87	0	0	1	0.00	0	0	1	0.00
Fiscal	19) LEA Tracks Personnel Supported by IDEA Grant Funds OMB Circular A-87	0	0	1	0.00	0	0	1	0.00
Fiscal	20) LEA Has Source Documentation for Purchased Items/IDEA Funds Reimbursement	1	0	0	100.00	1	0	0	100.00
Fiscal	21) LEA Followed Procurement Procedures §80.36	0	1	0	0.00	1	0	0	100.00
Fiscal	22) LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	1	0	0	100.00	1	0	0	100.00
Fiscal	23) LEA Correctly Paid and Retained Invoices for Expenditure in IDEA RW §80.20, O	1	0	0	100.00	1	0	0	100.00
Fiscal	24) LEA Correctly Procures, Utilizes and Charges Construction Expenses OMB Circu	0	0	1	0.00	0	0	1	0.00
Fiscal	25) LEA Utilizes IDEA Funds for Providing CEIS §§300.226, 300.646	0	0	1	0.00	0	0	1	0.00
Fiscal	26) LEA Properly Tracks Students Who Receive CEIS §300.226(d)	0	0	1	0.00	0	0	1	0.00
Fiscal	27) LEA Consultation with Reg/Parent of Parentally-placed Students in Private Schools	0	0	1	0.00	0	0	1	0.00
Fiscal	28) LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Priv	0	0	1	0.00	0	0	1	0.00
Fiscal	29) LEA Reduction of Expenditures for the Education of Students with Disabilities §3c	1	0	0	100.00	1	0	0	100.00

Report Section	Compliance Item		#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Initial Evaluation and Reevaluation	12) Parents Provided Procedural Safeguards	\$300.504(a)(1)	6	0	0	100.00	6	0	0	100.00
Initial Evaluation and Reevaluation	13) Parent Consent for Initial Evaluation	\$300.300(a)	6	0	0	100.00	6	0	0	100.00
Initial Evaluation and Reevaluation	14) Consent Form Signature Date Prior to Initial Evaluation	\$300.300(a)	5	1	0	83.33	6	0	0	100.00
Initial Evaluation and Reevaluation	15) Variety of Assessment Tools and Strategies Used	\$300.304	6	0	0	100.00	6	0	0	100.00
Initial Evaluation and Reevaluation	16) Parent Consent for Reevaluation	\$300.300(c)(1)	3	1	0	75.00	4	0	0	100.00
Initial Evaluation and Reevaluation	17) Consent Form Signature Date Prior to Reevaluation	\$300.300(c)(1)	3	0	0	100.00	3	0	0	100.00
Initial Evaluation and Reevaluation	18) IEP Team Review of Existing Data	\$300.305	4	0	0	100.00	4	0	0	100.00
Initial Evaluation and Reevaluation	19) Variety of Sources Used to Determine Continued Eligibility	\$300.306(c)	4	0	0	100.00	4	0	0	100.00
IEP (Individualized Education Program)	20) Parent/Student Invited to IEP Meeting	\$300.322(a)(1)	10	0	0	100.00	10	0	0	100.00
IEP (Individualized Education Program)	21) Parent/Student Notified of Meeting	\$300.322(a)(1)	9	1	0	90.00	10	0	0	100.00
IEP (Individualized Education Program)	22) Parent Meets Definition in IDEA Regulations	\$300.30 -	10	0	0	100.00	10	0	0	100.00
IEP (Individualized Education Program)	23) General Education Teacher Attended IEP Meeting	\$300.321(a), 300.321(e)	9	1	0	90.00	10	0	0	100.00
IEP (Individualized Education Program)	24) LEA Designee Attended IEP Meeting	\$300.321(a), 300.321(e)	10	0	0	100.00	10	0	0	100.00
IEP (Individualized Education Program)	25) PLAAFP States Effect of Disability in General Curriculum/ Appropriate Activities		10	0	0	100.00	10	0	0	100.00
IEP (Individualized Education Program)	26) IEP Contains Measurable Annual Goals	\$300.320(a)(2)(i)	10	0	0	100.00	10	0	0	100.00
IEP (Individualized Education Program)	27) IEP Contains Description of How Progress Measured	\$300.320(a)(2)(i)	10	0	0	100.00	10	0	0	100.00
IEP (Individualized Education Program)	28) IEP Statement of Measurable Annual Related Services Goal(s)	\$300.320(a)(2)(i)	8	0	2	100.00	8	0	2	100.00
IEP (Individualized Education Program)	29) Description and Documentation of Progress Toward Related Services Goals	\$300.320(a)(2)(i)	8	0	0	100.00	8	0	0	100.00
IEP (Individualized Education Program)	30) IEP Team Considered Strategies to Address Behavior	\$300.324(a)(2)	8	0	2	100.00	8	0	2	100.00
IEP (Individualized Education Program)	31) ESY Determined on Individual Basis	\$300.106(a)(2)	9	1	0	90.00	10	0	0	100.00
IEP (Individualized Education Program)	35) IEP Developed Within 30 Days of Initial Eligibility Determination	\$300.323	4	2	0	66.67	6	0	0	100.00
IEP (Individualized Education Program)	36) Implementation of Related Services	\$300.323(c)(2)	7	3	0	70.00	9	1	0	90.00
IEP (Individualized Education Program)	37) Annual IEP Review	300.324(b)(1)(i)	10	0	0	100.00	10	0	0	100.00
LRE (Least Restrictive Environment)	40) Consideration of Harmful Effects	\$300.116(d)	8	1	1	88.89	9	0	1	100.00
LRE (Least Restrictive Environment)	42) Student Placement Based on IEP	\$300.116(b)(2)	10	0	0	100.00	10	0	0	100.00

