



Lea Crusey  
Board Chair

Michelle J. Walker-Davis, Ed.D.  
Executive Director

February 5, 2024

***Via Electronic Mail***

LeMar White  
Board Chair

Carlie Fisherow  
Executive Director

Washington Yu Ying Public Charter School  
220 Taylor Street NE  
Washington, DC 20017

**Re: 15-Year Charter Renewal of Washington Yu Ying Public Charter School**

Dear Dr. White and Ms. Fisherow:

As you know, Washington Yu Ying Public Charter School (Yu Ying PCS) submitted a charter renewal application to the District of Columbia Public Charter School Board (DC PCSB) seeking authorization to continue operations for another 15-year term. As required by the School Reform Act (SRA), DC PCSB conducted a high-stakes charter review of Yu Ying PCS during the school's fifteenth year of operation.<sup>1</sup> DC PCSB staff prepared a comprehensive report assessing the school's performance according to the charter renewal standard required by the SRA.<sup>2</sup>

On November 16, 2022, DC PCSB staff provided the school with a draft version of this report and allowed an opportunity for the school to respond. DC PCSB staff considered the school's feedback and incorporated it where staff determined appropriate to create a preliminary charter renewal report. Based on the findings in the preliminary charter renewal report, staff developed a proposal to present before the DC PCSB Board recommending the school's charter be renewed.

At its public board meeting on December 19, 2022, the DC PCSB Board voted to renew the school's charter for the reasons outlined in the renewal report and accompanying proposal, incorporating and adopting the staff's findings and recommendations.

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<sup>1</sup> See DC Code § 38-1802.12.

<sup>2</sup> See the charter renewal standard in DC Code § 38-1802.12(c) and DC Code § 38-1802.13.



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Representatives from the school were in attendance at the meeting and were provided an opportunity to address the DC PCSB Board prior to this vote. Members of the public were also allowed an opportunity to provide public comment prior to the vote.

Please see the following signed copy of the accompanying staff proposal, which outlines the basis upon which the DC PCSB Board voted to renew the school's charter, along with the finalized version of the charter renewal report.

Thank you for your continued efforts in service of the students of the District of Columbia.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Lea Crusey".

Lea Crusey  
Board Chair

A handwritten signature in black ink, appearing to read "Michelle J. Walker-Davis".

Michelle J. Walker-Davis, Ed.D.  
Executive Director

## DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

### Charter Actions Requiring a Vote

- ☐ Approve a Charter Application (15yrs)
- ☒ Approve a Charter Renewal (15yrs)
- ☐ Approve Charter Continuance
- ☐ Approve a Charter Amendment Request
- ☐ Give a Charter Notice of Concern
- ☐ Lift the Charter Notice of Concern
- ☐ Commence Charter Revocation Proceedings
- ☐ Revoke a Charter
- ☐ Board Action, Other \_\_\_\_\_

### Non-Voting Board Items

- ☐ Public Hearing Item
- ☐ Discussion Item
- ☐ Read into Record

### Policies

- ☐ Open a New Policy or Changes to a Policy for Public Comment
- ☐ Approve a New Policy
- ☐ Approve an Amendment to an Existing Policy

**PREPARED BY:**      **Nada Mousa, Senior Specialist, School Performance Department**

**SUBJECT:**            **Charter Renewal: Washington Yu Ying Public Charter School**

**DATE:**                **December 19, 2022**

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### **Recommendation**

District of Columbia Public Charter School Board (DC PCSB) staff recommends that its Board vote to approve the renewal application of Washington Yu Ying Public Charter School (Yu Ying PCS) and renew the school's charter for another 15-year term. This recommendation aligns with DC PCSB's Strategic Roadmap Priority of Excellent Schools.<sup>1</sup>

### **Charter Renewal Findings**

DC PCSB staff conducted a 15-year charter renewal of Yu Ying PCS, as required by the School Reform Act (SRA).<sup>2</sup> The review includes an evaluation of the school's 1) progress toward meeting its goals and academic achievement expectations (charter goals); 2) compliance with its charter and applicable federal and local laws; and 3)

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<sup>1</sup> DC PCSB is creating the policy and conditions to support a network of public charter schools in Washington, DC, offering families quality, equity, and diverse educational choices. See the Strategic Roadmap here: <https://bit.ly/3EVeKYg>.

<sup>2</sup> D.C. Code §§ 38-1802 *et seq.*

fiscal management. The chart below summarizes DC PCSB staff's findings in these three areas over the review period.

Charter Renewal Findings					
Review Period	School year (SY) 2017 – 18 through SY 2021 – 22				
Charter Goals	Yu Ying PCS <b>met</b> its charter goals.				
Compliance	Yu Ying PCS <b>did not</b> materially violate the law or materially violate its charter.				
Finance	Yu Ying PCS <b>did not</b> commit fiscal mismanagement.				
Performance Management Framework (PMF) Outcomes					
2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	Average
93.8%	91.1%	Not applicable (NA) <sup>3</sup>			92.5%

Yu Ying PCS adopted the PMF as its charter goals in accordance with DC PCSB's *Elect to Adopt the PMF as Charter Goals Policy (PMF as Goals Policy)*.<sup>4</sup> In doing so, Yu Ying PCS committed to achieving an average PMF score equal to or exceeding 50.0% at its 15-year renewal. As the chart above shows, the school met its charter goals, earning an average PMF score of 92.5%.

DC PCSB staff also found the school has not committed a material violation of law or of its charter, and has not committed fiscal mismanagement, meaning the school has adhered to generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable.

DC PCSB staff's complete findings are detailed in the school's Preliminary Charter Renewal Report (Attachment A), which forms the basis of staff's recommendation along with this proposal. The report will be finalized following the Board's vote on the school's renewal.

<sup>3</sup> As written in DC PCSB's *COVID-19 Impact Policy*, the "COVID-19 public health emergency resulted in all DC public charter schools physically closing and implementing distance learning programs." Consequently, per the policy, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce the SY 2019 – 20 PMF. Similarly, though DC PCSB resumed collection of a limited set of SY 2020 – 21 PMF data, it did not produce the SY 2020 – 21 PMF. In September 2021, DC PCSB announced its plan to develop a new accountability framework. Consequently, DC PCSB did not produce the SY 2021 – 22 PMF. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>. Also see DC PCSB's September 2021 public meeting materials and recorded discussion here: <https://bit.ly/3JpiB2x>.

<sup>4</sup> See the *PMF as Goals Policy* here: <https://bit.ly/2PTj7fL>.

### **Additional Academic Data**

To support evaluation during the COVID-19 recovery period, DC PCSB staff collected SY 2021 – 22 transitional goals data from all schools.<sup>5</sup> For schools serving early childhood and elementary students like Yu Ying PCS, transitional goals data includes the following outcomes: growth on a nationally normed assessment, Partnership for Assessment of Readiness for College and Careers (PARCC) proficiency, attendance, re-enrollment, and Classroom Assessment Scoring System (CLASS). See Yu Ying PCS's SY 2021 – 22 transitional goals performance on pages 21 through 23 of the attached Preliminary Charter Renewal Report. Per the *COVID-19 Impact Policy*, DC PCSB uses SY 2021 – 22 transitional goals data as supplemental evidence of school performance, but only if it helps the school.<sup>6</sup>

In addition to collecting transitional goals data, DC PCSB staff conducted a Qualitative Site Review (QSR) at Yu Ying PCS during SY 2021 – 22. DC PCSB uses the QSR to evaluate schools' environment and instructional quality. Like transitional goals data, QSR outcomes provide supplemental evidence of school quality. See Yu Ying PCS's SY 2021 – 22 QSR performance on pages 10 and 11 of the attached Preliminary Charter Renewal Report.

### **Charter Renewal Standard**

The standard for charter renewal is established in the SRA; DC PCSB shall approve a school's renewal application, except that DC PCSB shall not approve the application if it determines one or both of the following:

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; or
2. The school failed to meet the goals and student academic achievement expectations set forth in its charter.<sup>7</sup>

Additionally, DC PCSB is required by the SRA to revoke a school's charter if it determines the school 1) has engaged in a pattern of non-adherence to GAAP; 2) has engaged in a pattern of fiscal mismanagement; and/or 3) is no longer economically viable.<sup>8</sup>

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<sup>5</sup> See DC PCSB's transitional goals description in the *COVID-19 Impact Policy*, <https://bit.ly/3JCFwIQ>, p. 2.

<sup>6</sup> Ibid., p. 6.

<sup>7</sup> D.C. Code § 38-1802.12(c).

<sup>8</sup> D.C. Code § 38-1802.13(b).

## **Background**

Yu Ying PCS began operation in 2008 under authorization from DC PCSB, educating students in pre-kindergarten 3 (PK3) through fifth grade. The school currently enrolls 604 students at one facility located in Ward 5.<sup>9</sup> Yu Ying PCS's mission is to: "inspire and prepare young people to create a better world by challenging them to reach their full potential in a nurturing Chinese/English educational environment."

## **Notification**

On November 1, 2022, DC PCSB staff notified Advisory Neighborhood Commissioner Derrick Holloway (5A06) of the school's 15-year charter renewal. DC PCSB staff also posted a notice for public comment on the charter renewal in the DC Register and on the DC PCSB website.<sup>10</sup>

## **Attachment to this Proposal**

Attachment A: Yu Ying PCS 15-Year Preliminary Charter Renewal Report

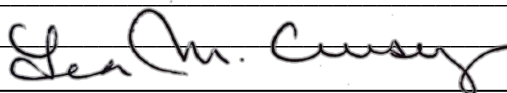
Date: 12/19/2022

DC PCSB Action: X Approved \_\_\_\_ Approved with Changes \_\_\_\_ Rejected

Changes to the Original Proposal:

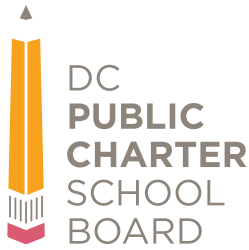
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Signature of the Board Chair:



<sup>9</sup> This enrollment figure is based on preliminary, unvalidated data as of October 5, 2022.

<sup>10</sup> See the notice here: <http://bit.ly/3i1ODla>.



