

YINGHUA ACADEMY

Top 5% of all Minnesota Schools with Core Values of
Global Citizenship, Chinese, Learning, Happiness, and Safety



ANNUAL REPORT

FY 2013

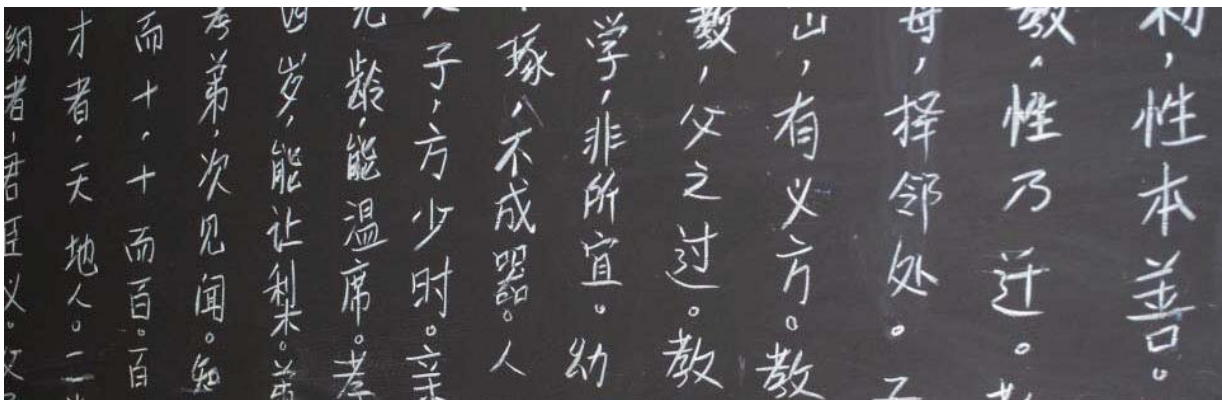
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Exhibit A – Five-Year Strategic Plan

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INTRODUCTION

Introduction

Yinghua Academy is a national leader in Mandarin Chinese immersion education. When founded in 2006, it became the first Chinese immersion charter public school in the U.S. and the first Chinese immersion school 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 specialist classes (art, physical education, music, and English). Yinghua’s academic success and unique program have enabled it to enjoy robust growth.

Yinghua offers a rigorous academic education based on the Core Knowledge Sequence (described below). 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. As a result, the school is able to consistently produce high academic results as measured by the State of Minnesota for all schools, while also producing high academic results based on measures of Chinese language acquisition. For example, in the first two data releases of the new Minnesota Department of Education Multiple Measure Rating system, Yinghua ranked within the top 5% of all public schools in Minnesota. In both waves of data, Yinghua was the top-ranked language immersion program in Minnesota based on overall student achievement.

2012-13 YEAR IN REVIEW

2012-13 Year in Review



In February 2013, at the annual Chinese New Year celebration, we welcomed in the Year of the Snake with 518 student performers who entertained and amazed the crowd of over 1,000 parents and community members. In Chinese culture, the Snake symbolizes new beginnings, which was appropriate for this year in Yinghua's history as we began the first full year with our new Executive Director, Sue Berg, and broke ground on construction of our facility expansion.

ACADEMICS

In the current charter contract, Yinghua has achieved 10 out of 11 academic goals in the 2011-12 year, and 9 out of 9 academic goals in the 2012-13 year (the two growth goals are temporarily excluded due to data not yet being available), for a current tally of 95% achievement of academic goals. Implementation of data-driven instruction is included in these achieved goals.

2012-13 YEAR IN REVIEW

Academics are the foundation of the school, and the strength of Yinghua's academic program is evident through quantitative and qualitative results from this contract period. The first class of full immersion students (who started at Yinghua in 2006 for 1st grade) will graduate in June 2014. As these students near the end of the K-8 program, we now have data to substantiate that we are delivering on our mission to build global citizens with a rigorous academic program based on Core Knowledge, Minnesota State Standards, Common Core Standards, and National Standards for Foreign Language Education, taught in a combination of Mandarin and English.

In Mandarin testing, our students are on track to advance approximately one scale per year on the Student Oral Proficiency Assessment (SOPA), concluding 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 our 4th-8th grade students passed the highest level (level four) in both 2011-12 and 2012-13.

In English testing, Yinghua far outpaces the Minneapolis district for MCA testing and the national mean for NWEA testing. In 2011-12, the average difference in Yinghua math MCA scores vs. Minneapolis district math MCA scores was +51.0%. In 2012-13, this number was +39.8%. In 2011-12, the average difference in Yinghua reading MCA scores vs. Minneapolis district reading MCA scores was +29.9%. In 2012-13, this number increased to +35.8%. In 2011-12, the average difference in Yinghua science MCA scores vs. Minneapolis district science MCA scores was +54.2%. In 2012-13, this number was 42.7%.

Achievements of a more qualitative nature include: Middle School students entered and won the International Children's Mapping Competition sponsored by National Geographic, earned accolades in an international Chinese essay contest; and completed a study-tour of China including a visit to our sister school in Inner Mongolia, China. In addition, all 28 sixth graders performed animated presentations at the Chinese Language Day at the Minnesota Zoo. Most impressively, every Yinghua student from K-8 partook in Yinghua's Academic Performances, which showcased the children's spoken and written language, creativity, and critical thinking.

ACCOMPLISHMENTS

In 2012-13, Yinghua hosted many visitors from around the world, including Li Changhua, Consul for Education, Consulate General of The People's Republic of China; Director Rose Kuo-chen Chen from the Taipei Economic & Cultural Office; Mr. Christopher Livaccari, Director of Education & Chinese Language Initiatives for the Asia Society; Dr. Audrey Li, Professor of Linguistics and East Asian Languages and Cultures at the University of Southern California; and Mrs. Mary Ann Ullrich, a K-12 World Languages Consultant who served as Foreign Language Supervisor (1989-2010) for the Arlington County Public Schools, Arlington, Virginia.

2012-13 YEAR IN REVIEW

Yinghua was invited to present at the National Chinese Language Conference in Boston, MA, and to participate in a national Chinese immersion think tank at the American Council of Teachers of Foreign Languages Conference in Philadelphia, PA. Yinghua's Academic Director was invited to conduct a day-long workshop at the Chinese Educational Conference in Utah, and was invited to be a guest speaker at a Chinese immersion school in San Francisco. Also, school administrators and teachers from the Twin Cities German Immersion School and Yu Ying Academy in Washington DC spent significant time with us, via phone and in person, to learn from our model of immersion education.

Additionally, Yinghua was awarded a prestigious STARTALK 2013 grant for summer 2013 which funded a teaching training / student summer camp combination. The STARTALK IMPACT summer camp, "From Abacus to Apps: Learning Chinese Language and Culture through Science, Math, and Technology" was filled to capacity.

Because of the rise in demand for our program, the School Board had been preparing for a facilities expansion for three years, and closed on \$14 million in conduit revenue bonds in June 2013. Construction began in July on a three-phase expansion and renovation project which will culminate in August 2014 with an 800 student-capacity building on the same site as its current 500 student K-8 program.

OPERATIONS

Yinghua's growth necessitated the opening of a temporary second "Kinder Campus" site during the 2012-13 academic year, which housed Yinghua's four kindergarten classrooms with a total of 112 students. It will remain open for one more year, as planned. The main campus facility at 1616 Buchanan Street NE in Minneapolis housed grades 1-8, totaling 406 students, for a total enrollment of 518. The dual site structure creates inefficiency due to the need for duplicate administrative personnel and maintenance costs on each site, the cost of bus transportation between the two sites, and the need for director-level personnel and some specialist teachers to travel between the sites multiple times per week. Yet the dual site structure was created and approved only as a temporary measure, in order to create a window of opportunity for Yinghua to expand its current main facility.

With respect to governance, Yinghua has upheld all expectations as outlined in its charter contract and put processes in place to ensure this high level of performance continues beyond the individuals on the board and in administration at this time. During the past year, the board has formed a Governance Committee and reviewed all policies, notably updating its Enrollment Policy to support the fundamental nature of an immersion program, which is year-to-year language acquisition. The board has also finalized its strategic plan, annually affirmed that plan, and again drafted Annual Goals, with action items for both the Board and Administration to ensure continuous improvement.

2012-13 YEAR IN REVIEW

Financially, Yinghua had a clean audit and received the School Finance Award from MDE. Institutional investors reviewing proposals for bond funding were a deep test of the financial strength of the school. Standard and Poor's issued a report on Yinghua Academy as a financial investment, and gave the school a BB rating with a positive outlook.

Looking forward to next year, when we conclude construction in summer 2014, we will be able to close the temporary Kinder Campus and consolidate back into one site. At that point, we will have efficiencies from operating again in one campus, we will receive funding for full day Kindergarten from the State of Minnesota for the first time, and our enrollment is conservatively projected to be at 635. It is projected that we will grow our fund balance to surpass 20% in 2015-16, one year after the consolidation.



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 2012-13 school year, a child was required to be 5 on or before September 1, 2012 in order to begin Kindergarten.

Each year Yinghua has an open application period; this year that period ran from January 7 to February 1, 2013 for the fall of 2013. 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. According to Minnesota Statutes, section 124D.10, Yinghua offers preference to families with currently enrolled students and to children of staff. In order to get this 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. Applications received after the open application period are considered on a first-come, first-served basis.

ENROLLMENT HISTORY

Yinghua Academy opened with 90 students enrolled in the fall of 2006, and grew its enrollment 500% to an August 2012 enrollment of 497, including four kindergarten sections of 25 each (100 total) attending at a separate yet nearby Kinder Campus due to temporary space constraints. 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 grade to improve its financial situation given the high cost of operating two sites and the bond market outlook. This raised the enrollment to 518.

Student enrollment has been increasing every year. Current projections are to grow the school to a full program of 720 K-8 students in 2018 by enrolling kindergarten classes of 100-112 students each year.

SCHOOL ENROLLMENT

Assuming attrition of 10-20% each year (varies by grade, based on historical data); this will translate into eighth grade classes of 20-40 students. If retention is favorable, the building has a capacity of 800.