Appendix J

Child Find Focused Monitoring Report



March 25, 2016

CHILD FIND FOCUSED MONITORING REPORT

Washington Yu Ying Public Charter School

I. INTRODUCTION

As the state education agency (SEA) for the District of Columbia, the Office of the State Superintendent of Education (OSSE) is responsible for monitoring and enforcing the implementation of the Individuals with Disabilities Education Act of 2004 (IDEA) regulations, which includes the Child Find mandate, in all local education agencies (LEAs) and public agencies in the District of Columbia (34 CFR §300.600). Under the law, LEAs have an obligation to identify, locate, and evaluate students who they suspect may have a disability, in order to evaluate them for potential eligibility for special education services (see IDEA 2004, 20 U.S.C. § 1412(a)(3) and 34 C.F.R. § 300.111).

During the 2014-15 school year, OSSE conducted a Child Find review to determine Washington Yu Ying Public Charter School's (PCS's) identification rate by calculating the percentage of students attending the LEA who were identified as students with disabilities and receiving special education. After careful review, OSSE found that Washington Yu Ying PCS had identified 6.46 percent of its students eligible for special education, which was significantly lower than the District's 2014-15 identification rate of 14 percent.

As a result of the Child Find review, OSSE conducted focused monitoring activities at Washington Yu Ying PCS to identify the causes of the LEA's low identification rate. This report summarizes OSSE's observations about the Child Find system and implementation within the LEA and makes best practice recommendations, if necessary.

II. METHOD

OSSE performed record reviews to examine Washington Yu Ying PCS's evaluation and eligibility determination processes. A review of the LEA's written documents related to the LEA's Child Find system was also conducted. The reviewed written documents included the LEA's policy and procedures; application and enrollment materials; staff, parent and student handbooks; and documents related to Student Support Team (SST) or Response to Intervention (RTI) procedures. In addition to the record and document reviews, OSSE conducted staff interviews to gather information about the staff's knowledge of the

processes for referral, evaluation, and eligibility determination for students suspected of having a disability.