# **2022 – 23 15-Year Charter Renewal Report Washington Yu Ying Public Charter School**

**December 19, 2022**

DC Public Charter School Board  
3333 14th Street NW, Suite 210  
Washington, DC 20010  
(202) 328-2660  
[www.dcpceb.org](http://www.dcpceb.org)

## TABLE OF CONTENTS

BOARD VOTE AND KEY FINDINGS.....	2
SCHOOL BACKGROUND.....	4
CHARTER RENEWAL STANDARD.....	13
SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS .....	14
SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS.....	24
SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY.....	30



## **BOARD VOTE AND KEY FINDINGS<sup>1</sup>**

Washington Yu Ying Public Charter School (Yu Ying PCS) <sup>2, 3</sup>					
Review or Renewal	15-year charter renewal				
Review Period	School year (SY) 2017 – 18 through SY 2021 – 22				
Charter Goals	Yu Ying PCS <b>met</b> its charter goals.				
Compliance	Yu Ying PCS <b>did not</b> materially violate the law or materially violate its charter.				
Finance	Yu Ying PCS <b>did not</b> commit fiscal mismanagement.				
Board Vote	The Board voted 6 – 0 to renew Yu Ying PCS's charter for another 15-year term.				
Performance Management Framework (PMF) Outcomes <sup>4</sup>					
2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	Average
93.8%	91.1%	Not applicable (NA) <sup>5</sup>			92.5%

Pursuant to the School Reform Act (SRA), Yu Ying PCS submitted a charter renewal application to the District of Columbia Public Charter School Board (DC PCSB) seeking authorization to continue operations for another 15-year term.<sup>6</sup>

DC PCSB conducted a charter review of Yu Ying PCS during the school’s fifteenth year of operation, evaluating the school’s progress toward meeting its charter goals and academic achievement expectations (charter goals). The school adopted the PMF as its charter goals, in accordance with DC PCSB’s *Elect to Adopt the PMF as Charter Goals Policy (PMF as Goals Policy)*.<sup>7</sup> In doing so, Yu Ying PCS committed to earning an average PMF score equal to or exceeding 50.0% during the review period. As the chart above shows, the school met its charter goals, earning an average PMF score of 92.5%.

<sup>1</sup> To request a text-only and/or a black and white version of this report, please contact [communications@dcpccb.org](mailto:communications@dcpccb.org).

<sup>2</sup> See the appendices to this report here: <https://bit.ly/3EUwWfc>.

<sup>3</sup> See Yu Ying PCS’s Charter Agreement and Amendments, Appendices A1 – A4.

<sup>4</sup> See Yu Ying PCS’s PMF scorecards, Appendices B1 – B2.

<sup>5</sup> As written in DC PCSB’s *COVID-19 Impact Policy*, the “COVID-19 public health emergency resulted in all DC public charter schools physically closing and implementing distance learning programs.” Consequently, per the policy, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce the SY 2019 – 20 PMF. Similarly, though DC PCSB resumed collection of a limited set of SY 2020 – 21 PMF data, it did not produce the SY 2020 – 21 PMF. In September 2021, DC PCSB announced its plan to develop a new accountability framework. Consequently, DC PCSB did not produce the SY 2021 – 22 PMF. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>. Also see DC PCSB’s September 2021 public meeting materials and recorded discussion here: <https://bit.ly/3JpiB2x>.

<sup>6</sup> See Yu Ying PCS’s Charter Renewal Application, Appendix C.

<sup>7</sup> See the *PMF as Goals Policy* here: <https://bit.ly/2PTj7fL>.

DC PCSB also evaluated the school's compliance with applicable federal and local laws, compliance with its charter, and fiscal management. DC PCSB determined the school has not committed a material violation of law or of its charter, has adhered to generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable.

At its public board meeting on December 19, 2022, the DC PCSB Board voted 6 – 0 to renew Yu Ying PCS's charter for another 15-year term.

The following report includes a school background section followed by analyses of the school's academic performance, charter and legal compliance, and fiscal management.

## **SCHOOL BACKGROUND**

<b>Yu Ying PCS</b>			
<b>Year Opened</b>	2008 – 09	<b>Ward(s)</b>	5
<b>Number of Campuses</b>	1	<b>Year(s) of Previous Review</b>	2013 – 14, 2017 – 18
<b>Current Enrollment Ceiling</b>	630	<b>Current Enrollment</b>	604 <sup>8</sup>
<b>Chartered Grade Span</b>	Pre-kindergarten 3 (PK3) – 12	<b>Current Grade Span</b>	PK3 – 5
<b>Mission Statement</b>			
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.			

### **School Overview**

Yu Ying PCS began operation in 2008 under authorization from DC PCSB, serving students in PK3 through fifth grade. The local education agency (LEA)<sup>9</sup> offers a dual language immersion program in English and Mandarin. The school's PK3 and pre-kindergarten 4 (PK4) students engage in a "full immersion experience in Mandarin."<sup>10</sup> Its kindergarten (K) and first grade students "learn in a 75/25 language model with all subjects taught in Mandarin and English Language Arts [taught] in English."<sup>11</sup> Yu Ying PCS's second through fifth grade students experience an alternating language immersion schedule in which students learn in English one day, and Mandarin the next.<sup>12</sup>

Yu Ying PCS is designated as an International Baccalaureate (IB) World school. It offers the Primary Years Programme (PYP), which is described as an "inquiry-based, transdisciplinary curriculum" for students ages 3 – 12.<sup>13</sup>

In June 2014,<sup>14</sup> Yu Ying PCS entered a consortium with four other bilingual public charter schools to jointly operate the District of Columbia International School (DCI).<sup>15</sup> DCI is a middle and high school program where consortium students have an enrollment

<sup>8</sup> This figure is based on preliminary, unvalidated data as of October 5, 2022.

<sup>9</sup> An "LEA" is any individual or group of public charter schools operating under a single charter.

<sup>10</sup> See Yu Ying PCS's 2020 – 21 Annual Report, Appendix D.

<sup>11</sup> Ibid., p. 4.

<sup>12</sup> Ibid.

<sup>13</sup> See the IB PYP site for more information, <https://bit.ly/3BkfIVc>.

<sup>14</sup> See Yu Ying PCS's Charter Agreement, Appendix A1.

<sup>15</sup> D.C. Code § 38-1802.01(c-1).

preference. Yu Ying PCS's rising sixth graders receive a transfer preference (through the My School DC lottery) to enroll in DCI. DCI is solely responsible for the performance of Yu Yung PCS's middle and high school students.<sup>16</sup> Thus, this charter review only reflects an analysis of Yu Ying PCS's early childhood and elementary program.

### **Enrollment and Demographic Data<sup>17</sup>**

The table below shows the school's enrollment history during the review period.

<b>School Year</b>	<b>2017 – 18</b>	<b>2018 – 19</b>	<b>2019 – 20</b>	<b>2020 – 21</b>	<b>2021 – 22</b>
<b>PK3</b>	8	64	64	78	64
<b>PK4</b>	76	78	78	80	86
<b>K</b>	78	80	80	80	80
<b>1</b>	72	76	80	80	80
<b>2</b>	71	69	71	78	74
<b>3</b>	71	70	68	67	71
<b>4</b>	72	70	67	62	61
<b>5</b>	91	62	61	52	53
<b>Audited Enrollment<sup>18</sup></b>	579	569	569	577	571
<b>Enrollment Projections<sup>19</sup></b>	566	569	570	569	568
<b>Enrollment Ceiling</b>	630	630	630	630	630

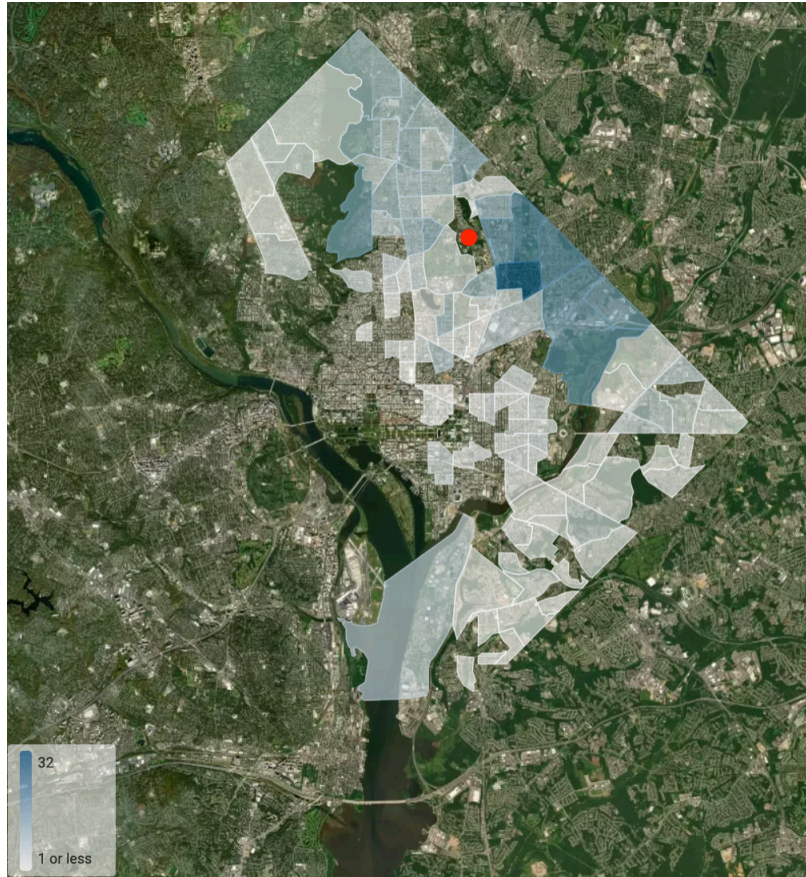
The map below shows where SY 2021 – 22 Yu Ying PCS students live in relation to the school, which is marked by a red dot. The blue gradient represents the density of students. As the map shows, the school enrolls students from all wards in DC, though most students come from Ward 5.

<sup>16</sup> In other words, DCI's accountability reporting includes Yu Ying PCS's middle and high school students. Yu Ying PCS has assigned all rights and responsibilities with respect to its middle and high school program to DCI.

<sup>17</sup> The “–” symbol indicates the school does not or did not enroll the corresponding grade(s) or student group(s).

