

# YINGHUA ACADEMY

Safety, Speak Chinese, Learn, Happiness, Global Citizenship



# ANNUAL REPORT

FY 2014

JULY 1 2013 – JUNE 30 2014

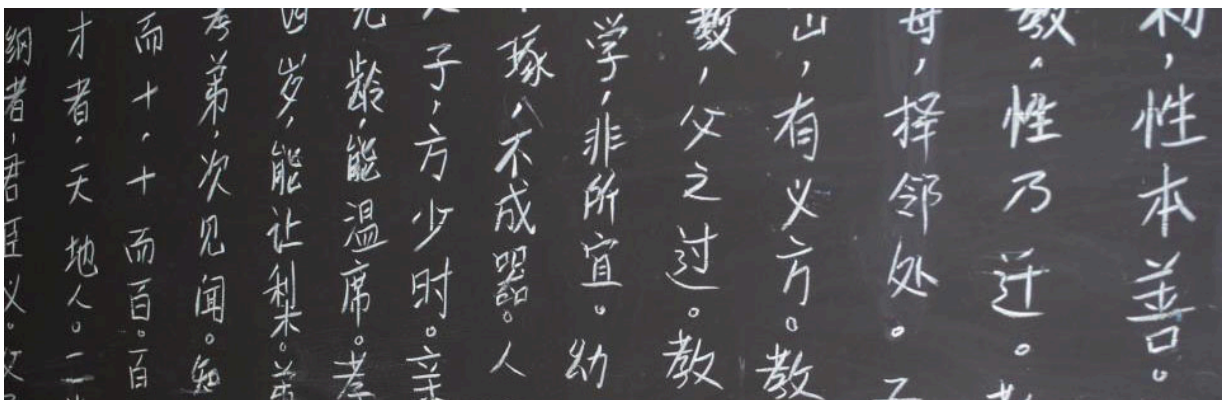
# TABLE OF CONTENTS

## Contents

Introduction _____	1
2013-14 Year in Review _____	2
School Enrollment _____	5
Student Attrition _____	9
Governance and Management _____	11
Staffing _____	21
Financial Performance _____	26
Curriculum _____	31
Academic Performance _____	38
Operational Performance _____	51
Innovative Practices and Implementation _____	54
Future Plans _____	56
Conclusion _____	57
Contact Information _____	58

Exhibit A – Five-Year Strategic Plan

Exhibit B – 2013-14 Annual Goals



# 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 some specialist classes (art, physical education, music, and English). Yinghua's unique program, combined with the consistent academic success of its students, has enabled it to enjoy robust growth.

Yinghua offers a rigorous academic education that follows Minnesota Academic Standards and uses the Core Knowledge Sequence as the content foundation for all subject areas. Yinghua has placed high priority on preserving the integrity of its language immersion focus by not introducing English Language Arts until second grade, when the target language (Mandarin) is solidly established in its students. However, in preparation for Minnesota Comprehensive Assessment (MCA) testing in third grade, MCA-based content is incorporated *in Chinese* into the K-1 instruction. 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 four data releases of the Minnesota Department of Education Multiple Measure Rating system (May and August 2012, September 2013, October 2014), Yinghua ranked within the top 15% of all public schools in Minnesota. In all four waves of data, Yinghua was the #1 or #2 ranked language immersion program in Minnesota based on overall student achievement.

# 2013-14 YEAR IN REVIEW

## 2013-14 Year in Review



*3<sup>rd</sup> Grade Chinese New Year Performance*

In this *Year of the Horse* which began with the annual Chinese New Year celebration on January 31, 2014, at Bethel University, Yinghua seized opportunities to “get up and go”. Following demolition of portions of the existing building in July 2013, the foundation of the school’s building expansion began to rise. One year later as the 2014-15 school year begins, finishing touches are being applied to the newly renovated, expanded Yinghua Academy campus. Not only was this past year a time of tremendous growth in facilities, but also a time of growth academically and financially.

In June 2014, Yinghua concluded its three-year charter contract with Friends of Education, achieving 91% of its contract goals.

### THREE-YEAR CHARTER CONTRACT PERFORMANCE

<b>Academic Year</b>	<b>Academic Goals Achieved</b>	<b>School Culture Goals Achieved</b>	<b>Total Goals Achieved</b>
2011-12	10 out of 11	4 out of 4	14 out of 15
2012-13	11 out of 11	3 out of 4	14 out of 15
2013-14	9 out of 11	4 out of 4	13 out of 15

## 2013-14 YEAR IN REVIEW

In November 2013, the school applied for and was offered a five-year charter contract renewal, reflecting the authorizer's confidence in the leadership of Yinghua's program.

School highlights from the year include spectacular student performances in classroom activities and evaluations, at Chinese New Year, and on standardized tests; the third annual middle school trip to China; excellent school spirit and satisfaction ratings despite a crowded facility; and the highest teacher and student retention in at least the past five years going into the 2014-15 year.

In 2013-2014, Yinghua Academy again hosted many visitors, both local and from around the world because of the school's position as the first Chinese immersion charter school and because of proven successes over its first eight years of existence. Visitors included: Dr. Sara Paul, Director of New Schools in the Minneapolis Public Schools, who brought members of her team to explore Yinghua's immersion model; Dr. Judith Olson, Dr. Katherine Byrn, and Dr. Tara Fortune from the University of Minnesota; Dr. Mei Kong, Senior Lecturer from the University of Maryland; Dr. Lora Dagele from the College of St. Scholastica; Dr. Yea-Fen Chen from Indiana University; Ms. Marty Chen from Uintah Elementary School in Salt Lake City, Utah; Ms. Marcia Fry, Senior Lecturer at the University of Wisconsin Oshkosh; Dr. Audrey Li, Professor of Linguistics and East Asian Languages and Cultures at the University of Southern California; and Dr. Jian Lin from the Denver Language School in Denver, Colorado.

Not only did Yinghua have the opportunity to share the school firsthand with visitors, but the school also had the privilege of sharing its expertise and collective experiences at multiple national conferences. Administrators were invited to give multiple presentations at STARTALK Conferences in Portland, Oregon, and Austin, Texas; several Yinghua lead teachers were able to attend and benefit from this opportunity as well. Another highlight was the National Chinese Language Conference in Los Angeles, California, where Yinghua led or served on panels in five different sessions. In addition, Academic Director, Dr. Lien, shared strategies for effective immersion teaching at ACTFL (American Council on the Teaching of Foreign Languages) in Orlando, Florida, and at the Chinese Educational Conference in Utah. She was also invited to conduct teacher training for the Chinese American International School in San Francisco, California. Finally, Executive Director Sue Berg was honored to be invited to serve on the CELIN (Chinese Early Language and Immersion Network) National Advisory Committee, an arm of the Asia Society.



## 2013-14 YEAR IN REVIEW

This year marked the graduation of Yinghua's first cohort of full immersion students. For the first time, Yinghua was able to substantiate the strength of its elementary to middle school program using data from these eighth grade students' English and Chinese test scores.

A collaboration of administrators and parents created a Futures Taskforce, to identify opportunities for Chinese learning, formal and informal, for students beyond Yinghua. One significant outcome was the development of a partnership between Yinghua and Minnesota Online High School (MNOHS). Beginning in fall 2014, graduates of Yinghua, any other 8th grade Chinese immersion program, or a student with equivalent Chinese language skills from any high school in the Twin Cities and beyond, may enroll in this online advanced immersion language and literature course designed by Dr. Lien, Yinghua's Academic Director, and taught by Yinghua's Chinese language arts teachers. Yinghua was fortunate to be awarded a STARTALK grant for \$112,499 for a four week summer program entitled, "Chinese Language, Leadership, and Technology for Middle School Students", which launched the start of this exciting pilot program.

Yinghua's involvement locally was also robust. School representatives attended several events sponsored by the Confucius Institute at the University of Minnesota including the "Developing the K-16 Language Program Pipeline for Chinese Instruction" workshop, performed during the Chinese Heritage Foundation's annual "Passage to China" event at the Mall of America, participated in the Minneapolis Institute of Arts Adventure Program, attended the first ever WE Day Minnesota along with 18,000 other students, raced in the Dragon Boat Festival in St. Paul, and marched in the Northeast Parade. Executive Director Sue Berg was also invited to serve on site visit teams for several Minneapolis Public Schools' immersion programs.

# 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 2013-14 school year, a child was required to be five years old on or before September 1, 2013 in order to begin Kindergarten.

Each year Yinghua has an open application period; this year that period ran from January 6 to January 31, 2014 for the fall of 2014. All procedures and timing in regards to its application period are posted on [www.yinghuaacademy.org](http://www.yinghuaacademy.org) by October 1 as well as explained through several public open houses.

All applications are time and date stamped upon receipt in the main office. If more applications are received for a grade level than space is available, Yinghua Academy holds a public lottery. In 2014, this lottery was held on Tuesday, February 4 at 6 pm in the cafeteria. About 100 prospective families were in attendance. According to Minnesota Statutes, section 124D.10, Yinghua offers preference to families with currently enrolled students and to children of staff. In order to 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. In 2014, the school used a computerized random number generator for the first time to conduct the lottery, and there were no problems or complaints. Applications received after the open application period are numbered and responded to in the order in which they are received.

### ENROLLMENT HISTORY

Yinghua Academy opened in the fall of 2006 with 76 students, and grew to an August 2013 enrollment of 586. In October 2012, the Board expanded capacity in kindergarten (from 25 to 28 per class), first (from 25 to 28 per class), fifth, and sixth grades to improve its financial situation given the high cost of operating two sites and the bond market outlook. In May 2014, the Board expanded 2014-15 capacity to include a fifth kindergarten section for a one year trial, given that the school had a sufficient waiting list to fill the class, a former teacher interested in returning, and space capacity in the new building. This change would not have been financially favorable without full-day kindergarten funding, which is

# SCHOOL ENROLLMENT

newly available from the state this school year. With this one year change, Yinghua is on track to grow to 721 K-8 students in 2018 by enrolling four kindergarten classes of 112 students each year in subsequent years. The building has a capacity of 800.

## 2013-14 STUDENT DEMOGRAPHICS

Students attended Yinghua from 75 metropolitan zip codes, including urban, suburban, and rural areas. 36% were from Minneapolis and 20% were from Saint Paul. There has been an increase in Minneapolis residents each year since the school moved from Saint Paul to Minneapolis in 2009, increasing six percentage points from 2012-13 to 2013-14.

### DEMOGRAPHIC MEASURES: TWO-YEAR COMPARISON

Category	2012-13	2013-14
Geography	80 metro zip codes	75 metro zip codes
	30% Minneapolis	36% Minneapolis
	24% Saint Paul	20% Saint Paul
Ethnicity	49% Asian Pacific Islander	47% Asian Pacific Islander
	44% Caucasian	46% Caucasian
	3% African American	4% African American
	3% Hispanic/Latino	2% Hispanic/Latino
	1% Native American	1% Native American
English Language Learners	5% ESL	7% ESL
	4% Heritage speakers of Chinese	4% Heritage speakers of Chinese
Free and Reduced Lunch Qualified	9%	13%
Special Education	9%	8%



# SCHOOL ENROLLMENT

## STUDENT MATRICULATION

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) graduated from eighth grade. This cohort consists of 12 students, and is the third group of eighth grade graduates of Yinghua Academy. 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.