2012-13 STUDENT DEMOGRAPHICS

- Geography: Students attended from over 80 metro zip codes, including urban, suburban and rural areas. 30% are from Minneapolis, 24% are from St. Paul.
- Ethnicity: 49% Asian/ Pacific Islander, 44% Caucasian, 3% African American, 3% Hispanic/Latino, and 1% Native American
- English Language Learners: 5% were identified as ESL, and about 4% were heritage speakers of Chinese
- Free & Reduced Lunch: 9% qualified to receive free or reduced lunch
- Special Education: 9% were identified as receiving special education services

STUDENT MATRICULATION

The school's second-ever eighth grade class, consisting of eleven students, graduated in June. Because Yinghua does not yet have articulated high school **partnerships**, these students will go on to various metro area high schools, including two in Minneapolis (DeLaSalle High School and South High School), one in Saint Paul (Central High School), one in the North/East suburbs (Roseville High School) and two in the West suburbs (Minnetonka High School and Wayzata High School). High school partnerships are a priority for 2013-14 and early conversations have been very favorable. The goal is to identify a set of metro-area high schools that will agree to offer some content in Chinese, so that Yinghua graduates can continue both to maintain and to build their high proficiency of Chinese.

In the 2013-14 school year, Yinghua's first class of full immersion students (comprised of students who had been in first grade when the school began in 2006) will graduate from eighth grade. This cohort consists of 14 students. As the larger kindergarten classes of the past five years move into the program, the middle school grades will become more populated, stabilizing the entire organizational model.

As noted above, Yinghua's fundamental growth model has been based on adding one grade each year. 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
K	26	48	76	78	77	98	107
1	24	46	51	77	77	78	104
2	15	25	52	52	76	76	72
3	11	21	24	47	52	70	68
4	N/A	18	27	25	44	43	66
5	N/A	N/A	15	25	24	40	39
6	N/A	N/A	N/A	11	24	22	28
7	N/A	N/A	N/A	N/A	11	18	17
8	N/A	N/A	N/A	N/A	N/A	5	11
Total	76	158	245	315	385	450	512

PROJECTED ENROLLMENT BY GRADE LEVEL

Grade	2013-14	2014-15	2015-16	2016-17	2017-18
K	112	112	112	112	112
1	112	112	112	112	112
2	100	106	106	106	106
3	68	93	99	99	99
4	61	61	83	89	89
5	59	55	55	75	80
6	36	47	44	44	60
7	25	29	37	35	35
8	14	20	23	30	28
Total	587	635	671	702	721

STUDENT ATTRITION

Student Attrition

Overall, attrition has been fairly stable, ranging from 8 to 12% each year Yinghua has been in operation, from the academic year ending 2007 to the academic year ending 2013.

When looked at by grade, the attrition rate has been fairly stable in grades K-4, ranging from 5-12% over six years of data by grade. The attrition rate in grades 5-8 is higher, ranging from 20 to 54%. Higher middle school attrition is attributed to the development phase of the middle school program, from which it is now emerging. With a new Executive Director who has experience in elementary and middle school (and high school) program development, and soon a new middle school facility, Yinghua expects to have reduced attrition rates overall in future years, with projected averages of 10% for the elementary school and 20% for the middle school.

An analysis of students who withdrew from September 2012 to August 2013 shows the following:

6 students (6 families) withdrew during the school year

- 2 students moved out of state
- 4 students transferred to another non-immersion school in the Twin Cities (2 families left siblings at YA)
- 2 students transferred for a less rigorous academic program
- 1 student transferred to gain geographic advantage for high school enrollment
- 1 student dissatisfied with testing at YA

41 students (30 families) withdrew after the end of the school year

- 10 students (5 families) moved out of state
- 4 students (2 families) transferred to another immersion school
- 26 students (23 families) transferred to another non-immersion school (11 families left siblings at YA)

HISTORICAL STUDENT RETENTION RATES

Grade	2010-11	%	2011-12	%	2012-13	%	2013-14	%
7 th returning to 8 th	N/A	N/A	4/11	36%	10/18	56%	14/17	82%
6 th returning to 7 th	9/11	82%	18/24	75%	17/22	77%	18/29	62%
5 th returning to 6 th	21/25	84%	22/24	92%	29/39	74%	29/40	73%
4 th returning to 5 th	24/25	96%	40/44	91%	40/43	93%	55/66	83%
3 rd returning to 4 th	42/47	89%	43/52	83%	66/70	94%	65/69	94%
2 nd returning to 3 rd	49/52	94%	70/76	92%	69/76	91%	70/73	96%
1 st returning to 2 nd	72/77	94%	75/77	97%	71/78	91%	100/105	95%
K returning to 1st	73/78	94%	73/77	95%	92/98	94%	105/112	94%
Average	290/315	92%	345/385	90%	394/444	89%	456/511	89%

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 June. Each parent and legal guardian of a child currently enrolled at Yinghua Academy, and each employee of the school is eligible to vote. Newly-elected board members are seated to the board on July 1. The most recent board elections were held May 28 – June 5, with a public statement by candidates at the Annual Meeting of the School Board on June 3, 2013. Ballots were tallied the evening of June 5, 2013.

2012-13 BOARD ROSTER

Name	Board Position	Group Affiliation	Date Elected	Date Seated	Term Expiration	Telephone Number	Meeting Attendance Rate
Bender, Lou	Member	Parent	Jun 2011	Jul 2011	Jun 2014	651-644-1774	88%
Graff, Walter	Member	Community	Appointed Dec 2012	Jan 2013	Jun 2015	952-941-7908	78%
Grubish, Denny	Treasurer	Parent	Appointed Mar 2012; Jun 2013	Mar 2012	Jun 2016	612-207-7242	100%
Hansen, Ruth	Member	Teacher #416221	Jun 2011	Jul 2011	Jun 2014	952-808-0899	76%
Hanson, Emily	Member	Community	Jun 2012	Jul 2012	Resigned Sep 2012	612-968-5014	100%
Hanuman, De	Member	Teacher #458704	Jun 2012	Jul 2012	Removed Jan 2013	612-716-9809	75%
Jax, Scott	Member	Parent	Appointed Jul 2009; Jun 2012	Jul 2009; Jul 2012	Jun 2015	763-424-6678	88%
Lawrence, Rosemary	Member	Community	Jun 2011	Jul 2011	Jun 2014	612-281-7973	88%
Lu, Karen	Secretary	Parent	Jun 2011	Jul 2011	Jun 2014	612-701-7016	100%
O'Malley, Joel	Member	Parent	Appointed Sep 2011	Sep 2011	Jun 2013	952-686-8655	35%
Shadowens, Jen	Chair	Parent	Jun 2010; Jun 2013	Jul 2010; Jul 2013	Jun 2016	612-865-4115	100%
Werner, Seth	Member	Community	Jun 2012	Jul 2012	Jun 2015	612-670-4906	88%

Board member email addresses are firstname.lastname@yinghuaacademy.org

Biographical information about board members is available on the Yinghua Academy website: www.yinghuaacademy.org/about/board-of-directors.

GOVERNANCE AND MANAGEMENT

2013-14 BOARD TRAINING

From July 2012 to June 2013, Board Members attended the following training sessions:

Initial Board Training

- 8/7/12: Charter School Board Training provided by University of St. Thomas; included governance, employment law, and finance - Emily Hanson, Seth Werner
- 4/20/13 and 8/7/13: Charter School Board Training provided by University of St. Thomas; included governance, employment law, and finance - Walt Graff

Ongoing Board Training

- 12/6/12: Finance Training provided by Beltz, Katz, Darling & Associates - Denny Grubish
- 3/13/13: Charter School Lease Aid Workshop provided by Minnesota Department of Education; agenda included what's new for FY 2014 lease aid applications and materials - Denny Grubish
- 3/18/13: Employment Training provided by Amy Mace of Rupp, Anderson, Squires & Waldsburger, P.A.; agenda included employment contracts, the board's role in termination of employees, personnel data, open meeting law issues related to personnel matters, and criminal background checks - Lou Bender, Denny Grubish, Ruth Hansen, Scott Jax, Rosemary Lawrence, Karen Lu, Jen Shadowens, Seth Werner
- 4/20/13: Governance Training provided by Morgan Brown of Charter School Partners; agenda included individual board member accountability and expectations, board and board member self-evaluation, and Annual Goal setting related to the Strategic Plan - Lou Bender, Denny Grubish, Ruth Hansen, Scott Jax, Rosemary Lawrence, Karen Lu, Jen Shadowens, Seth Werner
- 5/13/13: Finance Training provided by Mark Beltz of Beltz, Katz, Darling & Associates and Bruce Sorensen of Piper Jaffray; agenda included loan agreement covenants - Lou Bender, Walt Graff, Denny Grubish, Scott Jax, Karen Lu, Jen Shadowens, Seth Werner

No Training Attended Because of Resignation, Removal, or Attendance

- De Hanuman, Joel O'Malley

In addition, this year the Governance Committee developed a comprehensive orientation packet to assist in the training of new members which includes important school documents, such as Bylaws, Charter Contract, Strategic Plan, and Policies; up-to-date information, such as Annual Goals, Financial Reports, Meeting Minutes, and School Year Calendar; as well as reference materials, such as Charter School Law, Primer on Minnesota Charter Schools, and Open Meeting Law Summary.

GOVERNANCE AND MANAGEMENT

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. She is comfortable with high expectations and works tirelessly with the administrative team, the teachers, support staff, and the Board of Education to ensure that the school is meeting, if not exceeding, its goals. She has demonstrated the educational and organizational expertise to be the internal leader of Yinghua and the political and public relations background to be the external leader of Yinghua. With 38 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.

Although Mrs. Berg does not speak Mandarin, she has been connected to Chinese language and culture since 2006, when the College Board and 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 US, who toured K-12 schools and universities in China. In addition, her family has hosted two Chinese high school students for the last four years, 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 National Chinese Language Institute (NCLC). Just within the last year, she has led training/mentoring 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 PhD from the Department of Education 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.

GOVERNANCE AND MANAGEMENT

Jeremy Brewer (Bai Zhuren), Director of Students, Families, and Community

Mr. Brewer joined Yinghua in 2012, bringing 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, which functions similarly to a Dean of Students, he 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, promoting positive family relationships and school communications, and developing community partnerships to foster school sustainability and advance school initiatives.

