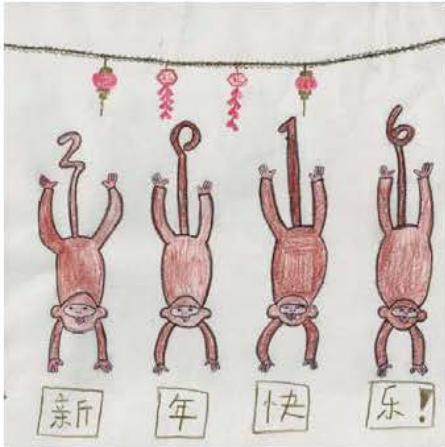


YINGHUA ACADEMY

Safety, Speak Chinese, Learn, Happiness, Global Citizenship



INTRODUCTION

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INTRODUCTION

Introduction

Yinghua Academy is a national leader in Mandarin Chinese immersion education and was recognized by the US Department of Education as a Blue Ribbon School in 2015. When founded in 2006, it became the first Chinese immersion charter public school in the U.S. and the first Chinese immersion school of any kind in the Midwest. Yinghua Academy is a bilingual, tuition-free, public K-8 charter school with an international perspective. Yinghua's charter authorizer is Friends of Education.

The mission of Yinghua Academy is to prepare its students to be engaged and productive global citizens by providing a research-based educational program that includes a rigorous academic program, immersion in Chinese language and culture, and a nurturing and supportive school environment.

Yinghua is a full immersion school, meaning the content delivered in Chinese is not translated into English later in the day or week. Students in kindergarten through fourth grade receive all of their instruction in Chinese, with the exception of some specialist classes (art, physical education, music, and English). Yinghua's unique program has enabled it to enjoy robust growth.

Yinghua offers a rigorous academic education that follows Minnesota Academic Standards and uses the Core Knowledge Sequence as the content foundation for all subject areas. Yinghua has placed high priority on preserving the integrity of its language immersion focus by not introducing English Language Arts until second grade, when the target language (Mandarin) is solidly established in its students. However, in preparation for Minnesota Comprehensive Assessment (MCA) testing in third grade, MCA-based content is incorporated *in Chinese* into the K-1 instruction.



INTRODUCTION

2015-16 Year in Review

Yinghua welcomed the Year of the Monkey in February 2016 with a Chinese New Year performance based on the epic Ming Dynasty “Monkey King” tale. The Monkey King, endowed with supernatural powers, travels to India and along the way learns important lessons. The metaphor of a journey is fitting for Yinghua which celebrated its tenth anniversary this year. After a decade of hard work, the school saw strong financial performance, enrollment growth and National Blue Ribbon School recognition. The second decade began with the kickoff of a new School Board strategic planning task force, working to identify current and anticipate future challenges.



Enrollment

In September 2015 Yinghua’s retention rate was 93% with a Fall 2015 enrollment of 752 students and families coming from 86 metropolitan zip codes. During the 2015 Open Enrollment period, 137 applications were submitted for 67 kindergarten openings not filled by siblings. With growth, the school has seen changes in its enrollment subgroups. The ratio of students who qualify for free or reduced price school lunches decreased from 15% to 12%, and the percent of students using special education services decreased slightly from 7% to 6%. The School Board supports the school’s work to increase diversity among Yinghua applicants and appointed a group of stakeholders to assess school equity during the strategic planning process which began at the end of the 2015-16 school year.

Financial Performance

Yinghua received an unqualified audit for FY 2015 with no material weaknesses or deficiencies and achieved a record-setting 31% fund balance. It is expected to finish FY 2016 with a \$682,740 surplus (9.7% of expenses).

INTRODUCTION



Academic Performance

In November 2015, U.S. Education Secretary Arne Duncan named Yinghua Academy a 2015 National Blue Ribbon School based on overall academic excellence. In 2015, the U.S. Department of Education awarded this honor to 335 schools, seven of which are in Minnesota. Yinghua is one of only 15 charter schools nationwide to receive the 2015 award.

The 2016 Minnesota Department of Education Report Card data, based on 2015-16 standardized test scores, indicates that Yinghua math proficiency increased from 89.4% last year to 91.6% in 2016. Reading proficiency saw a small decrease, from 87.8% to 83.8%. At

Yinghua Academy, 42.7% of students exhibited high growth, and the weighted percentage of subgroups reaching targets was 100%. The percentage of students not meeting standards decreased from 6.2% in 2015 to 3.4% in 2016. Yinghua is focusing on closing the gap between sub-group students with special attention paid to students who are eligible for free or reduced cost school lunches and students receiving special education services.

Innovation

Yinghua Academy continues to partner with Minnesota Online High School (an online, charter public school) to offer high school Chinese courses which are appropriately challenging to graduates of K-8 Chinese language immersion schools. Yinghua Academy was invited by the Saint Paul Public Schools to send up to 25 graduates to Highland Park High School even though the students live outside of district boundaries. The partnerships with MHOHS and Highland Park, and our study abroad programs, are indicative of the extent to which Yinghua values cooperation and learning from others. In May 2016, two Yinghua 8th grade students competed in the Midwest Region Chinese Speech Contest and both took honors. One of them will travel to China in the fall to compete internationally with other Chinese language learners.

In June 2016, 27 Middle School students traveled to Taiwan where they visited a sister school and participated in home stays. This was the first time that a school group traveled to a destination other than Mainland China. Going forward, the plan will be to alternate between Mainland and Taiwan trips.

INTRODUCTION

Reputation and Engagement

The National Blue Ribbon Schools award, written up in the Minneapolis Star Tribune on October 9, 2015, is only one of the public recognitions the school has received. In addition, Asia Society's Chinese Early Language and Immersion Network featured Yinghua in its online publication Chinese Language Matters in April 2016. A team from the American Council on the Teaching of Foreign Language visited Yinghua in Fall 2015, and visits from Chinese educators and students were frequent throughout the year.

Yinghua administrators and teachers participated in multiple conferences such as STARTALK (Florida and Minnesota), the National Chinese Language Conference (Illinois) and the Confucius Institute (Minnesota and China). Executive Director Sue Berg and Dr. Lien serve on the Asia Society National Advisory Committee. Locally, Yinghua is engaged with Friends of Education, Charter Schools Partners, Adaptive School Training, Youth Frontier and the Immersion Research and Professional Development Program at the Center for Advanced Research on Language Acquisition at the University of Minnesota. Yinghua participated in the Minneapolis Public Schools fair in February 2016 and hosted charter school leaders at a Friends of Education professional development dinner with guest speaker Kent Pekel, a Yinghua parent, who is President and CEO of Search Institute. Yinghua is proud to be a partner with so many forward-looking organizations in the important work of educating our youth.



SCHOOL ENROLLMENT

School Enrollment

ENROLLMENT PROCESS

Yinghua Academy is dedicated to a free-access, quality education. As a charter school, Yinghua Academy provides an innovative and successful educational path for all students. Yinghua Academy follows all Minnesota statutes as they relate to application and admission procedures for public elementary schools. Yinghua does not discriminate in any way and all activities follow adopted policy #102 Equal Educational Opportunity. Enrollment is open to all students residing in any school district in Minnesota. Yinghua will accept all applications without question, unless the child does not meet the minimum age requirement for kindergarten as set by the school board prior to the application period. For the 2015-16 school year, a child was required to be five years old on or before September 1, 2015 in order to begin kindergarten.

Each year Yinghua has an open application period; this year that period ran from January 4 to February 12, 2016 for the fall of 2016. All procedures and timing in regards to its application period are posted on www.yinghuaacademy.org by October 1 as well as explained through several public open houses.

All applications are time and date stamped upon receipt in the main office. If more applications are received for a grade level than space is available, Yinghua Academy holds a public lottery. In 2016, this lottery was held on Thursday, February 18 at 6 pm in the cafeteria. About 100 prospective families were in attendance. According to Minnesota Statutes, section 124D.10, Yinghua offers preference to families with currently enrolled students and to children of staff. In order to benefit from sibling and staff preference, the parents must submit an application before the close of the open enrollment period. Preference is not given for any other reason. The lottery is randomized. Students are also randomly ranked for a waiting list if applicable. In 2016, the school used a computerized random number generator to conduct the lottery, which resulted in a list of admitted students and a wait list by grade. Applications received after the open application period are numbered and responded to in the order in which they are received.

ENROLLMENT HISTORY

Yinghua Academy opened in the fall of 2006 with 76 students, and grew to a September 2015 enrollment of 752. In October 2012, the Board expanded capacity in kindergarten (from 25 to 28 per class), first (from 25 to 28 per class), fifth, and sixth grades to improve its financial situation given the high cost of operating two sites and the bond market outlook. In May 2014, the Board expanded 2014-15 capacity to include a fifth kindergarten section for a one year trial, given that the school had a

SCHOOL ENROLLMENT

sufficient waiting list to fill the class, a former teacher interested in returning, and space capacity in the new building. Under the current plan, enrollment is predicted to total 841 K-8 students in 2019.

As the larger kindergarten classes of the past five years move through the program, the middle school grades are becoming more populated. The board is carefully monitoring enrollment and retention and will make adjustments to incoming class sizes if it becomes necessary.

2015-16 STUDENT DEMOGRAPHICS

Students attended Yinghua from 86 metropolitan zip codes, including urban, suburban, and rural areas. 48% were from Minneapolis and 16% were from Saint Paul. There has been an increase in Minneapolis residents each year since the school moved from Saint Paul to Minneapolis in 2009, increasing eight percentage points from 2014-15 to 2015-16.

DEMOGRAPHIC MEASURES: TWO-YEAR COMPARISON

Category	2014-15	2015-16
Geography	78 metro zip codes	86 metro zip codes
	40% Minneapolis	48% Minneapolis
	17% Saint Paul	16% Saint Paul
Ethnicity	43% Asian/Pacific Islander	40% Asian/Pacific Islander
	48% Caucasian	50% Caucasian
	5% African American	6% African American
	3% Hispanic/Latino	3% Hispanic/Latino
	1% Native American	1% Native American
English Language Learners	8% ELL	3% ELL
	4% Heritage speakers of Chinese	4% Heritage speakers of Chinese
Free and Reduced Lunch Qualified	15%	12%
Special Education	7%	6%

STUDENT MATRICULATION

At the end of the 2015-2016 school year, Yinghua's second class of full immersion students graduated from eighth grade. This cohort consisted of 25 students, and was the fifth group of eighth grade graduates of Yinghua Academy.

SCHOOL ENROLLMENT

This brought the school's total alumni population to 67. Yinghua's 2016 graduates went on to various metro area public, charter and private high schools including Burnsville High School, Cretin-Derham Hall, DeLaSalle High School, Eagan High School, the Math and Science Academy, Minnehaha Academy, Minnetonka High School, Minneapolis Southwest High School, Nova Classical Academy, St. Paul Academy, Twin Cities Academy, and Visitation School. In addition, Saint Paul Public Schools invited Yinghua to sign a Memorandum of Understanding guaranteeing up to 25 reserved spots per year in 9th grade for Yinghua graduates. Most notable is that SPPS will offer Chinese language courses suitably challenging for immersion students. Nearly one third of the 2016 graduating class matriculated to St. Paul Highland Park Senior High School as a result of this unique opportunity!

We continue to forge important relationships with schools across the Twin Cities so that our students are able to make informed choices with our guidance as to best fit for each individual student and family. Toward this end we hosted a panel of high school administrators from seven area high schools as a way to build connections and expose current families to an array of educational offerings. This year's panel featured Minneapolis Edison High School, St. Paul Highland Park High School, Mounds View High School, St. Paul Academy, DeLaSalle High School, Nova Classical Academy, and Minnesota Online High School (MNOHS).

HISTORICAL AND PROJECTED ENROLLMENT

The following tables set forth Yinghua's historical and projected enrollment by grade level. The information below follows school years (September-June) and the number represents actual average head counts based on state-reported data.



SCHOOL ENROLLMENT

HISTORICAL ENROLLMENT BY GRADE LEVEL

Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
K	26	48	76	78	77	98	107	109	134	111
1	24	46	51	77	77	78	104	110	112	139
2	15	25	52	52	76	76	72	98	109	110
3	11	21	24	47	52	70	68	69	89	104
4	N/A	18	27	25	44	43	66	65	66	90
5	N/A	N/A	15	25	24	40	39	56	63	63
6	N/A	N/A	N/A	11	24	22	28	27	53	57
7	N/A	N/A	N/A	N/A	11	18	17	17	25	52
8	N/A	N/A	N/A	N/A	N/A	5	11	13	16	25
Total	76	158	245	315	385	450	512	564	666	751

Source: MARSS reports, using most representative enrollment data from ~ October 1 each year **PROJECTED ENROLLMENT**

BY GRADE LEVEL

Grade	2016-17 Projected** Sep 11, 2015	2016-17 Actual Sep 14, 2016	2017-18 Projected**	2018-19 Projected**	2019-20 Projected**	2020-21 Projected**
K	112	111	112	112	112	112
1	112	111	112	112	112	112
2	132	133	105	106	106	106
3	104	103	126	100	101	101
4	101	98	98	120	95	96
5	85	85	93	93	114	90
6	53	59	72	79	79	97
7	51	53	56	68	75	75
8	49	49	50	53	65	71
Total	799	802	824	843	859	860

*Source: Long Range Budget Model (Version 22 June 17, 2013) issued with Yinghua Academy Bond Offering

**Enrollment calculated based on the following attrition rates: K-0%, 1-5%, 2-5%, 3-5%, 4-5%, 5-15%, 6-5%, and 7-5%.

STUDENT ATTRITION

Student Attrition

Yinghua had a retention rate of 93% in the fall of 2016-17. Historical attrition has ranged from 7 to 12% each year. When viewed by grade, the attrition rate for FY17 in grades K-4 is 2%, while the attrition rate in grades 5-8 is 5%.

An analysis of students who withdrew from September 2015 to August 2016 shows the following:

14 students (11 families) withdrew during the school year

- 5 students moved out of state
- 7 students transferred to a non-immersion neighborhood elementary school
- 2 students transferred to another Chinese immersion school

24 students (15 families) withdrew after the end of the school year

- 14 students (6 families) moved out of state or out of the Twin Cities
- 10 students transferred to a non-immersion school; 8 of these transferred to begin 6th or 7th grade at their neighborhood middle school

HISTORICAL STUDENT RETENTION RATES

Grade	2011-12	%	2012-13	%	2013-14	%	2014-15	%	2015-16	%	2016-17	%
7 th returning to 8 th	4/11	36%	10/18	56%	14/17	82%	15/18	83%	25/25	100%	48/52	92%
6 th returning to 7 th	18/24	75%	17/22	77%	18/29	62%	23/29	79%	52/54	96%	52/55	95%
5 th returning to 6 th	22/24	92%	29/39	74%	29/40	73%	50/55	91%	54/62	85%	58/62	94%
4 th returning to 5 th	40/44	91%	40/43	93%	55/66	83%	62/65	95%	63/64	98%	86/89	97%
3 rd returning to 4 th	43/52	83%	66/70	94%	65/69	94%	65/70	93%	90/91	99%	99/103	96%
2 nd returning to 3 rd	70/76	92%	69/76	91%	70/73	96%	88/95	88%	106/112	95%	105/107	98%
1 st returning to 2 nd	75/77	97%	71/78	91%	100/105	95%	106/109	97%	108/113	96%	134/137	98%
K returning to 1st	73/77	95%	92/98	94%	105/112	94%	107/111	96%	132/134	99%	111/112	99%
Average	345/ 385	90%	394/ 444	89%	456/ 511	89%	516/ 557	93%	629/ 655	96%	693/742	93%

Note: Retention only counts returning students. Yinghua also added 9 new students in 2016-17 in grades 1-8.