<sup>18</sup> OSSE conducts an annual enrollment audit to determine the number of students at each public school in DC.

<sup>19</sup> Each year, charter LEAs, DC PCSB, and the Office of the Deputy Mayor for Education (DME) must project student enrollment for the following school year. The Enrollment Projections displayed are determined by DME and DC PCSB and may be different than the LEA Projections.



The chart below shows the school's SY 2021 – 22 student demographics.

Student Group	Percentage Enrolled
<b>At-Risk Students<sup>20</sup></b>	7.5%
<b>English Learners<sup>21</sup></b>	13.8%
<b>Students With Disabilities (SWDs)<sup>22</sup></b>	9.3%
<b>American Indian or Alaska Native</b>	–
<b>Asian</b>	9.3%
<b>Black or African American</b>	31.0%
<b>Hispanic/Latino</b>	7.0%
<b>Multiracial</b>	26.4%
<b>Native Hawaiian or Other Pacific Islander</b>	–
<b>White</b>	26.3%

## **School Climate**

The charts below report Yu Ying PCS's performance across three school environment measures: out-of-school suspension (OSS) rates, mid-year withdrawal (MYW) rates, and in-seat attendance (ISA) rates. DC PCSB presented these measures by applicable student groups and compares them to the relevant student groups within the DC public charter sector. This data did not factor into DC PCSB's renewal determination. Still, isolating school environment measures by student groups helps to identify whether there may be access and opportunity disparities.<sup>23</sup>

### **OSS Rates**

An OSS is when a school temporarily removes a student from school grounds for disciplinary reasons. The OSS rate is the percentage of students who received an OSS. The charts below detail Yu Ying PCS's average OSS rates by grade band and student group compared to the DC public charter sector's average OSS rates.<sup>24</sup>

<b>Key for OSS and MYW Rates</b>	
Green	Equal to or less than the sector rate
Red	More than the sector rate
Grey	n < 10; the number of students (n-size) is less than 10 <sup>25</sup>

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<sup>20</sup> D.C. Code § 38–2901(2A) defines “at-risk” as a DCPS student or a public charter school student who is identified as one or more of the following: a) homeless; b) in the District’s foster care system; c) qualifies for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program; or d) a high school student who is one year older, or more, than the expected age for the grade in which the student is enrolled.

<sup>21</sup> English learners are students whose native language is a language other than English. An English learner may have difficulty speaking, reading, writing, or understanding the English language.

<sup>22</sup> Students with disabilities are students identified as having an Individualized Education Program (IEP) that details the special education services the students must receive. For demographic data, DC PCSB counts any students who were identified as SWDs through the year in the final calculation.

<sup>23</sup> The following school climate charts do not include SY 2019 – 20, SY 2020 – 21, or SY 2021 – 22 data in the multi-year average values. The COVID-19 pandemic made these years unique and difficult to compare to other years. Consequently, DC PCSB shares two-year averages (SY 2017 – 18 and SY 2018 – 19) as well as standalone outcomes for SY 2019 – 20, SY 2020 – 21, and SY 2021 – 22 in this section of the report. Additionally, rates for SY 2019 – 20 include data from August 2019 through February 2020. DC PCSB ceased collecting OSS, MYW, and ISA data after March 2020 in response to the pandemic.

<sup>24</sup> For SY 2020 – 21, DC PCSB determined the number of students suspended across the charter sector, including Yu Ying PCS, is too small to report.

<sup>25</sup> DC PCSB does not report values when the n-size is less than 10.

Two-Year (SY 2017 – 18 and SY 2018 – 19) Average OSS Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Yu Ying PCS	PK3 – PK4	0.0%	0.0%	0.0%
Sector		0.0%	0.0%	0.2%
Yu Ying PCS	K – 5	2.6%	1.3%	5.8%
Sector		8.8%	1.8%	12.2%

SY 2019 – 20 Average OSS Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Yu Ying PCS	PK3 – PK4	0.0%	0.0%	0.0%
Sector		0.0%	0.0%	0.0%
Yu Ying PCS	K – 5	0.0%	0.0%	0.0%
Sector		3.5%	0.4%	5.2%

SY 2021 – 22 Average OSS Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Yu Ying PCS	PK3 – PK4	0.0%	n < 10	0.0%
Sector		0.0%	0.0%	0.0%
Yu Ying PCS	K – 5	0.0%	0.0%	0.0%
Sector		2.4%	0.4%	4.0%

#### MYW Rates

The MYW rate is the percentage of students who have withdrawn from school during the school year. The charts below detail Yu Ying PCS's average MYW rates by grade band and student group compared to the DC public charter sector's average MYW rates.

Two-Year (SY 2017 – 18 and SY 2018 – 19) Average MYW Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Yu Ying PCS	PK3 – PK4	0.0%	0.0%	0.0%
Sector		5.8%	4.4%	3.6%
Yu Ying PCS	K – 5	0.0%	0.0%	1.3%
Sector		4.6%	2.4%	3.8%



SY 2019 – 20 Average MYW Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Yu Ying PCS	PK3 – PK4	0.0%	0.0%	0.0%
Sector		3.7%	4.7%	2.9%
Yu Ying PCS	K – 5	0.0%	2.1%	3.1%
Sector		2.9%	2.3%	3.1%

SY 2020 – 21 Average MYW Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Yu Ying PCS	PK3 – PK4	0.0%	15.8%	0.0%
Sector		3.6%	3.7%	3.2%
Yu Ying PCS	K – 5	0.0%	1.7%	0.0%
Sector		1.6%	1.4%	1.4%

SY 2021 – 22 Average MYW Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Yu Ying PCS	PK3 – PK4	0.0%	n < 10	0.0%
Sector		6.9%	4.6%	4.1%
Yu Ying PCS	K – 5	3.1%	1.4%	0.0%
Sector		5.0%	2.9%	3.9%

### ISA Rates

The ISA rate is the percentage of students who were present each day. The charts below detail Yu Ying PCS's data by grade band and student group compared to the DC public charter sector's average ISA rates.

Key for ISA Rates	
Green	Equal to or more than the sector rate
Red	Less than the sector rate
Grey	n < 10; the n-size is less than 10



Two-Year (SY 2017 – 18 and SY 2018 – 19) Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Yu Ying PCS	PK3 – PK4	88.6%	93.1%	94.7%
Sector		88.1%	91.7%	90.5%
Yu Ying PCS	K – 5	91.0%	96.0%	95.1%
Sector		91.7%	94.9%	92.0%

SY 2019 – 20 Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Yu Ying PCS	PK3 – PK4	88.2%	90.4%	93.4%
Sector		88.6%	91.5%	90.3%
Yu Ying PCS	K – 5	92.4%	94.8%	94.6%
Sector		92.3%	94.9%	92.9%

SY 2020 – 21 Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Yu Ying PCS	PK3 – PK4	74.2%	88.0%	90.4%
Sector		72.0%	85.1%	79.1%
Yu Ying PCS	K – 5	88.6%	94.2%	92.8%
Sector		85.7%	92.8%	87.8%

SY 2021 – 22 Average ISA Rates				
School/Sector	Grade Band	At-Risk Students	English Learners	Students with Disabilities
Yu Ying PCS	PK3 – PK4	85.5%	n < 10	92.1%
Sector		77.5%	85.6%	81.7%
Yu Ying PCS	K – 5	82.9%	91.9%	90.0%
Sector		81.9%	90.6%	84.8%

### **Qualitative Site Review (QSR)**

DC PCSB uses QSR visits to assess schools across two domains—classroom environment and instruction, as defined in the Charlotte Danielson *Framework for Teaching*.<sup>26</sup> From January 24 – February 4, 2022, in anticipation of this renewal, DC PCSB conducted a QSR at

<sup>26</sup> Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

Yu Ying PCS.<sup>27</sup> In the classroom environment domain, observers noted that interactions between teachers and students were uniformly respectful. Across all observations, teachers greeted students individually as they entered classrooms. Throughout the school, routines and procedures functioned smoothly, thereby maximizing instructional time. When necessary, teachers responded to misbehavior with respect and care. In the instruction domain, observers noted that most teachers clearly communicated the lesson purpose and modeled academic expectations for students. Throughout classrooms, teachers used a mix of open-ended questions leading to critical thinking and robust discussions. Additionally, teachers provided targeted feedback to individual students and checked for understanding using various methods.

After conducting unannounced observations,<sup>28</sup> the QSR team rated the classroom environment and instruction as “unsatisfactory,” “basic,” “proficient,” or “distinguished.” The following chart details the percentage of Yu Ying PCS classrooms the QSR team rated as proficient or distinguished in each domain. It also reports the average percentage of comparable public charter school classrooms that received proficient and distinguished ratings in each domain.

School/Sector	Classroom Environment	Instruction
Percentage Rated Proficient or Distinguished		
Yu Ying PCS	92.0%	96.0%
Average score for PK – 8 public charter schools	89.0%	80.0%

Yu Ying PCS scored above the average in both domains compared to other PK – 8 public charter schools that received a QSR during SY 2021 – 22.

In addition to conducting classroom observations, DC PCSB and The New Teacher Project (TNT) consultants reviewed sample English language arts (ELA) and math assignments Yu Ying PCS students received. Evaluators used TNT’s *Assignment Review Protocol* in assessing whether the assignments: 1) aligned with grade-appropriate standards, 2) provided students with meaningful practice opportunities, and 3) gave students an opportunity to connect academic standards to real-world issues.<sup>29</sup> Upon review, evaluators

<sup>27</sup> See Yu Ying PCS’s SY 2021 – 22 QSR Report, Appendix E.

<sup>28</sup> During SY 2021 – 22 QSR visits, the QSR team observed 50.0% of a school’s core content classes. The QSR team also observed electives when the coursework was an essential part of the school’s mission.

<sup>29</sup> See the protocol here: <https://bit.ly/3PfYLKH>.

rated each assignment as “sufficient,” “minimal,” or “no opportunity,” describing the opportunity students had to meaningfully engage in worthwhile grade-level content.<sup>30</sup>

Of the five ELA samples Yu Ying PCS submitted, four assignments received an overall rating of “sufficient.” These assignments were based on a high-quality, grade-appropriate text and posed questions that reached the depth of the grade-level standard. One assignment received an overall rating of “minimal.” This assignment was not based on a grade-appropriate text, and it did not require students to engage with a grade-level standard at the appropriate depth.