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 2013. The professional development plans approved by the board for these individuals and implementation of the plans are:

Mrs. Susan Berg, Executive Director

Goal #1: Continued opportunities to develop leadership skills and training

- Continuation of formal mentorship with Mr. Jon Gutierrez, Executive Director of St. Croix Preparatory Academy in Stillwater, MN, a Friends of Education school
- Attend the National Charter School Conference, June 2013, Washington DC (*For financial reasons, the Board and Mrs. Berg determined that attendance this year was not possible; however, the intention is to continue participation in the future.*)

Goal #2: Continuous improvement of reporting to the Board and community on metrics that matter

- Participate in Full board/ED training through Charter School Partners on continuous improvement of the dashboard metrics

Goal #3: Increased familiarity with Chinese language and immersion instruction

- Attend ACTFL conference in Philadelphia, November 2012
- Attend Asia Society's National Chinese Language Conference in Boston, April 2013
- Attend the K-12 Mandarin Administrators' Conference sponsored by the Confucius Institute at the University of Minnesota, May 2013

GOVERNANCE AND MANAGEMENT

- Participate in Summer Institute on immersion education at Center for Advanced Research on Language Acquisition at the University of Minnesota
- Developed working relationship with other Executive Directors at immersion schools such as Yu Ying Academy in Washington DC and the Twin Cities German Immersion School

Goal #4: Professional development on Data-Driven Instruction

- Continue to attend Friends of Education workshops on this topic

Goal #5: Increase opportunities to connect with Chinese people and ideas, not necessarily tied to education

- Attend Chinese Bridge Delegation in China sponsored by Hanban, the Ministry of Education in China, and the College Board, November 2012
- Attended Chinese Heritage Foundation annual meeting in Twin Cities, Fall 2012

Dr. Luyi Lien, Academic Director

Goal 1: Work with other Chinese immersion professionals to ensure our program's success

- November 15, 2012, "Chinese Early language and Immersion" in Philadelphia, PA
- November 16-18, 2012, ACTFL conference in Philadelphia; co-present a session of "Collaborating for success: Creating effective Chinese immersion schools" with Mr. Chang from CAIS.
- March 1-3, 2013, Chinese Education Conference, Salt Lake City, UT. The main theme for this conference is "Empowering Chinese Language Teachers."
- April 4-9, 2013, National Chinese Language Conference, Boston, MA

Goal 2: Professional Development on Data-Driven Instruction

- Participate in Data-Driven Instruction workshop – Writing Effective Assessment Questions on December 12th, 2012. This workshop is provided by Friends of Education to support our implementation of data-driven instruction.
- Online 1 credit course from U of MN: OLPD 5310 Data-Driven Decision Making I. This course is also a requirement course for the principal licensure.

Goal 3: Work on Supervisory Skills

- Two-credit evening course in spring of 2013 from U of MN: OLPD 5387 Leadership for Teaching and Learning.
- Concentrated focus with Mrs. Berg, whose background includes extensive supervisory work, on an effective cycle of observation and feedback for teachers.

STAFFING

Staffing

For the 2012-13 academic year, Yinghua employed 35 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. Over 40% of Yinghua's faculty have advanced degrees in their fields, including two who have earned a Ph.D. In addition, Yinghua employed 32 non-instructional staff.

SUMMARY OF TEACHERS AND EMPLOYEES

Position	2011-12	2012-13	2013-14 (Budgeted)	2014-15 (Projected)
Teachers	31	39	41.5	44.5
Administrators	2	3	3	3
Other Instructional Staff	16	16	16	16
Other Staff Members	14	13	13	13
Total Employees	63	71	73.5	76.5

2012-13 SCHOOL MANAGEMENT AND NON-CLASSROOM STAFF

Name	File Folder No.	Assignment	Years Employed by the School	Left During 2012-13	Not Returning 2013-14
Susan Berg		CEO/Executive Director	1+		
Luyi Lien		Academic Director	7		
Jeremy Brewer		Director of Students, Families, and Community	1		
Jennifer Vanyo		HR/Business Manager	1+		
Jennifer Olsen		Registrar	5		
Abigail Pribbenow		Kinder Campus Office Manager	1		
Dave Waldoch		Facilities Manager	5	x	x
Brett Stately		Custodian	1		
Chemin Chu		IT Manager	4		
Karen Calcaterra		Grant Administrator	4		
Deb Peterson		Office Manager	1	X	X
Erin Spector		Receptionist	1		
Zong Her		Health Aide	1+		
Helen Hindrawati		Food Service Coordinator	3		
Wiwit Sasmiati		Food Service Assistant	1+		
Kathy Ellingson		Food Service Assistant	1		

STAFFING

Dian Afriyanti		Food Service Assistant	1		
Tsui Chin Hsu-Smith		Special Education Para	1+	x	X
Wan-Ju Chen		Special Education Para	2		X
Jacob Dammann		Physical Education Para	1		x
Sandy Pan		Educational Assistant	3		
Joyce Lu		Educational Assistant	5		
Esther Tan Lee		Educational Assistant	1		
Yingyi Wu		Educational Assistant	1		x
Pearl Chen		Educational Assistant/ Morning Care	3		
ZhouYun Li		Educational Assistant	2		
Yi Li		Educational Assistant	3		
Tammy Tsao		Educational Assistant	1		
Philip Morris	459610	2/3/4 Grade ELA	3		
Becky Hoffmann		Library Aide	1		
Libby Pomroy		Extended Day Coordinator	2		
Hayley Thomas		Yinghua Care Staff	1		
Margaret Kao		Yinghua Care Staff	3		
Matt Dammann		Yinghua Care Staff	2		
Mary Howard		Yinghua Care Staff	1		x
Eric Dahlman		Yinghua Care Staff	1	x	X
Grant Rallis		Yinghua Care Staff	<1	X	X
Julie Parry		Yinghua Care Staff	<1		X
Luke Holifield		Yinghua Care Staff	<1	X	x

This table contains information for ALL members of the school management administrative team, and also includes all staff employed by the school that did not serve as a classroom teacher (e.g. curriculum coordinators, social workers, counselors, administrative assistance, paraprofessionals, custodial, technology, librarians, etc.).

2012-13 TEACHING STAFF

Name	File Folder No.	Assignment	Years Employed by the School	Left During 2012-13	Not Returning 2013-14
Yi-Ru (Ruby) Liou	997862	Kindergarten Classroom Teacher	5		
Chia Yu Lin	997722	Kindergarten Classroom Teacher	1		
Vickee Nelson	997811	Kindergarten Classroom Teacher	4		
Hui-Tzu Wu	997911	Kindergarten Classroom Teacher	2		
Li Chen Lin	998126	First Grade Classroom Teacher	4		
Mary Zhang	997861	First Grade Classroom Teacher	2		
Linlin Liu	997910	First Grade Classroom Teacher	2		x

STAFFING

Suiru Shi Seberson	998127	First Grade Classroom Teacher	2	
Pin Chen Huang	997687	Second Grade Classroom Teacher	1	X
Fang Wu	998091	Second Grade Classroom Teacher	4	
Hailei Xie	997912	Second Grade Classroom Teacher	2	
Shu-Mei Lai	998232	Third Grade Classroom Teacher	5	
Ya-ching Chang	998005	Third Grade Classroom Teacher	3	
Shu-Ching Lee	997860	Third Grade Classroom Teacher	2	
Ping Chen	998004	Fourth Grade Classroom Teacher	4	X
Jingzi Xu	997936	Fourth Grade Classroom Teacher	4	X
Chiao Mei Chu	997688	Fourth Grade Classroom Teacher	1	X
Bo Liu	997786	Fifth Grade Classroom Teacher	1	
Pamella Stommes	997794	Fifth Grade Classroom Teacher	1+	
Ruth Hansen	416221	2/3 Grade English Teacher	3	X
Bobbi Jo Rademacher	362236	4/5 Grade English Teacher	2	X
Shih-Yu Kuo	997798	Middle School Chinese Teacher/Assessment Specialist	1+	
Bradly Byykkonen	4434391	Middle School ELA/CLA	1	
Andrew Scheid	438750	Middle School Science Teacher	2	
Jan Kleinman	455908	Middle School Social Studies Teacher	1	
Kai-Li Cheng	997907	5-8 Music and Orchestra Teacher	2	X
Sarah Henning	435770	K-4 Music Teacher	3	X
Meghan Byram	443870	K-8 Art Teacher	1	
Kelly Ryan	423709	Middle School Math Teacher	1	X
De Hanuman	458704	Physical Education Teacher	5	X
Andy Henderson	442818	Physical Education Teacher	4	X X
Portia Strasser	997755	Special Education Teacher	1+	X
Jeff Hagen	405431	Special Education Teacher LD/EBD/ECSE	1+	X
Taoyuan Li	377724	Speech and Language Pathologist	5	
Timothy Huang		Speech Pathologist	<1	

This table contains information for all instructional staff.

STAFFING

For the 2012-13 school year, the student to teacher ratio was approximately 10:1.

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 participate in weekly curriculum planning meetings and preparatory time.

The teacher retention rate continues to fluctuate each year and is a main priority of the school’s continuous improvement work in 2013-14. The retention rate from 2012-13 to 2013-14 is 60% (15 out of 35 teaching positions). The table below gives the current retention rate for the school years 2010-13. 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):

HISTORICAL TEACHER RETENTION RATE

	2010-11	2011-12	2012-13	2013-14
Percentage of Teachers Retained from Prior School Year	72%	50%	82%	60%

An analysis of teacher resignations/departures from the 2012-13 year to the 2013-14 year indicates the following:

- Seven teachers took jobs with other schools; 4 with large public school districts and 3 with other charter schools
- Two teachers moved out of state
- One teacher requested medical leave
- One teacher was not awarded an H-1B visa
- Two teachers did not have or obtain the proper license or qualifications
- Two teachers opted for a non-classroom role in education or left the teaching profession

Finances

Not unlike other Minnesota charter schools, Yinghua Academy faced many financial challenges throughout Fiscal Year 2013. The School Board, Finance Committee, Executive Director, Business Manager, and financial management company continue to improve their partnership with a goal of managing expenses in a careful, proactive, and long-term approach. Despite challenges, we have a solid financial footing which has resulted in a number of significant successes as well.

Successes included:

- Received the State of Minnesota School Finance Award in 2013; received every year of eligibility (2008 - 2013).
- Obtained an unqualified audit for 2013. The 2013 audit is nearly complete, and as of this writing there are no material weaknesses or deficiencies noted.
- Maintained good credit relationships with both Drake Bank and Nonprofits Assistance Fund to rely upon for short-term bridge loans due to the state holdback. In Fiscal Year 2012, the increase in holdback led to the school's use of not only a \$350,000 line of credit, but also an additional \$300,000 bridge loan during the month of June. Both were fully repaid as of 10/1/12. In Fiscal Year 2013, the school only needed to rely on \$65,000 of its line of credit to bridge a two-week period from the end of June to mid-July.
- Managed to keep interest expenses low, at around \$2,500 - \$3,500 per year.
- Received a BB- rating from Standard & Poor's rating service, with a positive outlook.
- Closed on \$14 million in municipal revenue bonds in June 2013, to fund our facilities expansion & renovation, during a volatile month in the bond market in which other schools were having trouble getting bond proposals funded by institutional investors.

Challenges included:

- Executive Director transition
- Board Treasurer transition
- Business Manager transition
- MARSS coordinator transition

As these challenges materialized towards the end of Fiscal Year 2012, the school finished with a surprising net loss, the first time ever. In response, the Board resolved to work with Mrs. Berg and the administration to restore and grow the fund balance during Fiscal Year 2013 to get the school back on track relative to our financial goals. This was achieved by revisiting the overall way the budget is

FINANCES

constructed, challenging past budget assumptions, discussing and weighing priorities, reducing expenses, and adding revenues.