GOVERNANCE AND MANAGEMENT

Governance and Management

ELECTION OF YINGHUA ACADEMY BOARD MEMBERS

According to Yinghua Academy Bylaws and established procedures, the Yinghua community elects new board members every year. Each parent and legal guardian of a child currently enrolled at Yinghua Academy, each employee of the school, and each Yinghua board member is eligible to vote. Newly elected board members are seated to the board on July 1. The most recent board elections were held May 2 – May 9, with a public statement by candidates at the Annual Meeting of the School Board on May 2, 2016. Ballots were tallied the evening of May 9, 2016.

2015-16 BOARD ROSTER

Name	Board Position	Group Affiliation	Date Elected/ Appointed (App)	Date Seated	Term Expiration	Telephone Number	Meeting Attendance Rate
Gill, Kimberly	Member	Teacher #474966	May 2015	Jul 2015	Jun 2018	651-788-6441	80%
Grubish, Denny	Treasurer	Parent	App Mar 2012; Jun 2013	Mar 2012	Jun 2016	612-207-7242	100%
Hanson, Emily	Member	Community	App Nov 2013; May 2014	Nov 2013	Jun 2017	612-968-5014	87%
Kleinman, Jan	Member	Teacher #455908	App Aug 2013; May 2014	Aug 2013	Jun 2017	952-807-8715	50%
Lawrence, Rosemary	Member	Community	Jun 2011; May 2014	Jul 2011	Jun 2017	612-281-7973	73%
Lu, Karen	Chair	Parent	Jun 2011; May 2014	Jul 2011	Jun 2017	612-701-7016	93%
Luedtke, Joel	Member	Parent	May 2015	Jul 2015	Jun 2018	612-518-8053	93%
Matre, Lisa	Member	Parent	App Sept 2015	Sept 2015	Jun 2017	612-781-5783	87%
Reider, Suzanne	Member	Community	Jun 2013	Jul 2013	Jun 2016	612-616-6406	73%
Schneider, Amanda	Member	Parent	May 2015	Jul 2015	Jun 2018	651-963-4970	60%
Shadowens, Jen	Member	Parent	Jun 2010; Jun 2013	Jul 2010	Jun 2016	612-865-4115	93%
Werner, Seth	Member	Community; Parent	Jun 2012; App Sept 2013; May 2015	Jul 2012; Sept 2013	Jun 2018	612-670-4906	60%
Whiting, Sarah	Member	Parent	Jun 2013	Jul 2013	Jun 2016	612-327-0096	87%
Ziolkowski, Christopher	Member	Community	May 2015	Jul 2015	Jun 2018	507-250-1959	93%

Note: Biographical information about board members is available on the Yinghua Academy website. Board member email addresses are firstname.lastname@yinghuaacademy.org.

GOVERNANCE AND MANAGEMENT

2015-16 MONTHLY BOARD MEETING ATTENDANCE

Jul	Aug*	Sept	Oct	Nov	Dec	Jan*	Feb	Mar	Apr	May*	Jun
77%	85%	100%	85%	100%	77%	92%	77%	69%	92%	92%	77%

* In addition to the regular monthly board meetings, Special Meetings were held in August and January, the Annual Meeting was held in May and the Annual Board Retreat was held in June.

2015-16 BOARD TRAINING

Board Members attended the following training sessions:

Initial Board Training

- 6/11/15: Employment in Charter Schools – Chris Ziolkowski
- 6/15/15: Welcome to the World of Charter School Governance – Chris Ziolkowski
- 8/4/15: University of St. Thomas Charter School Board Training – Kimberly Gill, Joel Luedtke, Amanda Schneider
- 9/26/15: Charter School Finances: A Public Trust – Chris Ziolkowski
- 10/20/15: Welcome to the World of Charter School Governance – Lisa Matre
- 11/24/15: Charter School Finances: A Public Trust – Lisa Matre
- 12/2/15: Employment in Charter Schools – Lisa Matre

Ongoing Board Training

- 10/19/15: Finance: Partners from Clifton Larsen Allen presented and led discussion about different funds; emphasis on Fund 04 regulations – All board members in attendance at monthly meeting
- 11/16/15: Finance: Kou Vang and Craig Kepler discussed review & comment process, answered questions about bond assumption by YBC, etc. – All board members in attendance at monthly meeting
- 3/3/16: Employment: Immigration Law for Yinghua Teachers Primer by Debra Schneider - Emily Hanson, Karen Lu, Joel Luedtke, Lisa Matre, Jen Shadowens, Sarah Whiting
- 3/23/16: Policy Update and Workshop by MN Comeback – Lisa Matre

BOARD COMMITTEES

The School Board has five committees, listed below. Each committee is chaired by a board member and also has at least one non-board member serving on the committee, with the exception of Personnel which is limited to board members. The role of the Committee Chair is to recruit members, convene meetings, jointly set agendas with the Executive Director, chair meetings, record and file minutes, report back to the board on a regular basis of the committee's progress, and ultimately be accountable for the work of the committee towards its mission and annual goals.

GOVERNANCE AND MANAGEMENT

Committee meetings are published on the school’s online master calendar, as well as on signs posted at the front of the school. Approved minutes from each committee meeting are distributed in the public board packet at subsequent board meetings. The mission, frequency of committee meetings in 2015-16, and chair for each committee are listed below.

2015-16 BOARD COMMITTEES

Committee	Mission	Meetings	Committee Chair
Academic	Prepare students to be engaged and productive global citizens by providing a research-based, rigorous, Chinese immersion educational program. Develop an ongoing, job-embedded program of professional development for staff.	Met eight times: Aug 6, 2015 Sep 9, 2015 Oct 22, 2015 Nov 19, 2015 Jan 21, 2016 Feb 18, 2016 Mar 31, 2016 May 26, 2016	Suzanne Reider
Finance/Facilities	Assist the Yinghua School Board and CEO/Executive Director to ensure effective allocation of financial resources and timely and accurate reporting to meet long-term financial goals (inclusive of facility planning and maintenance).	Met eleven times: Jul 16, 2015 Aug 13, 2015 Sep 16, 2015 Nov 12, 2015 Dec 10, 2015 Jan 14, 2016 Feb 11, 2016 Mar 10, 2016 Apr 14, 2016 May 11, 2016 Jun 9, 2016	Denny Grubish
Governance	Assume primary responsibility for matters pertaining to Board recruitment, nominations, orientation, training, and evaluation in accordance with the bylaws of Yinghua Academy as well as established policies and practices approved by the Board. Assist the Board with policy development and oversight.	Met nine times: Jul 29, 2015 Sep 3, 2015 Oct 1, 2015 Dec 3, 2015 Feb 4, 2016 Mar 3, 2016 Apr 7, 2016 May 5, 2016 Jun 2, 2016	Jen Shadowens

GOVERNANCE AND MANAGEMENT

2015-16 BOARD COMMITTEES (CONTINUED)

Committee	Mission	Meetings	Committee Chair
Development	Develop a long-term fundraising plan, cultivate prospects, and provide oversight for the school's two annual giving campaigns (Give to the Max and Red Envelope) in partnership with the CEO/Executive Director and YACA/YAF.	Met nine times: Aug 3, 2015 Aug 24, 2015 Sep 28, 2015 Oct 26, 2015 Nov 30, 2015 Feb 29, 2016 Mar 28, 2016 Apr 25, 2016 May 23, 2016	Sarah Whiting (Jul 2015 – Mar 2016) Joel Luedtke (Mar 2016 – Jun 2016)
Personnel	Assist the Yinghua School Board in evaluating the performance of the CEO/Executive Director, and support the CEO/Executive Director in reviewing policy, procedures, and job descriptions pertaining to personnel administration and staffing.	Met eight times: Jul 14, 2015 Sep 8, 2015 Oct 13, 2015 Jan 12, 2016 Feb 9, 2016 Mar 8, 2016 May 10, 2016 Jun 14, 2016	Emily Hanson



GOVERNANCE BY AREA

GOVERNANCE BY AREA

The School Board conducts its meetings according to the prioritized needs of the school, balancing agenda items to meet short and long term goals. There were sixteen meetings in FY 2016, including the annual meeting, the board retreat, and two special meetings. Below is a rough breakdown of school board agenda items from the year, categorized by the time spent on each key category.

2015-16 BOARD MEETING SUMMARY

Topic	Estimated # Hours	Estimated % of Total Hours
Academics	2.75	8%
Finances/Facilities	4.75	13%
Operations	18.5	52%
Future Planning	9.75	27%

Note: Hours estimated using official meeting minutes. Time does not take into account committee meetings.

SCHOOL MANAGEMENT AND ADMINISTRATION

Susan Berg (Bao Xiaozhang), CEO/Executive Director

Since January 2012, Mrs. Berg has served as Yinghua’s Executive Director. Sue has proven herself to be a collaborative, visionary leader. With more than 40 years of experience in traditional public, charter, and private schools as both teacher and administrator, her repertoire is vast, giving her a solid foundation from which to tackle day-to-day operations as well as unexpected challenges.

Mrs. Berg has been connected to Chinese language and culture since 2006, when the College Board and the Hanban announced the launch of their cooperative Chinese Guest Language Teacher Program. Twice, in July 2007 and November 2012, Sue was selected to be a member of the Chinese Bridge Delegation, a group of educators from across the U.S., who toured K-12 schools and universities in China. In addition, her family has hosted three Chinese high school students, developing a close relationship with their families and providing an intimate reference point for Chinese/American cultural appreciation and understanding. Overall, Mrs. Berg has spent much of her career working with an international community of students, families, and colleagues.

Luyi Lien, Ph.D. (Lien Zhuren), Academic Director

Dr. Lien has held this critical position since the school’s founding in 2006. Respected as a pioneer in Chinese immersion education, she is sought out as a presenter for organizations such as the American Council of Teachers of Foreign Languages (ACTFL) and the Asia Society. She has led training/mentoring

GOVERNANCE BY AREA

sessions in California and Utah for teachers of Chinese. Recently, language experts from the national STARTALK center recognized the “outstanding expertise, experience, and dedication” of Dr. Lien, the program director.

Dr. Lien holds a Ph.D. from the College of Education and Human Development at the University of Minnesota, and has published several elementary level textbooks in Taiwan. She provides daily guidance, support, and resources to all teachers at Yinghua Academy and leads curriculum development for all grades. Dr. Lien and Mrs. Berg work hand in hand with lead teachers to refine curriculum design and delivery, to create proper assessments, and to ensure students’ academic success in a rigorous, but well-rounded learning environment; together they are responsible for on-going teacher training specifically focused on immersion techniques, the Core Knowledge Sequence, Responsive Classroom, and Data-Driven Instruction.

Jeremy Brewer (Bai Zhuren), Dean of Students

Mr. Brewer joined Yinghua in 2012, bringing more than 20 years of experience working with children. His professional background includes experience with private school, extended day, youth camp, and non-profit youth program settings. He specializes in child and adolescent behavior and student management, and most recently was the Student Management Coordinator at the International School of Minnesota. In his current role at Yinghua, Mr. Brewer builds strong mentoring relationships and directs the middle school Student Life Organization at Yinghua. He is responsible for a range of essential duties, including creating a safe and healthy school climate, managing student behavioral issues, implementing school safety policies, and promoting positive family relationships and school communications.

PROFESSIONAL DEVELOPMENT OF INSTRUCTIONAL LEADERS

Professional development plans were in place for both the Executive Director and the Academic Director for the school year ending June 2016. The professional development plans approved by the board for these individuals and implementation of the plans are:

Mrs. Susan Berg, Executive Director

Goal #1: Attend programs to improve and refine organizational leadership

- Attend the four-day Friends of Education-sponsored Adaptive Schools Foundation Seminar focused on developing and sustaining high functioning groups.
- Attend the two-day workshop “How to Work Less, Produce More, and Still Get the Job Done in a Sensible School Week”, presented by The Breakthrough Coach for teams of instructional leaders. Implement recommended management system practices.

GOVERNANCE BY AREA

Goal #2: Network with immersion professionals to ensure cutting-edge research and practice

- Continue to represent Yinghua Academy as a member of the Chinese Early Language and Immersion Network (CELIN), a national advisory committee of Asia Society's Chinese Language Initiatives. Most work with CELIN will be long-distance or at seminars such as the National Chinese Language Conference. Continue to participate as a presenter and panelist. Maximize all opportunities to network with members of the committee.
- Attend the National Chinese Language Conference in Chicago, Illinois, in April 2016. Present session on study abroad with Dr. Lien, and representatives of CAIS (Chinese American International School in San Francisco), and the Minnetonka Public Schools.
- Host Paul Sandrock, Director of Education, for a STARTALK Program Design Institute, October 22-24, in Minneapolis. The participants are planning to begin yearlong programming in new, critical languages (including Mandarin Chinese), and the institute guides the administrators and teachers through several key design decisions.

Goal #3: Pursue learning systems to enhance instruction, particularly in Middle School

- Work with the Search Institute, specifically in their Perseverance Process Workshops. Invite President Kent Pekel to conduct training on the Developmental Relationships Framework for Yinghua teaching staff.
- Set calendar for weekly Discovery Classes for students in grades 5-8 to include character development, cyber safety, study skills, community service, preparation for high school, health and wellness, and featured speakers on the topic of "So What Do You Do for a Living?"

Goal #4: Continue to strengthen ties with outstanding Twin Cities charter schools

- Participate in and host a consortium of FOE schools' directors to tackle timely topics or challenges facing charter schools. Major topics to address are: teacher evaluation, Student Management Systems, branding/marketing/fundraising, licensure of qualified teachers, salary compensation, employee benefits and transportation.
- Serve on team of site visitors for Friends of Education; conduct assessment and evaluation of applicant schools.

Goal #5: Build rapport and network with Twin Cities public and private high school administrators

- Continue to visit high schools of interest to our students and families, a growing list as the number of middle school students increases. Possible schools include: 1) Mounds View High School; 2) Roseville High School; 3) Minneapolis Southwest; 4) Minneapolis South; 5) St. Paul Academy; 6) St. Paul Highland Park High School; 7) St. Paul Central High School; 8) Minnetonka High School; 9) Breck High School; 10) Nova Classical Academy; and 11) Avalon Academy.
- Invite public and private school administrators to visit Yinghua during the school day.
- Host informational sessions for Yinghua students and parents including panelists from public and private high schools.

GOVERNANCE BY AREA

Dr. Luyi Lien, Academic Director

Goal #1: Network with other immersion programs to ensure expertise with cutting edge immersion research and practice

- Represent Yinghua Academy and participate in the curriculum Task Force Project hosted by the Chinese Early Language and Immersion Network (CELIN) and Asia Society. The Task Force, including field experts and practitioners, will produce briefs to support the development of Chinese language learning and teaching.
- Attend STARTALK conference in October 2015 and spring 2016 in order to meet with field experts and connect with program directors and teachers to ensure that Yinghua practices stay current.
- Attend the 9th Annual National Chinese Language Conference (NCLC), organized by Asia Society and the College Board in April 2016 in Chicago to present our experiences regarding study abroad and to learn from other immersion programs.