Of the five math samples Yu Ying PCS submitted, two assignments received an overall rating of “sufficient.” These assignments reached the full depth of the grade-level standard and gave students the opportunity to engage with a least one critical math practice. Three assignments received an overall rating of “minimal.” These assignments reached the depth of the grade-level standard, but they did not connect academic content to real-world experiences.

## **Previous Charter Reviews**

### **Five-Year Review**

In SY 2012 – 13, DC PCSB conducted a five-year review of Yu Ying PCS and found the school met the standard for charter continuance.<sup>31</sup> DC PCSB determined Yu Ying PCS met its 17 academic goals and its two governance and financial goals. In June 2013, DC PCSB voted to continue Yu Ying PCS’s charter.

### **10-Year Review**

In SY 2017 – 18, DC PCSB conducted a 10-year review of Yu Ying PCS and found the school met the standard for charter continuance.<sup>32</sup> Ahead of its 10-year review, the school adopted the PMF as its charter goals. In doing so, Yu Ying PCS agreed to achieve an average PMF score equal to or exceeding 45.0%. DC PCSB determined the LEA met its goals. In November 2017, DC PCSB voted to continue Yu Ying PCS’s charter.

## **Communication with the School**

In June 2022, DC PCSB staff met with members of Yu Ying PCS staff to discuss the school’s 15-year renewal. DC PCSB staff provided the school with a chart, similar to the one in Section One of this report, showing the school’s charter goals performance during the review period. In September 2022, DC PCSB staff held a second meeting with Yu Ying PCS staff to answer the school’s questions about the renewal process.

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<sup>30</sup> Specifically, assignments that satisfied TNTP’s *Assignment Review Protocol* criteria were deemed “sufficient.” Assignments that partially satisfied the criteria were deemed “minimal.” Assignments that did not satisfy the criteria were deemed “no opportunity.”

<sup>31</sup> See Yu Ying PCS’s Five-Year Review Report, Appendix F.

<sup>32</sup> See Yu Ying PCS’s 10-Year Review Report, Appendix G.

## **CHARTER RENEWAL STANDARD**

The standard for charter renewal is established in the SRA: DC PCSB shall approve a school's renewal application, except that DC PCSB shall not approve the application if it determines one or both of the following:

- 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; or
- 2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.<sup>33</sup>

Additionally, DC PCSB is required by the SRA to revoke a school's charter if it determines the school 1) has engaged in a pattern of non-adherence to GAAP; 2) has engaged in a pattern of fiscal mismanagement; and/or 3) is no longer economically viable.<sup>34</sup>

Given the SRA's standard for charter renewal, as well as DC PCSB's obligation to revoke a school's charter if it has engaged in the above fiscal misconduct, this report is organized into three sections. Sections One and Two are analyses of the school's academic performance and legal compliance, respectively, and serve as the basis for DC PCSB's renewal decision. Section Three is an analysis of the school's fiscal performance.

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<sup>33</sup> D.C. Code § 38-1802.12(c).

<sup>34</sup> D.C. Code § 38-1802.13(b).

## **SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

Per the SRA, DC PCSB must review whether a school has met its charter goals at least once every five years and must review a school's renewal application every fifteen years to determine if the school failed to meet its charter goals. Charter goals are part of the renewal analysis only if they were included in a school's charter or charter amendment.

In July 2017,<sup>35</sup> Yu Ying PCS adopted the PMF as its charter goals. In doing so, the school agreed to the renewal standard recorded in the chart below. The chart also reports DC PCSB's determination that Yu Ying PCS met its charter goals.

<b>Charter Goals</b>	<b>Met?</b>
<b>Renewal Standard:</b> At its 15-year charter renewal in SY 2022 – 23, the school's average PMF score for SY 2017 – 18, 2018 – 19, 2019 – 20, 2020 – 21, and 2021 – 22 is equal to or exceeds 50.0%.	<b>Met</b>

<b>PMF Outcomes<sup>36</sup></b>					
<b>2017 – 18</b>	<b>2018 – 19</b>	<b>2019 – 20</b>	<b>2020 – 21</b>	<b>2021-22</b>	<b>Average</b>
93.8%	91.1%	NA <sup>37</sup>			<b>92.5%</b>

**Determination: Yu Ying PCS met its charter goals, exceeding the targeted PMF average of 50.0%.**

The remainder of this section contains a description of the PMF and an analysis of Yu Ying PCS's performance on each PMF category over the course of the review period, excluding school years 2019 – 20, 2020 – 21, and 2021 – 22 per footnote 37. This section then ends with a review of supplemental academic data, separate and apart from the school's charter goals.

### **PMF Overview<sup>38</sup>**

DC PCSB evaluates all public charter schools according to a PMF. There are four separate PMF frameworks; DC PCSB evaluates Yu Ying PCS under the Early Childhood, Elementary School, and Middle School PMF (PK – 8 PMF). DC PCSB divides the PMF into four categories: student progress, student achievement, gateway, and school environment. Using a 100-point scale, the PK – 8 PMF identifies schools as Tier 1 (high-performing), Tier 2 (mid-performing), or Tier 3 (low-performing) based on their overall performance in the four

<sup>35</sup> See Yu Ying PCS's Goals Charter Amendment, Appendix A4.

<sup>36</sup> See Yu Ying PCS's PMF Scorecards, Appendices B1 – B2.

<sup>37</sup> DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data. Though DC PCSB resumed collection of a limited set of PMF data in SY 2020 – 21 and SY 2021 – 22, it did not produce the PMF in either year. Consequently, DC PCSB assesses schools under review in SY 2022 – 23 using data prior to the COVID-19 pandemic. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>.

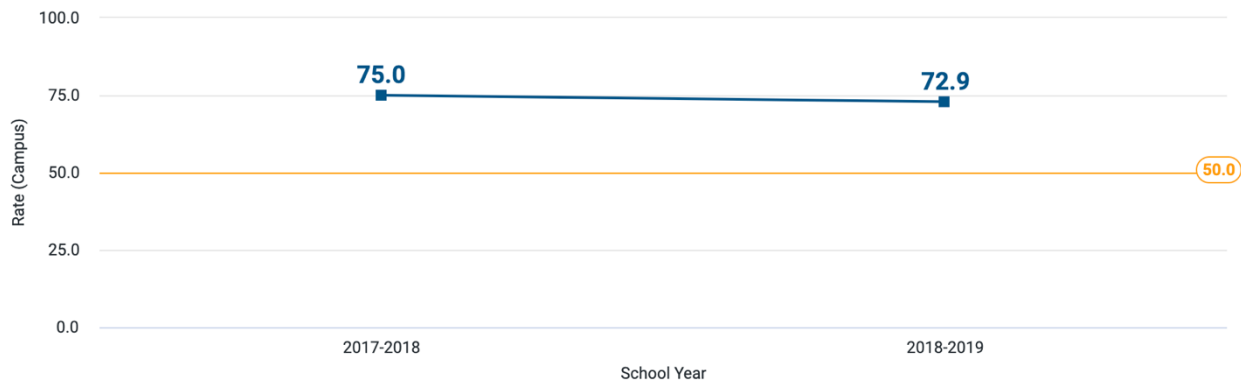
<sup>38</sup> For details, see the *2019 – 20 PMF Policy and Technical Guide* here: <https://bit.ly/2D2lvqc>.

categories. See below for a summary of Yu Ying PCS's performance in each of the PMF categories, including charts detailing the school's performance compared to the sector.<sup>39</sup>

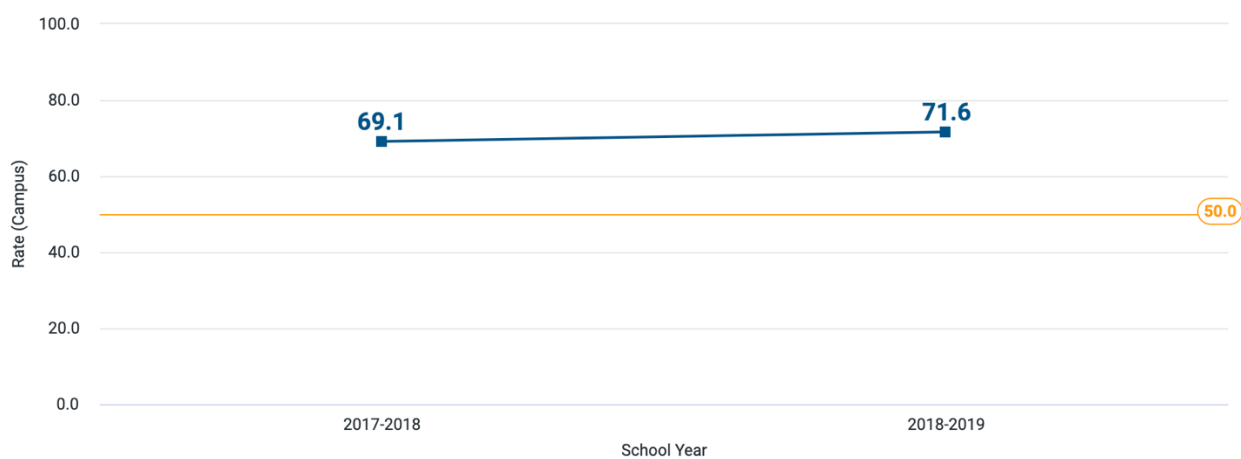
**Student Progress**

Student progress is a measure of student growth over the course of a year. For schools ending in grades 4 – 8, DC PCSB uses the median growth percentile (MGP) on the Partnership for Assessment of Readiness for College and Careers (PARCC), DC's state assessment, as the growth measure. An MGP of 50 indicates that a school's students have average year-to-year growth, as compared to other DC students in the same grades and with the same initial state assessment performance. The charts below detail the school's MGP performance compared to the standard of 50.