Because Yinghua does not have articulated high school partnerships, these students will go on to various metro area high schools, including two in Minneapolis (DeLaSalle High School and Patrick Henry High School), four in Saint Paul (Avalon High School, Creative Arts High School, Twin Cities Academy, and Washington Technology Magnet School), five in the North/East suburbs (Irondale High School, Mounds View High School, Tartan High School, and Roseville High School) and one in the West suburbs (Wayzata High School).

Researching high school pathways was a priority for 2013-14. As a result, a relationship was established with Minnesota Online High School (MNOHS) which will offer Yinghua-designed and taught Chinese classes for graduates to take as electives at any Minnesota high school they choose. Design of these and future classes is being led by Dr. Lien, Yinghua's Academic Director, and is supported by the STARTALK grant, a federally funded grant which was implemented in the summer 2014.

As a result of this collaboration, MNOHS is now offering a year-long advanced immersion language and literature course, Advanced Chinese 1 A & B to graduates of Yinghua Academy, students who completed another 8th grade Chinese immersion program, and students with equivalent Chinese language skills. Students will be able to earn a total of 1.0 credit (Semester A = 0.5 credit, Semester B = 0.5 credit) upon successful completion of this course to satisfy a portion of the high school graduation requirements.

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	2013-14
K	26	48	76	78	77	98	107	109
1	24	46	51	77	77	78	104	110
2	15	25	52	52	76	76	72	98
3	11	21	24	47	52	70	68	69
4	N/A	18	27	25	44	43	66	65
5	N/A	N/A	15	25	24	40	39	56
6	N/A	N/A	N/A	11	24	22	28	27
7	N/A	N/A	N/A	N/A	11	18	17	17
8	N/A	N/A	N/A	N/A	N/A	5	11	13
<b>Total</b>	<b>76</b>	<b>158</b>	<b>245</b>	<b>315</b>	<b>385</b>	<b>450</b>	<b>512</b>	<b>564</b>

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

## PROJECTED ENROLLMENT BY GRADE LEVEL

Grade	2014-15 as of September 12, 2014	2014-15 <i>Projected</i>	2015-16 <i>Projected</i>	2016-17 <i>Projected</i>	2017-18 <i>Projected</i>
K	134	112	112	112	112
1	112	112	112	112	112
2	110	106	106	106	106
3	89	93	99	99	99
4	66	61	83	89	89
5	63	55	55	75	80
6	52	47	44	44	60
7	24	29	37	35	35
8	16	20	23	30	28
<b>Total</b>	<b>665</b>	<b>635</b>	<b>671</b>	<b>702</b>	<b>721</b>

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

# STUDENT ATTRITION

## Student Attrition

Yinghua had excellent student retention this year, with only 7% of students electing not to return in the fall of 2014-15. This is the strongest retention rate in at least the past five years. Historical attrition has ranged from 8 to 12% each year.

When looked at by grade, the attrition rate has been fairly stable in grades K-4, while the attrition rate in grades 5-8 has been higher. From 2013-14 to 2014-15, the attrition in grades K-4 averaged 6.5% while the attrition in grades 5-8 averaged 13%, exactly double the elementary attrition. These higher middle school attrition rates are attributed to the development phase of the middle school program, from which the school is now emerging. Yinghua expects to have reduced attrition rates overall in future years, though budgets are forecast with conservative projections of 10% annual attrition for the elementary school and 20% annual attrition for the middle school.

An analysis of students who withdrew from September 2013 to August 2014 shows the following:

17 students (12 families) withdrew during the school year

- 2 students moved out of state
- 2 students requested and received a leave of absence for the remainder of the year
- 11 students transferred to another non-immersion neighborhood elementary school
- 2 students transferred to gain geographic advantage for high school enrollment

31 students (28 families) withdrew after the end of the school year

- 7 students (6 families) moved out of state or out of the Twin Cities
- 3 students (3 families) transferred to another immersion school, Chinese and Korean
- 21 students transferred to another non-immersion school (3 families left siblings at Yinghua)

# STUDENT ATTRITION

## HISTORICAL STUDENT RETENTION RATES

Grade	2010-11	%	2011-12	%	2012-13	%	2013-14	%	2014-15	%
7 <sup>th</sup> returning to 8 <sup>th</sup>	N/A	N/A	4/11	36%	10/18	56%	14/17	82%	15/18	83%
6 <sup>th</sup> returning to 7 <sup>th</sup>	9/11	82%	18/24	75%	17/22	77%	18/29	62%	23/29	79%
5 <sup>th</sup> returning to 6 <sup>th</sup>	21/25	84%	22/24	92%	29/39	74%	29/40	73%	50/55	91%
4 <sup>th</sup> returning to 5 <sup>th</sup>	24/25	96%	40/44	91%	40/43	93%	55/66	83%	62/65	95%
3 <sup>rd</sup> returning to 4 <sup>th</sup>	42/47	89%	43/52	83%	66/70	94%	65/69	94%	65/70	93%
2 <sup>nd</sup> returning to 3 <sup>rd</sup>	49/52	94%	70/76	92%	69/76	91%	70/73	96%	88/95	88%
1 <sup>st</sup> returning to 2 <sup>nd</sup>	72/77	94%	75/77	97%	71/78	91%	100/105	95%	106/109	97%
K returning to 1st	73/78	94%	73/77	95%	92/98	94%	105/112	94%	107/111	96%
<b>Average</b>	<b>290/315</b>	<b>92%</b>	<b>345/385</b>	<b>90%</b>	<b>394/444</b>	<b>89%</b>	<b>456/511</b>	<b>89%</b>	<b>516/557</b>	<b>93%</b>

Note: Retention only counts returning students. Yinghua also added 15 new students in 2014-15 in grades 1-8.

# GOVERNANCE AND MANAGEMENT

## Governance and Management

### ELECTION OF YINGHUA ACADEMY BOARD MEMBERS

According to Yinghua Academy Bylaws and established procedures, the Yinghua community elects new board members every year. Each parent and legal guardian of a child currently enrolled at Yinghua Academy, each employee of the school, and each Yinghua board member is eligible to vote. Newly elected board members are seated to the board on July 1. The most recent board elections were held May 16 – May 23, with a public statement by candidates at the Annual Meeting of the School Board on May 20, 2014. Ballots were tallied the evening of May 28, 2014.

### 2013-14 BOARD ROSTER

Name	Board Position	Group Affiliation	Date Elected/ Appointed (App)	Date Seated	Term Expiration	Telephone Number	Meeting Attendance Rate
Bender, Lou	Member	Parent	Jun 2011	Jul 2011	Resigned Sept 2013	651-644-1774	67%
Graff, Walter	Member	Community	App Dec 2012	Jan 2013	Jun 2015	952-941-7908	87%
Grubish, Denny	Treasurer	Parent	App Mar 2012; Jun 2013	Mar 2012	Jun 2016	612-207-7242	100%
Hansen, Ruth	Member	Teacher #416221	Jun 2011	Jul 2011	Resigned Aug 2013	952-808-0899	50%
Hanson, Emily	Member	Community	App Nov 2013	Nov 2013	Jun 2014	612-968-5014	100%
Jax, Scott	Member	Parent	App Jul 2009; Jun 2012	Jul 2009; Jul 2012	Jun 2015	763-424-6678	87%
Kleinman, Jan	Member (2013); Secretary (2014)	Teacher #455908	App Aug 2013	Aug 2013	Jun 2014	952-807-8715	100%
Lawrence, Rosemary	Member	Community	Jun 2011	Jul 2011	Jun 2014	612-281-7973	73%
Lu, Karen	Secretary (2013); Chair (2014)	Parent	Jun 2011	Jul 2011	Jun 2014	612-701-7016	100%
Reider, Suzanne	Member	Community	Jun 2013	Jul 2013	Jun 2016	612-616-6406	87%
Shadowens, Jen	Chair (2013)	Parent	Jun 2010; Jun 2013	Jul 2010; Jul 2013	Jun 2016	612-865-4115	80%
Werner, Seth	Member	Community; Parent	Jun 2012; App Sept 2013	Jul 2012; Sept 2013	Jun 2015	612-670-4906	47%
Whiting, Sarah	Member	Parent	Jun 2013	Jul 2013	Jun 2016	612-327-0096	87%

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

# GOVERNANCE AND MANAGEMENT

## 2013-14 MONTHLY BOARD MEETING ATTENDANCE

Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
82%	91%	73%	90%	90%	100%	91%	82%	82%	91%*	76%**	82%

\* In addition to the monthly board meeting, the Annual Board Retreat is held in April.

\*\* In addition to the monthly board meeting, the Annual Meeting is held in May. In addition, a Special Meeting was called to discuss the FY 2015 Budget.

## 2013-14 BOARD TRAINING

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
- 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
- 8/7/13: Charter School Board Training provided by University of St. Thomas; included governance, employment law, and finance – Suzanne Reider
- 10/5/13: Charter School Board Training provided by University of St. Thomas; included governance, employment law, and finance – Jan Kleinman, Sarah Whiting

### *Ongoing Board Training*

- 3/20/14: CEO Evaluation webinar provided by The High Bar – Denny Grubish, Karen Lu
- 4/21/14: Finance Training provided by Beltz, Katz, Darling & Associates and Denny Grubish; agenda included Charter School Finances and Bond Covenants – Walt Graff, Denny Grubish, Emily Hanson, Scott Jax, Jan Kleinman, Rosemary Lawrence, Karen Lu, Suzanne Reider, Sarah Whiting
- 4/26/14: Governance Training provided by Morgan Brown of Charter School Partners; agenda included Governance vs. Management and Board, Committee and Staff Roles in Financial Oversight, and Annual Goal setting related to the Strategic Plan – Walt Graff, Denny Grubish, Emily Hanson, Scott Jax, Jan Kleinman, Rosemary Lawrence, Karen Lu, Suzanne Reider, Jen Shadowens, Seth Werner, Sarah Whiting
- 5/8/14: Board of Directors Networking and Best Practice Event sponsored by Friends of Education – Denny Grubish, Emily Hanson, Karen Lu, Jen Shadowens, Sarah Whiting
- 5/19/13: Employment Training provided by Debra Schneider of Fredrikson & Byron, P.A.; agenda included immigration law – Walt Graff, Denny Grubish, Emily Hanson, Scott Jax, Jan Kleinman, Rosemary Lawrence, Karen Lu, Jen Shadowens, Sarah Whiting



# GOVERNANCE AND MANAGEMENT

## BOARD COMMITTEES

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

Committee meetings are published on the school's online master calendar, as well as on signs posted at the front of the school. Approved minutes from each committee meeting are distributed in the public board packet at subsequent board meetings. The mission, frequency of committee meetings in 2013-14, and chair for each committee are listed below.