Goal #2: Review and re-examine the Data Driven Instruction process and resources for improving student academic achievement

- Review two books: “Driven by Data: A Practical Guide to Improve Instruction” and “Leverage Leadership: A Practical Guide to Building Exceptional Schools”, and focus on the **ASSESSMENTS->ANALYSIS-> ACTION** Process. Using MS math as the focus subject, analyze math question banks to improve our assessment process.
- Focus on online learning and assessment tools as supplemental resources for our students and teachers. For example, Kahn Academy and the “flipped classroom” concept and usage for improving student achievement. At least once a month, read a scholarly journal article related to online learning and assessment.
- Explore the Online Learning Consortium website (<http://onlinelearningconsortium.org/about/our-new-name>) and evaluate online learning resources in order to develop online curriculum and courses for student and teachers training programs.

Goal #3: Increase time in classrooms to coach teachers and improve supervisory skills and further develop leadership capacity

- Spend 8-10 hours per week in classrooms to support teachers. These hours will include at least 3-5 coaching sessions, discussion with teachers about what went well in classroom and what needed to be improved.
- Read “EL (Educational Leadership)”, published by the Association for Supervision and Curriculum Development.
- Attend a two-day workshop through the Breakthrough Coach (TBC) consulting team to adapt proven business management techniques to the educational environment.
- Implement TBC methods such as meeting with support staff daily to set goals and decrease time spent on paper work by 4-5 hours per week and increasing classroom observation time by 8-10 hours per week.
- Support interactions between the English and Chinese teams and define curricular connections.

GOVERNANCE BY AREA

Goal #4: Keep current with scholarly literature and practices regarding assessment

- Attend WIDA introduction workshop and study the WIDA consortium material to be familiar with this assessment and English Language Development Standards. Research the application of WIDA standards into the immersion curriculum development. WIDA is an American association devoted to supporting the education of language learners.
- Develop strategies to help teachers assess students' Chinese language learning by using the following assessment tools: Youth Chinese Test (YCT), Chinese Proficiency Test (HSK), and ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL), Standards-based Measurement of Proficiency (STAMP), and Oral Proficiency Interview (OPI).
- Attend the ACTFL writing Proficiency Guidelines Familiarization 1-Day Workshop and be familiar with the rating scales.



STAFFING

Staffing

For the 2015-16 academic year, Yinghua Academy’s budget included the opportunity to employ 43 full-time teachers and 4 part-time teachers. All teachers employed by Yinghua are credentialed or approved for credentialing and meet State requirements for public education instructors. Seventy-three percent (73%) of Yinghua’s faculty have advanced degrees in their fields, including three (3) who have earned a Ph.D. In addition, Yinghua employed 33 non-teaching staff.

HISTORICAL SUMMARY OF TEACHERS AND STAFF

Position	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17		2017-2018	
						Budgeted	Projected		
Teachers	31	39	38	43	47	53		56	
Administrators	2	3	3	3	3	3		3	
Other Instructional Staff	16	16	*15	*16	*16	17		17	
Other Staff Members	14	13	14	16	21	23		23	
Total Employees	63	71	70	78	87	96		99	

* Other instructional staff includes three (3) Hanban teachers, who are sponsored and paid for by Hanban, the Ministry of Education in China.

Notes: Summary table does not include part-time Yinghua Care staff. Table does not reflect FTE (full time equivalency). Some individuals listed above were employed part time. Table above represents positions only, not people who filled the positions. For people, see detail below.

2015-2016 TEACHING STAFF

	Name	File Folder No.	Assignment	Part-Time	Years Employed by the School	Left During 2015-16	Not Returning 2016-2017
1	Xu Yang (Fiona) Zhang	997230	Kindergarten Classroom Teacher		3		
2	Vickee Nelson	997811	Kindergarten Classroom Teacher		7		
3	Zhouyun Li	996639	Kindergarten Classroom Teacher		5		
4	Yi Li	997374	Kindergarten Classroom Teacher		6		

STAFFING

5	Chia-Yu Lin	997722	First Grade Classroom Teacher	4	
6	Hui-Tzu Wu	997911	First Grade Classroom Teacher	5	
7	Suiru Shi Seberson	998127	First Grade Classroom Teacher	5	
8	Yuting Li	489354	First Grade Classroom Teacher	1	
9	Ye Long	996637	First Grade Classroom Teacher	< 2	
10	Ye Cheng	997373	Second Grade Classroom Teacher	3	
11	Fang Wu	998091	Second Grade Classroom Teacher	7	
12	Wei Jiang	996638	Second Grade Classroom Teacher	< 2	
13	Shiyun Li	997380	Second Grade Classroom Teacher	3	x
14	Shu-Ching Lee	997860	Third Grade Classroom Teacher	5	
15	Shu-Mei Lai	998232	Third Grade Classroom Teacher	8	
16	Pin-Chen Huang	997687	Third Grade Classroom Teacher	3	
17	Xun Zhao	996941	Third Grade Classroom Teacher	< 3	x
18	Wenyun Dong	997430	Fourth Grade Classroom Teacher	3	
19	Ai-Ai Lin-Johnson	997154	Fourth Grade Classroom Teacher	< 3	
20	Wenjuan Wang	478959	Fourth Grade Classroom Teacher	3	
21	Mengyao Chen	495688	Fourth Grade Classroom Teacher	1	
22	Lu Yang	997436	Fifth Grade Classroom Teacher	3	
23	Sirui Chen	996640	Fifth Grade Classroom Teacher	< 2	
24	Li-Chen Lin	998126	Fifth Grade Classroom Teacher	7	x
25	Hailei Xie	997912	Sixth Grade Classroom Teacher	5	
26	Bo Liu	997786	Seventh Grade Classroom Teacher	4	

STAFFING

27	Pamella Stommes	997794	Eighth Grade Classroom Teacher		< 5	
28	Kimberly Gill	474966	2/3 Grade English Teacher		3	x
29	Phillip Morris	459610	2/3 Grade English Assessment Specialist		< 7	
30	Kristin Nordvold	403412	4/5 Grade English Teacher		< 1	
31	Ashly Friberg	486583	4/5 Grade English Teacher		1	
32	Jackie Stiehl	365918	Third Grade English/ESL Teacher	x	< 1	
33	Bradly Byykkonen	434391	6-8 English Teacher		4	
34	Andrew Scheid	438750	Middle School Science Teacher		5	
35	Alan Sandau	439634	Middle School Science Teacher		1	
36	Jenni Hoyt	351598	Middle School Social Studies Teacher		< 2	
37	Hsuan-Wen Lin	997403	5-8 Music and Orchestra Teacher		3	x
38	Kelsey Riha	471736	K-4 Music Teacher	x	2	x
39	Lei Li	459280	K-4 Music Teacher	x	< 2	
40	Meghan Byram	443870	K-8 Art Teacher		4	
41	Yu-Chia Chen	492611	K-8 Art Teacher	x	< 2	
42	Sarah Totall	386400	Physical Education Teacher		3	
43	Erin Thune	383220	Physical Education Teacher		3	
44	Elaine Sadoff	426842	Special Education Teacher		1	
45	Rebecca Merton	443483	Special Education Teacher		< 1	x
46	Ting-Wen Chen	483158	Special Education Teacher	x	< 2	x
47	Meijie Goudy	456348	Speech and Language Pathologist	x	< 3	
48	Taoyuan Li	377724	Speech and Language Pathologist		8	

STAFFING

2015-16 ADMINISTRATORS

	Name	File Folder No.	Assignment	Years Employed by the School	Left During 2014-15	Not Returning 2015-16
1	Susan Berg		CEO/Executive Director	4.5		
2	Luyi Lien		Academic Director	10		
3	Jeremy Brewer		Dean of Students	4		

2015-16 OTHER INSTRUCTIONAL STAFF

	Name	File Folder No.	Assignment	Part-Time	Years Employed by the School	Left During 2014-15	Not Returning 2015-16
1	Esther Tan Lee		Special Education Para		4		
2	Cory Brathall		Special Education Para		< 2		x
3	Yu-Chi Huang Norby		Special Education Para		2		
4	Yu-Chia Chen		Special Education Para	x	< 2		
5	Sandy Pan		Educational Assistant		6		
6	Joyce Lu		Educational Assistant		8		
7	Pearl Chen		Educational Assistant		6		
8	Mary Zhang		Educational Assistant		6		
9	Tammy Tsao		Educational Assistant		4		
10	Cuijian Baker		Educational Assistant		3		
11	Kevin Balk		Educational Assistant		1		
12	Hong Xiao		Educational Assistant		1		
13	Mohan Shang		Educational Assistant		< 1		
14	Ying Li		Hanban Teacher		< 3		x
15	Xifeng Zhang		Hanban Teacher		< 1		
16	Qin Wu		Hanban Teacher		< 1		

2015-16 OTHER STAFF MEMBERS

	Name	File Folder No.	Assignment	Part Time	Years Employed by the School	Left During 2015-16	Not Returning 2016-17
1	Jennifer Olsen		Business/HR Manager		8		

STAFFING

2	Jennifer Liu	Registrar/Academic Coordinator		2	
3	Abigail Pribbenow	Communications/Development Manager		3	
4	Bill Francois	Facilities Manager		< 3	
5	Susan Reader	Executive Secretary/Special Projects		1	
6	Paul Strand	Custodian		< 2	
7	Joel Nawrocki	Custodian		< 2	
8	Chemin Chu	IT Manager		7	
9	Kenny Chan	Special Education Coordinator		2	
10	Emily Walker	Receptionist		< 1	
11	Shih-Yu Kuo	Assessment Specialist		4	
12	Becky Kiekhafer	Attendance Assistant		< 2	
13	Zong Her	Health Aide	x	3	x
14	Maura Trout	Health Aide	x	< 1	x
15	Wendi Harmsen	Health Aide	x	< 2	
16	Ginger Hao	Licensed School Nurse	x	< 3	
17	Helen Hindrawati	Food Service Coordinator		6	
18	Beth Irish	Food Service Assistant	x	< 2	
19	Dian Afriyanti	Food Service Assistant	x	4	
20	Kaiyla Cooper	Food Service Assistant	x	< 1	
21	Kim Hash	Food Service Assistant	x	< 1	
22	Libby Pomroy	Extended Day Coordinator	x	4	
23	Teresa Yen	Yinghua Care Staff	x	< 2	

STAFFING

24	Laura Geisen	Yinghua Care Staff	x	2	x
25	Jennifer C.H. Liu	Yinghua Care Staff	x	< 2	x
26	Ming-Chieh (Jasmine) Lu	Yinghua Care Staff	x	2	
27	Yi Sun	Yinghua Care Staff	x	1	
28	Quinn Lee	Yinghua Care Staff	x	< 1	
29	Mikhaela Denny	Yinghua Care Staff	x	< 1	x
30	Vyphuong Tran	Yinghua Care Staff	x	< 1	x
31	Aimee Brown	Yinghua Care Staff	x	< 1	x
32	Richard Lee	Yinghua Care Staff	x	< 1	x
33	Pakou Khang	Yinghua Care Staff	x	< 1	x

For the 2015-16 school year, the student to teacher ratio (including instructional staff) was approximately 12:1.

The Yinghua Academy teaching staff is selected using a three-tiered interview process; first interview with the hiring committee, second interview teaching a model lesson, and the final interview with the administrative team to review policies and procedures, salary and benefit information, and job description.

Once a teacher or other educational staff member is employed at Yinghua, she/he is evaluated three times during the year. Yinghua Academy teachers are also asked to give weekly lesson plans to the Academic Director for review, and participate in monthly curriculum map “check-ins.” All staff also participates in weekly curriculum planning meetings and preparatory time.

The table below gives the current retention rate for the school years 2010-16. This reflects the percentage of teachers employed by Yinghua in September (shortly after the start of a fiscal year) as compared to those employed by Yinghua in May of the prior year (near the end of the prior fiscal year).

STAFFING

HISTORICAL TEACHER RETENTION RATE

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percentage of Teachers Retained from Prior School Year	72%	50%	82%	60%	89%	93%	87%

An analysis of teacher resignations/departures from the 2015-16 year to the 2016-17 year indicates the following reasons that teachers are not returning: taking a position at a district school closer to home, staying home with children, and moving out of state.



Financial Performance

The financial success in fiscal year 2015-16 began in the prior fiscal year of 2014-15. The budget creation process is a mature, deliberate and methodical process that has been in use for many years. The school uses a very conservative approach towards budget creation as well as its implementation.

BUDGET CREATION

The budget creation process begins in the winter of the prior year with the Executive Director, Business/HR Manager and the school's financial management services group, CliftonLarsonAllen (CLA), drafting the first cut of a proposed budget. Mrs. Berg and Mrs. Olsen proactively include needs and wants into the following year's budget based on enrollment projections and projected expenses (staffing and non-staffing) with the help of CLA.

The budget then undergoes a rigorous review and vetting through the Finance and Facilities Committee to flush out any questions and concerns. Agreed upon changes are incorporated into the draft budget, and the new version is presented to the full board for review and approval based upon the recommendation of the Finance and Facilities Committee. The School Board provides suggestions before the final budget is approved in the spring for the following fiscal year.

IMPLEMENTATION

The Executive Director, together with the school's Business/HR Manager, implements the Board-approved budget for the year. Both rely on the help of CliftonLarsonAllen to ensure that projected revenues are coming in as expected. The Executive Director uses prudent discretion to manage the expenses and is given the opportunity to execute the budget within its parameters.

Yinghua Academy has many internal controls to manage the school's fund and cash operations in order to reduce the risk of inadvertent loss through human error or negligence. All expenses are authorized by the Executive Director, reviewed and approved by the Board Treasurer, and paid through the school's financial services company, CliftonLarsonAllen creating a separation of duties between the entities. This was the first year that Yinghua used the services of CliftonLarsonAllen after a long relationship with a prior financial services company. The Treasurer and the Finance and Facilities Committee worked closely with the team from CliftonLarsonAllen to ensure a smooth transition and to monitor ongoing performance.

FINANCIAL PERFORMANCE

MONITORING AND REPORTING

The school's financial documents are closely reviewed on a monthly basis through the Finance and Facilities Committee. Committee members are afforded the opportunity to credibly challenge any aspect of the financials or other perceived anomalies. The Board Treasurer provides a monthly update at each regularly scheduled board meeting to provide full transparency to the Board, the staff and the community.

As either required or requested, Yinghua provides copies of financial-related documents to any interested external entities on a regular, periodic basis to fulfill regulatory and contractual obligations.

FINANCIAL SUCCESSES IN THE 2015-16 SCHOOL YEAR

Yinghua's adherence to a thorough process yielded several financial successes for the school in 2015-16 including:

- State of Minnesota School Finance Award in 2015 (and every year since 2008).
- Unqualified audit for FY 2015 with no material weaknesses or deficiencies.
- Good credit relationship with no need to draw on a line of credit.
- Philanthropic donations totaling more than \$212,000.
- Finishing FY 2016 with an expected \$682,740 surplus (9.7% of expenses), exceeding the original budget surplus of \$239,567.
- Finishing FY 2016 with an expected fund balance of 31.1%, exceeding the 5-year budget model goal.