To add revenue, the Board researched, debated, and ultimately passed a motion to increase Kindergarten, first, fifth, and sixth grade enrollment effective October 2012. The K-1st grades were selected because these students can quickly catch up to their peers in their understanding of Mandarin with extra tutoring and without adversely affecting the integrity of the school’s academic program. Twelve kindergarten students and seven first grade students were added. The 5th-6th grades were selected because of a very small number on the waiting list (three), the current mix of partial immersion students in the upper grades, and the availability of leveled math classes, with some offered in English rather than Chinese. One 5th grade student accepted the offer of enrollment.

Additionally, the Board and Administration took steps to help mitigate the chances of repeating a deficit in the future. Some of the steps included: re-assigning a long time, high-performing staff member to the newly created Registrar role, whose primary responsibility is MARSS reporting; sending three other office staff persons to MARSS training as backup; documenting Treasurer procedures and documents on a new, shared Board website; scheduling regular, instead of periodic, Finance Committee meetings; and moving the Board meetings to the third Monday of the month to allow time to receive and review the financial statements prior to each Board Meeting. Also scheduled were regular and frequent in-person meetings between the school’s CEO, its Business Manager, and a representative from its financial management company, BKDA. Lastly, the Board implemented new communication procedures between the school and BKDA as part of its contract renewal with BKDA in June 2013.

The school continues to maintain strong internal controls, which include a separation of duties at the school and with the financial management company, BKDA. The Board will continue a strong partnership with school administration and the management company to ensure it meets and exceeds the financial projections in the long--range budget model provided to the bond investors as part of the covenants agreement.

The Fiscal Year 2013 ended with a surplus of \$135,737 to add to the fund balance, which was higher than the \$44,416 conservatively projected. The June 30, 2013 fund balance was \$459,865, which equates to a 9.5% fund balance percentage (compared to 9.0% as projected):

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

2011-12 Audited	2012-13 Projected	2013-14 Projected	2014-15 Projected	2015-16 Projected	2016-17 Projected	2017-18 Projected
7.5%	9.0%	9.6%	16.4%	22.6%	28.7%	34.3%

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Fiscal Year 2014 and beyond will benefit from these changes that were made to processes, as well as a more collaborative and highly scrutinized budget-creation process. Additionally, the school will doubly benefit in Fiscal Year 2015 from full-day kindergarten funding as well as decreased expenses from closing the Kinder Campus (effective August 2014), when the two campuses are consolidated.

Grants and donations continue to remain a strong and important revenue source for Yinghua Academy; and while the school benefited from various grant sources, it continually searches for more. The three-year Foreign Language Assistance Program (“FLAP”) grant to develop the middle school expired in June 2012, however, permission was granted to utilize the remaining funds of \$134,000 in the 2012-13 school year. The school was awarded a \$104,000 STARTALK grant to finance a three-week, teacher-training program as well as a two-week, Chinese immersion camp for incoming kindergartners and returning students from July 22 - August 9. Donations and gifts totaled over \$173,000 in Fiscal 2013 that came from the larger Yinghua community as well as Yinghua families.

Following is a summary of Yinghua Academy’s original budget, last revised budget, and actual (audited) financial results for Fiscal Year 2013 as well as our financial position at June 30, 2013. The Yinghua Academy School Board approved the last revised budget on June 3, 2013. As of this writing, the preliminary audit report for 2013 contained no material weaknesses or significant deficiencies.

BALANCE SHEET AS OF JUNE 30, 2013 (UNAUDITED)

Assets	
• Cash	102,376
• Accounts Receivable	6,893
• State Aid Receivable	631,036
• Federal Aid Receivable	47,431
• Prepaid Expenses and Deposits	107,451
Total Assets	\$895,187
Liabilities	
• Salaries and Wages Payable	231,837
• Line of Credit	65,000
• Accounts Payable	36,019
• Payroll Deductions/Benefits Payable	50,028
• Deferred Revenue	72,439
Total Liabilities	\$455,322
Fund Balance	\$439,865

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STATEMENT OF REVENUE AND EXPENDITURES FOR THE YEAR ENDED JUNE 30, 2013

DESCRIPTION	ORIGINAL BUDGET	REVISED BUDGET	ACTUAL (UNAUDITED)
Revenues			
• State Revenues	3,375,805	4,000,694	3,977,488
• Federal Revenues	68,700	92,429	97,937
• Grants	-	150,929	192,110
• Other Revenues	66,311	88,337	110,974
• Donations and Gifts	92,358	181,113	173,504
• Food Service	165,000	159,691	180,270
• Community Service (Yinghua Care)	286,500	246,889	259,179
Total Revenues	\$4,434,674	\$4,920,082	\$4,991,462
Expenditures			
• Salaries and Benefits	2,218,084	2,357,408	2,341,816
• Building Lease and Operating Expenses	1,025,059	1,036,420	1,035,220
• Programming, General & Administrative	727,800	964,398	948,930
• Food Service	170,000	178,599	180,270
• Community Service (Yinghua Care)	259,000	338,841	349,489
Total Expenditures	\$4,399,943	\$4,875,666	\$4,855,725
Surplus (Deficit)	\$34,731	\$44,416	\$135,739
Fund Balance			
• Beginning Fund Balance	324,126	324,126	324,126
• Add Surplus (Deficit)	34,731	44,416	135,739
Ending Fund Balance	358,497	368,542	459,865
Combined Fund Balances Percentage	7.9%	7.6%	9.5%

Curriculum

Yinghua's academic curriculum 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 experts from the University of Minnesota 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 immersion programs nationwide to continually evolve the program and develop curriculum which incorporates the latest research.

The school has implemented Professional Learning Communities for all instructional staff, and staff are trained 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 in an iterative way 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. Highlights of the curriculum and instruction at Yinghua include:

CHINESE LANGUAGE ARTS AND CONTENT-BASED INSTRUCTION IN CHINESE

Yinghua instructs with a total immersion model. Full-day kindergarten and first grade students work 100% of their academic day in Mandarin, with the exception of specialists (i.e. Art, Physical Education, Music) who may teach in English. Based on immersion research best practices, English Language Arts is introduced in second grade. 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.

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

CURRICULUM

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 facilitate “differentiated instruction”. The Mandarin Chinese immersion program incorporates both content-based instruction (CBI) and thematic-based instructional approaches. The full early immersion model program was designed in consultation with the Center for Applied Linguistics (CAL) and the University of Minnesota Center for Advanced Research on Language Acquisition (CARLA).

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, visuals, realia, etc.; creating a language-rich learning environment; using effective teacher talk such as enunciation, repetition, rephrasing, etc.; 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.

MATHEMATICS

Yinghua uses Singapore Math, an internationally-recognized, highly successful, applied mathematics curriculum. Singapore Math is best known for its ability to help students understand the “why” behind math concepts, by teaching mathematical concepts from concrete through pictorial to abstract, developing key critical thinking skills.

Singapore Math employs systematic use of word problems as the way of building the semantics of mathematical operations, which teaches students to conceptually understand a problem. In addition, pre-algebra is embedded throughout the K-8 scope and sequence.

ENGLISH LANGUAGE ARTS

Yinghua’s English Language Arts (“ELA”) curriculum aligns with the most current Minnesota State Standards for ELA. The school adopted the 2013 *Reading Street* series published by Pearson, which is aligned with the common core standards for grades 2-5. With a foundation in authentic literature the program includes reading, writing, language, speaking, and listening components. Early exposure to literary circles, composition, research, journal writing, speech, and debate provides the essential building blocks for Yinghua’s robust Middle School ELA program.

The curriculum is integrated across languages and subjects. ELA teachers work with Chinese teachers to synchronize their lesson plans and to accelerate the transfer of literacy skills, enabling students to learn in both languages.

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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. 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

Social Studies curriculum at Yinghua is provided by Chinese immersion classroom teachers in grades K-5, and by a bilingual English/Chinese instructor at the middle school level. The curriculum is aligned to Minnesota Standards, and follows the Core Knowledge Sequence.

SPECIALIST CLASSES

Yinghua recognizes the strong connections between art, music, and physical education, and academic achievement, and is committed to providing an education that includes these elements.

The art curriculum is based on the Minnesota State Art Standards, Core Knowledge Sequence, and content from other subjects students are learning. Students are introduced to a variety of mediums such as drawing, painting, printing, collage, and sculpture. The art program utilizes a method of teaching and studying art called Discipline Based Art Education (“DBAE”). DBAE emphasizes not only creating art, but also critiquing, questioning (aesthetics), and learning about artists and various art periods. Developing these four areas allows students to attain a more thorough comprehension of the visual arts. Further, the curriculum is enhanced by partnering with arts organizations for artist residencies and experiences in the arts.

The music curriculum has been designed specifically for Yinghua, in collaboration with the statewide Music Education Coordinator at the Perpich Center for Arts Education. It is based on Minnesota State

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Standards and the Core Knowledge Sequence. Currently, music instruction occurs at all grade levels in a general classroom format, where students learn to sing, play percussion instruments and recorders, read and write music, and analyze and describe music. Students at Yinghua also have the ability to participate in the school's String Orchestra program.

Physical Education at Yinghua aligns with the National Association for Sport and Physical Education (NASPE) standards. Participation, good sportsmanship and safety are emphasized, and activities are designed to include the five components of fitness: muscular strength, muscular endurance, flexibility, body composition, and cardio-respiratory endurance.

EXTRACURRICULAR ACTIVITIES

Yinghua offers a number of extracurricular clubs and activities, including a fee-based Conservatory of Music that offers private music lessons to students in school classrooms after dismissal. In its inaugural year, Yinghua has offered lessons in twelve instruments, ranging from strings to brass to traditional Chinese instruments, to over 100 students.

Yinghua also fosters an active fee-based athletic program. Athletic teams for grades 6-8 currently include soccer, volleyball, basketball, track and flag football. Athletic teams for grades 3-5 currently include soccer, basketball, and track. Yinghua is developing plans to offer teams in baseball/softball and other sports in the future. The Yinghua enrichment program offers various other fee-based clubs and classes after school, such as chess, Chinese dance, art classes, Mad Science, and Lego League.



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ASSESSMENT AND ACCOUNTABILITY DATA

Yinghua Academy uses a variety of assessments to measure student achievement, including standardized tests, student academic performance-based assessments, portfolios of student work, and teacher observation, and classroom-based assessment. Throughout the school year, educational staff continued to work with the Academic Director and our new 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 and science.