**ELA MGP**



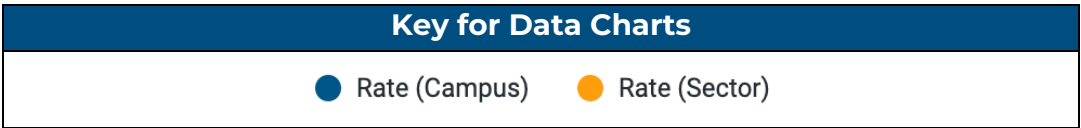
**Math MGP**



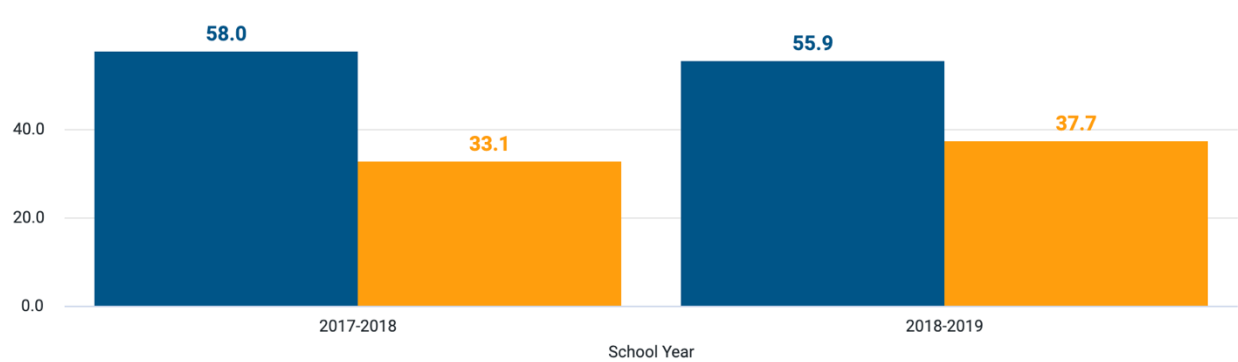
<sup>39</sup> The phrase “compared to the sector” here and throughout this section of the report refers to the average performance achieved by all DC public charter schools evaluated under the corresponding PMF.

**Student Achievement**

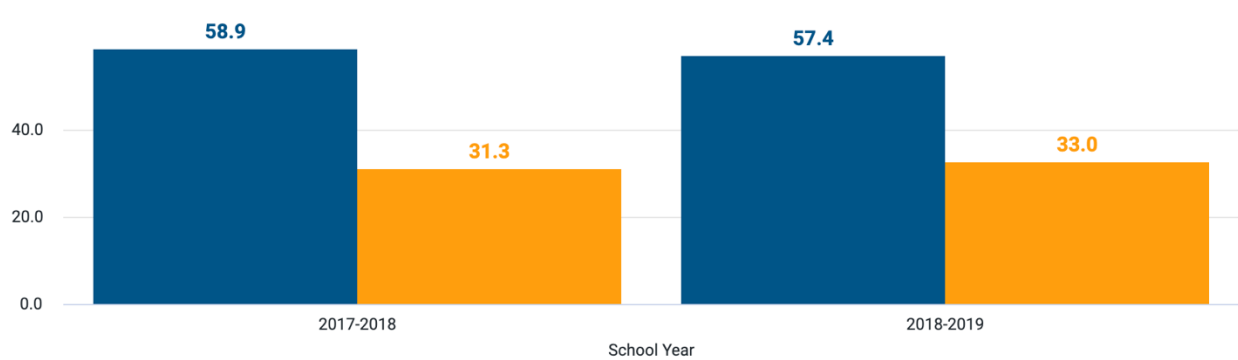
The student achievement category captures overall student performance on the PARCC assessment, with level 4+ considered proficient and advanced.<sup>40</sup> This category includes overall performance in both ELA and math as compared to the sector average for students in the same grade band.<sup>41</sup> The charts below detail the school’s ELA and math achievement performance compared to the sector average.



ELA Proficiency (Overall)



Math Proficiency (Overall)



**Gateway**

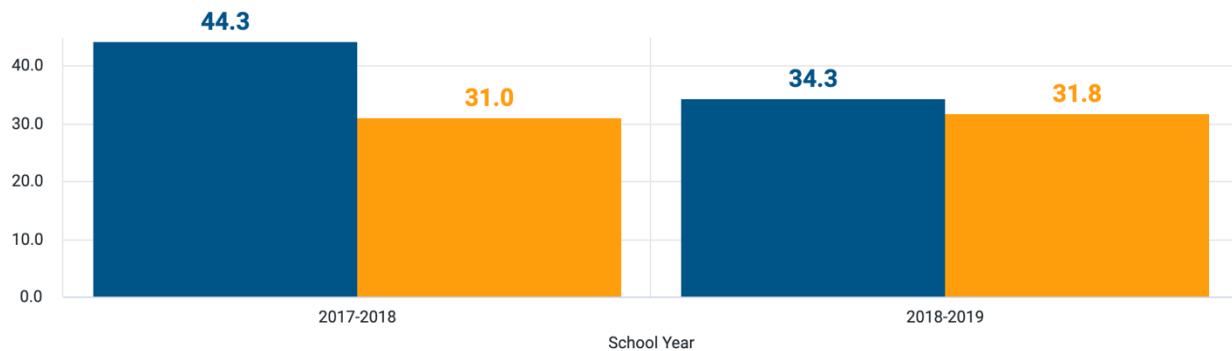
The gateway category includes grade-specific measures that predict students’ future academic performance. The PK – 8 PMF gateway measures vary and are described below.

<sup>40</sup> The term “4+” refers to level 4 and level 5 PARCC scores. A student who earns a level 4 is considered proficient. A student who earns a level 5 is considered advanced.

<sup>41</sup> Floors and targets for this measure are set based on the sector’s performance.

### 3<sup>rd</sup> Grade ELA

This measure reports the percentage of third graders who have attended the LEA for at least two full academic years who either achieved 4+ scores on the PARCC assessment or earned a 3 or above on the Multi-State Alternate Assessment (MSAA) in ELA. The chart below reports the school's 3<sup>rd</sup> grade ELA performance compared to the sector average.

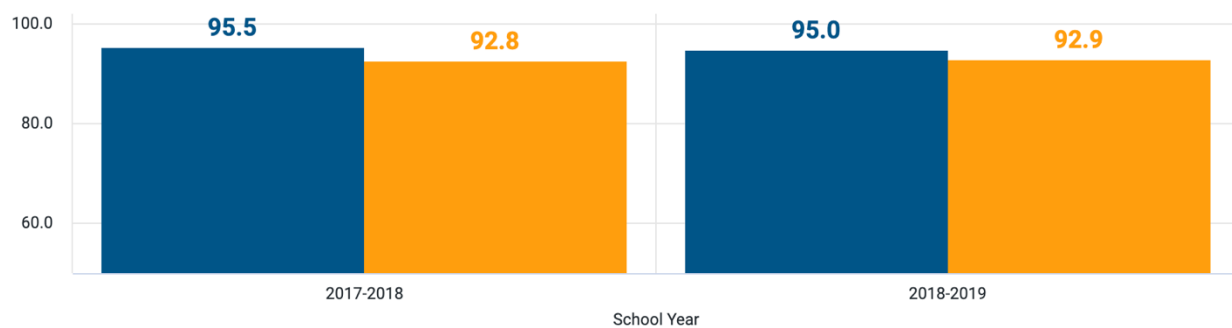


### School Environment

The school environment category includes in-seat attendance rates and re-enrollment rates, as well as Classroom Assessment Scoring System (CLASS) scores for schools that serve PK students. The following charts detail the school's performance in each of these measures. Though DC PCSB resumed collection of a limited set of SY 2020 – 21 and SY 2021 – 22 data, it did not calculate or publicly report any PMF measures, including ISA, re-enrollment, and CLASS.

### ISA

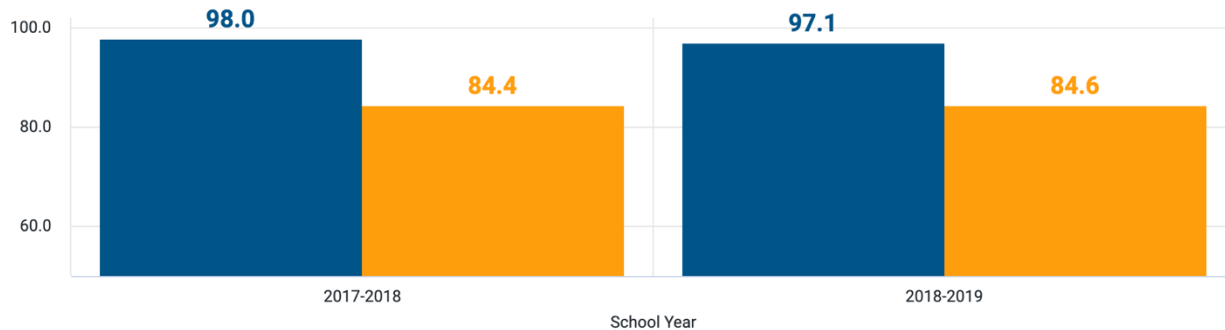
The ISA rate measures the percentage of students who were present each day. The chart below details the school's ISA performance compared to the sector average.





## Re-enrollment

The re-enrollment rate measures the percentage of eligible students who return to the school the following year.<sup>42</sup> The chart below reports the school's re-enrollment rates compared to the sector average.



## CLASS

DC PCSB uses CLASS to evaluate PK classrooms.<sup>43</sup> The charts below display the school's performance in CLASS each year. Per the publisher's guidance, a high CLASS score is 6.0 or above.



## Early Childhood Assessments

Each public charter school that serves early childhood grades selects its own DC PCSB-approved assessments to use with PK – 2 students. These measures do not factor into the school's PMF score. Yu Ying PCS uses the Brigance Early Childhood assessment for PK pre-literacy and PK math.<sup>44</sup> It uses the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) for K – 2 literacy and math.<sup>45</sup> The charts below report the school's early childhood outcomes.