Continuing on the financial success experienced in fiscal year 2014-15, Yinghua Academy benefitted from another strong and financially successful year. The school continues to benefit from the full-day funding for kindergartners that was enacted through state legislature changes. Additionally, strong student retention from the prior year created a path for continued student body growth. Growth years for schools produce the critical opportunity for growing the fund balance prior to full enrollment at which time the fund balance will grow at a slower rate. Combined with conservative budget creation and responsible execution, the fund balance experienced a surplus of \$682,740 and moved the school's combined fund balance to 31% (unaudited).

Fiscal Year 2015-16's surplus balance ended \$425,342 higher than the original, conservatively set, budget passed by the Board in spring 2015. Additionally, the surplus was \$443,173 higher than the most recent working budget. The fiscal year-end fund balance is \$2,187,177 (unaudited), which equates to a 27% general fund (Fund 01) balance. The school board uses the total fund balance percentage in its forecasts, which reflects the fund

FINANCIAL PERFORMANCE

balance dollars divided by the sum of the expenditures from all funds (Fund 01, Fund 02, and Fund 04). These percentages are reflected in the table below.

PROJECTED FUND BALANCE FROM FIVE-YEAR BUDGET MODEL (JUNE 17, 2013)

2011-12 Audited	2012-13 Audited	2013-14 Audited	2014-15 Unaudited	2015-16 Projected	2016-17 Projected	2017-18 Projected
7.5%	9.0%	13.6%	22.1%	22.6%	28.7%	34.3%

The following is a summary of Yinghua Academy's balance sheet as well as the school's original and revised budget and actual financial results for Fiscal Year 2016. The Yinghua Academy School Board approved the original budget in the spring of 2015 and approved the last revised budget on May 16, 2016.

BALANCE SHEET AS OF JUNE 30, 2015 (UNAUDITED)

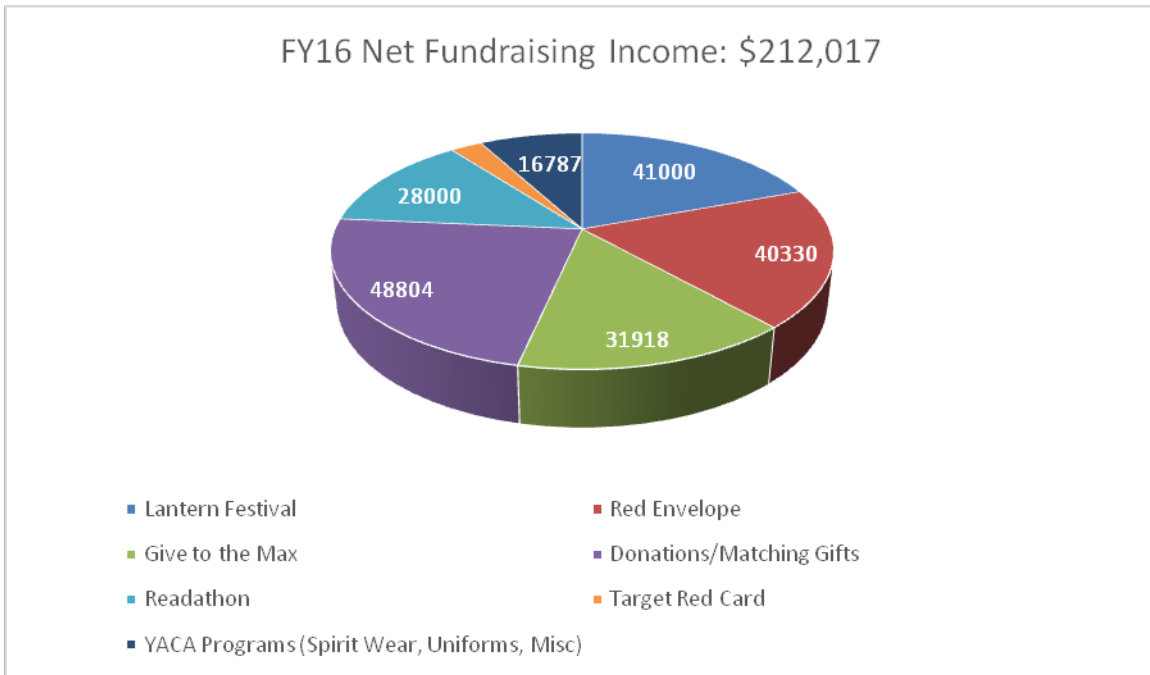
Assets	
Cash	1,383,467
Accounts Receivable	1,308
State Aid Receivable	901,145
Federal Aid Receivable	43,982
Prepaid Expenses and Deposits	116,257
Due from Other Funds	142,849
Total Assets	2,589,008
Liabilities	
Salaries and Wages Payable	293,296
Line of Credit	0
Accounts Payable	2,665
Payroll Deductions and Benefits Payable	63,596
Unearned Revenue	42,275
Total Liabilities	401,932
Fund Balance	2,187,177
Total Liabilities and Fund Balance	2,589,008

FINANCIAL PERFORMANCE

STATEMENT OF REVENUE AND EXPENDITURES FOR THE YEAR ENDED JUNE 30, 2016

DESCRIPTION	REVISED BUDGET	ACTUAL BUDGET (UNAUDITED)
Revenues		
State Revenues	6,418,258	5,641,653
Federal Revenues	176,200	69,477
Other Revenues	121,112	160,156
Donations and Gifts	106,088	94,317
Food Service	185,500	229,311
Community Service (Yinghua Care)	365,900	395,197
Total Revenues	7,373,058	7,723,117
Expenditures		
Salaries and Benefits	3,859,115	3,796,796
Building Lease and Operating Expenses	1,316,830	1,322,268
Programming, General & Administrative	1,445,146	1,240,306
Food Service	196,500	241,997
Community Service (Yinghua Care)	315,900	439,010
Total Expenditures	7,133,491	7,040,377
Surplus (Deficit)	239,567	682,740
Fund Balance		
Beginning Fund Balance	1,505,438	1,504,438
Add Surplus (Deficit)	239,567	682,740
Ending Fund Balance	1,744,004	2,187,177
Combined Fund Balances Percentage	24.0%	31%

FINANCIAL PERFORMANCE



Grants and donations continue to remain a strong and important revenue source for Yinghua Academy. The school was awarded an \$89,965 STARTALK grant to fund a three-week student camp in summer 2016. Yinghua also received a Minnesota Department of Education Title I grant in the amount of \$25,575, a \$10,000 grant from the Hanban to partially fund the Chinese New Year performance at Bethel University; and a \$1,000 Random Acts of Kindness grant from the Kopp Family Foundation to help families with various student expenditures throughout the year. Other philanthropic gifts totaled over \$212,000 in Fiscal Year 2016 as illustrated in the pie chart.

World's Best Workforce

“To prepare students to be engaged and productive global citizens” is the phrase that begins the Yinghua Academy mission statement. Yinghua teachers, from the U.S., China and Taiwan, daily model for our students what it is like to work cooperatively in an intercultural organization. Students are held to high academic standards in all classes, and through its language immersion model, a strong foundation is laid in Mandarin Chinese, the language with the highest percentage of speakers worldwide. Yinghua is doing its part to meet the “1 Million Strong” goal, announced in 2015 by Presidents Barack Obama and Xi Jinping, to expand to one-million the number of K-12 U.S. students learning Mandarin Chinese by 2020.

The World's Best Workforce bill was passed by the Minnesota Legislature in 2013, and the Minnesota Department of Education developed a rubric for schools to follow in preparing students to enter the workforce. School boards are asked to engage stakeholders, set goals, report results and identify needs. Children must be ready for school, third graders must read at grade level, racial and economic gaps between students should be closed, and students should graduate from high school and be college- and career-ready.

WBWF GOAL 1: STAKEHOLDER ENGAGEMENT

1a./1b. Each year, the School Board of Yinghua Academy (MN District 4140-07) publishes an **annual report** on the school website (www.yinghuaacademy.org) by October 1. During the 2015-16 school year, in addition to its regular monthly meetings, the School Board of Yinghua Academy held an **Annual Public Meeting on May 2, 2016**. Approximately 100 people attended the meeting facilitated by Karen Lu, School Board Chair. Ms. Lu summarized progress from the prior school year including the school's recognition as a REWARD School and National Blue Ribbon School.

1c. Yinghua Academy has five active committees. The school's Academic Committee, in place since 2010, serves as its District Advisory Committee and sets and tracks progress toward World's Best Workforce goals. During the 2015-16 school year, this committee met eight times under the chairmanship of community member Suzanne Reider. Ms. Reider is neither a Yinghua parent nor member of the school staff but lives in the broader community and was elected to the School Board in June 2013. Committee members include two members of the administrative staff, two teachers, two parents of current Yinghua students and one community member (Ms. Reider). Current students are not included on the committee because they lack the maturity and range of experience to be meaningful participants. During the 2015-16 school year, this committee presented findings to the board on August 17, 2015; February 22, 2016; and April 18, 2016.

WORLD'S BEST WORKFORCE

2015-16 ACADEMIC COMMITTEE/DISTRICT ADVISORY COMMITTEE MEMBERS

Name	Role	15-16 School Board Member	WBW Category
Sue Berg	CEO/Executive Director	Yes	Staff
Kimberly Gill	English Language Arts Teacher	Yes	Teacher
Shumei Lai	Chinese Immersion Teacher	No	Teacher
Luyi Lien	Academic Director	No	Staff
Karen Lu	School Board Chair	Yes	Parent
Suzanne Reider	Committee Chair	Yes	Community Member
Ruth Straub		No	Parent

2015-16 ACADEMIC COMMITTEE/DISTRICT ADVISORY COMMITTEE MEETINGS

In 2015-2016, the Academic Committee served as the working group to develop and implement an Academic Governance Plan to critically evaluate and strategically lead the school's academic performance and improvement. The plan was laid out as a schedule corresponding to Academic Committee meetings.

Month	Academic Goals/Topics	Implementation	Results
January	High School Transition	Review "Countdown to High School and Beyond"	Connected more than 100 students with 7 different high schools
February	Review YCT and HSK assessment and improvement plan	Further research YCT and HSK to identify ways to help our students	7 teachers will be attending the YCT and HSK proctor training program to further understand the YCT and HSK test programs.
March	Review OPI and Accelerated Reader	Research plan to better understand OPI and Update on AR	In order to further understand our students' struggles, we will go with in-person unofficial tests. to see how we can improve. Accelerated Reader gave out first Star Rewards to 281 students in grades 2-8.

WORLD'S BEST WORKFORCE

April	Review K-8 Chinese Language Arts writing assessment	Presented the CLA writing assessment	Shared samples of CLA writing assessments
May	Overview of all documents in subject material (curriculum map, pacing chart, lesson plans, assessment material)	Confirmed all documents located on staff shared drive	All documents located on staff shared drive
June	End of school year review and reflection	Set academic goals for next year	Set reading goals for next year
July	Summer Break	-	-
August	Document K-8 Curriculum in all subjects	Revised curriculum maps	2015-16 Curriculum Maps distributed on Curriculum Night
September	Theme-Web Review and Articulate Middle School Curriculum	Overview of Academic Committee Plan	Discuss academic committee goals
October	Curriculum Night and Curriculum Review	Review Curriculum Night	Successful Curriculum Night with high attendance. Sessions were added to accommodate parent schedules.
November	Set new goals for Academic Committee Work	Reviewed Academic Action Plan	Academic Action Plan was updated

WBWF GOAL 2: GOALS AND RESULTS

2a. All Students Ready for Kindergarten

In accordance with 2015 Minnesota Statute 124E.17, Subdivision 1, Yinghua publicized its Open Enrollment period and enrollment process, changed its open enrollment closing date in order to accommodate the later than usual date of the 2016 Minneapolis School Fair, and hosted public meetings including information about how to use the offerings of this charter school. The school shared information about the successful best practices in teaching and learning demonstrated at Yinghua Academy.

Yinghua takes seriously its partnership with parents and guardians who are essential to making sure that kindergarteners are ready to begin school. Parents of incoming kindergarten students may participate in public tours of the building, typically on Thursday mornings. A December open meeting is held to offer parents information about the school and how immersion education works. A Saturday morning sample immersion class allows pre-kindergarten students and their parents or guardians to experience an immersion classroom. Kindergarten Roundup occurs in April and provides families an

opportunity to meet kindergarten teachers, see classrooms and learn more about transportation, school lunch, student health and after school options.

Goal: Before beginning kindergarten at Yinghua Academy, 100% of incoming kindergarten parents (or guardians) will share with Yinghua the results of their children's Early Childhood Screening reports.

Result: During the 2015-16 school year Yinghua had Early Childhood Screening reports on file for 98% of kindergarten students. These reports are filed by Health Office staff and teachers have access to this information.

Goal: Before beginning kindergarten at Yinghua Academy, 100% of incoming kindergarten parents (or guardians) will share with Yinghua documentation of their child's immunizations or a notarized immunization waiver.

Result: During the 2015-16 school year Yinghua had immunizations or notarized immunization waivers on file for 99% of kindergarten students. The Health Office took the lead on making sure that students submitted this information to the school. Health Office staff asked every parent to check in with them during the April Kindergarten Roundup and at our August Meet Your Teacher events.

2b. All Students in Third Grade Achieving Grade-Level Literacy

Consistent with MN Statute 120B.12, Yinghua has developed a local literacy plan to support student reading proficiency by third grade. Yinghua posts the plan to the district website and submits proficiency data to the commissioner annually.

Goal: Our goal is for all students to demonstrate reading proficiency throughout the primary grades. By third grade all students will be at or above grade level on the Northwest Evaluation Association assessments (NWEA) which reports highly accurate norm-referenced scores. Based on the outcomes of the assessment, students may qualify for support through intervention services.

Result: In order to be considered at grade level, students must score at or above the 50th percentile. As measured by the NWEA Survey with Goals (MAP), the percent proficient rate for 102 students tested in grade 3 was 75.5% (77 students).

In the Minnesota Comprehensive Assessments students show whether they meet the requirements of the No Child Left Behind Act. These tests are given every year to measure student performance on the Minnesota Academic Standards which define what our students should know and do in a particular

grade. In 2015-16, 101 3rd grade students took the MCA in Reading. 74.3% (75 students) were proficient.

In English Language Arts (ELA) the school uses 2013 Reading Street series as a foundation for grades two through five. Novels, poetry and other primary sources also are used. The program meets the requirement of Common Core Standards which focus on reading, writing, speaking and listening, and language usage components. The Yinghua ELA curriculum is customized for quick ramp up since Yinghua students begin formal ELA studies two years later than usual. The ELA approach encompasses phonemic awareness, phonics, fluency, vocabulary development and reading comprehension. Teachers, administrators and support staff are committed to providing students who are reading below grade level, or who are otherwise at risk for reading problems, with instruction that is multi-tiered based on need. Students who are performing below grade level benchmarks receive a combination of the core reading program with additional interventions. A support system is in place for English Language Learners including monitoring and direct instruction.