The following standardized testing occurred for the 2012-13 school year:

- Statewide MCA-II for grades 3-8 in math and reading; grades 5 and 8 science
- NWEA for grades K-8
- SOPA (Student Oral Proficiency Assessment) for grades K, 6-8
- Youth Chinese Test (YCT) Assessment of student Chinese reading and listening comprehension, grades 4-8

Results for MCA, NWEA, SOPA, and YCT are on the following pages. The MCA and NWEA data are organized according to what is required in Yinghua's charter contract with Friends of Education. School Culture goals from the charter contract are also included.



ACADEMIC PERFORMANCE

Academic Performance

With respect to the current charter contract with Friends of Education, Yinghua met 10 out of 11 academic goals in 2011-12 and 9 out of 9 academic goals in 2012-13. The data is not yet available to evaluate the two growth goals for 2012-13.

GOAL 1: STATE ASSESSMENT TESTS (MCAS)

Sub Goal #1: MATH

1.1 Absolute Proficiency – FRL students

The difference between the state average, for the same grades as offered by the School, of students who score proficient and who do not qualify for free or reduced lunch, and the School's average of students who score proficient and who do qualify for free or reduced lunch will decrease at least two percentage points each year.

MATH MCA	State Average, K-8 Proficient and Not Qualified FRL	Yinghua Average, K-8 Proficient and Qualified for FRL	Difference
2010-11 (baseline)	69.1%	62.5%	-6.6%
2011-12	76.8%	80.8%	+3.2%
2012-13	74.5%	77.3%	+2.8%

Result: Yinghua met this goal in math in both contract years. The benchmark of closing the gap between the Non-FRL State Average and the Yinghua FRL Average by two percentage points each year did not apply since Yinghua surpassed the state average in both years.

1.2 Comparative Proficiency – District

The School will demonstrate higher grade level and school wide proficiency rates than the Minneapolis public school district for the same grades as offered by the School, each year.

MATH MCA School-Wide	MPS District-Wide	Yinghua School-Wide	Difference
2011-12	39.3%	90.8%	+51.5%
2012-13	42.2%	89%	+46.8%

Result: The goal was met in both contract years.

ACADEMIC PERFORMANCE

MATH MCA	Grade	MPS	Yinghua	Difference	Grade	MPS	Yinghua	Difference	
2011-12	3	52.3%	91.0%	+38.7%	2012-13	3	52.7%	100.0%	+47.3%
	4	45.5%	90.5%	+45.0%		4	50.4%	90.8%	+40.4%
	5	36.2%	92.1%	+55.9%		5	39.7%	67.5%	+27.8%
	6	37.2%	90.0%	+52.8%		6	36.7%	92.9%	+56.2%
	7	33.8%	85.7%	+51.9%		7	38.1%	80.0%	+41.9%
	8	38.1%	100.0%	+61.9%		8	37.8%	90.9%	+53.1%

Result: The goal was met in both contract years, for all grades.

1.3. Growth: MATH

Each year, the percentage of students achieving high growth *will exceed the state average* percentage of students achieving high growth (for the same grades as offered by the School), and the percentage of students achieving low growth *will be less than the state average* percentage of students achieving low growth (for the same grades as offered by the School).

MATH MCA High Growth	State Average, K-8 Percentage High Growth	Yinghua Average, K-8 Percentage High Growth	Difference
2011-12	35.4%	50.9%	+15.5%
2012-13	TBD	TBD	TBD

MATH MCA Low Growth	State Average, K-8 Percentage Low Growth	Yinghua Average, K-8 Percentage Low Growth	Difference
2011-12	23.1%	10.5%	-12.6%
2012-13	TBD	TBD	TBD

Results: The goal was met in 2011-12. Results for 2012-13 will not be available until after 10/1.

Sub Goal #2: READING

2.1 Absolute Proficiency – FRL students

The difference between the state average, for the same grades as offered by the School, of students who score proficient and who do not qualify for free or reduced lunch, and the School's average of students who score proficient and who do qualify for free or reduced lunch will decrease at least two percentage points each year.

ACADEMIC PERFORMANCE

READING MCA	State Average, K-8 Proficient and Not Qualified FRL	Yinghua Average, K-8 Proficient and Qualified for FRL	Difference
2010-11 (baseline)	84.0%	93.8%	+9.8%
2011-12	85.7%	66.7%	-19.0%
2012-13	69.7%	59.1%	-10.6%

Result: Yinghua did not meet this goal for reading in 2011-12, because instead of decreasing the difference between the Non-FRL State Average and the Yinghua FRL Average by +2 percentage points, the gap widened by -9.2 percentage points. In 2012-13, it did meet the goal because it closed the gap by +8.4 percentage points.

2.2 Comparative Proficiency – District

The School will demonstrate higher grade level and school wide proficiency rates than the Minneapolis public school district for the same grades as offered by the School, each year.

READING MCA School-Wide	MPS District-Wide	Yinghua School-Wide	Difference
2011-12	56.9%	83.8%	+26.9%
2012-13	41.8%	73.6%	+31.8%

Result: The goal was met in both contract years.

READING MCA	Grade	MPS	Yinghua	Difference	Grade	MPS	Yinghua	Difference	
2011-12	3	64.1%	85.1%	+21.0%	2012-13	3	42.5%	75.0%	+32.5%
	4	54.2%	71.4%	+17.2%		4	39.6%	69.2%	+29.6%
	5	58.3%	92.1%	+33.8%	5	43.3%	65.0%	+21.7%	
	6	55.9%	85.0%	+29.1%	6	40.8%	82.1%	+41.3%	
	7	52.4%	85.7%	+33.3%	7	40.1%	86.7%	+46.6%	
	8	55.2%	100.0%	+44.8%	8	38.7%	81.8%	+43.1%	

Result: The goal was met in both contract years, for all grades.

2.3. Growth: READING

Each year, the percentage of students achieving high growth will exceed the state average percentage of students achieving high growth (for the same grades as offered by the School), and the percentage of students achieving low growth will be less than the state average percentage of students achieving low growth (for the same grades as offered by the School).

ACADEMIC PERFORMANCE

READING MCA High Growth	State Average, K-8 Percentage High Growth	Yinghua Average, K-8 Percentage High Growth	Difference
2011-12	34.3%	44.7%	+10.4%
2012-13	TBD	TBD	TBD
READING MCA Low Growth	State Average, K-8 Percentage Low Growth	Yinghua Average, K-8 Percentage Low Growth	Difference
2011-12	23.3%	14.0%	-9.3%
2012-13	TBD	TBD	TBD

Results: The goal was met in 2011-12. Results for 2012-13 will not be available until after 10/1.

Sub Goal #3: SCIENCE

The School will demonstrate higher 5th and 8th grade level scores than the Minneapolis school district.

SCIENCE MCA	MPS 5th Grade	Yinghua 5th Grade	Difference	MPS 5th Grade	Yinghua 5th Grade	Difference
2011-12	38.1%	84.2%	+46.1%	27.7%	100.0%	+72.3%
2012-13	37.5%	76.9%	+39.4%	29.9%	+72.7%	+42.8%

Result: The goal was met in both contract years, for all grades.

GOAL 2: NATIONALLY-NORMED ASSESSMENT

The School will administer a nationally-normed assessment, approved by the Board, in at least grade 8 by FY 2013. At least 75% of students taking the assessment will score above the national median.

NWEA MATH 2011-12	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
National mean, end-of year	191.3	203.1	212.5	221.0	224.6	230.5	234.5
YA mean	210.77	214.70	226.49	239.39	242.25	245.85	256.25
% of YA students who score at or above the national mean	95.77%	86.57%	82.93%	94.74%	90%	92.31%	100%

Results: The school met this goal. By the end of 2011-12, 100% of students in Grade 8 taking the assessment scored above the national mean. Additionally, by the end of the 2011-12 school year, at least 82.93% of Grade 2-8 students scored at and above the national mean. The average scores for each grade are at least 11.6 to 21.75 points higher than the national end-of-year mean.

ACADEMIC PERFORMANCE

NWEA MATH 2012-13	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
National mean, end-of year	191.3	203.1	212.5	221.0	224.6	230.5	234.5
YA mean	209.37	217.5	227.7	238.9	247.6	250.3	254.0
% of YA students who score at or above the national mean	93.2%	97.2%	87.7%	84.6%	100.0%	86.7%	100.0%

Results: The school met this goal. By the end of the 2012-13 school year, 100% of students in Grade 8 scored above the national mean. Overall, by the end of the 2012-13 school year, in Grades 4, 5, and 7, at least 84 % of students scored at or above the national mean. In Grades 2, 3, 6, and 8, at least 93% of students scored at or above the national mean. Yinghua Academy students' math averages in each grade are overall at least 15 to 23 points higher than the national mean.

NWEA READING 2011-12	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
National mean, end-of year	189.6	199.2	206.7	212.3	216.4	219.7	222.4
YA mean	195.0	205.88	212.88	225	227.65	228.31	241.25
% of YA students who score at or above the national mean	69.86%	70.14%	71.42%	92.1%	90%	76.92%	100%

Results: The school met this goal. By the end of 2011-12, 100% of students in Grade 8 taking assessment scored above the national mean. Additionally, by the end of the 2011-12 school year, in Grades 5, 6, and 8, at least 90% of students scored at or above the national mean. In Grades 2, 3, 4, and 7, at least 70% of students scored at or above the national mean. Yinghua Academy students' reading averages in each grade are overall at least 6 to 19 points higher than national mean.

NWEA READING 2012-13	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
National mean, end-of year	189.6	199.2	206.7	212.3	216.4	219.7	222.4
YA mean	195.6	210.0	215.77	217.9	229.15	230.0	230.1
% of YA students who score at or above the national mean	69.9%	80.9%	73.8%	69.2%	92.9%	86.7%	81.8%

Results: The school met this goal. By the end of 2012-13, 81.8% of students in Grade 8 scored above the national mean. Overall, by the end of the 2012-13 school year, in Grades 3, 6, 7, and 8, at least 80% of students scored at or above the national mean. In Grades 2, 4, and 5, at least 69% of students

ACADEMIC PERFORMANCE

scored at or above the national mean. Yinghua Academy students' reading averages in each grade are overall at least 5 to 12 points higher than the national mean.

NOTE: On all reported measures for NWEA, we provided the mean, not the median, because mean is the calculation that is provided by NWEA. Some districts use these interchangeably, but we recognize that they are not the same.

GOAL 3: DATA-DRIVEN INSTRUCTION

4.1 Math: The School will create and implement DDI summative assessments on a quarterly basis in all grades. The staff will review results with the director or their DDI leader and will re-teach necessary components the week following the assessment. The School will invite Friends to attend all quarterly meetings to review results.