### 2013-14 BOARD COMMITTEES

Committee	Mission	Meetings	Committee Chair
Academic	Prepare students to be engaged and productive global citizens by providing a research-based, rigorous, Chinese immersion educational program. Develop an ongoing, job-embedded program of professional development for staff.	Met eight times: Oct 8, 2013 Nov 12, 2013 Dec 10, 2013 Jan 14, 2014 Feb 11, 2014 Feb 25, 2014 April 8, 2014 May 13, 2014	Rosemary Lawrence
Facilities	Assist the Yinghua School Board and Executive Director to provide an optimal environment for academic and co-curricular activities.	Met three times: Oct 14, 2013 Jan 27, 2014 Feb 5, 2014  <i>Note: Does not include weekly construction meetings, open to all committee members.</i>	Scott Jax
Finance	Assist the Yinghua School Board and Executive Director to ensure effective allocation of financial resources and timely and accurate reporting to meet long-term financial goals.	Met ten times: Aug 14, 2013 Sept 11, 2013 Oct 9, 2013 Nov 13, 2013 Dec 11, 2013	Denny Grubish

# GOVERNANCE AND MANAGEMENT

		Feb 12, 2014	
		Mar 12, 2014	
		Apr 9, 2014	
		May 14, 2014	
		Jun 11, 2014	
Governance	To assume the primary responsibility for matters pertaining to Board recruitment, nominations, orientation, training, and evaluation in accordance with the bylaws of Yinghua Academy as well as established policies and practices approved by the Board. To assist the Board with policy development and oversight.	Met nine times: July 31, 2013 Sept 4, 2013 Sept 25, 2013 Oct 30, 2013 Nov 20, 2013 Dec 18, 2013 Jan 22, 2014 Feb 25, 2014 Apr 16, 2014	Karen Lu (2013) Jen Shadowens (2014)
Personnel	Assist the Yinghua School Board and Executive Director in addressing all of the school's human resource needs and issues. Provide support for employees, serving as an intermediary between staff and the full board.	Met nine times: Aug 5, 2013 Oct 7, 2013 Dec 9, 2013 Jan 28, 2014 Feb 25, 2014 Mar 4, 2014 Apr 8, 2014 May 13, 2014 Jun 10, 2014	Denny Grubish (2013) Emily Hanson (2014)

The school board formed a Development Committee this year, which first met in July of fiscal year 2015, so it is not included in the table above. The mission of this committee is to develop a long term fundraising plan, cultivate prospects, and provide oversight for two of the school's annual giving campaigns (Give to the Max and Red Envelope) in partnership with the school's parent organization. Board member Sarah Whiting will chair this new committee.

## GOVERNANCE BY AREA

The School Board conducts its meetings according to the prioritized needs of the school, balancing agenda items to meet short and long term goals. There were thirteen meetings in FY14. Below is a rough breakdown of school board agenda items from the year, categorized by the time spent on each key category.

# GOVERNANCE AND MANAGEMENT

## 2013-14 BOARD MEETING SUMMARY

Topic	Estimated # Hours	Estimated % of Total Hours
Academics	3.0	8%
Finances	10.25	28%
Operations	14.0	39%
Future Planning	9.25	25%

*Note:* Hours estimated using minutes prepared for each meeting. Time does not take into account committee meetings.

Board meeting topics were particularly heavy in operations this year because of the facility expansion, focus on student and staff retention (planning listening sessions, survey development, etc.), and policy review. The board and administration also committed to more frequent financial discussions at the full board level, which is a goal that was met. Moving forward, time spent on operations will be reduced and time spent on academics and future planning will increase.

## 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 40 years of experience in traditional public, charter, and private schools as both teacher and administrator, her repertoire is vast, giving her a solid foundation from which to tackle day-to-day operations as well as unexpected challenges.

Although Mrs. Berg does not speak Mandarin, she has been connected to Chinese language and culture since 2006, when the College Board and the Hanban announced the launch of their cooperative Chinese Guest Language Teacher Program. Twice, in July 2007 and November 2012, Sue was selected to be a member of the Chinese Bridge Delegation, a group of educators from across the US, who toured K-12 schools and universities in China. In addition, her family has hosted two Chinese high school students, developing a close relationship with their families and providing an intimate reference point for Chinese/American cultural appreciation and understanding. Overall, Mrs. Berg has spent much of her career working with an international community of students, families, and colleagues.

# GOVERNANCE AND MANAGEMENT

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

Dr. Lien has held this critical position since the school's founding in 2006. Respected as a pioneer in Chinese immersion education, she is sought out as a presenter for organizations such as the American Council of Teachers of Foreign Languages (ACTFL) and the Asia Society. 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 College of Education and Human Development at the University of Minnesota, and has published several elementary level textbooks in Taiwan. She provides daily guidance, support, and resources to all teachers at Yinghua Academy and leads curriculum development for all grades. Dr. Lien and Mrs. Berg work hand in hand with lead teachers to refine curriculum design and delivery, to create proper assessments, and to ensure students' academic success in a rigorous, but well-rounded learning environment; together they are responsible for on-going teacher training specifically focused on immersion techniques, the core knowledge sequence, responsive classroom, and data-driven instruction.

## *Jeremy Brewer (Bai Zhuren), Dean of Students*

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

Note: This position was the Director of Students, Families, and Community for the 2013-14 academic year. Mr. Brewer's title was changed to Dean of Students in June 2014 at the discretion of the Executive Director.

# GOVERNANCE AND MANAGEMENT

## 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 2014. The professional development plans approved by the board for these individuals and implementation of the plans are:

*Mrs. Susan Berg, Executive Director*

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

- Represent Yinghua Academy as a member of a newly formed network of Chinese immersion associates, Chinese Early Language Immersion Network (CELIN) National Advisory Committee. The Asia Society has agreed to collaborate in developing CELIN; CELIN will be housed at the Asia Society and linked to the Asia Society's Chinese Language Initiatives. The initial meeting was held in New York City, 30-31 January 2014. Funded through the Asia Society.
- Visit Portland, Oregon, public schools, Woodstock Elementary School Chinese immersion program and the Hosford Middle School immersion program, with Dr. Lien, 17 October 2013. In addition, visit a new Chinese immersion charter school, Hope Academy, which is only in its second year of operation, to offer feedback and advice. Funded through STARTALK grant.
- Attend STARTALK conference in Portland, Oregon, and present "Creating a Target-Language Only Classroom" with Dr. Lien, 18-19 October 2013. Funded through STARTALK grant.
- Attend the National Chinese Language Conference (NCLC) in Los Angeles, California, with Dr. Lien, and co-present several topics with other immersion schools, namely Yu Ying Academy in Washington DC and the Chinese American International School (CAIS) in San Francisco, California, 5-10 May 2014.

### **Goal #2: Professional Development relative to online learning systems to enhance instruction at Yinghua, particularly at the Middle School**

- Participate in several online webinar training sessions on iPad usage since the launch last spring of Yinghua's 7th and 8th grade one-on-one iPad program. Continue this pursuit in order to maximize students' content learning at the middle school level. One specific opportunity, 1:1 iPad Technology, will be offered as part of the Minnetonka Institute of Leadership on June 26, 2014. Funded through Q-Comp.
- Starting in October 2013, begin conversations with Dr. Lien and the Minnesota Online High School (MNOHS) to explore the possibility of developing courses in Chinese that will be appropriate for Yinghua's 8th grade immersion graduates. The first course will be a high school level Chinese Language Arts class designed by Dr. Lien and several Yinghua teachers, anticipated to be ready for fall 2014. The expectation is to add courses, one per semester. Collaborate with Dr. Lien to see

# GOVERNANCE AND MANAGEMENT

that the content of these high school level courses is appropriate and leads to successful completion of the AP Chinese Language exam and beyond. All initial costs to the school will be covered by the 2014 STARTALK grant.

## **Goal #3: Strengthen ties with other outstanding charter school programs within the Twin Cities**

- Join a consortium of Friends of Education schools whose directors meet regularly to tackle timely topics or challenges facing charter schools. Major tasks already being researched and addressed are:
  1. Teacher evaluation
  2. Full day kindergarten funding
  3. Branding/marketing
  4. Licensure of qualified teachers
  5. Salary compensation
  6. Employee benefits
- Partner with Ann Jurewicz, Director of the Twin Cities German Immersion School, upon her request.

## **Goal #4: Build a rapport and network with other public and private school administrators within the Twin Cities**

- Invited by Minneapolis Public Schools to serve on two teams to visit two immersion programs. Observe and evaluate these existing programs and experience firsthand other well-regarded immersion programs at the elementary and middle school levels. Dialogue with other experts on the team.
- Support Yinghua Academy Futures Task Force and visit the top ten high schools of interest to Yinghua students and families. These schools are: 1) Mounds View High School; 2) Roseville High School; 3) Minneapolis Southwest; 4) Minneapolis South; 5) DeLaSalle High School; 6) St. Paul Highland Park High School; 7) St. Paul Central; 8) Minnetonka High School; 9) Breck High School; 10) Nova Classical Academy.

## **Goal #5: Continue to learn about Chinese culture and language**

- Build advising sessions with 8th graders inspired by *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-Li Jiang. Invite author to Yinghua.
- Read *Coming Home Crazy* by Bill Holm, an American poet writing about traveling through China.
- Attend several Chinese New Year celebrations at XinXing Academy and CAAM Dance Theater.
- Watch a selection of movies that illustrate modern China and discuss with Dr. Lien and colleagues.



# GOVERNANCE AND MANAGEMENT

*Dr. Luyi Lien, Academic Director*

## **Goal #1: Network with other immersion programs to ensure up-to-date immersion research and practice**

- Represent Yinghua Academy in the network of Chinese immersion associates, Chinese Early Language Immersion Network (CELIN). The Asia Society has agreed to collaborate in developing CELIN; CELIN will be housed at the Asia Society and linked to the Asia Society's Chinese Language Initiatives.
- Visit Portland, Oregon, public schools, Woodstock Elementary School Chinese immersion program and the Hosford Middle School immersion program, with Mrs. Berg, 17 October 2013. In addition, visit a new Chinese immersion charter school, Hope Academy, which is only in its second year of operation, to offer feedback and advice. Funded through STARTALK grant.
- Attend STARTALK conference in Portland, Oregon, and present "Creating a Target-Language Only Classroom" with Mrs. Berg, 18-19 October 2013. Funded through STARTALK grant.
- Attend the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Language Expo in Orlando, Florida, 23-25 November 2013. Language educators, administrators, and researchers from all over the world gather every year to share expertise, ideas, experiences, and innovations. Co-presented two conference sessions at the ACTFL Convention. The first session, "Goal-Setting and Language Proficiency: Data-Driven Instruction in Immersion Programs," was co-developed with Mr. Kevin Chang at Chinese American International School (CAIS). The second session, "Understanding YCT and Its Applicability in Assessing Mandarin Immersion Students," was organized by the Confucius Institute at the University of Minnesota, chaired by Dr. Yongling Zhang-Gorke, and presented by Director Joan Brzezinski, Dr. Qijie Li (all Confucius Institute staff), and Dr. Lien.
- Attend the Chinese Education Conference in Salt Lake City, Utah, and co-present and participate in several panels, 7-8 March 2014.
- Attend the National Chinese Language Conference (NCLC) in Los Angeles, California, with Mrs. Berg, and co-present several topics with other immersion schools, 5-10 May 2014.

## **Goal #2: Professional development on online learning systems**

- Participate in several online webinar training sessions on iPad usage and topics related to technology.
- Invited by the College Board and New York University's Developing Chinese Language Teachers (DCLT) project to conduct a webinar training session to member teachers of the Chinese Language Teachers Association of Greater New York, 6 December 2013. The webinar session was entitled "From Curriculum to Daily Lessons – Successful Chinese Immersion Program Implementation."

# GOVERNANCE AND MANAGEMENT

- Starting in January 2014, work with the Minnesota Online High School (MNOHS) to develop a high school level Chinese Language Arts class for Yinghua immersion graduates. Attend 60 hours of online training on techniques of developing online courses and strategies for using online tools to engage students.
- Lead two Yinghua teachers in the online training and course development process so Yinghua can support MNOHS to sustain these online Chinese courses to Chinese immersion students.