2c. Close the Achievement Gap(s) Among All Groups

Goal: By the conclusion of FY 2017, for both reading and math, the proficiency rate for each subgroup for which the school had publicly-reportable / sufficient counts in 2013 will be no less than:

[One-half of (100 – 2013 subgroup proficiency rate)] + 2013 subgroup proficiency rate

In addition, the difference between the non-FRL proficiency rate in the school and the FRL proficiency rate will be reduced each year in both reading and math.

Result: For 2015, the difference between the non-FRL proficiency rate in the school and the FRL proficiency rate for math and reading are 21.4% and 14.3%, respectively. These two numbers will serve as a base line for the school to track whether or not the differences are reduced in both math and reading. For 2016, the difference between the non-FRL proficiency rate in the school and the FRL proficiency rate for math and reading are 14.5% and 34.3% respectively. Comparing these two years' results, the difference between the non-FRL proficiency rate in the school and the FRL proficiency rate in math is reduced. The school met the goal in math. However, the difference between the non-FRL proficiency rate in the school and the FRL proficiency rate in reading is increased. The school did not meet the goal in reading. Yinghua is focused on closing the gap between different sub-group students. The two sub-groups that need added attention are special education students and the free/reduced lunch population. Using Title I funds, we will provide intensive academic support for academically-disadvantaged students.

2d. All Students Career- and College-Ready by Graduation

Goal: During the 2015-16 school year, 100% of students in grades 5-8 will participate in Discovery Class and the school will host at least one high school readiness event for current students and parents.

Result: 100% of students in grades 5-8 participated in the weekly Discovery Class and the school hosted a high school and college readiness lecture by area expert Sue Luse and a high school panel with seven area private, charter and district high schools. See also page 69 for additional high school and college readiness practices.

2e. All Students Graduate

Goal: In June 2016, 100% of students enrolled in 8th grade will graduate from Yinghua Academy.

Result: The school met this goal with 25 students graduating on June 9, 2016. This was Yinghua's largest graduating class to date. Students went on to district public high schools, charter high schools and area private schools.

WBWF GOAL 3: IDENTIFIED NEEDS BASED ON DATA

Goal: Yinghua Academy set MCA goals to be achieved by the end of the 2016-17 school year.

By the conclusion of FY 2017, the school-wide proficiency rate will be no less than 89% for math. Reading proficiency will be 75% for grades 3-5 (consolidated) and 87% for grades 6-8 (consolidated) to reflect the research-based increase in native language acquisition over time in immersion programs.

Minnesota Comprehensive Assessment (MCA)	Goal by FY 2017	2014-2015	2015-16	2016-2017
Math G3-8	89%	84.4%	86.6%	N/A
Reading G3-5	75%	83.1%	76.9%	N/A
Reading G6-8	87%	83.0%	80.1%	N/A

Result: To be assessed at the conclusion of FY 2017.

Goal: At the beginning of the 2015-16 school year, Yinghua Academy set the Chinese fluency goal of 80% of immersion students reaching proficiency levels appropriate to their age and number of years in the immersion program as measured by the Student Oral Proficiency Assessment (SOPA).

Grade	SOPA Scale Junior	Goal	2015-16
K	Novice-High	80%	88.3%
2	Intermediate-Low	80%	62.3%
4	Intermediate-Mid	80%	67.4%

Result: Although the data appears to show that the school did not meet this goal, the assessment scale was changed, and this may have had an impact on results. Informal feedback the school receives about its students' fluency in Chinese suggests that students perform well in Chinese language settings studying abroad and video conferencing with peers in China and Taiwan, but the SOPA results do not reflect the levels that Yinghua had expected. The Academic Director is working to determine whether the established goals were too aggressive or whether the evaluation tools used are not a good match for the Yinghua curriculum.

WBWF GOAL 4: SYSTEMS, STRATEGIES AND SUPPORT CATEGORY

4a. Students

The process used to assess and evaluate student progress toward meeting state and local academic success is thorough and ongoing. Yinghua administers the nationally-normed NWEA reading and mathematics assessments. Results are analyzed by teachers and administrators, shared with parents and used to determine learning goals. Our charter contract with Friends of Education designates three comparison districts—Minneapolis, St. Anthony/New Brighton and Minnetonka. Yinghua's MCA proficiency rates out-performed these three school districts in math for grades 3 to 8; reading for grades 6-8; and science for grade 5 and grade 8. Despite our high proficiency rate in reading and math, our students still show significant growth. Specifically, 32.3 % of students in reading and 42.7% of students in math attained high growth status.

The process used to disaggregate data by student group includes scrutiny of test scores by an administrative team including the Special Education Coordinator, English Language Arts Assessment Coordinator, Chinese Language Arts Assessment Coordinator, Academic Director, and Executive Director. The group uses DDI and meets on an ongoing basis to review standardized test scores.

4b. Teachers and Principals

During the 2015-16 school year, systems were in place to review and evaluate the effectiveness of instruction and curriculum and to evaluate teachers and the principal (Executive Director/CEO).

Teachers submit weekly lesson plans to the Academic Director for review, participate in monthly curriculum map “check-ins” and weekly curriculum planning meetings, and are evaluated three times per year. All staff, teachers and administrators are evaluated annually in the following nine categories: Job Knowledge, Accountability; Commitment to Quality; Planning and Organization; Problem Solving; Communication; Cooperation; Internal Reporting and Compliance; and Judgment. The Executive Director and Academic Director create annual professional development plans. The Executive Director is evaluated annually by the School Board.

- i. Instruction, see Academic Performance section
- ii. Curriculum, see Curriculum section
- iii. Principal (Executive Director/CEO) evaluation, see Professional Development of Instructional Leaders, Mrs. Susan Berg, Executive Director.

4c. District

During the 2015-16 school year, a Literacy Plan was published on the Yinghua website (<http://bit.ly/2dpul42>) and used to ensure that systems were in place to evaluate high-quality instruction and rigorous curriculum integrating technology and collaborative professional culture.

Technology is utilized to enhance learning at Yinghua and is integrated into classroom learning. The school houses a computer lab with desktop computers in the Media Center and also has two mobile technology labs—one for MacBooks and one for iPads. Teachers may check out the mobile labs for academic purposes and in-class use. Students have access to computers before and after school to take Accelerated Reader tests. Yinghua students in 7th and 8th grades are issued school email accounts and iPads for academic use such as taking notes, creating study guides, writing papers, developing projects, and other school-related tasks. Science, English and social studies assignments frequently are delivered via iPad and texts are also provided through this medium. Chinese teachers use web-based tools such as IQChinese, 5QChannel and VoiceThread at all age levels. Video-conferencing helps develop Chinese conversational skills between Middle School Yinghua students and their peers at sister schools in China and Taiwan.

Collaborative professional culture: The board and administration continue to place a high value on teachers. Robust professional development plans are in place for the Executive Director and Academic Director (See [PROFESSIONAL DEVELOPMENT OF INSTRUCTIONAL LEADERS](#)). Teachers have up to fourteen days of professional development per school year.

As a Q-Comp school, teacher leaders were able to support both returning and new classroom teachers through ongoing coaching, weekly grade level meetings and classroom observations. Teacher leaders

WORLD'S BEST WORKFORCE

assisted with lesson planning and specific teaching strategies as well as general classroom procedures and routines. They provided pre- and post-observation feedback on lesson planning, differentiation, and the implementation of specific teaching techniques and strategies.

Grade level teams met at least 60 minutes every week to share what was working in classrooms and areas that needed improvement. These meetings were used to layout the DDI process. Teams discussed what needed to occur before, during and after each assessment cycle. In teams, teachers also analyzed student work samples and assessment data to guide future instruction.

WBWF GOAL 5: EQUITABLE ACCESS TO EXCELLENT TEACHERS

Yinghua Academy is a performance-based school. No employees have tenure. Each year, in their evaluation meetings with school administrators, teachers are asked to assess whether returning to teach at Yinghua is a good fit for them. Answers to these questions are considered conscientiously with an eye toward retaining the best teachers for all learners. All students at Yinghua academy have equal access to experienced, licensed and in-field teachers and who help them reach their potential.



Curriculum

Yinghua’s K-8 academic curriculum follows Minnesota Standards, Common Core standards, the Core Knowledge Sequence, and national standards for foreign language education. The sequence is based on the Core Knowledge Sequence, a systematic model of education in which each successive year of education is built on what children have learned in prior years. The Core Knowledge Sequence is based on the notion that, although current events and technology are constantly changing, there is a body of lasting knowledge and skills that form the core of a strong K-8 curriculum.

The school’s Academic Director, Dr. Luyi Lien, leads all curriculum development, ensuring that the content delivered in Mandarin covers all Minnesota State Standards and the Core Knowledge Sequence, building both knowledge and Mandarin fluency. Dr. Lien works with other immersion scholars from the University of Minnesota’s Department of Curriculum and Instruction, the Center for Applied Linguistics, the Confucius Institute of Minnesota, the Asia Society, the National Foreign Language Center, and other programs nationwide to continually evolve the program and develop curriculum incorporating the latest research.

Yinghua is a full immersion school. Material taught in Chinese is not translated into English later in the day or week. Students in kindergarten through fourth grade receive all core subject instruction in Chinese. To prepare for success in high school, middle school students shift to 50:50 model using English and Chinese fifty percent of the time.

YINGHUA IMMERSION CURRICULUM AT A GLANCE

Grade Level	Curricular Highlights	% of Day Using Chinese
K and 1 st grade	All core subjects taught in Chinese	90%
2 nd grade	Students begin formal English language instruction 7 periods/week	76%
3 rd – 4 th grade	Students have 5 periods of English per week	80%
5 th - 8 th grade	Chinese and Math classes are leveled; English is taught 5 periods per week	50%

The school has implemented Professional Learning Communities for all instructional staff and trains staff in Differentiated Instruction to meet every student’s needs and challenge every learner. Yinghua has established a Data-Driven Instruction protocol to closely monitor students’ progress with formal and informal assessments, and uses student assessment data to improve and inform instruction at all levels throughout the year. Yinghua uses a variety of assessments to measure student achievement,

including standardized tests, student academic performance-based assessments, portfolios of student work, teacher observation, and classroom-based assessment.

Rigorous academic programming is a critical part of all curriculum design and implementation across subject areas. Language curricula are aligned across Chinese and English, enabling teachers to synchronize lesson plans. This simultaneous study accelerates the transfer of literacy skills and enables students to learn content in both languages. Highlights of the curriculum and instruction at Yinghua include:

CHINESE LANGUAGE ARTS AND CONTENT-BASED INSTRUCTION IN CHINESE

Full-day kindergarten and first grade students work 90% of their academic day in Mandarin, with the exception of specialists (i.e. Art, Physical Education and Music) who teach in English. Yinghua instructs with a total language immersion model and places high priority on preserving the integrity of the immersion focus by not introducing English Language Arts until second grade when Chinese is solidly established. In preparation for Minnesota Comprehensive Assessments, first administered in third grade, assessment-based content is incorporated in Chinese in immersion classroom curricula. The percent of time spent working in English increases to approximately 50% for 5th-8th grades, which gradually prepares students for a successful transition to a traditional high school, while continuing to enhance and maintain the students' Mandarin skills.

The Mandarin Chinese immersion program incorporates both content-based instruction (CBI) and thematic-based instructional approaches. The full early immersion model program that Yinghua adheres to was designed in consultation with the Center for Applied Linguistics (CAL) and the University of Minnesota Center for Advanced Research on Language Acquisition (CARLA). Yinghua's program is internationally recognized as a dynamic example of language immersion best practices.

Yinghua immersion classroom teachers participate in training to ensure that all instruction is delivered based on the best practices of immersion and foreign language research, while also following the guidelines of Minnesota state educational standards for each academic subject content area and National Standards for Foreign Language Learning. Chinese Language Arts teachers use the Core Knowledge Sequence as the backbone of the curriculum and use the Responsive Classroom approach to promote character education and increase social language usage. All Chinese immersion teachers attend workshops for professional development and have formed support groups to discuss differentiation instruction and strategies for teaching Chinese characters.

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Immersion teachers employ innovative teaching strategies such as: integration of language, content, and culture; feedback techniques for continuous growth and improvement of accuracy; making input comprehensible with body language and visuals; creating a language-rich learning environment; using effective teacher talk such as enunciation, repetition and rephrasing; and promoting student output and attending to diverse learner needs, with strategies such as cooperative learning, student choice, learning centers, and presentation of material in a variety of learning styles.

Yinghua’s Chinese Language Arts curriculum includes modern and classical literature, informational texts, and the foundational skills of listening, speaking, reading, and writing. Topics integrate history, social studies, science, and technical subjects. Classical literacy is incorporated during grades K-8 in a variety of forms to support students’ language and cultural understanding. In middle school, Chinese Language Arts systematically introduces classical Chinese to widen the scope of students’ Chinese language knowledge and advance their literacy ability.

MATHEMATICS

Yinghua uses Singapore Math, an internationally recognized applied mathematics curriculum which helps students understand “the why” behind math concepts. Although math is taught in Chinese at all grade levels, Singapore Math workbooks are published in English, which permits parents to assist with homework, assigned in both Chinese and English. Mathematical concepts are understood first in a concrete manner, then the student illustrates the problem pictorially, and finally the concepts are represented in abstract, mathematical form. In middle school, math is offered in three levels per grade. All levels are at or above grade level with differences in pacing. Level 1 begins with pre-algebra in fifth grade and graduates students prepared for high school geometry. Level 2 students complete geometry and graduate from Yinghua prepared for high school algebra II. Level 3 students complete algebra II and graduate from Yinghua prepared for high school pre-calculus.

YINGHUA MIDDLE SCHOOL MATH CURRICULUM

Math Group	Grade 5	Grade 6	Grade 7	Grade 8	Ready for Grade 9
Level 1	Intro to Pre-Algebra	Pre-Algebra	Intro to Algebra I	Algebra I	Geometry
Level 2	Intro to Pre-Algebra	Intro to Algebra I	Algebra I	Geometry	Algebra II
Level 3	Pre-Algebra	Algebra I	Geometry	Algebra II	Pre-Calculus

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ENGLISH LANGUAGE ARTS

In English Language Arts (ELA), the school uses the 2013 *Reading Street* series (published by Pearson Education, Inc.) as a foundation for grades two through five. This is supplemented with novels, a poetry curriculum, and other primary sources. The program meets the requirement of Common Core Standards, which focus on reading, writing, speaking and listening, and language usage components and aligns with the most current Minnesota State Standards for ELA. The Yinghua ELA curriculum is customized for quick “ramp-up” since students begin formal ELA studies two years later than usual. Early exposure to literary circles, composition, research, journal writing, speech, and debate provides a foundation for middle school ELA. Grades six through eight use *Prentice Hall Writing Coach*, *Prentice Hall Literature: Common Core Edition* and *Sadlier Vocabulary Workshop* (Levels A, B and C for grades six, seven and eight respectively). Each year, middle school students read three important works of literature including selections such as *A Single Shard*, *Beowulf*, and *To Kill a Mockingbird*.