4.2 Reading: The School will create and implement DDI summative assessments on a quarterly basis in all grades. The staff will review results with the director or their DDI leader and will re-teach necessary components the week following the assessment. The School will invite Friends to attend all quarterly meetings to review results.

4.3 Science: The School will create and implement DDI summative assessments on a quarterly basis in grades 5 and 8. The staff will review results with the director or their DDI leader and will re-teach necessary components the week following the assessment. The School will invite Friends to attend all quarterly meetings to review results.

Results: The school has created and implemented DDI summative assessments on a quarterly basis in all grades. The assessment dates for 2012-13 school year were as follows:

2012-13 Assessment Weeks	Subjects	DDI results and meeting with the Director	Necessary follow-up
Term I mid-term assessment, September 20-October 4	Math, English, Science, Social Studies, and CLA	October 7-11	October 7-15
Term I end of term assessment, November 15-20	Math, English, Science, Social Studies, and CLA	November 19 -23	November 26-30
Term II mid-term assessment, January 22-25	Math, English, Science, Social Studies, and CLA	January 28- February 1	January 28- February 8
Term II end of term assessment, March 4-8	Math, English, Science, Social Studies, and CLA	March 4-8 and March 18- 22	March 18-22
Term III end of term assessment, May 30-June 3-5	Math, English, Science, Social Studies, and CLA	May 30 to June 3-5	May 30 –June 5*

*Summer intensive programs for math and CLA were provided to support students who needed extra help.

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Friends of Education staff attended DDI discussion meetings on

- February 24, 2012, 10:00-11:00 am (Beth Topoluk)
- May 30, 2012, 3:30pm-4:30 pm (Elizabeth Hanson)
- May 24, 2013, site visit and discussion about DDI (Liz Wynne)

SCHOOL CULTURE GOALS

Yinghua met 4 out of 4 School Culture goals in 2011-12 and 3 out of 4 School Culture goals in 2012-13.

1. Student Attendance Rate

Goal: The school will maintain at least a 95% attendance rate.

Attendance Rate	K-8
2011-12	96%
2012-13	96%

Result: The school met the goal in both years.

2. Parent Satisfaction Survey

Goal: At least 80% of parents returning the annual survey will indicate overall satisfaction with the school.

Parent Satisfaction	% Satisfied*
2011-12	89%
2012-13	81%

**Sum of Very satisfied + Satisfied response*

Result: The school met the goal in both years.

3. Staff Satisfaction Survey

Goal: At least 80% of all staff returning the annual survey will indicate overall satisfaction at the school.

Staff Satisfaction	% Satisfied*
2011-12	97%
2012-13	52%

**Satisfied "with employment": Sum of Strongly Agree + Agree*

Result: The school met the goal in 2011-12 but not in 2012-13. The Yinghua School Board and Administration continue to partner to improve staff satisfaction. 2012-13 and 2013-14 will be challenging years because of space constraints and the adjustment to a new Director. We expect the numbers to improve in 2014-15 when the two campuses are consolidated back into a single, expanded/renovated facility and administrative expectations have become the norm.

4. Professional Development Rate

ACADEMIC PERFORMANCE

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

Professional Development	% of Staff Received
2011-12	100%
2012-13	100%

Result: This goal was met in both years. 100% of staff received professional development training including: teaching staff, support staff, administrative team, and the School Board.

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

ACADEMIC PERFORMANCE

SOPA FLUENCY LEVELS 2008-12

Grade	2008-09	2009-10	2010-11	2011-12	2012-13
K	2.58	2.5	3.16	3.21	3.34
1	2.98	3.74	-	-	-
2	4.33	4.94	-	5.49	-
3	6.14	5.42	-	-	-
4	1.99*	4.81	-	6.45	-
5	3.33*	2.64*	5.99	7.32	-
6	-	4.85*	3.93*	8.00	7.45
7	-	-	4.76*	4.60*	7.7
8	-	-	-	4.78*	5.4*

*Non-Immersion Students

Yinghua student SOPA results demonstrate that language acquisition increases approximately one point (on the SOPA scale) per grade, from a score of 3.21 in K to a score of 8.00 in 6th grade. The first cohort of 7th graders who were immersion students were tested in 2012-13, and scored 7.7, which we are pleased with as it matches expectations for our program. The 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.

YOUTH CHINESE TEST (YCT)

The YCT is a standardized test developed by the office of the Hanban, the government office in the People's Republic of China responsible for the study of Chinese worldwide. It assesses student listening comprehension and reading in Chinese, and additionally, at the level 4 test, Chinese writing ability.

The test levels are as follows:

Level 1	80 commonly used words and related grammar patterns
Level 2	150 commonly used words and related grammar patterns
Level 3	300 commonly used words and related grammar patterns
Level 4	600 commonly used words and related grammar patterns

ACADEMIC PERFORMANCE

SUMMARY OF YCT RESULTS

	2011-12	2012-13
# of Students Taking Test	227	92
# of Students Passing	219	82
Passing Rate	96.5%	89.1%

2011-12 YCT RESULTS BY GRADE (GRADES 2-8)

Grade	Level	Number of students	Number of passing students	Passing rate
2	1	46	45	97.8%
	2	24	24	100%
3	2	11	11	100%
	3	54	52	96.3%
4	2	4	4	100%
	3	8	8	100%
	4	25	24	96%
5	2	3	3	100%
	3	1	1	100%
	4	32	29	90.6%
6	2	2	1	50%
	4	2	2	100%
7	2	1	1	100%
	3	10	10	100%
8	2	2	2	100%
Total		227	219	96.5%

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2012-13 YCT RESULTS BY GRADE (GRADES 4-8)

Grade	Level	Number of students	Number of passing students	Passing rate
4	3	13	12	92.3%
	4	51	47	92.2%
5	3	6	6	100%
	4	10	6	60.0%
6	3	1	1	100%
	4	2	2	100%
7	3	1	1	100%
	4	0	0	-
8	3	1	1	100%
	4	7	6	85.7%
Total		92	82	89.1%

In spring, 2012, students in 2-8th grades at Yinghua Academy took the Youth Chinese Test (YCT). In spring, 2013, students in 4-8th grades at Yinghua Academy took the Youth Chinese Test (YCT) level 3 and 4. In both years, the YCT was administered by the Confucius Institute at the University of Minnesota. Of the 227 Yinghua students in grades 2-8 who took the test, 219 passed their attempted level, for a passing rate of 96.5%. Of the 92 students in grades 4-8 who took the test in 2013, 82 passed their attempted level, for a passing rate of 89%.



OPERATIONAL PERFORMANCE

Operational Performance

AUTHORIZER RELATIONS AND COMMUNICATION

Yinghua Academy's charter authorizer is Friends of Education. 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, Email: topoluk@tcfbank.com.

Yinghua Academy's current charter contract with Friends of Education was renewed effective July 1, 2011 for a three-year period. This contract expires on June 30, 2014.

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 2012-13 the School Board continued substantive policy review and improved 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

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progress made toward strategic and other goals. The Board was particularly active this year in the operational areas of facility expansion (see below), financial management (see Finance section, above), and the formation of a Governance Committee.

FACILITY EXPANSION

Yinghua currently occupies a facility previously utilized by the Minneapolis Public Schools. The building was at one time known as the Putnam School, which was part of the Minneapolis School District. The original School has approximately 46,500 square feet, including 21 classrooms, a gymnasium, a cafeteria, a music room, and school offices. Yinghua currently has a construction project underway, which will result in a facility with a combined square footage of approximately 84,500 square feet.

In 2009, when Yinghua began operating at the School, Yinghua was a K-6 school with approximately 300 students, and it anticipated being able to house its student population in the building. However, in the fall of 2009, Yinghua was awarded a three year, \$811,265 Foreign Language Assistance Program grant from the U.S. Department of Education, for the purpose of building out a middle school program. That grant, which was extended for a fourth year, ended in August 2013. The Middle School will consist of nearly 120 students in the fall of 2013, and is expected to grow to 150 students at full capacity. In addition to this program expansion, the demand for Yinghua is higher than anticipated. Kindergarten cohort sizes were increased from 50 to 75 students in 2008, to 100 students in 2011, and to 112 students in 2012. As a result of the increase in demand, Yinghua needs significantly more space. Further, the gymnasium, kitchen, cafeteria and other portions of the west end of the current facility are undersized or obsolete.

Several years ago, the Board's Facilities Committee began to review its various options, including moving into a new facility, acquiring or leasing a second facility to create a two-campus school, capping enrollment, or expanding the School. After an exhaustive review of the options, Yinghua determined that expanding the School was the most reasonable and feasible choice. The location of the School, and in particular its easy proximity to several freeways, allows Yinghua to draw students from all corners of the Twin Cities metropolitan area. The School is adjacent to a large city park, which creates ample green space. Finally, and most important, Yinghua has enjoyed success at the current location, becoming part of the Northeast Minneapolis community. Expanding the School at its present location will avoid the risk associated with moving the school to yet another geographic area in its eight years of operation.

In 2011-12 and 2012-13, the School Board and Executive Director devoted significant operational time to executing the short-term and long-term facility expansion plans. This planning included drafting the expansion plan application to temporarily expand into a second site for Kindergarten, consulting on

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design and construction plans for the expansion, and securing the bond funding for the development project. This involved extensive involvement and collaboration with professional experts and partners, including Friends of Education, Charter Schools Development Corporation, Educational Properties, the City of Minneapolis, the Minneapolis Park Board, the Northeast Park Neighborhood Association, Piper Jaffray, Kodet Architects, JB Realty, and Lindquist and Vennum.

The facility expansion is divided into three stages. For the first stage, Yinghua has created a temporary second “Kinder Campus” site where it has located its four kindergarten sections, or 112 students, since the “Main Campus” is not adequate to accommodate all students. In the summer of 2013, a portion of the western end of the current facility (approximately 12,000 square feet) was razed, and the structural framing of the new addition on this end (approximately 42,700 square feet) is underway. The exterior walls and roof, and the interior walls and finishes on the first floor will be completed during this first stage.

Phase Two will involve building out the interior of the second and third floors of the new construction during the winter of 2013. The Middle School, as well as the English Department, will move into the upper floors of the new construction once a certificate of occupancy is obtained, estimated to be in March 2014. Phase Three will involve renovating the existing classroom wing during the summer of 2014, then closing the Kinder Campus site and moving those students back to the Main Campus for the start of the 2014-15 school year.



OPERATIONAL PERFORMANCE

TRAFFIC AND TRANSPORTATION

In 2012-13, Yinghua provided daily transportation, in the form of contracted bussing services, to approximately 214 students (41%). Yinghua provides bus routes in various parts of Minneapolis and beyond Minneapolis on four routes (into north suburbs, south suburbs, St. Paul, and east suburbs) where sizeable populations of students are located. Students who do not reside within the Minneapolis Public School district pay a monthly fee for this service to offset the cost of the transportation. Consolidating Yinghua's operations into a single site in fall 2014 will reduce the cost of bussing, as currently Yinghua also operates a bus between the main facility and the Kinder Campus.