### **Goal #3: Work on supervisory skills and continue to develop leadership competence**

- Read suggested leadership books, and discuss with mentor, Mrs. Berg. Suggested books include *Born to Rise* for charter school development, and *Leverage Leadership: A Practical Guide to Building Exceptional Schools*.
- Attend workshops or take summer classes in leadership topics.

### **Goal #4: Learn up-to-date assessment knowledge**

- Participate in NWEA professional training sessions with six teachers to learn how to better use NWEA for instruction and assessment.
- Attend an Oral Proficiency Interview (OPI) workshop to be trained and to implement OPI assessments for administering to Yinghua Middle School students during the 2014-15 school year.



Kindergarten World Fair

# STAFFING

## Staffing

For the 2013-14 academic year, Yinghua Academy’s budget included 36 full-time teachers and 2 part-time teachers. All teachers employed by Yinghua are credentialed or approved for credentialing and meet State requirements for public education instructors. Seventy-eight percent (78%) of Yinghua’s faculty have advanced degrees in their fields, including three who have earned a Ph.D. In addition, Yinghua employed 33 non-teaching staff.

### HISTORICAL SUMMARY OF TEACHERS AND EMPLOYEES

Position	2011-12	2012-13	2013-14	2014-15	2015-16
				Budgeted	Projected
Teachers	31	39	38	43	47
Administrators	2	3	3	3	3
Other Instructional Staff	16	16	*15	*15	*16
Other Staff Members	14	13	14	14	16
<b>Total Employees</b>	<b>63</b>	<b>71</b>	<b>70</b>	<b>75</b>	<b>82</b>

\* Other instructional staff in 2013-14 includes two (2) Hanban teachers, who are sponsored and paid for by the Hanban (the Office of Chinese Language Council International, an affiliate of the Ministry of Education in China). The “other instructional staff” category for 2014-15, 2015-16 and beyond will include Hanban teachers, if Yinghua is fortunate to have these additional teachers sponsored again.

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

### 2013-14 TEACHING STAFF

	Name	File Folder No.	Assignment	Part-Time	Years Employed by the School	Left During 2013-14	Not Returning 2014-15
1	Xu Yang (Fiona) Zhang	997230	Kindergarten Classroom Teacher		1		
2	Vickee Nelson	997811	Kindergarten Classroom Teacher		5		
3	Hui-Tzu Wu	997911	Kindergarten Classroom Teacher		3		
4	Yi Li	997374	Kindergarten Classroom Teacher		4		

# STAFFING

5	Chia-Yu Lin	997722	First Grade Classroom Teacher	2	
6	Li-Chen Lin	998126	First Grade Classroom Teacher	5	
7	Mary Zhang	997861	First Grade Classroom Teacher	3	
8	Suiru Shi Seberson	998127	First Grade Classroom Teacher	3	
9	Ye Cheng	997373	Second Grade Classroom Teacher	1	
10	Fang Wu	998091	Second Grade Classroom Teacher	5	
11	Hailei Xie	997912	Second Grade Classroom Teacher	3	
12	Shiyun Li	997380	Second Grade Classroom Teacher	1	
13	Shu-Ching Lee	997860	Third Grade Classroom Teacher	3	
14	Shu-Mei Lai	998232	Third Grade Classroom Teacher	6	
15	Ya-ching Chang	998005	Third Grade Classroom Teacher	4	x
16	Wenyun Dong	997430	Fourth Grade Classroom Teacher	1	
17	Hungying Liu	997432	Fourth Grade Classroom Teacher	1	x
18	Wenjuan Wang	478959	Fourth Grade Classroom Teacher	1	
19	Bo Liu	997786	Fifth Grade Classroom Teacher	2	
20	Lu Yang	997436	Fifth Grade Classroom Teacher	1	
21	Pamella Stommes	997794	Fifth Grade Classroom Teacher	2	
22	Kimberly Gill	474966	2/3 English Teacher	1	
23	Philip Morris	459610	Reading & Assessment Specialist	5	
24	Danielle Jesperson	476566	4/5 English Teacher	1	x
25	Shih-Yu Kuo	997798	Assessment Specialist & Chinese Math Teacher	2	
26	Emily Fair	474988	Middle School CLA Teacher	1	x
27	Bradly Byykkonen	434391	6-9 English Teacher	2	

# STAFFING

28	Andrew Scheid	438750	Middle School Science Teacher		3
29	Jan Kleinman	455908	Middle School Social Studies Teacher	X	3
39	Hsuan-Wen Lin	997403	5-8 Music and Orchestra Teacher		1
31	Huei Mei Jhou	997360	K-4 Music Teacher		1
32	Meghan Byram	443870	K-8 Art Teacher		2
33	Sarah Totall	386400	Physical Education Teacher		1
34	Erin Thune	383220	Physical Education Teacher		1
35	Lilian Haniff	456227	Special Education Teacher		1
36	Desheng Qiu	474789	Special Education Teacher		1
37	Meijie Goudy	456348	Speech and Language Pathologist		< 1
38	Taoyuan Li	377724	Speech and Language Pathologist		6

## 2013-14 ADMINISTRATORS

	Name	File Folder No.	Assignment	Years Employed by the School	Left During 2013-14	Not Returning 2014-15
1	Susan Berg		CEO/Executive Director	2		
2	Luyi Lien		Academic Director	8		
3	Jeremy Brewer		Dean of Students	2		

## 2013-14 OTHER INSTRUCTIONAL STAFF

	Name	File Folder No.	Assignment	Part-Time	Years Employed by the School	Left During 2013-14	Not Returning 2014-15
1	Esther Tan Lee		Special Education Para		2		
2	Tammy Tsao		Special Education Para		2		
3	Cara Stromback		Special Education Para		1		
4	Yupeng Deng		Special Education Para		1		
5	Yi-Ru (Ruby) Liou	997862	Special Education Para		5	x	
6	Sandy Pan		Educational Assistant		4		
7	Joyce Lu		Educational Assistant		6		
8	Pearl Chen		Educational Assistant		4		

# STAFFING

9	Zhouyun Li	Educational Assistant		3	
10	Cuijian Baker	Educational Assistant		1	
11	Jessie Wu	Educational Assistant		< 1	
12	Xun Zhao	Educational Assistant		< 1	
13	Ai Ai Lin-Johnson	Educational Assistant		< 1	
14	Becky Hoffmann	Library Aide	x	2	x
15	Ying Li	Hanban Teacher		<1	
16	Xinxin Jiang	Hanban Teacher		<1	x

## 2013-14 OTHER STAFF MEMBERS

	Name	File Folder No.	Assignment	Part Time	Years Employed by the School	Left During 2013-14	Not Returning 2014-15
1	Jennifer Vanyo		HR/Business Manager		2		
2	Jennifer Olsen		Registrar		6		
3	Abigail Pribbenow		Kinder Campus Office Manager		2		x
4	Bill Francois		Facilities Manager		< 1		
5	Brett Stately		Custodian		2		
6	Chemin Chu		IT Manager		5		
7	Karen Calcaterra		Grant Administrator	x	5	x	x
8	Mary Howard		Receptionist	x	2		x
9	Erin Spector		Receptionist		1	x	x
10	Zong Her		Health Aide	x	2		x
11	Ginger Hao		Licensed School Nurse	x	<1		
12	Helen Hindrawati		Food Service Coordinator		4		
13	Wiwit Sasmiati		Food Service Assistant	x	2		x
14	Kathy Ellingson		Food Service Assistant	x	2		x
15	Dian Afriyanti		Food Service Assistant	x	2		
16	Libby Pomroy		Extended Day Coordinator	x	2		
17	Hayley Thomas		Yinghua Care Staff	x	1+	x	x
18	Margaret Kao		Yinghua Care Staff	x	4		x
19	Matt Dammann		Yinghua Care Staff	x	2	x	x
20	Teresa Yen		Yinghua Care Staff	x	< 1		
21	Jasmine Lu		Yinghua Care Staff	x	< 1		
22	Laura Geisen		Yinghua Care Staff	x	1		
23	Ashley Sierra		Yinghua Care Staff	x	< 1	x	x



# STAFFING

24	Brian Yang	Yinghua Care Staff	x	< 1	x	x
25	Griffin Filipitch	Yinghua Care Staff	x	< 1		x

For the 2013-14 school year, the student to teacher ratio (including instructional staff) was approximately 10:1.

The Yinghua Academy teaching staff is selected using a three-tiered interview process; the first interview with the hiring committee, the 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 was a main priority of the school’s continuous improvement work in 2013-14. The retention rate from 2012-13 to 2013-14 was 60% (15 out of 35 teaching positions). After focused effort this past year, the retention rate from 2013-14 was 89%, a thirty nine point increase. 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	2014-15
Percentage of Teachers Retained from Prior School Year	72%	50%	82%	60%	89%

An analysis of teacher resignations/departures from the 2013-14 year to the 2014-15 year indicates the following reasons that four teachers are not returning.

- One teacher moved out of state
- One teacher was not awarded an H-1B visa
- One teacher took a position at another Charter School closer to home
- One teacher was not asked to return

# FINANCIAL PERFORMANCE

## Financial Performance

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.

Financial successes from 2013-14 include:

- Received the State of Minnesota School Finance Award in 2014; received every year of eligibility (2008 - 2014).
- Obtained an unqualified audit for FY 2014. The 2014 audit contained no material weaknesses or deficiencies.
- Maintained good credit relationships with both Drake Bank and Nonprofits Assistance Fund but did not need to draw on a line of credit.
- Accomplished a net gain in the Food Service Fund (Fund 02) for the first time ever (\$608 gain this year compared to a loss of \$21,971 last year).
- Received donations from the Yinghua community totaling over \$179,000. Exceeded goal for each of the four major events this year.
- Expect to finish FY 2014 with a \$248,317 surplus (4.7% of expenses), exceeding the planned surplus of \$53,343 by over 300%.
- Expect to finish FY 2014 with a fund balance of 13.6%, exceeding the goal of 9.6% by four percentage points.
- Ranked #1 in Taxpayer Value of all Friends of Education schools

The primary financial challenge this year was designing, implementing, and monitoring a new pricing strategy for aftercare & enrichment programs (Fund 04). The number of enrichment class offerings, which are less profitable, was reduced, and the quality of the aftercare program was increased. Fees were bundled together to ensure that the school was not subsidizing aftercare for students who had not paid for it. The fund posted a \$30,457 profit this year, even after subsidizing the half-day kindergarten program with \$144,802, compared to a \$90,000 loss last year.

As stated above, the Fiscal Year 2014 ended with a surplus of \$248,317 to add to the fund balance, which was higher than the \$150,115 initially projected and also higher than the \$53,343 surplus in the most recent working budget. This fiscal conservatism was built into the budget to absorb any negative shifts, which did not occur due to close financial management. The June 30, 2014 fund balance was \$710,196, which equates to a 14.9% general fund balance and a 13.6% total fund balance percentage

# FINANCIAL PERFORMANCE

(compared to 9.6% as projected). The school board uses the total fund balance percentage in its forecasts, which reflects the fund balance dollars divided by the sum of the expenditures from all funds (Fund 01, Fund 02, and Fund 04). These percentages are reflected in the table below.

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

<b>2011-12</b> <b>Audited</b>	<b>2012-13</b> <b>Audited</b>	<b>2013-14</b> <b>Unaudited</b>	<b>2014-15</b> <b>Projected</b>	<b>2015-16</b> <b>Projected</b>	<b>2016-17</b> <b>Projected</b>	<b>2017-18</b> <b>Projected</b>
7.5%	9.0%	13.6%	16.4%	22.6%	28.7%	34.3%

The school is on track to continue to meet its fiscal projections as the middle school program becomes more efficient (with larger class sizes), full-day kindergarten is funded by the state instead of subsidized by Yinghua (effective 2014-15), and operational expenses decrease from the closing of the Kinder Campus (effective June 2014).