SCIENCE

Yinghua’s science curriculum is aligned to the current Minnesota State Science Standards and with national standards published by the National Research Council. Yinghua also incorporates core knowledge standards from the Core Knowledge foundation. At the elementary school level (grades K-4), science is taught in Chinese immersion classrooms. Science at the middle school level (grades 5-8) is taught in English. Elementary and middle school science teachers work together to solidify the sequence of science curriculum from K through 8th grade. The standards incorporate the nature of science and technology, the connection between science and engineering, and earth, life, and physical sciences throughout the grade levels.

Middle school science at Yinghua includes the disciplines of Biology, Ecology, Geology, Meteorology, Astronomy, Chemistry, and Physics. Instruction emphasizes both the methods of doing science and the understanding of important science concepts. Students are taught in an inquiry method that encourages them to ask questions based on direct observations made from hands-on experiments, academic reading, and multimedia presentations. Students complete research projects as well as design and conduct their own investigations. Important science concepts are constructed and internalized as students make connections between life experiences and classroom learning of the science disciplines.

SOCIAL STUDIES

In kindergarten through fourth grade, social studies are taught in the Chinese immersion classroom where teachers address Core Knowledge topics such as the Thirteen Colonies, U.S. presidential biographies, land formations and geographical terms, European history, and the Inuit and Anasazi

cultures, as well as Chinese history and geography topics such as the Qin Dynasty and Emperor Qin Shi Huang; the Han, Tang and Song Dynasties; and the Great Wall and Chinese inventions. Fifth through eighth graders' social studies courses are taught half in Chinese and half in English depending on the topic. Subjects include Chinese history, from mythology and the pre-Qin period to modern and contemporary periods; the great philosophers of Ancient China; Chinese art history; Ancient Greece and Rome; the European Renaissance and Reformation; the American Revolution; the U.S. Constitution and Bill of Rights; the U.S.-Dakota War from each side's perspective; U.S. immigration; the Great Depression; the Sino-Japanese War; World War II and the Holocaust; global citizenship; the impact of human beings on the environment; and current world and local affairs.

SPECIALIST CLASSES

Recognizing the connections between art, music, and physical education, and overall academic achievement, Yinghua maximizes student exposure to these subjects. Monthly whole school "theme webs" interweave language, content, and culture objectives in all classes. Students practice music, visual art, and physical education in purpose-built, customized facilities with teachers who are specialists in these areas.

Music

Music education is mainly in Mandarin and music educators designed the curriculum to build upon the strong listening skills that immersion students develop from a young age. In music classrooms, designed for optimum acoustics, students sing and play recorders as well as percussion and Kodaly instruments. They read, write, analyze, describe, and move to music. Beginning in fourth grade, students may participate in the school's two string orchestras; every fourth grader may choose a string instrument and receive instruction within the music class, during the school day. After fourth grade, orchestra students meet twice a week for practice before school and during recess. Kindergarteners have 60 minutes per week of music; grades one through eight each have two 50-minute periods per week. A Conservatory of Music offers after school lessons to nearly 100 students in Western instruments such as violin and piano as well as the Chinese erhu, a bowed string instrument.

Visual Art

The art curriculum utilizes Discipline Based Art Education, which introduces drawing, painting, printing, collage, and sculpture and emphasizes art criticism and history. The art studio has a full wall of south-facing windows, ample workspace, and a kiln. Students are encouraged to question and discuss what they see and create, and they apply their classroom knowledge during trips to museums and art studios. This multi-layered engagement with the visual arts encourages students to apply the observation and analysis skills they are acquiring in other classes. Kindergarteners have 30 minutes per

week of art while students in grades one through five each have 50 minutes per week, and sixth through eighth graders have a weekly 90-minute class.

Physical Education

Physical education (PE) at Yinghua aligns with National Association for Sport and Physical Education standards and emphasizes participation, sportsmanship, skills, character education and safety. Students exercise in a state-of-the art gymnasium (nearly 8,000 square feet) as well as in the expansive Northeast Park with multiple playing fields. Students use roller-blades, bikes, cross country skis, snowshoes, and sleds. Health is integrated into the PE curriculum across grades with extra classes focusing on maturation and healthy choices taught by science and PE faculty in fifth and eighth grades. Kindergarteners have three 30-minute classes while all other students enjoy two 50-minute periods per week.

Technology

Technological learning is integrated into classroom learning. Seventh and eighth graders all have school-issued iPads. Science, English, and social studies assignments on iPads are frequent and texts often are provided via this medium. Chinese teachers use web-based tools such as *IQChinese*, *5QChannel*, and *VoiceThread*, at all age levels. Video-conferencing helps develop Chinese conversational skills between Yinghua students and sister school peers in China.

EXTRACURRICULAR ACTIVITIES

Yinghua offers fee-based extracurricular clubs and activities including Extended Care, Enrichment, Conservatory of Music, and Athletics. Within the Extended Care program students may go to the homework help room, playground, game room, arts and crafts area, library or computer lab. This program provides convenient, drop-in childcare in the morning from 6:45-7:45 a.m. prior to the start of school, and after school from 3:30-6:00 p.m. Enrichment includes classes and clubs such as computer coding, chess, art classes, sports and choir. Some instructors are Yinghua teachers, while others are community members or from outside organizations.

Since 2012, Yinghua's Conservatory of Music has continued to offer private lessons to students in instruments of their choice. In fall 2015, registration had increased 39% from the previous year with more than 100 students receiving instruction in instruments ranging from strings to piano, drums, guitar, voice, and erhu—a traditional Chinese instrument.

In Athletics, Yinghua offers in-house sports serving students in grades K-4 and traveling sports teams for students in grades 5-8. The younger students can select soccer, floor hockey, basketball, track and field,

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and a sports sampler. Older students participate in a conference of similar size schools providing competition in soccer, volleyball, basketball, and cross country running. In 2015-16, we added a cross country ski and track and field teams and hosted home games for basketball and volleyball.

ASSESSMENT AND ACCOUNTABILITY DATA

Yinghua Academy uses a variety of assessments to measure student achievement, including standardized tests, academic performance-based assessments, portfolios of student work, teacher observation, and formative and summative assessments. Throughout the school year, educational staff works with the Academic Director and Executive Director to develop units and lessons in accordance with the curriculum map as well as to collect data on academic achievement in the areas of Chinese and English Language Arts, math, science, and social studies.

The following standardized testing occurred for the 2015-16 school year:

- Statewide MCA-III for grades 3-8 in math and reading; grades 5 and 8 in science
- Star Reading assessments for grades 2-8 providing internal data on students' English reading skills
- NWEA for grades 1-8
- SOPA (Student Oral Proficiency Assessment) for grades K, 2, and 4
- OPI (Oral Proficiency Interview) for grades 6 and 8
- Youth Chinese Test (YCT) Assessment of student Chinese reading comprehension and writing, grades 4-8
- Hanyu Shuiping Kaoshi (HSK) for grades 7 and 8

The MCA, NWEA, SOPA, OPI, and YCT data, along with historical SOPA and YCT results, are organized according to the requirements of Yinghua's charter contract with Friends of Education on the following pages. The newly administered HSK test results are also included below.



ACADEMIC PERFORMANCE

Academic Performance

Yinghua's academic performance is exceptional and was recognized by Friends of Education, the school's authorizer, as a major factor warranting the awarding of a five-year contract renewal, the maximum allowed by law, beginning July 1, 2014. The school made Adequate Yearly Progress (AYP) each year of the previous three-year contract. Yinghua Academy was designated a REWARD school for the past two years. REWARD schools are Minnesota's highest performing Title I schools. According to the Minnesota Department of Education, REWARD schools have demonstrated exceptional student outcomes and success in closing the achievement gap.

Our charter contract with Friends of Education designates three comparison districts—Minneapolis, St. Anthony/New Brighton and Minnetonka. Our school's MCA proficiency rates out-performed these three school districts in Math for grades 3 to 8; Reading for grades 6-8; and Science for grade 5 and grade 8. Despite our high proficiency rate in reading and math, our students still show significant growth. Specifically, 32.3 % of students in reading and 42.7% of students in math attained high growth status.

In an effort to constantly improve, Yinghua is focused on closing the gap between different sub-group students. So far, we are on the right track; however, the two sub-groups that will need added attention are special education students and the free/reduced lunch population. Using Title I funds, we will provide intensive academic support for academically-disadvantaged students.

In Mandarin testing, Yinghua students are on track to advance approximately one scale per year on the Student Oral Proficiency Assessment (SOPA), including 8th grade at level eight, which is the second highest of nine possible levels in Mandarin. On the Youth Chinese Test (YCT), the majority of 4th-8th grade students passed the highest level (Level 4) with 81.5% of students passing Level 4 by 5th grade. The Oral Proficiency Interview (OPI) is a new tool we used to assess our students' Mandarin oral proficiency this year. We are reassessing our pre-set language proficiency goals and investigating whether our instructional strategies need improvement in order for us to reach them. According to this measure, our students performed one level lower than our predicted results.

Internally, in order to promote Chinese language, reading and literacy, we instituted a Chinese dictionary contest for grades 3 to 8 and a Chinese speech contest in grades 5 to 8. The Chinese dictionary contest encouraged students to look up unfamiliar words in a dictionary to find answers. The speech contest provided an opportunity for students to write their own speeches and to present

ACADEMIC PERFORMANCE

their ideas to the public. The results were promising in that students gained confidence in using tools to enhance their Mandarin learning.

Last year, a special opportunity was presented to our Middle School students—they were invited to participate in the 9th Annual Midwest Chinese Bridge Speech Contest held at the University of Minnesota on May 22, 2016. This contest is typically only for high school students, but two of our 8th graders competed and earned outstanding results. One student took first place in Level IV, the highest level. Another won the region’s overall top score and will represent the US Midwest in the ninth global Chinese Bridge Speech Contest in China in October 2016.

Every year, the Confucius Institute at the University of Minnesota and the Minnesota Department of Education host the Chinese Proficiency Award Ceremony at Ted Mann Concert Hall to recognize and celebrate students’ high level of Chinese proficiency. This event recognizes students with successful performances on the Youth Chinese Test (YCT), Hanyu Shuiping Kaoshi (HSK) Chinese proficiency test, Assessment of Performance toward Proficiency in Languages (AAPPL), and the STAMP Proficiency Assessment. In 2016, 74 of our students will receive MDE Proficiency Certificates, and two of our graduates are eligible to receive the bilingual platinum seal for their high school diplomas.

Achievements of a more qualitative nature include the following: 7th and 8th grade students involved in Yinghua’s Student Life Organization attended the third ever WE Day along with 18,000 youth to celebrate the power of American youth to create positive and lasting change locally and globally. In summer 2016, 26 Middle School students along with Academic Director Dr. Luyi Lien completed a study-tour of Taiwan including a visit to Yinghua’s sister school in Pingdong, Taiwan. In addition, during Yinghua’s fall Read-A-Thon, students read and recorded more than 500,000 minutes of reading in English or Chinese and earned more than \$32,000 to support the school. At the end of the school year, every student participated in Academic Performances designed to showcase their spoken and written English and Chinese language skills as well as their creativity and critical thinking.

CHARTER CONTRACT GOAL 1: STATE ASSESSMENT TESTS (40% WEIGHT)

Sub Goal 1.1: Absolute Proficiency

By the conclusion of FY 2017, the school-wide proficiency rate will be no less than 89% for math. Reading proficiency will be 75% for grades 3-5 (consolidated) and 87% for grades 6-8 (consolidated) to reflect the research-based increase in native language acquisition over time in immersion programs.

Minnesota Comprehensive Assessment (MCA)	Goal by FY 2017	2014-2015	2015-16	2016-2017
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ACADEMIC PERFORMANCE

Math G3-8	89%	84.4%	86.6%	N/A
Reading G3-5	75%	83.1%	76.9%	N/A
Reading G6-8	87%	83.0%	80.1%	N/A

Results: To be assessed at the conclusion of FY 2017.

Sub Goal 1.2: Comparative Proficiency

Each year, the school will demonstrate higher grade level and school-wide proficiency rates than the Minneapolis school district for reading, math, and science (for the same grades as offered by the school). In addition, the school will achieve school-wide proficiency rates equal to or higher than the combined average rates of St. Anthony/New Brighton Public Schools and Minnetonka Public Schools according to the following criteria: averaged scores of grades 3-8 in math, of grades 5 and 8 in science, and of grades 6-8 in reading (to reflect the research-based increase in native language acquisition over time in immersion programs).

2015-16 MCA	Yinghua	Minneapolis	St. Anthony/ New Brighton	Minnetonka	Combined Average
Math G3-8	86.6%	44.1%	69.7%	80.8%	> 75.3%
Reading G6-8	80.1%	> 43.8%	60.0%	75.7%	> 67.9%
Science G5 & G8	85.1%	> 37.8%	60.3%	78.1%	> 69.2%

Results: The school met this goal.

Sub Goal 1.3: Growth

Each year, the school's growth z-score, as published with the state's release of MMR data, will exceed 0; and each year in which the number of non-proficient students total 20 or more, at least 50% of those students will achieve high growth in the subsequent year.

MCA	Goal	2015-16
Z-Score	> 0	0.1074
# Non-proficient student (>20)	Yes/No	See below
High Growth % of above in subsequent year	> 50%	See below

Results: The school's growth z-score, as published with the state's release of MMR data, is 0.1074, which exceeds the contract goal of exceeding 0. The school met this goal.

ACADEMIC PERFORMANCE

2016 Math		
# Non-proficient student (>20)	Yes	23
High Growth % of above in subsequent year	> 50%	22 students 51.2%

Results: Out of 281 measured students who took the 2016 MCA Math Test, 43 of them were not proficient. Among these 43 students, 22 students made exceptional growth, which means 51.2% of non-proficient students achieved high growth in the subsequent year. The school met this goal in math.

2016 Reading		
# Non-proficient student (>20)	Yes	48
High Growth % of above in subsequent year	> 50%	18 students 37.5%

Results: Out of the 281 measured students who took the 2016 MCA Reading Test, 48 of them were not proficient. Among these 48 students, 18 students made exceptional growth, which means 37.5% of non-proficient students achieved high growth in subsequent year. The school did not meet this goal in reading.

Sub Goal 1.4: Achievement Gap Reduction

By the conclusion of FY 2017, for both reading and math, the proficiency rate for each subgroup for which the school had publicly-reportable / sufficient counts in 2013 will be no less than:

$$[\text{One-half of } (100 - 2013 \text{ subgroup proficiency rate})] + 2013 \text{ subgroup proficiency rate}$$

In addition, the difference between the non-FRL proficiency rate in the school and the FRL proficiency rate will be reduced each year in both reading and math.

	[One-half of (100 – 2013 subgroup proficiency rate)] + 2013 subgroup proficiency rate		2013		2014		2015		2016	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Asian	74.4	79.4	73.7	87.2	76.6	85.1	83.4	84.1	79.7	83.0

ACADEMIC PERFORMANCE

			N=133	N=133	N=141	N=141	N=145	N=145	N=172	N=171
White	82.6	83.4	75.0	91.7	85.4	94.3	83.9	86.0	79.5	92.0
			N=84	N=84	N=89	N=88	N=143	N=143	N=176	N=176
Special Ed	66.5	66.0	34.5	65.5	51.7	58.6	51.4	51.4	31.0	48.3
			N=29	N=29	N=29	N=29	N=35	N=35	N=29	N=29
FRP	69.4	70.8	59.1	77.3	58.6	69.0	70.7	65.9	47.8	73.9
			N=22	N=22	N=29	N=29	N=41	N=41	N=46	N=46

Results:

There are four sub-groups for which the school had publicly-reportable/sufficient counts in 2013. These four subgroups are: Asian, White, Special Ed, and FRL students. The chart above shows the student counts (N) in each year for each sub group. The results show that White students and Asian students are on track. However, special education and free-reduced lunch students showed little to no progress, which could be an important indication for the school to pay more attention to support these two groups of students. To be assessed at the conclusion of FY 2017.