III. LEA LEVEL OBSERVATIONS

OSSE used the information collected from the document reviews to determine if the policies complied with IDEA requirements regarding Child Find. OSSE interviews covered a range of topics related to Child Find such as the SST process, referral documentation for special education, and the LEA's evaluation and eligibility processes. OSSE's observations, based on the document reviews and interview responses, are presented below:

1. Based on the interviews with the Learning Support Coordinator and an Instructional Coach, the LEA's Child Find process and referral process were not clearly articulated.
2. The Family Handbook contained information about the LEA's SST and RTI processes; however, the handbook provided minimal information about the special education referral process.
3. Based on the interviews, OSSE was informed that special education information was available to parents on the LEA's website; however, OSSE was unable to locate the special education information on the LEA's website.

IV. RECOMMENDATIONS

OSSE makes the following recommendations to improve the LEA's Child Find system:

- Ensure that information regarding the special education referral process is included in the Family Handbook and ensure that the information is aligned with federal and local regulatory requirements.
- Ensure that special education information is readily available to parents throughout the year, such as through the LEA's website, informative brochures, etc.
- Update the LEA's website to include information for parents regarding special education, and provide parents with the website link to this information.
- Provide staff professional development opportunities throughout the year focused on the special education process.
- Ensure that the LEA's learning support coordinator and/or other appropriate special education staff members work closely with their assigned OSSE LEA monitor to review and/or resolve any special education matters that may arise.

V. NEXT STEPS

- OSSE will conduct a subsequent review of Washington Yu Ying PCS's Child Find data to determine the identification rate and review the implementation of the Child Find system.
- If Washington Yu Ying PCS continues to have significantly low identification rates in the subsequent review, OSSE strongly encourages Washington Yu Ying PCS to implement the suggested recommendations.

Appendix K

Child Find Focused Monitoring follow-up letter

Washington Yu Ying Email Notification Language

Dear LEA Representative:

The purpose of this letter is to inform you of the results of the Office of the State Superintendent of Education's (OSSE's) child find focused monitoring conducted during the spring of school year 2014-15. As the state education agency (SEA) for the District of Columbia, OSSE is responsible for monitoring and enforcing the implementation of the Individuals with Disabilities Education Act (IDEA) in all local education agencies (LEAs) and public agencies in the District of Columbia. (34 CFR § 300.600) The IDEA regulations require the state to ensure that all children with disabilities residing in the District of Columbia who are in need of special education and related services are identified, located, and evaluated. (34 CFR § 300.111) This is known as the "Child Find" requirement under the IDEA.

To ensure that Child Find is appropriately implemented by District of Columbia LEAs, OSSE conducts focused monitoring activities designed to ensure that all LEAs have a functioning Child Find process. Focused monitoring is a process by which a priority area, in this case Child Find, is examined for compliance and results while not specifically examining other areas for compliance. This process allows for OSSE to use resources effectively, emphasize important variables, and increase the probability of improved results. Attached is the report of the Child Find focused monitoring.

In addition, recently OSSE reviewed updated Child Find data and found that your LEA has identified 5.6 percent of its students as eligible for special education, which is significantly lower than the District's current 15 percent identification rate.

With this continued low identification rate in mind, we strongly encourage you to implement the recommendations in the attached report. In addition, we recommend that you and your staff access OSSE's Policy in Practice Webinar series, which provides online learning opportunities in key areas of IDEA compliance. The webinar series can be accessed here: <http://osse.dc.gov/service/specialized-education-webinars>.

OSSE thanks you for participating in the focused monitoring effort. We look forward to working together to strengthen supports for students with disabilities and their families.

If you have questions regarding your Child Find Focused Monitoring Report please contact your LEA monitor Denise Nedab at Deniseb.Nedab@dc.gov or (202) 741-5521.

Sincerely,

Sharon Gaskins
Deputy Assistant Superintendent of Accountability, Performance and Support
Division of Elementary, Secondary, and Specialized Education