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.

Following is a summary of Yinghua Academy's original budget, last revised budget, and actual financial results for Fiscal Year 2014 as well as Yinghua's financial position on June 30, 2014. The Yinghua Academy School Board approved the last revised budget on March 17, 2014. The audit report for 2014 contained no material weaknesses or significant deficiencies.

# FINANCIAL PERFORMANCE

## BALANCE SHEET AS OF JUNE 30, 2014 (UNAUDITED)

<b>Assets</b>	
• Cash	591,936
• Accounts Receivable	9,384
• State Aid Receivable	460,924
• Federal Aid Receivable	49,427
• Prepaid Expenses and Deposits	94,832
<b>Total Assets</b>	<b>1,206,502</b>
<b>Liabilities</b>	
• Salaries and Wages Payable	283,160
• Line of Credit	0
• Accounts Payable	119,894
• Payroll Deductions and Benefits Payable	56,851
• Deferred Revenue	36,400
<b>Total Liabilities</b>	<b>496,305</b>
<b>Fund Balance</b>	<b>710,196</b>
<b>Total Liabilities and Fund Balance</b>	<b>1,206,502</b>

*Note:* These numbers match the school's audited financials once the "Building Company" funds, which track the cost of the construction and renovation project, are removed. See audit for complete financials.

# FINANCIAL PERFORMANCE

## STATEMENT OF REVENUE AND EXPENDITURES FOR THE YEAR ENDED JUNE 30, 2014

DESCRIPTION	ORIGINAL BUDGET	REVISED BUDGET	ACTUAL (UNAUDITED)
<b>Revenues</b>			
• State Revenues	4,622,750	4,446,839	4,498,241
• Federal Revenues	91,800	81,003	81,998
• Grants	95,000	111,461	141,461
• Other Revenues	95,730	122,290	115,625
• Donations and Gifts	91,500	140,300	153,949
• Food Service	197,900	172,900	161,159
• Community Service (Yinghua Care)	422,699	287,703	336,423
<b>Total Revenues</b>	<b>5,617,379</b>	<b>5,362,496</b>	<b>5,488,856</b>
<b>Expenditures</b>			
• Salaries and Benefits	2,626,179	2,662,254	2,570,410
• Building Lease and Operating Expenses	1,201,699	1,178,715	1,184,418
• Programming, General & Administrative	1,007,787	1,007,581	1,019,234
• Food Service	208,900	172,900	160,551
• Community Service (Yinghua Care)	422,699	287,703	305,926
<b>Total Expenditures</b>	<b>5,467,264</b>	<b>5,309,153</b>	<b>5,240,539</b>
<b>Surplus (Deficit)</b>	<b>150,115</b>	<b>53,343</b>	<b>248,317</b>
<b>Fund Balance</b>			
• Beginning Fund Balance	461,879	461,879	461,879
• Add Surplus (Deficit)	150,115	53,343	248,317
<b>Ending Fund Balance</b>	<b>611,994</b>	<b>515,222</b>	<b>710,196</b>
<b>Combined Fund Balances Percentage</b>	<b>11.2%</b>	<b>9.7%</b>	<b>13.6%</b>

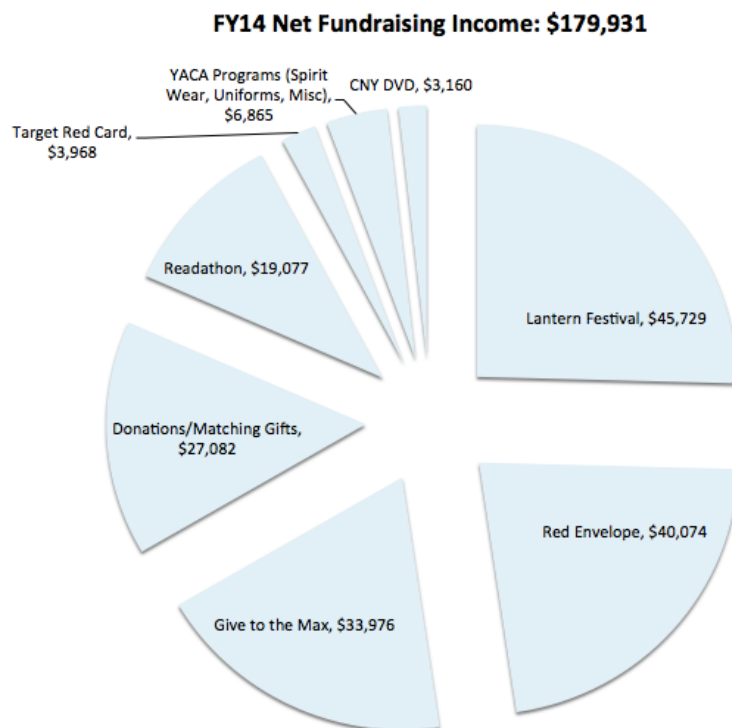
*Note:* These numbers match the school's audited financials once the "Building Company" funds, which track the cost of the construction and renovation project, are removed. See audit for complete financials.

# FINANCIAL PERFORMANCE

Grants and donations continue to remain a strong and important revenue source for Yinghua Academy. The school was awarded a \$112,499 STARTALK grant to finance a four-week program that included teacher training entitled “STARTALK IMPACT: Immersion Mandarin Professionals Acquire Coaching and Training” and a four-week newly developed student program entitled “Chinese Language, Leadership, and Technology for Middle School Students.” Both camps were held from July 21-August 15 2014.

Yinghua also received a Minnesota Department of Education Library Services and Technology Grant in the amount of \$48,925 to purchase equipment and supplies for the new media center, a \$10,000 grant from the Hanban to partially fund the Chinese New Year performance at Bethel University, and a \$1,000 Random Acts of Kindness grant from the Kopp Family Foundation to help families with various student expenditures throughout the year.

Donations and gifts from the larger Yinghua community totaled over \$179,000 in Fiscal 2014. Because many of these gifts come through the Yinghua Academy Foundation, not all are reflected in the Donations total in the financial statement above. Below is a consolidated summary of the funds raised at Yinghua Academy and the Yinghua Academy Foundation. Yinghua exceeded the goal on each of four major fundraisers, and received generous matching gifts from many employers as well. The funds raised were used to support the general operating expenses of the school, to pay for teacher immigration visa applications, for facilities and technology expenses, and for teacher appreciation gifts, among other things.



## Curriculum

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

The school's Academic Director, Dr. Luyi Lien, leads all curriculum development, ensuring that the content delivered in Mandarin covers all Minnesota State Standards and the Core Knowledge Sequence, building both knowledge and Mandarin fluency. Dr. Lien works with experts from the University of Minnesota's Department of Curriculum and Instruction, the Center for Applied Linguistics, the Confucius Institute of Minnesota, the Asia Society, the National Foreign Language Center, and other 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 language 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 5<sup>th</sup>-8<sup>th</sup> grades, which gradually prepares students for a successful transition to a traditional high school, while continuing to enhance and maintain the students' Mandarin skills.

# CURRICULUM

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).

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

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.

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

## 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.



# CURRICULUM

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.

In kindergarten through 4th grade, Yinghua’s math program provides a solid foundation as the key to developing even stronger math skills for middle school. For middle school students, the curriculum is designed to match individual students’ learning style and pace. Level 1 is the “basic” level; all students’ math skills and knowledge should be at or above their grade levels. Level 2 students are encouraged to learn at a faster pace. Students who are in middle school Level 3 may be ready for pre-calculus courses in 9th grade. The chart below shows the progress and pace for each math level.

YINGHUA MIDDLE SCHOOL MATH CURRICULUM

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

## 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 Education, Inc., 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 ELA curriculum is integrated across languages and subjects. English 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.

## 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-

# CURRICULUM

4), science is taught in Chinese immersion classrooms. Science at the middle school level (grades 5-8) is taught in English. Elementary and middle school science teachers work together to solidify the sequence of science curriculum from K through 8<sup>th</sup> grade. The standards incorporate the nature of science and technology, the connection between science and engineering, and earth, life, and physical sciences throughout the grade levels.

Middle school science at Yinghua includes 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 the classroom.

## SOCIAL STUDIES

Social studies curriculum at Yinghua is provided by Chinese immersion classroom teachers from kindergarten through 5<sup>th</sup> grade. In middle school, it is divided into English social studies and Chinese social studies according to the various topics and content. 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.



*Middle School Orchestra and Physical Education*



# CURRICULUM

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 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 option to participate in the school's String Orchestra program beginning in the fourth grade.

Physical Education at Yinghua aligns with the National Association for Sport and Physical Education (NASPE) standards. Participation, sportsmanship, skills, and safety are emphasized; activities are designed to include the five components of fitness: muscular strength, muscular endurance, flexibility, body composition, and cardio-respiratory endurance. The physical education curriculum also focuses on character building, such as encouraging sportsmanship based on kindness and helping others. It also stresses the importance of managing yourself and cooperating with others.

## EXTRACURRICULAR ACTIVITIES

Yinghua offers a number of fee-based extracurricular clubs and activities, including Yinghua Care, Enrichment, Conservatory of Music, and Athletics.

Yinghua Care offers extended care in the morning from 7:00-8:30 a.m. prior to the start of school and after school from 3:45-6:00 p.m. This fee-based offering provides choices for students including homework help, tutoring, playground, game room, arts and crafts, and computer lab.

Enrichment offerings change each term and include a variety of fee-based classes and clubs such as Chinese dance, Mad Science, chess, art classes, sports offerings, and Lego League. Some instructors are Yinghua teachers, while others are community members or from outside organizations.

# CURRICULUM

Yinghua's Conservatory of Music, started in fall 2012, continues to offer private and group lessons to students in instruments of their choice. In 2013-2014, more than 100 students received instruction in instruments ranging from strings to brass, drums, guitar, and traditional Chinese instruments. Enrichment and Music Conservatory programs were bundled with Aftercare before and after lessons this year, allowing parents the flexibility to pick up their children anytime up until 6:00 p.m. and improving the oversight of participating students.

Yinghua also offers an active fee-based athletic program at two levels; in-house sports serve students in grades K-4 while traveling sports teams are an option for students in grades 5-8. The younger students could pick from soccer, tennis, or golf in a year in which we had no gymnasium due to the building expansion. Older students participated in a conference of similar sized schools that provided healthy competition in soccer, volleyball, and basketball. With a new gym in fall 2014, we hope to further grow these programs and school spirit by hosting home games for the first time.



5<sup>th</sup> Grade Art Project



8<sup>th</sup> Grade Art Project



# CURRICULUM

## ASSESSMENT AND ACCOUNTABILITY DATA

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

The following standardized testing occurred for the 2013-14 school year:

- Statewide MCA-II for grades 3-8 in math and reading; grades 5 and 8 in science
- NWEA for grades 1-8
- SOPA (Student Oral Proficiency Assessment) for grades K, 2, and 5-8
- Youth Chinese Test (YCT) Assessment of student Chinese reading comprehension and writing, grades 4-8

Results for MCA, NWEA, SOPA, and YCT assessments 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.