The difference between the non-FRL proficiency rate in the school and the FRL proficiency rate will be reduced each year in both reading and math.

2016	Non-FRL	FRL	Difference
Math	88.4%	73.9%	14.5%
Reading	82.1%	47.8%	34.3%

Results:

For 2015, the difference between the non-FRL proficiency rate in the school and the FRL proficiency rate for math and reading are 21.4% and 14.3%, respectively. These two numbers will serve as a base line for the school to track whether or not the differences are reduced in both math and reading. For 2016, the difference between the non-FRL proficiency rate in the school and the FRL proficiency rate for math and reading are 14.5% and 34.3% respectively. Comparing these two years' results, the difference between the non-FRL proficiency rate in the school and the FRL proficiency rate in math is reduced. The school met the goal in math. However, the difference between the non-FRL proficiency rate in the school and the FRL proficiency rate in reading is increased. The school did not meet the goal in reading.

CHARTER CONTRACT GOAL 2: CHINESE ACQUISITION (30% WEIGHT)

Chinese language acquisitions are based on the American Council on the Teaching of Foreign Language (ACTFL) Proficiency Guidelines 2012.

ACADEMIC PERFORMANCE

Sub Goal 2.1: Speaking and Listening

Each year, the school will administer a Student Oral Proficiency Assessment (SOPA) in at least Kindergarten, 2nd grade, and 4th grade. Our goal is for 80% of immersion students to reach proficiency levels appropriate to their age and number of years in the immersion program.

Grade	SOPA Scale Junior	Goal	2015-16
K	Novice-High	80%	88.3%
2	Intermediate-Low	80%	62.3%
4	Intermediate-Mid	80%	67.4%

Results: The school did not meet this goal.

This year's SOPA data indicate a proficiency decrease. However, there was a significant change in the proficiency levels we assigned to our numeric test scores between last year and this year. In the case of a score that falls between two levels, in 2016 we followed the practice recommended by the Center for Applied Linguistics to "round down" to the lower proficiency level. In the past the recommendation had been to "round up." The rationale for taking the lower score is that, for instance, it is more accurate to assign a solid intermediate-mid score than a questionable intermediate-high score.

Each year, the school will administer an Oral Proficiency Interview (OPI) in at least Grade 6 and 8. 80% of immersion students will reach the following proficiency levels:

Grade	OPI Level	Goal	2014-15	2015-16
6	Advanced-Low	80%	6%	7.3%
8	Advanced-Mid	80%	6%	4.0%

Results: The school did not meet this goal.

Language proficiency refers to a person's ability to use a language for a variety of purposes, including speaking, listening, reading and writing. Proficiency is commonly measured using guidelines developed by the American Council on the Teaching of Foreign Languages which measure proficiency on a ten-level scale: Novice Low, Mid, and High; Intermediate Low, Mid, and High; Advanced Low, Mid, and High; and Superior.

ACADEMIC PERFORMANCE

The OPI assessment tool was added two years ago so that we could see how our students perform in real life situations. We followed the Language Testing International (LTI) Protocol for OPI assessment which is a 30 to 45-minute live conversation conducted over the phone between the candidate and a ACTFL trained and certified examiner. Our OPI results have been disappointing, and we are assessing the degree to which the telephone context may have removed contextual clues to comprehension and communication.

We have compared our OPI results with another Chinese immersion school's OPI benchmarks and statistical results and have determined that Yinghua's goals and expectations were too high. Students in Yinghua's grades 6 and 8 have fewer contact minutes with academic subjects taught in Chinese language than they had in younger grades and few opportunities to use Chinese in social settings. We were using our elementary school rate of progress to predict middle school results, and we set goals based on the elementary school track record of continuing to increase by one proficiency level per grade. This was not a realistic prediction for our middle school setting which switches to a 50:50 model starting in 5th grade. The Middle School decrease in Chinese language contact time in social and academic Chinese has made it a challenge to continue to advance our students' language skills at a steady rate.

The OPI data below shows last year at least 60% of grade 6 students reached the intermediate-mid and higher levels. This year 85.5% of grade 6 students were able to reach intermediate-mid and above. Last year, at least 82.3% of grade 8 students reached intermediate-high or higher results, but this year, only 40% of students reached that level. This data is important to pay attention to, but it is difficult to draw conclusions or to suggest a set of revised goals for several reasons. While we are looking at the same grade's results in two consecutive years, it is not the same set of students who take the tests each year. Lower scores from a small number of students in one grade level at one point in time may have been enough to bring the overall percentage down significantly. One clear direction for our Middle School program is the need to pay close attention to the proficiency scales and how they relate to our curriculum and instruction. In addition, we need to make sure that teachers are aware of the scales and thinking about ways to increase proficiency given the decrease in Chinese contact time. Perhaps different teaching strategies or curricula that allow for more face-to-face Chinese language communication opportunities need to be implemented.

OPI Level	Grade 6		Grade 8	
	2014-2015	2015-2016	2014-2015	2015-2016
Advanced Mid	0	7.3%	5.9%	4.0%
Advanced Low	5.9%	0	23.5%	4.0%

ACADEMIC PERFORMANCE

Intermediate High	19.6%	12.7%	52.9%	32.0%
Intermediate Medium	37.3%	65.5%	11.8%	44.0%
Intermediate Low	33.3%	5.5%	5.9%	32.0%
Novice High	2.0%	1.8%	0	0

STUDENT ORAL PROFICIENCY ASSESSMENT (SOPA) IN MANDARIN CHINESE

The Student Oral Proficiency Assessment (SOPA) for Grades 2-8 and Early Language Listening and Oral Proficiency Assessment (ELLOPA) for Grades K-2 are innovative language proficiency assessment instruments designed to allow 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 children who are learning a foreign language in a school setting. They include hands-on activities and are conducted entirely in the foreign language. Students are assessed in pairs by two trained test administrators and, during the activities or tasks, are encouraged to interact with each other as well as with the interviewers. The focus of the interview is to determine what the students can do with the language.

The SOPA 9-point scale is:

- | | | |
|-------------------------|-------------------------------|---------------------------|
| 1. Junior Novice – Low | 4. Junior Intermediate – Low | 7. Junior Advanced – Low |
| 2. Junior Novice – Mid | 5. Junior Intermediate – Mid | 8. Junior Advanced – Mid |
| 3. Junior Novice – High | 6. Junior Intermediate – High | 9. Junior Advanced – High |

Yinghua student SOPA results demonstrate that language acquisition increases approximately one point (on the SOPA scale) per grade, from a score of ~3.00 in K to a score of ~7.00 in middle school for full immersion students. The first cohort of 8th graders who were full immersion students were tested in 2013-14, and scored 7.11, which matches program expectations. The progress of this cohort can be seen in the table below.

The Yinghua program switches from 90% of instruction in the target language to 50% of instruction in the target language beginning in 5th grade, with the goal of middle school being to maintain the students' Mandarin proficiency while preparing them for advanced placement work in high school.

ACADEMIC PERFORMANCE

HISTORICAL SOPA FLUENCY LEVELS

Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
K	2.58	2.5	3.16	3.21	3.34	3.33	3.55	3.48
1	2.98	3.74	-	-	-	-	-	-
2	4.33	4.94	-	5.49	-	3.29	4.46	4.06
3	6.14	5.42	-	-	-	-	-	-
4	1.99*	4.81	-	6.45	-	-	6.61	5.06**
5	3.33*	2.64*	5.99	7.32	-	6.01	-	-
6	-	4.85*	3.93*	8.00	7.45	6.05	OPI	OPI
7	-	-	4.76*	4.60*	7.7	6.93	-	-
8	-	-	-	4.78*	5.4*	7.11	OPI	OPI

Note: Boxed cells indicate first class of full immersion students through the years. * Indicates non-immersion students.

**Results are explained above.

Sub Goal 2.2: Reading and Writing

Each year, the school will administer the Youth Chinese Test (YCT) in at least 4th and 5th grades, and by the end of 5th grade, 80% of students will pass YCT Level IV, the highest YCT level

YCT	Goal	2015-16
% of 5 th grade that passed Level IV	80%	81.5%

Results: The school met this goal.

HISTORICAL YCT RESULTS

	2011-12	2012-13	2013-14	2014-15	2015-16
# of Students Taking Test	227	93	87	91	118
Levels Administered	I, II, III, IV	III, IV	IV	IV	III, IV
Grades Included	2-8	4-8	4-8	4-7	4-8
# of Students Passing	219	82	59	59	88
Passing Rate	97%	88%	68%	65%	81.5%

ACADEMIC PERFORMANCE

YOUTH CHINESE TEST (YCT)

The Youth Chinese Test (YCT) is a standardized test developed by Hanban, the government office in the People's Republic of China charged with oversight of formal study of the Chinese language. It assesses student listening comprehension and reading in Chinese, and additionally, at the Level IV test, Chinese writing ability. Yinghua strives to have its fourth grade students pass YCT Level III or IV at the end of fourth grade. Students who do not pass at the end of fourth grade continue to attempt the test in subsequent years.

YCT Levels:

Level I	80 commonly used words and related grammar patterns
Level II	150 commonly used words and related grammar patterns
Level III	300 commonly used words and related grammar patterns
Level IV	600 commonly used words and related grammar patterns

HANYU SHUIPING KAOSHI (HSK)

The Hanyu Shuiping Kaoshi (HSK), translated as Chinese Proficiency Test or Chinese Standard Exam, is China's standardized test of Chinese language proficiency for non-native speakers such as foreign students and overseas Chinese. The test is administered by Hanban, an agency of the Ministry of Education of the People's Republic of China. The HSK is a general (or universal) Chinese language abilities test for adult learners. After completing the YCT level IV test—the highest level—in grade 4 or 5, Yinghua students do not have another youth assessment option. Although HSK is designed for high school to adult learners, we decided to use this assessment tool to measure the Chinese abilities of students in grades 7 and 8.

This year, we also encouraged six 8th grade students who have already passed HSK level IV to challenge themselves to take the level V test which is significantly higher than level IV. In 2015-16, 65 7th and 8th grade students took and passed the HSK. For HSK level II, the passing score is 120. For HSK level III, IV, and V, the passing score is 180, combining all the components of listening, reading, and writing. Our students averaged 252 for level III, 218 for level IV, and 187 for level V. The results show that our students are not only able to pass the HSK, but also pass it with a very high level of confidence.

ACADEMIC PERFORMANCE

HANYU SHUIPING KAOSHI (HSK)

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After completing the YCT level IV test--the highest level--in grade 4 or 5, Yinghua students do not have another youth assessment option. Although HSK is designed for high school to adult learners, we decided to use this assessment tool to measure the Chinese abilities of students in grades 7 and 8. In 2014-15, 34 of our 7th and 8th grade students took the HSK. On July 3, 2015, Hanban subsidized 15 of our middle school students on a study abroad program to China. These students were required to take the HSK at the end of the trip. 15 of our students took the HSK and all of them passed the level that they attempted.

Furthermore, their scores exceeded the minimum scores required to pass. For HSK level III and IV, the passing score is 180, combining all the components of listening, reading, and writing. Our students averaged 236.1 for level III and 216.8 for level IV. The results proved that our students are not only able to pass the HSK, but also pass it with a very high level of confidence.

2015-16 HSK RESULTS

Test Location		HSK II	HSK III	HSK IV	HSK V
Yinghua, USA	Students	12	21	25	6
	Passing	12	20	20	4
	Average Score	183.3	252	218	187
	Passing Rate	100%	95.5%	80.0%	66.7%

CHARTER CONTRACT GOAL 3: NATIONALLY-NORMED ASSESSMENT (15% WEIGHT)

Each year, the School will administer a nationally-normed assessment in reading and mathematics in at least 4th and 8th grades. For students in 4th grade who have a national percentile ranking of less than 70% and who remain in the School through the 8th grade, at least 50% will increase their national percentile ranking by the end of 8th grade.

2015-16 NWEA	# of students
Reading: 4 th grade with percentile ranking of less than 70%	39
Math: 4 th grade with percentile ranking of less than 70%	23

ACADEMIC PERFORMANCE

2015-16 NWEA 8 th Grade	# of students with national percentile ranking of less than 70% in 4 th grade	Goal	# of students measured with increased national percentile ranking
Reading	11	50%	4 (66.6%)
Math	6	50%	9 (81.8%)

Results: The school met this goal.

CHARTER CONTRACT GOAL 4: ACADEMIC CULTURE (15% WEIGHT)

Sub Goal 4.1: Academic Governance

The school will implement an Academic Governance Plan to critically evaluate and strategically lead the school's academic performance and improvement. The school shall include a summary of its findings in the school's board minutes no less than twice annually.

Results: The school has had a formal Academic Committee in place since the strategic plan was completed in 2010. Each spring, the board identifies overarching annual goals in collaboration with the Executive Director and Academic Director, which tie back to the long-term strategic plan. The Academic Committee then proposes board-specific and administrative-specific objectives to meet those goals. During the 2015-16 school year, this committee presented findings to the board on August 17, 2015; February 22, 2016; and April 18, 2016.

In 2015-2016, the Academic Committee served as the working group to develop and implement an Academic Governance Plan to critically evaluate and strategically lead the school's academic performance and improvement. The plan was laid out as a schedule corresponding to Academic Committee meetings:

ACADEMIC PERFORMANCE

Month	Academic Goals/Topics	Implementation	Results
January	High School Transition	Review “Countdown to High School and Beyond”	Connected more than 100 students with 7 different high schools
February	Review YCT and HSK assessment and improvement plan	Further research YCT and HSK to identify ways to help our students	7 teachers will be attending the YCT and HSK proctor training program to further understand the YCT and HSK test programs.
March	Review OPI and Accelerated Reader	Research plan to better understand OPI and Update on AR	In order to further understand our students’ struggles, we will go with in-person unofficial tests. We can have further conversation with these private testers to see how we can improve. Accelerated Reader gave out first Star Rewards to 281 students in grades 2-8.
April	Review K-8 Chinese Language Arts writing assessment	Presented the CLA writing assessment	Shared samples of CLA writing assessments
May	Overview of all documents in subject material (curriculum map, pacing chart, lesson plans, assessment material)	Confirmed all documents located on staff shared drive	All documents located on staff shared drive
June	End of school year review and reflection	Set academic goals for next year	Set reading goals for next year
July	Summer Break	-	-
August	Document K-8 Curriculum in all subjects	Revised curriculum maps	2015-16 Curriculum Maps distributed on Curriculum Night
September	Theme-Web Review and Articulate Middle School Curriculum	Overview of Academic Committee Plan	Discuss academic committee goals

ACADEMIC PERFORMANCE

October	Curriculum Night and Curriculum Review	Review Curriculum Night	Successful Curriculum Night with high attendance. Sessions were added to accommodate parent schedules.
November	Set new goals for Academic Committee Work	Reviewed Academic Action Plan	Academic Action Plan was updated
December	Holiday Break	-	-

Dr. Lien reported to the board on the following dates:

- 8/17/15: Academic Status Report 1
- 2/22/16: Focus Presentation—Accelerated Reader
- 4/18/16: Academic Status Report 2

Sub Goal 4.2: Data-Driven Instruction

The school will continue to implement DDI in math, Chinese Language Arts, and English Language Arts throughout each term with summative assessments in grades K-8 on a trimester basis. The staff will review and analyze results for Terms I and II with the Academic Director and will determine an appropriate follow-up method of integrating non-mastered content into subsequent lesson plans. The school will invite Friends of Education to attend Term I and II meetings and alternative assessment events to review results.