As part of the City of Minneapolis approval process for the expansion project, we are required to conduct a Traffic Demand Management Plan to conclude November 2013, due to the increased traffic that Yinghua families add to an already congested area.

GOVERNANCE COMMITTEE

Significant work was done this year toward board development through the formation of a Governance Committee. This committee met regularly to work on board recruitment, new board member orientation, policy updates, and an annual calendar. It also looked ahead to the succession of board officers, recommended topics for professional development for the Executive Director and to the Board, and proposed other improvements that will ensure the health and sustainable future of the Board and the School.

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 of 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

These techniques contribute to the proficiency of Chinese language ability that our students attain and demonstrate during their K-8 education at Yinghua. 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.

Outside the classroom, Yinghua Academy supports Chinese language and cultural learning by hosting cultural events, providing highly polished student performances for the Chinese New Year annual celebration, and through international collaboration with a sister school in China. Not only do middle school students partake in monthly teleconferencing, but Yinghua has hosted visitors from the Number 8 Middle School in Hohhot, Inner Mongolia, and conducted an annual study abroad trip with middle school students, staff, and chaperones to visit the sister school (in June 2012 and 2013). Unique to this June's visit was the opportunity for students to travel to Beijing to experience such sights as the Great Wall, Tiananmen Square and the Forbidden City together!

INNOVATIVE PRACTICES AND IMPLEMENTATION

Other innovative practices implemented during 2012-13 included:

- Establishment of middle school electives, such as philosophy and media studies
- In-school homework labs, available before and after school, with peer tutors as well as teacher support
- Creation of the Student Life Organization (SLO) led by a Head Prefect and seven Deputy Head Prefects who oversaw departments including Academics, Discipline, Activities, Community Service, Sports, Management, and Lower School(LS)
- SLO sponsored activities, such as 4th-5th grade late nights, MS Dances, recycling including a waste sort in the cafeteria, reading buddies, and a YA version of Big Brother-Big Sister Program
- Special experiential learning opportunities for students through artist residencies, field trips including the terracotta warrior exhibit at the Minneapolis Institute of Arts, and participation in the Nobel Peace Prize Forum
- Creation of a Music Conservatory, which provided private and group lessons to nearly 100 students in violin, viola, cello, drums, flute, guitar, erhu, voice, and more
- Participation in the MN Zoo's Chinese Language Day; 28 sixth graders researched and presented animal stations while all students attended
- Development of a pilot paired Chinese-English read-aloud partnership in Grade 2 where CLA and ELA teachers read and discussed the same novel to/with the students; for example, the CLA teacher read chapter 1, the ELA teacher read chapter 2, and so on to develop shared language



Future Plans

In spring 2013, the Board participated in an off-site retreat facilitated by Morgan Brown of Charter School Partners, with the goal of updating its Annual Plan as a subset of the Yinghua Academy five-year strategic plan, which the Board had approved in June 2011 (see exhibit A). The four areas of focus identified in the strategic plan are: Organizational Sustainability, School Culture and Community, Professional Development, and Academics. The Board set priorities for this work, dividing responsibility for each area between the Board and the School Administration; incorporating measures from Yinghua Academy's contract with Friends of Education into the plan; and improving the articulation of specific, measurable goals. This Annual Plan (see exhibit B) serves as the continuous improvement roadmap for the school leaders. It is an ambitious plan, and the expectation is that not everything will be completed within the year.

Below is a summary of highlights by major category: Academics and Finance:

ACADEMICS

Although Yinghua continues to achieve impressive academic results, we are dedicated to continuous improvement and refinement of our program. Specifically, we will continue to refine and oversee the successful implementation of the DDI process with the Academic Director and teachers. Our work to create benchmarks that will serve as a basis for continuous progress in future years will be a priority. To support this effort, we are determined to more fully implement PowerSchool as a critical tool for teachers and an effective communication source for students and parents.

The 2013-14 school year welcomes Yinghua's first full immersion classes of kindergartners and first graders to the 7th and 8th grades respectively. Therefore, dedication to the continued development of a robust, well rounded Middle School program inclusive of leveled core courses, interesting electives, a variety of extracurricular clubs and activities such as debate, robotics, sports, orchestra, and choir is heightened and time sensitive. We know we must prepare our students for a vast array of high schools across the Twin Cities, since students travel to us from more than 80 different zip codes. We have formed a collaborative taskforce with parents named "YA Futures"; together we will explore high school options and proactively work with MS students and families as well as potential high schools to select "best fit" options.

Lastly, we aim to increase parent/family awareness of Yinghua's academic goals for our students. By refining and simplifying the internal scope and sequence of content in each subject area and at each

FUTURE PLANS

grade level for parents, it will strengthen our partnership. Overall, our goal is to articulate and communicate the academic vision of Yinghua Academy anew as we embark on our eighth year.

FINANCIALS AND FUNDRAISING

Overall, funding continues to be a challenge, because of the high costs of running a successful immersion program (more teachers than typical schools, a more transient teacher population than typical schools, and subsidized kindergarten to teach all Yinghua students as much Chinese as possible at the youngest age, when they learn the most). To this end, the board celebrates the state funding of full-day kindergarten, which begins in fall 2014, as a watershed moment for all schools in Minnesota, including Yinghua Academy. Discussions are currently occurring to plan a way to utilize the surplus dollars to improve teacher retention.

Balancing facilities expansion and on-going school operations with the need for a healthy fund balance presents the second area for Board focus: raising and managing school funds. The school will continue to draw upon the professional business management services of Beltz, Kes, Darling and Associates (BKDA). Now with a new Business/Human Resource Manager sitting as part of the administrative team, Yinghua plans to work more closely with BKDA on a monthly basis to proactively manage finances. The relatively young school has been straining under the balancing act of a strong program, two campuses, the state holdbacks, management transition, and the need to grow our fund balance in the short and long term. The overriding goal is to stabilize the fund balance during the expansion phase so that it can grow once back in a consolidated campus. Because of the bonding process, we overhauled a five-year budget model that works to achieve our goals, and we now have regularly scheduled monthly check-ins with BKDA prior to Finance Committee meetings, which are prior to Board meetings, to facilitate early dialogue to keep the school on track to that budget model.

In addition, the Board plans to work closely with the Yinghua Academy Community Association (PTO) to evaluate our current fundraising work and to develop a comprehensive fundraising plan.

CONCLUSION

Conclusion

In conclusion, Yinghua is achieving its mission of preparing students to be engaged global citizens through rigorous academics and immersion in Chinese language and culture. This is supported by the school's top 5% ranking in the state this past spring and fall among all public and charter schools, and its exceptional scores on both the SOPA and YCT tests. The school will continue to place high value on its teachers, to refine instruction to improve student outcomes by individual grade, to hone its financial management, and to build a community that is respectful and engaged.

There is a significant amount of momentum at the school, due to unique cultural, leadership, and athletic opportunities, excellent academic results, and soon, a modernized and right-sized facility. The program develops each year to be more competitive in the school choice marketplace, to retain both teachers and students, for the sole purpose of achieving Yinghua's mission.

Above all, Yinghua remains committed to making decisions with the good of the students and the overall program at the forefront. Yinghua is a success story because of this commitment.



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EXHIBIT A – FIVE-YEAR STRATEGIC PLAN

Exhibit A – Five-Year Strategic Plan

Yinghua Academy 3-5 Year Strategic Plan for 2011-2015

APPROVED by the School Board on June 23, 2011 (items in red were approved as additions by the board on 5/7/12)

Mission: The mission of Yinghua Academy is to prepare our 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.

Academics	Professional Development	School Culture & Community	Organizational Sustainability
<p>Goals</p> <p>Be nationally recognized for academic excellence</p> <p>Be in the top 5-10% of MN Schools (based on MCA Data)</p> <p>Be a top performing Chinese immersion school (test instrument TBD)</p> <p>Meet Friends of Education (authorizer) academic goals</p> <p>Strategies</p> <p>Establish a continuous improvement process using standards such as those established by the MN School of Excellence criteria:</p> <ul style="list-style-type: none"> Strengthen and align existing curriculum with MN state standards in Math, Science and English Implement “best practices” Chinese immersion strategies Implement a sequential grade 2-8 English Language Arts curriculum <p>Develop a middle school program, which prepares students for rigorous high school work and maintains Chinese language skills</p> <p>Establish a process that allows student assessment data to be collected, analyzed and used to inform instruction</p>	<p>Goals</p> <p>Recruit, develop and retain outstanding teachers</p> <p>Achieve 100% teacher licensure within 3 years of hire</p> <p>100% of staff shall receive PD each year</p> <p>100% of board members shall receive ongoing training each year</p> <p>Strategies</p> <p>Develop an ongoing, focused, teacher/staff training and professional development program. Teachers will be knowledgeable about and utilize:</p> <ul style="list-style-type: none"> Differentiated instruction Best practice immersion methods U.S./Chinese culture differences and cross cultural competencies Collaboration in Professional Learning Communities Responsive Classroom methods Data analysis to inform instruction Technology integration into lessons <p>Provide guidance and monitoring of licensure process</p>	<p>Goal</p> <p>Build a positive, collaborative and respectful school culture around Yinghua Academy’s mission and values</p> <p>Engaged students, staff, and families</p> <p>Strategies</p> <p>Identify Yinghua Academy beliefs and values and communicate to all stakeholders</p> <p>Develop and implement a formal parent education program which includes:</p> <ul style="list-style-type: none"> Immersion methodology U.S./Chinese cultural differences School/Parent expectations <p>Establish a formal plan to standardize and simplify communications</p> <p>Define engagement measures before 9/1/12, i.e.,</p> <ul style="list-style-type: none"> 95% attendance rate 80% satisfaction rates (parent, staff) Student life participation Enrichment participation Town Hall meeting participation Parent/Teacher conference participation % of teachers volunteering on committee % of parents volunteering 4+ hours/year 	<p>Goals</p> <p>Improve organizational capacity and effectiveness by 7/1/12</p> <p>Ensure financial sustainability by systematically growing enrollment according to plan</p> <p>Achieve 20% fund balance by 7/1/14 as required by Friends of Education</p> <p>Strategies</p> <p>Complete selection of full-time Executive Director</p> <p>Establish well-defined roles and responsibilities for and among the School Board, YACA Board, School Administration, and Staff</p> <p>Streamline academic and administrative work processes to minimize redundancies and improve efficiencies</p> <p>Develop and implement facilities interim and master plans</p> <p>Develop and implement technology master plan</p>