*Middle School Math and 1st Grade Classroom*

# ACADEMIC PERFORMANCE

## Academic Performance

Yinghua's academic performance is exceptional and was recognized by Friends of Education, the school's authorizer, as a major factor warranting the awarding of a five year contract renewal, the maximum allowed by law, beginning July 1, 2014. The school made Adequate Yearly Progress (AYP) each year of the previous three-year contract. Moreover, a number of Yinghua grades earned an average 2013 MCA score in the top ten of all public elementary and middle schools in the state (6th grade math, 7th grade math, 3rd grade reading, 6th grade reading, 7th grade reading, and 8th grade reading), which demonstrates that teaching is directly aligned to state standards and results in high proficiency.

In the three-year charter contract that ended June 30, 2014, Yinghua achieved 91% of its contract goals, which were broken down into two sub-categories: Academic Goals and School Culture Goals. Yinghua achieved 10 out of 11 academic goals in the 2011-12 year, 11 out of 11 academic goals in the 2012-13 year, and 9 out of 11 academic goals in the 2013-14 year for a tally of 91% achievement of academic goals. Implementation of data-driven instruction is included in these achieved goals. Yinghua achieved 4 out of 4 school culture goals in the 2011-12 year, 3 out of 4 school culture goals in the 2012-13 year, and 4 out of 4 school culture goals in the 2013-14 year for a tally of 92% achievement of school culture goals.

In Mandarin testing, Yinghua 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 4th-8th grade students passed the highest level (Level 4) in 2011-12, 2012-13, and 2013-14, with 93% of students passing Level 4 by the 8<sup>th</sup> grade.

In English testing, Yinghua far outpaces the Minneapolis public school district for MCA testing and the national mean for NWEA testing. In 2013-14, the difference in Yinghua MCA scores vs. Minneapolis public school district MCA scores (average for all grades) is as follows: Math +45% higher, Reading +36% higher, Science +51% higher.

Achievements of a more qualitative nature include the following: 7th and 8th grade students involved in Yinghua's Student Life Organization attended the first ever WE Day along with 18,000 youth to celebrate the power of American youth to create positive and lasting change locally and globally, and earned accolades in international Chinese essay and local dictionary contests; and 15 middle school students along with Academic Director Dr. Luyi Lien completed a March 2014 study-tour of China

# ACADEMIC PERFORMANCE

including a visit to Yinghua’s sister school in Inner Mongolia, China – the first time this trip occurred during the school year (over spring break) instead of in June. In addition, in Yinghua’s fall Read-A-Thon, students read an impressive total of 207,551 minutes in English or Chinese and earned over \$19,000 for the school’s library. As a culmination to the school year, every Yinghua student from K-8 participated in Yinghua’s Academic Performances, which showcased the children’s spoken and written language, creativity, and critical thinking.

## 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%
<b>2013-14</b>	<b>72.3%</b>	<b>69.0%</b>	<b>-3.3%</b>

*Results:* Yinghua met this goal in math in the first two contract years, since the Yinghua average exceeded the State average these years. However, Yinghua did not meet this goal in 2013-14, since it had only 69% of the target student proficient as compared to the state’s target group at 72% proficient. It is notable though that Yinghua outperformed its baseline year all three contract years, so improvements are being made in this area.

# ACADEMIC PERFORMANCE

## 1.2 Comparative Proficiency – District

The School will demonstrate higher grade level and school wide proficiency rates than the Minneapolis 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%
<b>2013-14</b>	<b>43.1%</b>	<b>88.8%</b>	<b>+45.7%</b>

*Results:* The goal was met in all three contract years.

## 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	32.1%	37.0%	+4.9%
<b>2013-14</b>	<b>31.8%</b>	<b>40.9%</b>	<b>+9.1%</b>

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	27.4%	22.7%	-4.7%
<b>2013-14</b>	<b>26.1%</b>	<b>20.5%</b>	<b>-5.6%</b>

*Results:* The goal was met in all three contract years.

## 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%
<b>2013-14</b>	<b>70.8%</b>	<b>58.6%</b>	<b>-12.2%</b>

*Results:* 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. In 2013-14, it did not meet the goal because the gap widened by -1.6 percentage points.

## 2.2 Comparative Proficiency – District

The School will demonstrate higher grade level and school wide proficiency rates than the Minneapolis 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%
<b>2013-14</b>	<b>42.4%</b>	<b>78.8%</b>	<b>+36.4%</b>

*Results:* The goal was met in all three contract years.

## 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).

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	31.3%	39.2%	+7.9%
<b>2013-14</b>	<b>31.0%</b>	<b>48.5%</b>	<b>+17.5%</b>

# ACADEMIC PERFORMANCE

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	27.9%	20.9%	-7.0%
<b>2013-14</b>	<b>27.9%</b>	<b>14.2%</b>	<b>-13.7%</b>

*Results:* The goal was met in all three contract years.

## Sub Goal #3: SCIENCE

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

Science MCA	MPS 5th Grade	Yinghua 5th Grade	Difference	MPS 8th Grade	Yinghua 8th 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%
<b>2013-14</b>	<b>40.8%</b>	<b>83.6%</b>	<b>+42.8%</b>	<b>32.2%</b>	<b>83.3%</b>	<b>+51.1%</b>

*Results:* The goal was met in all three 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
Yinghua mean	210.77	214.70	226.49	239.39	242.25	245.85	256.25
% of Yinghua 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 the 2011-12 school year, at least 82.93% of Grade 2-8 students scored at and above the national mean, including 100% of students in grade 8.

# ACADEMIC PERFORMANCE

<b>NWEA Math 2012-13</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
National mean, end-of year*	191.3	203.1	212.5	221.0	224.6	230.5	234.5
Yinghua mean	209.37	217.5	227.7	238.9	247.6	250.3	254.0
% of Yinghua 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, at least 84% of Grade 2-8 students scored at or above the national mean, including 100% of students in grade 8.

<b>NWEA Math 2013-14</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
National mean, end-of year*	191.3	203.1	212.5	221.0	224.6	230.5	234.5
Yinghua mean	209.29	216.81	229.30	235.41	242.2	253.1	256.39
% of Yinghua students who score at or above the national mean	94.68%	91.18%	98.44%	87.27%	85.29%	100%	91.67%

*Results:* The school met this goal. By the end of the 2013-14 school year, at least 85% of Grade 2-8 students scored at or above the national mean, including 91% of students in grade 8.

<b>NWEA Reading 2011-12</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
National mean, end-of year*	189.6	199.2	206.7	212.3	216.4	219.7	222.4
Yinghua mean	195.0	205.88	212.88	225	227.65	228.31	241.25
% of Yinghua 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 the 2011-12 school year, at least 70% of Grade 2-8 students scored at or above the national mean, including 100% of students in grade 8.

# ACADEMIC PERFORMANCE

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
Yinghua mean	195.6	210.0	215.77	217.9	229.15	230.0	230.1
% of Yinghua 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 the 2012-13 school year, at least 73% of Grade 2-8 students scored at or above the national mean, including 81% of students in grade 8.

NWEA Reading 2013-14	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
Yinghua mean	196.12	205.17	220.19	225.15	224.96	234.4	236.8
% of Yinghua students who score at or above the national mean	74.74%	70.59%	92.18%	83.64%	70.37%	100%	91.67%

*Results:* The school met this goal. By the end of the 2013-14 school year, at least 70% of Grade 2-8 students scored at or above the national mean, including 91% of students in grade 8.

*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 may use these interchangeably, but we recognize that they are not the same. Normative data is from 2011 NWEA RIT Scale Norms Study.

## 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.

# ACADEMIC PERFORMANCE

**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 2013-14 school year were as follows:

2013-14 Assessment Weeks	Subjects	DDI results and meeting with the Director	Necessary follow-up
Term I end of term assessment, November 20-26	Math, English, Science, Social Studies, and CLA	December 2-11	December 2-20
Term II end of term assessment, March 3-7	Math, English, Science, Social Studies, and CLA	March 17-21	March 17-27
Term III mid-term assessment, May 29-June 4	Math, English, Science, Social Studies, and CLA	June 9-10	Curriculum meeting and adjustment during summer

Between each term's *end of term* exams, there were unit tests for each unit. The results were discussed in team meetings between team members and the Academic Director. Necessary actions were identified and taken after the unit tests and team meetings.

Friends of Education staff were invited to attend DDI discussion meetings on:

- November 11, 2013 email invited Friends to Dec. 11 DDI meeting; reminder sent
- April 14, 2014 site visit and discussion about DDI with Friends representative

Academic Performances were held on May 16 for grades one through eight, and May 30 for kindergarten. Students used different formats to present their learning. The alternative assessments function as an effective way to assess student's proficiency level in language, subject content, and culture.

# ACADEMIC PERFORMANCE

## SCHOOL CULTURE GOALS

Yinghua met 4 out of 4 School Culture goals in 2011-12, 3 out of 4 School Culture goals in 2012-13, and 4 out of 4 School Culture goals in 2013-14.

### 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%
2013-14	96.5%

Result: The school met the goal in all three 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%
2013-14	85%

\*Sum of Very Satisfied + Satisfied response

Result: The school met the goal in all three years.



Storybook Parade



# ACADEMIC PERFORMANCE

### 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%
2013-14	93%

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

*Result:* The school met the goal in 2011-12 and 2013-14, but not in 2012-13. The Yinghua School Board and Administration continue to partner with staff to improve staff satisfaction. We expected 2012-13 and 2013-14 to be challenging years because of space constraints and the adjustment to a new Director, however, 2012-13 was a surprise. To improve communication in 2013-14, the following changes were made:

- Administrators rolled out a team initiative at orientation that emphasized how everyone plays a role in creating a positive culture.
- The Board conducted fall and spring listening sessions at two staff meetings, and followed up on feedback received with the administrative team. Many quick fixes were identified early on using the listening method instead of waiting until the spring staff survey.
- The Board and Executive Director implemented a suggestion box in the office. The suggestion box was primarily used by students.
- A Golden Ticket feature was launched on the Yinghua website, inviting anyone to pay a compliment to someone in the Yinghua community for extraordinary work or deeds. Many staff members have been recognized in this way.

### 4. Professional Development Rate

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%
2013-14	100%

*Result:* This goal was met in all three years. 100% of staff received professional development training including: teaching staff, support staff, administrative team, and the school board.

# ACADEMIC PERFORMANCE

## 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

### HISTORICAL SOPA FLUENCY LEVELS

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

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



# ACADEMIC PERFORMANCE

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

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

## YOUTH CHINESE TEST (YCT)

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

### YCT LEVELS

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

In the spring of 2014, 87 students in grades 4-8 took the YCT Level IV test. 59 students passed, for a passing rate of 67.8%. This is lower than typical due to changes made this school year. Specifically, Yinghua made the decision not to test students in Levels I, II, or III as it had done in previous years due to budget constraints. Instead, the school only administered the Level IV test to all students at the end of fourth grade (and to those students in older grades who had not yet passed this level). However, students would have benefited from more differentiation of test levels and changes have been made to the 2014-15 budget to reflect this. Additionally, although many excel in these areas, reading and writing in Chinese present the most difficulty for Yinghua students compared to oral proficiency. The focus for next school year will also be to improve Chinese reading and writing.

# ACADEMIC PERFORMANCE

In aggregate, the results reflect that 93% of Yinghua students have passed Level IV by eighth grade.