The school will create and implement DDI in science throughout each term with summative assessments in grades 5-8 on a trimester basis. The staff will review and analyze results for Terms I and II with the Academic Director and will determine an appropriate follow-up method of integrating non-mastered content into subsequent lesson plans. The school will invite Friends of Education to attend Term I and II meetings and alternative assessment events to review results.

Results: The school has created and implemented DDI summative assessments on a trimester basis in all grades. In Term I, the DDI team met on December 15, and Friends of Education was invited to attend the meeting. In Term II, the DDI team met April 19; Lori Magstadt on behalf of Friends of Education, attended the meeting. DDI meetings with teachers were held to focus on class results and action plans; these meetings took place November 30-December 9, 2015; March 25-April 8, 2016; and June 10-12, 2016.

ACADEMIC PERFORMANCE

Students also used Academic Performances, in May 2016, to present their learning to parents. These alternative assessments function as an effective way to assess student's proficiency level in language, subject content and culture.

CHARTER CONTRACT GOAL 5: ADDITIONAL MEASURES

Sub Goal 5.1: Attendance

Each year, the School will maintain at least a 95% student attendance rate.

Attendance Rate	Goal	Actual
2015-16	95%	96.6%

Result: The school met this goal.

Sub Goal 5.2: Parent Conference Attendance

At least 95% of families will attend school conferences each year.

Attendance Rate	Goal	Actual
2015-16	95%	Fall 90% Spring 92%

Result: The school did not meet this goal partially because there were an insufficient number of conference day appointments. This has been addressed by increasing the number of available time slots for 2016-17 conferences.

Sub Goal 5.3: Professional Development

100% of all staff shall receive professional development each year as demonstrated by school records.

Attendance Rate	Goal	Actual
2015-16	95%	100%

Result: The school met this goal.

ACADEMIC PERFORMANCE

Sub Goal 5.4: Chinese Culture

100% of students not otherwise excused will participate in the school's Chinese New Year Performance, as well as Chinese Academic Performances each spring to demonstrate academic and functional language in Chinese.

Attendance Rate	Goal	Actual
2015-16	95%	100%

Result: The school met this goal.



OPERATIONAL PERFORMANCE

Operational Performance

Yinghua has upheld all expectations as outlined in its charter contract and continued to put processes in place to ensure this high level of performance continues beyond the individuals on the board and in administration at this time. The board has also annually affirmed the strategic plan, and again drafted Annual Goals, with action items for both the Board and Administration to ensure continuous improvement (see Exhibit B).

AUTHORIZER RELATIONS AND COMMUNICATION

Yinghua Academy's charter authorizer is Friends of Education (Friends). The charter authorizer provides strict financial and academic controls and ensures school adherence to national standards for charter school oversight and quality. Friends of Education monitors the three critical areas of charter school operations: academic performance, finance, and reporting and legal compliance, by monitoring student testing, conducting site visits, reviewing annual reports, and communicating with MDE. Friends can be contacted at: Friends of Education, 200 East Lake Street, Wayzata, MN 55391 or info@improveK-12education.org. Contact information for Yinghua's Authorizer Liaison is R.E. Topoluk, Executive Director of Friends of Education, Phone (952) 745-2717, Fax (952) 745-2739, and Email topoluk@tcfbank.com.

A new contract with Friends of Education became effective July 1, 2014 for a five-year period, the longest term allowed by Minnesota Charter School law. In the letter to the school awarding the five-year contract renewal, Friends of Education Executive Director Beth Topoluk wrote "(we applaud) Yinghua Academy for its superior academic performance, having achieved 90% of its academic goals; consistent lack of material or significant deficiencies in its external audits; timely compliance reporting which has evolved into a model of reporting compliance; and its transparency in disclosing matters to Friends of Education - the transparency Yinghua has displayed establishes confidence in its leadership team, both board and administration."

In 2015, the Minnesota Department of Education conducted a five-year performance evaluation of Friends of Education as required by statute, using the Minnesota Authorizer Performance Evaluation System (MAPES). Friends of Education received an overall Exemplary performance rating.

COMPLIANCE WITH APPLICABLE LAWS AND MDE REPORTING REQUIREMENTS

Yinghua Academy complies with all applicable laws, with the School Board at times seeking legal counsel to ensure compliance. In its letter summarizing the awarding of a five-year charter contract

OPERATIONAL PERFORMANCE

renewal, Friends of Education stated that Yinghua “has timely compliance reporting which has evolved into a model of reporting compliance”. In 2014-15, the School Board continued substantive policy review and maintained overall compliance with legal requirements in drafting and reviewing policies and procedures. Processes implemented by the board, by administration, and by front office staff ensured overall timeliness regarding compliance with applicable laws and MDE reporting requirements.

Yinghua Academy strives to be completely compliant with MDE reporting and regulations, including submitting reports such as the Annual Report, Q-Comp, DIRS reporting, and MARSS data. Yinghua school representatives attended required MDE training. In addition, one hundred percent of Yinghua Academy teachers had permission to teach from the State Board of Teaching.

Yinghua Academy followed state and local health and safety requirements and is compliant with fire code, inspections, and other safety requirements; emergency drills have been conducted. With additional experience and a concerted effort to connect with MDE, administrators and the school board have improved knowledge of all reporting systems and requirements.

STRATEGIC PLAN IMPLEMENTATION

The School Board provides operational oversight at Yinghua Academy, ensuring successful implementation of the Yinghua Academy Strategic Plan. The Executive Director met regularly with the Board Chair and submitted monthly Director’s Reports to the Board before each meeting, reviewing progress made toward strategic and other goals.

Innovative Practices and Implementation

In 2006, Yinghua Academy established the first Chinese immersion program in the state of Minnesota. Yinghua Academy Chinese language teachers continue to employ and share innovative and creative immersion teaching techniques and strategies, according to the Immersion Teaching Strategies Observation Checklist developed by Tara Fortune, Director of The Center for Advanced Research on Language Acquisition (CARLA), including:

- Integration of language, content and culture
- Continuous language growth and improvement of accuracy, with feedback techniques
- Making input comprehensible with body language, Total Physical Response, visuals, realia, routines, and prior knowledge
- Creating a rich learning environment for the target language (with written text displayed in hallways and classrooms, native speakers in the classroom, target language resources)
- Using teacher talk effectively, with enunciation, rephrasing, modeling, and consciously recycling vocabulary and language structures
- Promoting extended student output and attending to diverse learner needs, with strategies such as cooperative group learning, student choice, learning centers, and presentation of material in a variety of learning styles

We know that these techniques contribute to the proficiency of our students' Chinese language abilities. By immersing students in Chinese language and culture, all students become conversant and literate in the language. In the classroom, Yinghua Academy teachers use Differentiated Instruction to meet the needs of every student and to challenge every learner. Learning is measured through Data-Driven Instruction methods that provide administration and teachers the tools to closely monitor students' progress with formal and informal assessments. In addition, external exams allow the school to determine comparative achievement and growth with other programs.

Outside the classroom, Yinghua Academy supports Chinese language and cultural learning by hosting cultural events, participating in local events such as "Passage to China" at the Mall of America and the Dragon Boat Festival in St. Paul. The school's highly polished student performances for the Chinese New Year annual celebration have become a rich tradition, and this year's production, "Journey to the West: Celebrating the Year of the Monkey," met with rave reviews.

International collaboration with students in Chinese speaking countries enriches the lives of Yinghua's middle school students. Throughout the school year, they enjoy monthly teleconferencing with age

INNOVATIVE PRACTICES AND IMPLEMENTATION

mates from our sister school in China, the Number 8 Middle School in Hohhot, Inner Mongolia. The pinnacle in immersion education has been an annual study abroad trip for students in grades 6 through 8 to a Chinese speaking country. For fifteen days in June-July, these young people become true global citizens. No matter if the trip takes these world travelers to China or to Taiwan, highlights always include the opportunity to experience schools, stay with host families, eat local food, visit world famous sites and meet native-speaking Chinese friends.

Beginning in fall 2014, graduates of Yinghua, any other 8th grade Chinese immersion program, or a student with equivalent Chinese language skills from any high school in the Twin Cities and beyond, were able to enroll through MNOHS in online advanced immersion language and literature courses designed by Dr. Lien, Yinghua's Academic Director, and taught by Yinghua's Chinese language arts teachers. Now in its third year, a pre-AP Chinese Language course was designed in summer 2016, and made possible by a STARTALK grant for \$89,715 for a three-week summer program. Twenty students registered and served as assistant counselors in a K-6 Chinese immersion camp.

Other innovative practices implemented during 2015-16 included:

WHOLE SCHOOL

- **Experiential learning** through artist residencies, field trips, and community service
- **Music performance**, including March Music Madness (a daylong celebration featuring 300 acts of music to celebrate National Music in the Schools Month), twice annual Orchestra concerts, monthly "performance day" within regular music class, and the continued growth of our Music Conservatory, which provides private and group lessons to nearly 120 students in violin, viola, cello, drums, flute, guitar, erhu, voice and brass instruments
- **Lifetime sports** and recreational activities such as cross-country skiing, snowshoeing, sledding, rollerblading, biking and more that maximized Yinghua's location on Northeast Park. Additionally we added badminton, volleyball and track and field to our sports offerings.
- **Support for academic success** through the creation of homework labs, available before school for no-fee, with peer tutors as well as teacher support in both Chinese and English as well as Homework FIRST, staffed by Chinese and English speaking teachers, for one-on-one instruction after school
- **Family engagement** through parent education events such as "ADHD: A Parent's Guide," presented by Special Education Coordinator, Kenny Chan, and "Countdown to High School and Beyond: Getting Connected, Finding a Fit" presented by independent educational consultant, Sue Luse. address homework challenges), Friday Night Roller-skating in the new gym, and drop-in family clay classes on Saturdays

INNOVATIVE PRACTICES AND IMPLEMENTATION

LOWER SCHOOL

- **Chinese literacy and writing skills** through the a Lower School Chinese Dictionary Competition
- **English literacy** through the newly implemented Accelerated Reader program, which encourages the habit and joy of reading
- **Music development** through the opportunity for every 4th grader to choose a string instrument track for the year. Orchestra students receive small group instruction within regular music class.

MIDDLE SCHOOL

- **Goal and life planning** conversations through the establishment of the DISCOVERY course for students in grades 5-8 taught by the Executive Director; the class utilized a program called *Mental Karate*, which is focused on character action, and teaches the basic principles of empowerment with a focus on initiative, contribution, discipline, courage and awareness
- **Leadership development** through the Student Life Organization (SLO) led by a Head Prefect and seven Deputy Head Prefects who oversee departments including Academics, Discipline, Activities, Community Service, Sports, Management and Lower School. SLO-sponsored activities include WE Day, Unity Day, Mix-it-Up Lunch, 4th-5th grade late nights, middle school dances, a recycling program including a waste sort in the cafeteria and a used book sale
- **Relationship development** at the annual fall Middle School Retreat, which is focused on team building, environmental studies, and community service
- **Public speaking** through the Science Fair, Middle School Speech Contest and Academic Performances
- **Learning with technology** using the One-on-one iPad program for grades 7-8

Future Plans

In April 2016 as the school approached the conclusion of its tenth year, the School Board interviewed strategic planning consultants in preparation for the next five-year Strategic Plan. Independent consultant Anne Sturdivant was retained. The School Board approved a Continuous Improvement Plan (linked at <http://bit.ly/2cCanEw>) knowing that revisions to the plan would be a result of the strategic planning that would take place over the next months.

Under Ms. Sturdivant's guidance, in May the school launched a strategic planning cycle. Parent and staff forums were held to gather insights and to consider risks and opportunities. The Strategic Steering Committee, comprised of representation from the board, administration, teachers and parents, along with the Board Taskforce, led the process. Analysis of internal and external realities by the entire board resulted in the establishment of the following five summer learning groups: Growth, Diversity/Equity, Graduates, Sharing our Expertise, and Educating for the Future.

Equipped with new knowledge gained from these critical learning steps, the board and administration will focus on defining strategic direction centered on the following four initiatives: Growth, Educating for the Future, Sharing our Expertise, and Middle School Chinese. Strategic Initiative Action Teams will identify two to three initiatives and plan for implementation most immediately over the next three years.

While we are proud of Yinghua's outstanding accomplishments of the last two years, specifically recognized by the Confucius Classroom of the Year and the National Blue Ribbon Schools recognition, we are committed to the passion and hard work necessary to maximize every Yinghua student's full potential. Yinghua is a success story because of this commitment.

CONCLUSION

Conclusion

Yinghua continues to achieve its mission of preparing students to be engaged global citizens through rigorous academics and immersion in Chinese language and culture.

ACADEMIC

- Citing the school's exceptional academic performance, Friends of Education renewed its contract with Yinghua Academy for a five-year period, the maximum allowed by law.
- Yinghua Academy was designated a REWARD school for the past two years. REWARD schools are Minnesota's highest performing Title I schools, demonstrating exceptional student outcomes as well as success in closing the achievement gap.
- Yinghua's MCA proficiency rates out-performed comparison districts St. Anthony / New Brighton and Minnetonka in grades 3-8 math, grades 6-8 reading and grades 5-8 science.
- In addition to scoring high proficiency rates in reading and math, Yinghua students showed high growth: 32.3% of students in reading and 42.7% in math saw significant growth.
- 74 Yinghua students will receive MDE Language Proficiency Certificates, and two graduates are eligible to receive the bilingual platinum seal for their high school diplomas.

SUSTAINABILITY

- Yinghua was recognized with a State of Minnesota School Finance Award in 2015 (and every year since 2008).
- The school finished FY2016 with an expected 31.1% Fund Balance, exceeding the model's goal.
- Student retention at Yinghua was strong (93%), and public interest in kindergarten and other grade level openings was strong. This has resulted in enrollment of 800+ students in AY2017.

RECOGNITION

- Out of 100,000 schools nationwide, Yinghua was one of 335 to be named a 2015 National Blue Ribbon Award School. It was one of only 15 charter schools to be so-named in 2015.
- Two Yinghua 8th graders earned outstanding results in the 9th Annual Midwest High School Chinese Bridge Speech Contest held at the University of Minnesota on May 22, 2016. One student took first place in Level IV, the highest level, while another won the regional top score and will represent the U.S. in the international Chinese Bridge Speech Contest in China in October 2016.
- Asia Society profiled Yinghua on the Chinese Early Language Immersion Network website.

CONTACT INFORMATION

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