EXHIBIT B – 2013-14 ANNUAL GOALS

Exhibit B – 2013-14 Annual Goals

YINGHUA ACADEMY 2013-2014 Continuous Improvement Plan

Annual Goals and corresponding Board Objectives & School Management Objectives based on Five-Year Strategic Plan (2011-2015)

Academics	Professional Development/ Human Resources	School Culture & Community	Organizational Sustainability
<p style="text-align: center;">ANNUAL GOALS</p> <ul style="list-style-type: none"> • Continuous progress in student achievement in reading and math as indicated by nationally-normed NWEA scores: <ol style="list-style-type: none"> a. Increase the percent of students (not including K & 1) scoring above the national median on the reading MAP from <i>73% in the spring of 2012 to 78% in 2013*</i> b. Increase the percent of students scoring above the national median on the math MAP from <i>87% in the spring of 2012 to 90% in 2013*</i> • Define an assessment process for Chinese listening, speaking, reading, and writing using the YCT, SOPA, and other tools, and with 2012-2013 results, create benchmarks that will serve as a basis for continuous progress in future years • Develop an assessment for Chinese writing goals based on Yinghua Chinese writing curricular goals 	<p style="text-align: center;">ANNUAL GOALS</p> <ul style="list-style-type: none"> • 100% of staff to receive professional development training, including leadership team, administrative team, and board (for teachers, refer also to Q Comp goals) <ul style="list-style-type: none"> <i>2011-12: 100% of staff received</i> <i>2012-13: 100% of staff received</i> • Retain at least 80% of teachers that meet or exceed expectations based on Yinghua’s professional standards including performance, participation, and value added beyond job description <ul style="list-style-type: none"> <i>2011-12: 81% of such teachers retained</i> <i>2012-13: 73% of such teachers retained</i> • Develop and maintain internal and external pipeline of outstanding teachers as measured by staff survey*, number of referrals, number of external relationships with graduate programs and other feeder groups, and number of applicants <ul style="list-style-type: none"> <i>*Would you refer a friend: strongly agree + agree:</i> <i>2010-11 survey: 29%</i> <i>2011-12 survey: 74%</i> <i>2012-13 survey: 40%</i> 	<p style="text-align: center;">ANNUAL GOALS</p> <ul style="list-style-type: none"> • Monitor and encourage Yinghua stakeholders’ positive engagement with the school: <ul style="list-style-type: none"> ○ Staff <ol style="list-style-type: none"> i. Meet or exceed 80% satisfaction rate* as required by Friends’ contract <ul style="list-style-type: none"> <i>2010-11 survey: 38%</i> <i>2011-12 survey: 97%</i> <i>2012-13 survey: 52%</i> <i>*with employment: strongly agree + agree</i> ii. Improve staff’s willingness to suggest ideas and improvements <ul style="list-style-type: none"> <i>2010-11 survey: 33%</i> <i>2011-12 survey: 79%</i> <i>2012-13 survey: 49%</i> <i>*Comfortable bringing up ideas: strongly agree + agree</i> ○ Students <ol style="list-style-type: none"> i. Measure satisfaction rate* ii. Increase student life participation* iii. Maintain % of students enrolled per term in an after school program* <ul style="list-style-type: none"> <i>2012-13: 44%</i> <i>*Aftercare, enrichment, music, sports, Lego League</i> 	<p style="text-align: center;">ANNUAL GOALS</p> <ul style="list-style-type: none"> • Achieve 10.1% fund balance by 6/30/14 as projected in long-range budget model • Achieve enrollment of 587 students (for 2013-2014) as projected in long-range budget model • Manage facilities expansion and develop plans as needed to minimize disruption and ensure safety • Develop a major fundraising plan • Formalize and standardize board processes • Increase involvement and engagement with community groups, including Northeast Minneapolis, the local Chinese community, charter schools, and immersion schools

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<ul style="list-style-type: none"> • Further develop alternative assessments such as presentations and portfolios to give a holistic picture of a student’s abilities <i>2012-13: 1-2 alt. assessments per grade</i> <i>2013-14 goal: xx</i> • Stay in top 5% of Minnesota public schools as evaluated by MDE <i>May 2012: 10/2,255 schools (top 1%)</i> <i>Aug 2012: 110/2,251 schools (top 5%)</i> • As evaluated by feedback from a variety of sources*, maintain a reputation of excellence as a top Chinese immersion school in the United States (* FLAP grant report, Confucius Institute, University of MN, Chinese consultant experts, conference preparation feedback, requests to visit and share expertise, etc.) <p>* specific metrics to be determined</p>	<ul style="list-style-type: none"> • 100% of teachers working towards licensure within three years 	<ul style="list-style-type: none"> iv. Achieve 95% attendance rate as required by Friends’ contract <i>2010-11 : 96%</i> <i>2011-12 : 96%</i> <i>2012-13: 96%</i> o Parents <ul style="list-style-type: none"> i. Meet or exceed 80% satisfaction rate* as required by Friends’ contract <i>2010-11 survey: 86%</i> <i>2011-12 survey: 89%</i> <i>2012-13 survey: 81%</i> *very satisfied + satisfied ii. Meet or exceed 2012-13 % of parents volunteering 4+ hours each year <i>2011-12 survey: 75%</i> <i>2012-13 survey: 68%</i> iii. Measure educational meeting participation* iv. Meet or exceed conference attendance rate <i>2012-13 fall: 96%, spring: 95%</i> <p>* specific metrics to be determined</p>	
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Academics	Professional Development/ Human Resources	School Culture & Community	Organizational Sustainability
<p align="center">Board Objectives</p> <p>ACADEMIC COMMITTEE</p> <ul style="list-style-type: none"> • Approve criteria for monitoring continuous improvement of Yinghua student achievement by: <ol style="list-style-type: none"> a. understanding the MDE metric used for comparing MN public schools b. understanding criteria for comparing Chinese immersion schools in the United States c. understanding the metric for evaluating Chinese language learning • Monitor the refinement of the curriculum map for Chinese language • Develop an Academic Committee calendar and communication plan 	<p align="center">Board Objectives</p> <p>GOVERNANCE COMMITTEE</p> <ul style="list-style-type: none"> • Implement board development plan including orientation, training, and evaluation <p>PERSONNEL COMMITTEE</p> <ul style="list-style-type: none"> • Update professional development plan for Executive Director, including objectives, conferences, school visits, mentor meetings, and budget • Refine Executive Director support and evaluation process • Develop a Personnel Committee calendar 	<p align="center">Board Objectives</p> <p>EXECUTIVE COMMITTEE</p> <ul style="list-style-type: none"> • Identify strategies for increasing community engagement through board communications <p>SURVEY TASK FORCE</p> <ul style="list-style-type: none"> • Review and evaluate different methods for soliciting feedback from staff, students, and parents 	<p align="center">Board Objectives</p> <p>FINANCE COMMITTEE</p> <ul style="list-style-type: none"> • Establish target surplus goal • Rework financial statements w/ financial consultant • Refine operations dashboard • Develop a process plan with defined responsibilities for the board, school management, and financial consultant • Develop a Finance Committee calendar <p>GOVERNANCE COMMITTEE</p> <ul style="list-style-type: none"> • Develop plan for board member recruitment and officer succession • Review and recommend appropriate size of board • Recommend appropriate committee structure to support board work • Develop a Governance Committee calendar

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			<p>FACILITIES COMMITTEE</p> <ul style="list-style-type: none">• Along with the Owner’s Representative, monitor construction schedule and budget, and communicate project information as necessary• Identify and prioritize renovation and construction needs beyond what can currently be included in the bond <p>DEVELOPMENT COMMITTEE</p> <ul style="list-style-type: none">• Form Development Committee• Develop major fundraising plan• Develop advocacy plan with respect to teacher licensing and admissions parity• Develop partner relationships with stated community groups• Set branding/messaging goals for the school and support administration with marketing guidance
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Academics	Professional Development/ Human Resources	School Culture & Community	Organizational Sustainability
<p>School Management Objectives</p> <ul style="list-style-type: none"> • Exceed Friends academic goals as outlined in the charter: <ol style="list-style-type: none"> a. Math MCA 82.8% b. Reading MCA 84.8% c. Science MCA 66.7% d. NWEA MAP > 75% above the national median • Continue to refine DDI process with teachers • Implement and refine the Chinese immersion strategies from sources such as internal seasoned teachers and visiting experts • Fully refine the K-8 scope and sequence for the Chinese Language Arts curriculum • Fully refine the 2-8 scope and sequence for the English Language Arts curriculum • Devise a readiness checklist for English for students entering Grade 2. Distribute to parents. 	<p>School Management Objectives</p> <ul style="list-style-type: none"> • Implement professional development plan for all teaching staff with focus on continuous development through PLC's and Q Comp goals, and education in American classroom culture • Implement yearly professional development plan for all non-teaching staff and administrators determined by performance review goals • Submit professional development plans to board at October meeting, then submit to Friends in required report format by 12/15 • Issue staff handbook by 8/10 • Document approach to salary and benefits relative to competition; identify gap and brainstorm policy or funding ideas to minimize the gap 	<p>School Management Objectives</p> <ul style="list-style-type: none"> • Approve and implement plan for communicating values and beliefs in collaboration w/ Board • Refine org chart document yearly to help community navigate who to go to for specific types of questions (one version for staff, one for parents) with expected communication standards at the top • Develop communications plan (analyze effectiveness of various forms of communication; modify or implement new methods to best meet the needs of the Yinghua community; document who is responsible, deadlines and frequencies, audience, and medium for each topic, including newsletter, website, email, folders, etc.) • Ensure continued success of Kinder Campus experience for all families, with a retention goal of 95% <i>Retention from 2012-13: 96%</i> 	<p>School Management Objectives</p> <ul style="list-style-type: none"> • Continue to explore high school options for first full immersion students and work closely with families to advise • Refine technology master plan • Act as key liaison to facilities project manager through design and build process regarding program decisions • Establish processes to ensure accurate and consistent data collection that can be easily formatted into useful reports for decision-making

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<ul style="list-style-type: none">• Align the Chinese and English KG-8 scope and sequence where appropriate• Continue the development of the program description, academic scope and sequence, and course design of the middle school program• Increase parent/family awareness of Yinghua’s academic goals for students at each grade level with effective access to a parent handbook that includes a scope and sequence of content in each subject area• Continue to network and collaborate with other charter and Chinese immersion schools in Minnesota and on a national level		<ul style="list-style-type: none">• Define metrics for measuring engagement of students, parents, and staff and report to board on an ongoing basis• Issue family handbook by 9/1• Develop Yinghua’s point of view on character education	
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