## 2013-14 YCT RESULTS BY GRADE (GRADES 4-8)

Grade	YCT Level Tested	Number of students	Number who passed in a prior year	Number attempting test this year	Number of passing students this year	Overall passing rate by the grade indicated
4	IV	62	NA	62	47 (76%)	76%
5	IV	65	49	16	10 (63%)	91%
6	IV	40	33	7	1 (14%)	85%
7	IV	28	27	0	NA	96%
8	IV	15	13	2	1 (50%)	93%
<b>Total</b>		<b>210</b>	<b>122</b>	<b>87</b>	<b>59 (68%)</b>	<b>86%</b>

## HISTORICAL SUMMARY OF YCT RESULTS

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

## Operational Performance

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

### AUTHORIZER RELATIONS AND COMMUNICATION

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

Yinghua Academy's current charter contract with Friends of Education expires June 30, 2014. A new contract was renewed effective July 1, 2014 for a five-year period, the longest term allowed by Minnesota Charter School law. In the letter to the school awarding the five-year contract renewal, Friends of Education Executive Director Beth Topoluk wrote "(we applaud) Yinghua Academy for its superior academic performance, having achieved 90% of its academic goals; consistent lack of material or significant deficiencies in its external audits; timely compliance reporting which has evolved into a model of reporting compliance; and its transparency in disclosing matters to Friends of Education - the transparency Yinghua has displayed establishes confidence in its leadership team, both board and administration."

### COMPLIANCE WITH APPLICABLE LAWS AND MDE REPORTING REQUIREMENTS

Yinghua Academy complies with all applicable laws, with the School Board at times seeking legal counsel to ensure compliance. In its letter summarizing the awarding of a five-year charter contract renewal, Friends of Education stated that Yinghua "has timely compliance reporting which has evolved into a model of reporting compliance". In 2013-14 the School Board continued substantive policy review and maintained overall compliance with legal requirements in drafting and reviewing policies and procedures. Processes implemented by the board, by administration, and by front office staff

# OPERATIONAL PERFORMANCE

ensured overall timeliness regarding compliance with applicable laws and MDE reporting requirements.

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

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

## STRATEGIC PLAN IMPLEMENTATION

The School Board provides operational oversight at Yinghua Academy, ensuring successful implementation of the Yinghua Academy Strategic Plan. The Executive Director met regularly with the Board Chair and submitted monthly Director's Reports to the Board before each meeting, reviewing progress made toward strategic and other goals. The Board was particularly active this year in the operational areas of facility expansion (see below), financial management (see Financial Performance section above), and the formation of a Development Committee. The Board and Administration reviewed the five-year strategic plan at the annual spring retreat, evaluating progress toward goals and updating annual goals.

## FACILITY EXPANSION

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

Phase One began in the summer of 2013. A portion of the western end of the current facility was razed (approximately 12,000 square feet). The structural framing, exterior walls and roof, and the interior walls and finishes on the first floor were expected to be completed by December 2013 for students to use the gym in the winter months. However, there were many delays and the work was not completed until June 2014. Physical education (PE) class was held outside the entire year, despite

# OPERATIONAL PERFORMANCE

Minnesota having its coldest winter in forty years. The PE teachers and students remained positive with cross country ski lessons, sledding, geo-caching, orienteering, large tag games, etc. PE teachers were invited to submit expenses up to \$500 each to purchase personal items to keep them warm, as they spent a significant portion of their days outside in the cold. Students overwhelmingly enjoyed the new, albeit temporary, PE program, and no complaints were received from parents.

Phase Two involved building out the interior of the second and third floors of the new addition during the winter of 2013. Plans for the Middle School, as well as the English Department, to move into the upper floors once a certificate of occupancy was obtained, first estimated to occur in March 2014, was delayed and not completed until June 2014.

Phase Three involves renovating the existing classroom wing during the summer of 2014, closing the Kinder Campus site, and moving those students back to the Main Campus for the start of the 2014-15 school year. Renovation work continues into October, but the project is substantially complete, the Kinder Campus was closed, and all students started the 2014-15 school year at the Main Campus.

The Yinghua School Board had contracted with JB Realty in 2012 to act as school representative throughout the project planning and construction process, given the amount of time and oversight the project would have taken from the Executive Director or board members. These individuals were greatly involved; however JB Realty provided day-to-day oversight to advocate on behalf of the school.

## TRAFFIC AND TRANSPORTATION

In 2013-14, Yinghua provided daily transportation, in the form of contracted bussing services, to approximately 234 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 Yinghua also operated a bus between the main facility and the Kinder Campus in 2013-14.

As part of the City of Minneapolis approval process for the expansion project, Yinghua was required to conduct a Traffic Demand Management Plan (TDMP), which concluded in November 2013. Recommendations from the TDMP are being incorporated into the arrival, dismissal, and parking procedures to help alleviate traffic congestion caused by Yinghua families. Improvements were recognized by the neighborhood and parent community in spring 2014. Further improvements are being rolled out for the 2014-15 school year.

## 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 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 participate 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 to visit the sister school. This past year's trip took place in March, which allowed the students the opportunity to experience a school setting more fully, in addition to home stays. Yinghua received generous scholarship support from the Hanban, the government office in the

# INNOVATIVE PRACTICES AND IMPLEMENTATION

People's Republic of China charged with oversight of formal study of the Chinese language, which allowed 15 middle school students to participate in this ultimate immersion experience.

Other innovative practices implemented during 2013-14 included:

- Establishment of course offerings such as media studies, psychology, and advising for students in grades 7-8
- Opportunity for every 4th grader to choose a string instrument and receive instruction within music classes
- Homework labs, available before school, with peer tutors as well as teacher support
- Creation of Homework FIRST, staffed by Chinese and English speaking teachers, for one-on-one instruction
- Continued development of the Student Life Organization (SLO) led by a Head Prefect and seven Deputy Head Prefects who oversee departments including Academics, Discipline, Activities, Community Service, Sports, Management, and Lower School (LS)
- SLO-sponsored activities, such as Unity Day, Mix-it-Up Lunch, 4th-5th grade late nights, Middle School Dances, recycling including a waste sort in the cafeteria, and a used book sale
- Middle School Retreat focused on team building and community service
- Experiential learning opportunities for students through artist residencies, field trips including Art Adventure at the Minneapolis Institute of Arts, and participation in WE Day focused on community service
- Continued growth of our Music Conservatory, which provides private and group lessons to nearly 100 students in violin, viola, cello, drums, flute, guitar, erhu, voice, and brass instruments
- Refinement of leveled course offerings in mathematics and Chinese language for middle school students
- Creation of a Futures Task Force, a group of administrators and parents, focused on opportunities for Chinese language learning beyond Yinghua
- Development of lifetime sports and recreational activities such as cross-country skiing, snowshoeing, sledding, rollerblading, biking, and more that maximized Yinghua's location on Northeast Park
- One-on-one iPad program for grades 7-8

## Future Plans

In spring 2014, 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 and administration affirmed that it 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.

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. Rather, the plan should guide the priorities for the year.



# 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 measurable results again this past year:

- Top 10% of all state schools ranking in the 2014 Minnesota Multiple Measurement Ratings (MMR)
- Top two of all state immersion schools ranking in the MMR
- First place ranking out of all Minneapolis Public and Charter K-5 and 6-8 High Impact Schools. (School Rating: 92) on the Minneapolis School Finder tool
- Exceptional scores on both the SOPA and YCT tests
- First place ranking of all Friends of Education schools on the measure of “taxpayer value”
- Successful conclusion of three-year charter contract, with 91% of goals achieved
- Authorizer offer for charter contract renewal for longest possible term of five years
- Best student retention in five years, with 93% returning for the 2014-15 school year
- Best teacher retention in five years, with 89% returning for the 2014-15 school year

There is a significant amount of momentum at the school, due to unique cultural, leadership, and athletic opportunities, excellent academic results, and finally, 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.



2014 8<sup>th</sup> Grade Class

# CONTACT INFORMATION

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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)

*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><b>Goals</b></p> <ul style="list-style-type: none"> <li>• Be nationally recognized for academic excellence</li> <li>• Be in the top 5-10% of MN Schools (based on MCA Data)</li> <li>• Be a top performing Chinese immersion school (test instrument TBD)</li> <li>• Meet Friends of Education (authorizer) academic goals</li> </ul>	<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>• Recruit, develop and retain outstanding teachers</li> <li>• Achieve 100% teacher licensure within 3 years of hire</li> <li>• <b>100% of staff shall receive Professional Development each year</b></li> <li>• <b>100% of board members shall receive ongoing training each year</b></li> </ul>	<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>• Build a positive, collaborative and respectful school culture around Yinghua Academy's mission and values</li> <li>• <b>Engaged students, staff, and families</b></li> </ul>	<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>• Improve organizational capacity and effectiveness by 7/1/12</li> <li>• Ensure financial sustainability by systematically growing enrollment according to plan</li> <li>• Achieve 20% fund balance by 7/1/14 as required by Friends of Education</li> </ul>
<p><b>Strategies</b></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"> <li>• Strengthen and align existing curriculum with MN state standards in Math, Science and English</li> <li>• Implement "best practices" Chinese immersion strategies</li> <li>• Implement a sequential grade 2-8 English Language Arts curriculum</li> </ul> <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><b>Strategies</b></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"> <li>• Differentiated instruction</li> <li>• Best practice immersion methods</li> <li>• U.S./Chinese culture differences and cross cultural competencies</li> <li>• Collaboration in Professional Learning Communities</li> <li>• Responsive Classroom methods</li> <li>• Data analysis to inform instruction</li> <li>• Technology integration into lessons</li> </ul> <p>Provide guidance and monitoring of licensure process</p>	<p><b>Strategies</b></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"> <li>• Immersion methodology</li> <li>• U.S./Chinese cultural differences</li> <li>• School/Parent expectations</li> </ul> <p>Establish a formal plan to standardize and simplify communications</p> <p>Define engagement measures before 9/1/12:</p> <ul style="list-style-type: none"> <li>• 95% attendance rate</li> <li>• 80% satisfaction rates (parent, staff)</li> <li>• Student life participation</li> <li>• Enrichment participation</li> <li>• Town Hall meeting participation</li> <li>• Parent/Teacher conference participation</li> <li>• % of teachers volunteering on committee</li> <li>• % of parents volunteering 4+ hours/year</li> </ul>	<p><b>Strategies</b></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 2014-2015 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><b>ANNUAL GOALS</b></p> <ul style="list-style-type: none"> <li>• <b>Continuous progress in student achievement in reading and math as indicated by nationally-normed NWEA scores:</b> <ul style="list-style-type: none"> <li>a. Increase the percent of students (not including K &amp; 1) scoring above the national median on the reading MAP <i>2013-14: 80% of students in grades 2-8 scored above the national median</i></li> <li>b. Increase the percent of students scoring above the national median on the math MAP <i>2013-14: 90.7% of students in grades 1-8 scored above the national median</i></li> </ul> </li> <li>• <b>Document 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</b></li> <li>• <b>Develop an assessment for Chinese writing goals including rubrics or exemplars based on Yinghua Chinese writing curricular goals</b></li> <li>• <b>Document alternative assessments such as presentations and portfolios to give a holistic picture of a student's abilities</b></li> </ul>	<p><b>ANNUAL GOALS</b></p> <ul style="list-style-type: none"> <li>• <b>100% of staff* to receive professional development training, including leadership team, administrative team, and board (as required by Friend's contract) *for teachers, refer also to Q Comp goals</b> <i>2011-12: 100% of staff received</i> <i>2012-13: 100% of staff received</i> <i>2013-14: 100% of staff received</i></li> <li>• <b>Retain at least 80% of eligible teachers that meet or exceed expectations based on Yinghua's professional standards including performance, participation, and value added beyond job description</b> <i>2011-12: 81% of such teachers retained</i> <i>2012-13: 73% of such teachers retained</i> <i>2013-14: 94% of such teachers retained</i></li> <li>• <b>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.</b> <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> <i>2013-14 survey: 74%</i> <i>**Begin to measure number of applicants for each open position and report number of referrals.</i></li> </ul>	<p><b>ANNUAL GOALS</b></p> <ul style="list-style-type: none"> <li>• <b>Monitor and encourage Yinghua stakeholders' positive engagement with the school:</b> <ul style="list-style-type: none"> <li>o Staff           <ul style="list-style-type: none"> <li>i. <b>Meet or exceed 80% satisfaction rate*</b> (as required by Friends' contract through 2014) <i>2010-11 survey: 38%</i> <i>2011-12 survey: 97%</i> <i>2012-13 survey: 52%</i> <i>2013-14 survey: 93%</i> <i>*with employment: strongly agree + agree</i></li> <li>ii. <b>Improve staff's willingness to suggest ideas and improvements</b> <i>2010-11 survey: 33%</i> <i>2011-12 survey: 79%</i> <i>2012-13 survey: 49%</i> <i>2013-14 survey: 69%</i> <i>*Comfortable bringing up ideas: strongly agree + agree</i></li> <li>iii. <b>Record staff's engagement in in school events</b></li> </ul> </li> <li>o Students           <ul style="list-style-type: none"> <li>i. <b>Achieve 95% attendance rate</b> (as required by Friends' contract) <i>2010-11 : 96%</i> <i>2011-12 : 96%</i> <i>2012-13: 96%</i> <i>2013-14: 96.5%</i></li> <li>ii. <b>Meet or exceed 2013-2014 % of students enrolled in an after school program*</b> <i>2012-13: 44%</i> <i>2013-14: 45%</i></li> </ul> </li> </ul> </li> </ul>	<p><b>ANNUAL GOALS</b></p> <ul style="list-style-type: none"> <li>• <b>Achieve 16.4% fund balance by 6/30/15 as projected in the long-range budget model</b></li> <li>• <b>Achieve enrollment of 635 students (for 2014-2015 at the end of the school year) as projected in the long-range budget model</b> <ul style="list-style-type: none"> <li>a. <b>Meet or exceed the number of applicants for the 2013-2014 school year (1/1/13- 6/10/14) for Kindergarten and 1<sup>st</sup> grade.</b> <i>2013-14: (KG): 189; (1st):11</i></li> <li>b. <b>Achieve 90% retention of K-7 students</b> <i>2010-11: 92%</i> <i>2011-12: 90%</i> <i>2012-13: 89%</i> <i>2013-14: 89%</i></li> </ul> </li> <li>• <b>Manage increased student population and facility size to minimize disruption and ensure safety</b></li> <li>• <b>Develop and execute fundraising plan</b></li> <li>• <b>Increase involvement and engagement with community groups, including Northeast Minneapolis, the local Chinese community, charter schools, and immersion schools</b></li> </ul>