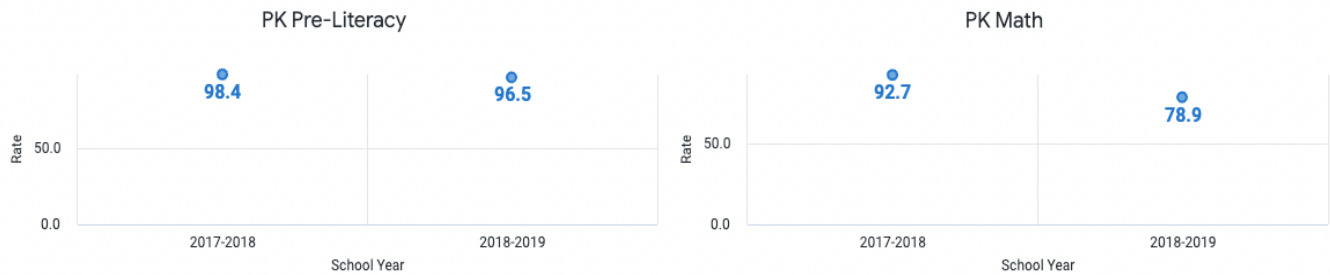
<sup>42</sup> For eligibility criteria, see the 2019 – 20 PMF Policy and Technical Guide here: <https://bit.ly/3aRYFW2>.

<sup>43</sup> For reference, the CLASS scores are assigned as follows: low scores are 1 or 2, mid scores are from 3 to 5, and high scores are 6 or 7. For details, please see: <https://bit.ly/3j2d1X4>.

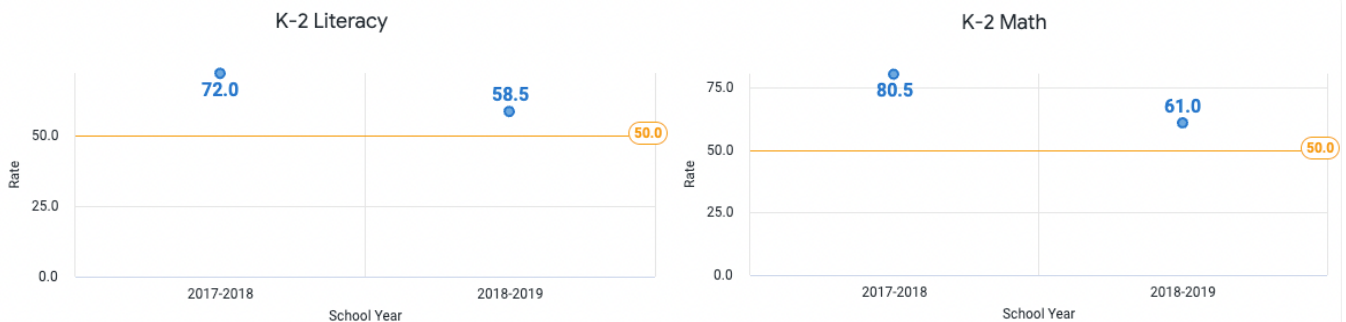
<sup>44</sup> For more information on the Brigance Early Childhood Assessment please see: <https://bit.ly/3OZXxUw>.

<sup>45</sup> For more information on the NWEA MAP Assessment please see: <https://bit.ly/3Fk5lx2>.

## PK Pre-Literacy and Math



## K – 2 Literacy and Math



## Additional Data

### Student Group Academic Data

The following charts present academic data by student group. Student group academic performance does not individually factor into the school's PMF score, and it does not factor into DC PCSB's charter goals analysis. However, it provides additional context, showing how the school serves different student populations. The charts below show the school's academic data in both growth and achievement as compared to the sector average for that student group. The following charts do not display student group categories that were not part of the LEA's overall student population or that had less than 10 test takers in both SY 2017 – 18 and SY 2018 – 19.

Key for Student Group Data Charts	
Green	Greater than the charter sector average for the same grade band.
Red or <5.0%	Less than the charter sector average for the same grade band or the data is suppressed in cases of sensitive and negative rates less than 5.0%
Blue	Equal to the charter sector average for the same grade band
Grey	n < 10; The number of test takers (n-size) is less than 10

*ELA MGP Growth Rates by Student Group*

School Year	2017 – 18		2018 – 19	
Student Group	School Rate	Sector Rate	School Rate	Sector Rate
English Learner	55.9%	52.1%	n < 10	51.0%
SWDs	60.5%	39.6%	62.5%	43.5%
Black or African American	72.1%	44.5%	70.3%	48.9%
Hispanic/Latino	63.0%	51.6%	n < 10	53.5%
White	69.1%	54.5%	69.8%	59.3%
Other Races	n < 10	56.4%	77.7%	61.6%
Female	77.5%	50.1%	77.9%	54.0%
Male	72.4%	42.5%	70.1%	47.0%

*Math MGP Growth Rates by Student Group*

School Year	2017 – 18		2018 – 19	
Student Group	School Rate	Sector Rate	School Rate	Sector Rate
English Learner	68.7%	47.9%	n < 10	49.1%
SWDs	57.5%	43.0%	57.4%	44.5%
Black or African American	63.9%	47.0%	66.2%	47.5%
Hispanic/Latino	64.0%	50.4%	n < 10	50.5%
White	64.4%	60.0%	67.1%	60.5%
Other Races	n < 10	56.9%	81.7%	59.0%
Female	69.4%	50.0%	75.6%	51.5%
Male	67.3%	47.0%	67.8%	47.0%

*ELA PARCC (4+) Proficiency Rates by Student Group*

School Year	2017 – 18		2018 – 19	
Student Group	School Rate	Sector Rate	School Rate	Sector Rate
English Learner	15.4%	16.4%	16.7%	12.0%
SWDs	30.6%	5.8%	36.8%	9.0%
Black or African American	44.7%	28.3%	37.1%	32.6%
Hispanic/Latino	23.1%	33.3%	8.3%	35.6%
White	60.3%	77.9%	71.2%	79.3%
Other Races	n < 10	64.2%	72.2%	66.3%
Female	68.5%	39.2%	63.9%	44.9%
Male	48.3%	26.7%	48.6%	30.3%

### Math PARCC (4+) Proficiency Rates by Student Group

School Year	2017 – 18		2018 – 19	
Student Group	School Rate	Sector Rate	School Rate	Sector Rate
English Learner	38.5%	15.8%	33.3%	14.0%
SWDs	38.9%	7.2%	39.5%	8.9%
Black or African American	31.6%	27.4%	30.0%	28.7%
Hispanic/Latino	30.8%	25.5%	16.7%	27.4%
White	75.6%	75.6%	77.3%	74.5%
Other Races	n < 10	64.4%	77.8%	61.1%
Female	62.2%	32.9%	56.7%	35.3%
Male	55.8%	29.6%	58.1%	30.7%

### ACCESS for English Language Learners 2.0 (ACCESS) Growth

ACCESS for English Language Learners 2.0 (ACCESS) is DC's annual English language proficiency assessment for grades K through 12. The test measures the English language development of students identified as English learners across four domains: listening, reading, speaking, and writing. Students identified as English learners must test every year until they score a 5.0 or higher, indicating proficiency. In its STAR Framework, the Office of the State Superintendent of Education (OSSE) calculates the percentage of English learners making progress in achieving English language proficiency as measured by their performance on the ACCESS test. OSSE reports ACCESS growth for schools with 10 or more eligible test takers. The following chart shows the percentage of English learners at Yu Ying PCS who demonstrated language proficiency growth relative to the state average.

ACCESS Growth									
2017 – 18		2018 – 19		2019 – 20		2020 – 21		2021 – 22	
School	State	School	State	School	State	School	State	School	State
65.0%	50.9%	66.7%	37.1%	NA <sup>46</sup>					

### Transitional Goals Data

Per the *COVID-19 Impact Policy*, DC PCSB collected SY 2021 – 22 transitional goals data from all schools to support evaluation during the COVID-19 recovery period.<sup>47</sup> For schools serving K – 8 students, transitional goals data included results from a school-selected, nationally normed growth assessment. Yu Ying PCS elected to administer NWEA MAP as its growth assessment. Transitional goals data also include standard data collection, to the extent available, of PARCC (4+), ISA, and re-enrollment. If the school serves PK students,

<sup>46</sup> For SY 2019 – 20 and SY 2020 – 21, ACCESS testing was interrupted due to the COVID-19 pandemic; therefore, data are not available. While schools administered ACCESS in SY 2021 – 22, ACCESS growth rates are not available because growth calculations require data from the prior school year.

<sup>47</sup> See DC PCSB's transitional goals description in the *COVID-19 Impact Policy*, <https://bit.ly/3JCFwIQ>, p. 2.

transitional goals will report PK pre-literacy and math assessment outcomes and CLASS performance. Yu Ying PCS uses the Brigance Early Childhood assessment for PK pre-literacy and PK math. The charts below show the school's overall and student group performance on each transitional goals measure.

*K – 2 ELA and Math NWEA MAP Growth by Student Group*

Student Group	2021 – 22 Median Conditional Growth Percentile (CGP) <sup>48</sup>		
	n-size	ELA	Math
<b>All Students</b>	<b>229</b>	<b>45.0</b>	<b>45.0</b>
At-Risk	19	38.0	23.0
English Learner	41	55.0	56.0
SWDs	31	41.0	30.0
Black or African American	68	41.5	29.5
Hispanic/Latino	25	50.0	53.0
White	57	44.0	46.0
Other Races	79	47.0	50.0
Female	108	44.0	40.0
Male	121	48.0	46.0

*3 – 8 ELA and Math NWEA MAP Growth by Student Group*

Student Group	2021 – 22 CGP		
	n-size	ELA	Math
<b>All Students</b>	<b>187</b>	<b>47.0</b>	<b>47.0</b>
At-Risk	12	10.5	22.0
English Learner	28	48.5	45.5
SWDs	31	47.0	46.0
Black or African American	62	47.0	42.0
Hispanic/Latino	n < 10	n < 10	n < 10
White	54	54.0	54.5
Other Races	66	44.5	55.0
Female	87	47.0	43.0
Male	100	47.5	55.0

<sup>48</sup> CGP typically assesses the relative year-to-year progress made by individual students at a school. Each student's CGP is set by the publisher's norms, based on the student's initial assessment score and grade-level. A median CGP of 50 indicates that a school's students have average year-to-year growth when compared to students nationwide in the same grades and with the same initial assessment performance. Due to the COVID-19 pandemic, DC PCSB calculated CGP for SY 2021 – 22 using students' fall-to-spring scores.