# Yinghua Academy 2014-2015 Continuous Improvement Plan

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

<ul style="list-style-type: none"> <li>• <b>Determine appropriate comparative metric for reporting overall school performance</b></li> <li>• <b>Maintain a reputation of excellence as a top Chinese immersion school in the United States (Recognized by Chinese education experts, conference participation, requests to visit and share expertise, etc.)</b></li> <li>• <b>Fully articulate and document K-8 curricula in all subjects</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Increase the percentage of teachers who are licensed or are working towards licensure</b>  <i>2013-14: (13 licensed teachers + 2 teachers working towards licensure)/37 total teachers = 40.5%</i></li> </ul>	<p>*Participation in aftercare, enrichment, music, sports, and Lego League averaged over three terms</p> <p><b>iii. Develop a metric to measure student life participation</b></p> <ul style="list-style-type: none"> <li>○ Parents             <ul style="list-style-type: none"> <li>i. <b>Meet or exceed 80% satisfaction rate*</b> (as required by Friends' contract through 2014)  <i>2010-11 survey: 86%</i>  <i>2011-12 survey: 89%</i>  <i>2012-13 survey: 81%</i>  <i>2013-14 survey: 85%</i>                      *very satisfied + satisfied</li> <li>ii. <b>Meet or exceed 2013-14 % of parents volunteering 4+ hours each year</b>  <i>2011-12 survey: 75%</i>  <i>2012-13 survey: 68%</i>  <i>2013-14 survey: 69%</i></li> <li>iii. <b>Identify parent educational events and begin to measure participation*</b></li> <li>iv. <b>Meet or exceed conference attendance rate</b> (required by Friends' contract beginning 2015)  <i>2012-13 fall: 96%, spring: 95%</i>  <i>2013-14 fall: 97%, spring: 95%</i></li> </ul> </li> </ul> <p>* specific metrics to be determined</p>	
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Academics	Professional Development/ Human Resources	School Culture & Community	Organizational Sustainability
<p align="center"><b>Board Objectives</b></p> <p><b>ACADEMIC COMMITTEE</b></p> <ul style="list-style-type: none"> <li>• Approve criteria for monitoring continuous improvement of Yinghua student achievement by:               <ol style="list-style-type: none"> <li>a. understanding the MDE metric used for comparing MN public schools</li> <li>b. understanding criteria for comparing Chinese immersion schools in the United States</li> <li>c. understanding the metric for evaluating Chinese language learning</li> </ol> </li> <li>• Quarterly academic reporting of metrics</li> <li>• Monitor the refinement of the curriculum map for Chinese language</li> <li>• Develop an Academic Committee calendar and communication plan</li> </ul>	<p align="center"><b>Board Objectives</b></p> <p><b>GOVERNANCE COMMITTEE</b></p> <ul style="list-style-type: none"> <li>• Implement board development plan including orientation, training, and evaluation</li> </ul> <p><b>PERSONNEL COMMITTEE</b></p> <ul style="list-style-type: none"> <li>• Implement quarterly review process for CEO/Executive Director</li> <li>• Review and revise CEO/Executive Director job description</li> <li>• Oversee review and revision of administrative staff job descriptions</li> <li>• Develop Personnel Committee calendar</li> <li>• Establish regular HR reporting (e.g. staffing updates, personnel issues)</li> </ul>	<p align="center"><b>Board Objectives</b></p> <p><b>EXECUTIVE COMMITTEE</b></p> <ul style="list-style-type: none"> <li>• Identify strategies for increasing community engagement through board communications</li> </ul> <p><b>SURVEY TASK FORCE</b></p> <ul style="list-style-type: none"> <li>• Review and evaluate different methods for soliciting feedback from staff, students, and parents</li> </ul>	<p align="center"><b>Board Objectives</b></p> <p><b>FINANCE COMMITTEE</b></p> <ul style="list-style-type: none"> <li>• Establish target surplus goal and a date for achieving it</li> <li>• Contract with a consultant to conduct a review of the school’s finances to identify any areas of opportunity that will improve the school’s financial position</li> <li>• Successfully complete the bond assumption by YBC from Educational Properties–Yinghua before the end of FY 2015</li> <li>• Enhance the financial statements with financial consultant and provide summary and analysis for the Board</li> <li>• Refine operations dashboard to include other areas such as academics, facilities, development as they relate to school finances</li> <li>• Develop a process plan with defined responsibilities for the board, school management, and financial consultant</li> <li>• Refine the Finance Committee calendar</li> </ul> <p><b>GOVERNANCE COMMITTEE</b></p> <ul style="list-style-type: none"> <li>• Develop plan for board member and committee member recruitment and succession</li> </ul>



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			<ul style="list-style-type: none"><li>• Develop advocacy plan with respect to teacher licensing and admissions parity</li><li>• Formalize and standardize policy review process</li></ul> <p><b>FACILITIES COMMITTEE</b></p> <ul style="list-style-type: none"><li>• With the Owner’s Representative, monitor construction schedule and budget, and communicate project information as necessary</li><li>• Identify and prioritize renovation and construction needs beyond what can currently be included in the bond</li></ul> <p><b>DEVELOPMENT COMMITTEE</b></p> <ul style="list-style-type: none"><li>• Develop long-term fundraising plan</li><li>• Determine a solution for database cultivation and continuity</li><li>• Cultivate prospects of major donors</li><li>• Exceed 2013-2014 donations for two of the school’s annual giving campaigns: Give to the Max (\$34,000) and Red Envelope (\$40,000)</li><li>• Exceed (\$TBD) for additional donations beyond those campaigns and campaigns run by YACA</li><li>• Work with YACA to utilize the Yinghua Academy Foundation for revenue generation</li><li>• Set fundraising goals for the school and support administration with development guidance</li></ul>
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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><b>School Management Objectives</b></p> <ul style="list-style-type: none"> <li>• Exceed Friends academic goals as outlined in the charter:               <ul style="list-style-type: none"> <li>a. Math MCA 82.8% <i>2013-2014: 88.8%</i></li> <li>b. Reading MCA 84.8% <i>2013-14: 78.9%</i></li> <li>c. Science. MCA 66.7% <i>2013-14:83.6%</i></li> <li>d. NWEA MAP &gt; 75% above the national median <i>2013-14 Math: 90.7%</i> <i>2013-14 Reading: 80%</i></li> </ul> </li> <li>• Continue to refine DDI process with teachers</li> <li>• Implement and refine the Chinese immersion strategies from sources such as internal seasoned teachers and experts in the field</li> <li>• Fully document the K-8 scope and sequence for the Chinese Language Arts curriculum</li> <li>• Fully refine the 2-8 scope and sequence for the English Language Arts curriculum</li> <li>• Devise a readiness checklist for English for students entering Grade 2 and distribute to parents</li> <li>• Align the Chinese and English KG-8 scope and sequence where appropriate</li> </ul>	<p><b>School Management Objectives</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Implement yearly professional development plan for all non-teaching staff and administrators determined by performance review goals</li> <li>• Submit professional development plans to board at October meeting, then submit to Friends in required report format by 12/15</li> <li>• Document approach to salary and benefits relative to competition; identify gap and brainstorm policy or funding ideas to minimize the gap</li> </ul>	<p><b>School Management Objectives</b></p> <ul style="list-style-type: none"> <li>• Approve and implement plan for communicating values and beliefs in collaboration w/ Board</li> <li>• 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</li> <li>• 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.)</li> <li>• Ensure continued success of Kindergarten experience for all families, with a retention goal of 95% <i>Retention from 2012-13: 96%</i> <i>Retention from 2013-14: 96%</i></li> <li>• Define metrics for measuring engagement of students, parents, and staff and report to board on an ongoing basis</li> <li>• Issue family handbook by 9/1</li> <li>• Develop Yinghua's point of view on character education</li> </ul>	<p><b>School Management Objectives</b></p> <ul style="list-style-type: none"> <li>• Continue to explore high school options for first full immersion students and work closely with families to advise</li> <li>• Refine technology master plan</li> <li>• Act as key liaison to facilities project manager through design and build process regarding program decisions</li> <li>• Establish processes to ensure accurate and consistent data collection that can be easily formatted into useful reports for decision-making</li> </ul>

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<ul style="list-style-type: none"><li>• Continue the development of the program description, academic scope and sequence, and course design of the middle school program</li><li>• 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</li><li>• Continue to network and collaborate with other charter and Chinese immersion schools on a national level</li></ul>			
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