*ELA and Math PARCC (4+) Proficiency Rates by Student Group*

Student Group	2021 – 22 Proficiency Rates	
	ELA	Math
<b>All Students</b>	<b>62.0%</b>	<b>48.4%</b>
At-Risk	8.3%	<5.0%
English Learner	48.3%	58.6%
SWDs	38.7%	29.0%
Black or African American	45.0%	30.0%
Hispanic/Latino	n <10	n <10
White	66.0%	52.8%
Other Races	74.2%	60.6%
Female	62.4%	41.2%
Male	61.6%	54.6%

*ISA*

2021 – 22 ISA Rate
91.1%

*Re-enrollment*

2021 – 22 Re-enrollment Rate
94.9%

*CLASS<sup>49</sup>*

2021 – 22 CLASS Scores		
Classroom Organization	Emotional Support	Instructional Support
5.5	6.3	2.3

*PK Pre-Literacy and Math Brigance Early Childhood Rates<sup>50</sup>*

2021 – 22 Rates	
Pre-Literacy	Math
91.9%	89.3%

<sup>49</sup> As previously noted, CLASS scores are assigned as follows: low scores are 1 or 2, mid scores are from 3 to 5, and high scores are 6 or 7. For details, please see: <https://bit.ly/3i2d1X4>.

<sup>50</sup> At the time of the publication of this report, validated PK3-4 data by student group was not available.

## **SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS**

Per the SRA, at renewal, DC PCSB must determine 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.”<sup>51</sup> The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. Since SY 2017 – 18, Yu Ying PCS has been compliant with all applicable laws as captured in DC PCSB's compliance reviews.<sup>52</sup>

DC PCSB also monitors schools' compliance with the procurement requirements in the SRA, and supports OSSE, as the state education agency (SEA), in its monitoring of compliance with special education laws.

The remainder of this section examines the school's compliance in these two areas over the review period.

### **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. Within three days of awarding such a contract, schools must 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 report key contract information specifying any qualifying procurement contract that the school has executed.

During the annual procurement contract reconciliation process, DC PCSB found Yu Ying PCS properly submitted seven procurement contract packages during fiscal year (FY) 2018.

In early 2018, DC PCSB developed more robust and comprehensive oversight processes around procurement contracts. As a result, in July 2018, DC PCSB began implementing a new *Procurement Contract Submission and Conflict of Interest Policy*,<sup>53</sup> which tracks the timeliness of procurement contract submissions. Schools, in turn, were expected to adjust their internal processes over time to ensure higher levels of compliance with these procurement contract reporting requirements.

During FY 2019, Yu Ying PCS reported 11 procurement contract packages. The school received two Early Warning Notices for failure to report contracts in a timely manner.

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<sup>51</sup> D.C. Code § 38-1802.12(c)(1).

<sup>52</sup> Each winter, DC PCSB produces a Compliance Review Report for each public charter school in its portfolio. The report summarizes a school's year-to-date compliance status; it does not include a conclusive compliance determination. See DC PCSB's Compliance Review Reports here: <https://bit.ly/3ESLUfl>. See Yu Ying PCS's Compliance Review Reports, Appendices H1 – H5.

<sup>53</sup> See the *Procurement Contract Submission and Conflict of Interest Policy* here: <https://bit.ly/2QkQign>.

During FY 2020, the school reported 10 procurement contract packages, four of which it reported late. In FY 2021, the school reported 25 procurement contract packages and received one Early Warning Notice due to failure to report contracts in a timely manner. Over the past two fiscal years, the number of procurement contracts the school reported has fluctuated.

At this time, DC PCSB has no major concerns about the LEA's compliance with procurement contract submission requirements. However, DC PCSB will continue to closely monitor the school's compliance to ensure Yu Ying PCS reports all procurement contracts. Moreover, DC PCSB recommends the school strengthen its internal bidding and reporting processes to ensure late submission trends do not continue.

### **Special Education Compliance**<sup>54</sup>

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act (IDEA)<sup>55</sup> and Section 504 of the Rehabilitation Act of 1973.<sup>56</sup> As the SEA, OSSE monitors charter schools' compliance with special education laws and shares detailed findings in seven areas captured in the table below.<sup>57</sup>

Of the seven monitored areas,<sup>58</sup> OSSE required Yu Ying PCS to take corrective action in two areas during the review period. DC PCSB compared this performance to other charter LEAs in DC and, based on this comparison, determined the school had a relatively high rate of identified noncompliance in one area: Initial Evaluation Timeliness. Further information on OSSE's special education compliance findings is reported in the remainder of this section.

OSSE Special Education Compliance Review Areas	Yu Ying PCS Compliant All Years of the Review Period	Status of Corrective Action
1. Annual Determinations	Yes	NA
2. On-Site Monitoring	Yes	NA
3. IDEA Procedural Timeliness Monitoring a) Initial Evaluation b) Reevaluation	No	Complete

<sup>54</sup> See OSSE's Glossary of Special Education Compliance Terms, Appendix I.

<sup>55</sup> 20 U.S.C. §§ 1400 *et seq.* See 20 U.S.C. § 1413(a)(5).

<sup>56</sup> 29 U.S.C. § 794.

<sup>57</sup> For a description of each review area, see the Special Education Factsheet, Appendix J.

<sup>58</sup> Schools that enroll students who are 14 years of age or older meet the criteria for Secondary Transition Monitoring and therefore are monitored in eight compliance areas. Schools that enroll only younger students are monitored in seven compliance areas.



OSSE Special Education Compliance Review Areas	Yu Ying PCS Compliant All Years of the Review Period	Status of Corrective Action
c) Part C to B Transition Timeliness		
4. Child Find Monitoring	No	In Progress
5. Disproportionate Representation and Significant Discrepancy Review	Yes	NA
6. Significant Disproportionality Review	Yes	NA
7. Hearing Officer Determination and State Complaint Implementation Review	Yes	NA

1. Annual Determinations

Each year, OSSE analyzes each LEA's compliance with special education requirements and issues its findings in an Annual Determination report to the LEA. As the table below shows, Yu Ying PCS received a "Meets Requirements" designation in its 2017 through 2020 determinations.

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level
2017	100%	Meets Requirements
2018	87.1%	Meets Requirements
2019	94.7%	Meets Requirements
2020	89.5 %	Meets Requirements

2. On-Site Monitoring Report

OSSE conducts on-site monitoring visits at select LEAs to determine whether they are compliant with federal and local laws and regulations (including special education and related service requirements). OSSE has not flagged Yu Ying PCS for on-site monitoring during the review period.

3. IDEA Procedural Timeliness

OSSE monitors schools in three areas related to the timeliness of creating and maintaining compliant Individualized Education Programs (IEPs) for students: Initial Evaluation, Reevaluation, and Part C to B Transition Timeliness.

### *Initial Evaluation*<sup>59</sup>

An initial evaluation is a process used to assess a student to determine whether a student has a disability and, if so, the nature and extent of the special education and related services the student needs to access general education. OSSE identified Yu Ying PCS for noncompliance for failure to adhere to the required timeline for initial evaluation during the following periods:

- July 1, 2018 – December 30, 2018
- January 1, 2019 – June 30, 2019
- October 1, 2019 – December 31, 2019
- January 1, 2020 – March 31, 2020
- April 1, 2020 – June 30, 2020
- July 1, 2020 – June 30, 2021

For comparison, across the last five years, Yu Ying PCS performed better than only 12.7% of charter LEAs, receiving a finding in six reporting periods out of the 10 applicable reporting periods.<sup>60</sup> OSSE confirms that the school has addressed findings between SY 2018 – 19 and SY 2021 – 22.

### *Reevaluation*<sup>61</sup>

A reevaluation is used to determine whether a student with an identified disability still has a disability. Schools must conduct a reevaluation for each student with a disability once every three years. OSSE identified Yu Ying PCS for noncompliance for not adhering to the required timeline for reevaluation during the following periods:

- October 1, 2018 – March 31, 2019
- October 1, 2019 – December 31, 2019
- January 1, 2020 – March 31, 2020
- April 1, 2020 – June 30, 2020
- October 1, 2020 – March 31, 2021
- October 1, 2021 – March 31, 2022

For comparison, during the review period, Yu Ying PCS performed better than 32.2% of charter LEAs, receiving a finding in six reporting periods out of the 13 applicable reporting periods.<sup>62</sup> OSSE confirms the school has addressed SY 2018 – 19 through SY 2021 – 22 findings.

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<sup>59</sup> See Yu Ying PCS's Initial Evaluation Reports, Appendices K1 – K6.

<sup>60</sup> Out of the 10 total reporting periods, the LEA with the highest number of reporting periods with a finding for Initial Evaluation Timeliness had a finding in eight.

<sup>61</sup> See Yu Ying PCS's Reevaluation Reports, Appendices L1 – L6.

<sup>62</sup> Out of the 13 total reporting periods, the LEA with the highest number of reporting periods with a finding for Reevaluation Timeliness had a finding in 11.

### *Part C to B Transition Timeliness*

Part C to B Transition refers to transitioning children who receive early intervention services in IDEA Part C (birth through age two) to IDEA Part B special education services (age three to 21) by the child's third birthday. OSSE has not flagged Yu Ying PCS for Part C to B Transition timeliness noncompliance during the review period.

#### 4. Child Find Monitoring Report<sup>63</sup>

Child Find is a set of policies, procedures, and public awareness activities designed to locate, identify, and evaluate students who may require special education and related services. OSSE reviewed and flagged Yu Ying PCS for Child Find noncompliance in SY 2018 – 19, SY 2019 – 20, and SY 2020 – 21, as seen in the table below.

In SY 2018 – 19 and onwards, OSSE began conducting two separate Child Find reviews: one for the entire special education population at the school and the other focused on the 3- to 5-year-old special education population.

Year	Special Education Population Monitored	Percentage Identified	Corrective Action Required	Corrected?
2019	3- to 5-year-old	4.0%	No Action Required	NA
2020	3- to 5-year-old	3.8%	<ul style="list-style-type: none"><li>• Submit policy</li><li>• Participate in a webinar</li><li>• Receive technical assistance</li></ul>	Yes
2021	3- to 5-year-old	5.4%	Continue to actively participate in OSSE facilitated targeted technical assistance (TTA) focusing on the timely transition of 3- to 5-year-old students which includes Child Find	In Progress

For comparison, in SY 2018 – 19 and SY 2019 – 20, OSSE flagged all charter LEAs with a 3- to 5-year-old population for an identification rate lower than the 8.5% threshold. OSSE required the LEAs to take corrective action. During SY 2020 – 21, Yu Ying PCS was one of 16 LEAs serving 3- to 5-year-old students OSSE required to complete TTA. While OSSE did not flag Yu Ying PCS for its overall identification rate in SY 2017 – 18, SY 2018 – 19, SY 2019 – 20, or SY 2020 – 21, the school has a comparatively low identification rate for 3- to 5-year-old special education students. OSSE confirms the school has completed the

<sup>63</sup> See Yu Ying PCS's Child Find Focused Monitoring Report, Appendices M1 – M2.

corrective action steps required for the SY 2019 – 20 findings. It also confirms Yu Ying PCS is currently participating in TTA.

5. Disproportionate Representation Review and Significant Discrepancy Review

*Disproportionate Representation*

OSSE annually reviews whether LEAs have over identification or disproportionate representation by race and ethnicity of their identified students with disabilities. OSSE determined Yu Ying PCS does not have disproportionate representation during the review period.

*Significant Discrepancy Review*

OSSE annually reviews LEAs' rates of suspension and expulsion for students with disabilities as compared to their non-disabled peers. OSSE determined Yu Ying PCS does not have significant discrepancy during the review period.

6. Significant Disproportionality Review

OSSE annually reviews LEAs for significant disproportionality based on race or ethnicity in an LEA with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings, or the taking of disciplinary actions. OSSE determined Yu Ying PCS does not have significant disproportionality during the review period.

7. Hearing Officer Determination (HOD) Implementation Review

Parents of students with disabilities may file complaints with OSSE as it relates to student-specific issues and systemic issues. Student-specific complaints are known as due process complaints, and systemic complaints are known as state complaints. When necessary, OSSE conducts hearings to resolve disagreements identified via parent complaint. OSSE issues a written HOD after each due process hearing, detailing its findings along with any actions the LEA must fulfill. OSSE then oversees the timely implementation of actions required by HODs. No HODs have been issued against Yu Ying PCS during the review period.

State Complaints

Any individual or organization may submit a written complaint that claims that any District of Columbia public agency has failed to comply with a requirement of Part B or Part C of the IDEA or the District's laws and regulations regarding special education. Such laws include the identification, evaluation, educational placement of the child, or the provision of a Free and Appropriate Public Education (FAPE) to such child. No state complaints have been filed against Yu Ying PCS during the review period.

### **SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY**<sup>64</sup>

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

- has engaged in a pattern of nonadherence to GAAP;
- has engaged in a pattern of fiscal mismanagement; and/or
- is no longer economically viable.<sup>65</sup>

DC PCSB collectively and holistically assessed the school's financial performance and condition by reviewing:

- the school's audited financial statements for FY 2017 through FY 2021;
- the school's unaudited financial statements for FY 2022;
- the school's annual budgets for FY 2022 and FY 2023; and
- DC PCSB's Financial Analysis Report (FAR) of Yu Ying PCS for FY 2017 through FY 2021.<sup>66</sup>

#### **Summary of Findings**<sup>67</sup>

The school has demonstrated adequate fiscal performance during the review period. Its financial audits confirm 1) the school's financial statements comply with GAAP, 2) the school has adequate internal accounting controls, and 3) the school is financially solvent and able to pay its outstanding obligations if the school's charter were to be revoked or not renewed. The school is economically viable and has not engaged in a pattern of fiscal mismanagement.

#### **Strengths and Deficiencies**

- The school demonstrated robust financial health in the five-year period between FY 2017 and FY 2021. All the school's key performance indicators in the five-year period remained above target. The school has maintained especially strong liquidity throughout the five-year review period between FY 2017 and FY 2021, demonstrating its ability to generate cash from its operations.
- As a percentage of total operating expenses, the school spends more than the sector median on salaries and benefits, and less than the sector median on occupancy expenses.
- The school's favorable debt terms allow it to incur less occupancy costs as a percentage of facilities revenues than the sector median, allowing more funds to be invested in educating students.

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<sup>64</sup> Each percentage in Section Three of this report has been rounded to the nearest whole percentage.

<sup>65</sup> See D.C. Code § 38-1802.13(b).

<sup>66</sup> See Yu Ying PCS's FAR Reports, Appendices N1 – N5.

<sup>67</sup> See Financial Definitions and Examples, Appendix O.

Key for Finance Data	
Comparison to FAR Benchmarks	What This Means in the Following Tables
Within target range	Generally strong financial position
Outside of target range	Possibly more imminent financial concerns; operations may not be adequately managed, sustainable, and/or economically viable; closer monitoring warranted

Definitions and examples for each key performance indicator used herein are provided in Appendix O.

### **Key Metrics and Comparisons**

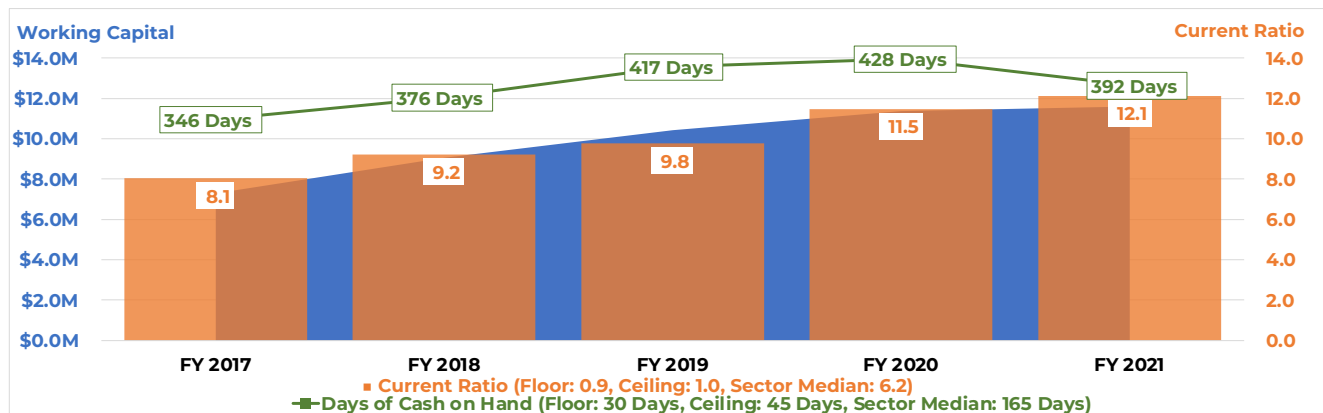
#### Enrollment and Operations

Per the school's FY 2021 FAR,<sup>68</sup> the school's changes in net assets have been positive each year from FY 2017 to FY 2021. These healthy financial performance indicators reflected the school's ability to effectively manage its costs. In FY 2021, the school efficiently allocated expenses among expense categories by incurring more expenses for salaries and benefits (75% of total operating expenses) and less expenses for general expenses (8% of total operating expenses) than the respective 63% and 11% sector medians. With operating revenues increasing \$0.2M (2%) since FY 2019 and operating expenses increasing more rapidly \$1.6M (16%) during the same period mainly due to increases in personnel salaries and benefits, change in net assets declined 4% each year since FY 2019. This is not concerning given the school's robust liquidity indicators, the consistently robust change in net assets margins averaging 11% in the five-year period from FY 2017 to FY 2021, and the upward-trending enrollment that in FY 2021 reached 92% of the enrollment ceiling.

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<sup>68</sup> See the school's Enrollment, Operations, and Working Capital chart in the first page of the school's FY 2021 FAR Report, Appendix N5.

## Liquidity



The school's liquidity measures have remained strong in the five-year period between FY 2017 and FY 2021. The school is well positioned to face potential unexpected expenditures, mainly due to the cash generated each year from its operations. Working capital grew each year from fiscal year-end (FYE) 2017 to FYE 2021 at an annual average rate of 13%. Also, the current ratio steadily increased from FYE 2017 to FYE 2021, peaking at 12.1, almost double the 6.2 sector median. Days of cash on hand in the same period remained consistently above 300 days, showing each year that the LEA has had enough cash to continue operations for at least about one year, even without additional cash inflows.

## Facilities and Occupancy

In FY 2021, the school's facility expenses were only 70% of the DC facility funding allotment, well below the 117% sector median, thus providing more funds for improving student outcomes. The school's building construction and land purchase were originally financed with long-term debt obligations, of which \$10.7M was outstanding at FYE 2021 with a variable interest of 2.19% per annum in FY 2021. Due to steady principal repayments between \$0.4M and \$0.5M per year that lowered the annual facility interest expense, the school was able to lower its percentage of operating expenses allocated to occupancy expenses to 12%, below the 17% sector median.

### Sustainability: Net Assets, Primary Reserve Ratio, and Debt Ratio

Fiscal Year	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2021 Target	FY 2021 Sector Median	Multiyear Trend
<b>Net Assets</b>	\$10.9M	\$12.9M	\$14.4M	\$15.4M	\$15.9M	NA	\$6.0M	
<b>Operating Expenses</b>	\$9.0M	\$10.0M	\$10.4M	\$10.9M	\$11.6M	NA	\$10.6M	
<b>Primary Reserve Ratio</b> (Higher is better)	1.2	1.3	1.4	1.4	1.4	<b>&gt;= 0.2</b>	0.6	
<b>Debt Ratio</b> (Lower is better)	0.5	0.5	0.5	0.4	0.4	<b>&lt;= 0.5</b>	0.4	

In the five-year period from FY 2017 to FY 2021, the primary reserve ratio demonstrated an upward trend and exceptionally high values (e.g., 1.4 in FY 2019 to FY 2021), due to the positive changes in net assets in the five-year period, coupled with effective cost management. From FYE 2017 to FYE 2021, net assets increased \$5.0M, or 46%, while operating expenses increased only 28%, thereby significantly improving the school's sustainability and liquidity. The debt ratio has remained low and in the target range in the four-year period ending FYE 2021, while being slightly above the 0.5 target range at FYE 2017. This is not concerning as the debt ratio has remained within the target range for the past four years.

### Audit Findings

The school's independent auditor's reports for FY 2017 to FY 2021 reflected clean opinions, as financial statements presented fairly in all material respects the financial position and results of the school. Additionally, no audit findings on the internal controls over financial reporting were noted in the five-year period from FY 2017 to FY 2021.