

# YINGHUA ACADEMY

Safety, Speak Chinese, Learn, Happiness, Global Citizenship



## ANNUAL REPORT

FY 2015

JULY 1 2014 – JUNE 30 2015

# INTRODUCTION

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# INTRODUCTION

## Introduction

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

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

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

# 2014-15 YEAR IN REVIEW

## 2014-15 Year in Review

In this *Year of the Sheep* which began with the annual Chinese New Year celebration on February 28, 2015, the Yinghua Academy community continues to capitalize on what is traditionally anticipated to be a year of peace and calm. What a welcome relief after a year of construction! Our remarkable new addition with total square footage twice the size of the original building has provided state-of-the-art facilities inclusive of a middle school wing, English classrooms, music classrooms, an art studio, a science lab, a media center, special education classrooms, and a full-size gymnasium. Along with the renewed sense of calm that it provides, this “home” has also supported tremendous growth over the past year in enrollment, financial performance, academic performance, innovation, and reputation.

### Enrollment

We began the 2014-15 school year above enrollment projections with 666 students, an auspicious number in Chinese culture which can mean “everything going smoothly”. The school continues to attract the interest of new families, with over 180 applications submitted during open enrollment period in January. Finally, Yinghua had exceptional student retention this fall, with 96% of students returning for the fall of 2015-16. We also had a 93% teacher retention rate – both are the strongest in the history of the school.

### Financial Performance

Yinghua once again received an unqualified audit in fall 2014. Additionally, after many years of diligent collaboration between the School Board, Executive Director, staff, and management partner, we achieved and even exceeded the long-sought after 20% fund balance, adding \$643,135 in surplus to the reserve fund, so that it now totals 22% of expenses.

### Academic Performance

Once again, we are proud of our spectacular student performances in classroom activities and evaluations, at Chinese New Year performances, and on standardized tests. Overall, the school has demonstrated impressive student outcomes and success in closing achievement gaps. Despite our continued high proficiency rates in reading and math, our students still show significant growth. Specifically, 38.1 % of students in reading and 30.7% of students in math attained high growth status. On the newly published school report card for 2014-2015, Yinghua Academy was designated as a REWARD school, meaning it is in the top 15 percent of Title I schools based on the Multiple Measurement Rating (MMR).

# 2014-15 YEAR IN REVIEW

## Innovation

Students of all ages, along with their families, were invited to participate in the design and execution of a large scale mural throughout the school's new entryway and into the cafeteria/commons, thanks to a grant from the Metropolitan Arts Council. Over 300 students, teachers, parents, and family members joined in this artistic adventure to depict landmarks and activities representative of east and west, which was featured in the local newspaper. This year marked the fourth annual middle school study abroad exchange program with our sister school in Hohhot, Inner Mongolia, in China. Fifteen students completed the capstone trip this year. Lastly, the school's collaboration with Minnesota Online High School (MNOHS) and other Twin Cities traditional high schools continues to grow.

## Reputation

Public confirmation of our success was exceptionally strong this year, fueled by journalist Jane Peterson when she captured the essence of Yinghua in an September 2014 Sunday New York Times and the International New York Times article entitled "*An American School Immerses Itself in All Things Chinese*". As this story spread, we received accolades from across the globe. Later in the year, Yinghua received two prestigious awards. First, Yinghua was one of five (out of 851) Confucius classrooms world-wide to receive a Confucius Classroom of the Year award through the Confucius Institute. Second, the Minnesota Department of Education nominated Yinghua, one of only eight schools (out of 2,271) for the National Blue Ribbon Award through the United States Department of Education.

Two of the many criteria used to select the Confucius Classroom of the Year are "unique curriculum design joining Chinese and western cultures" and "cultural programs in the community and their impact". One piece of evidence is our annual Chinese New Year performances. In 2015, increased demand prompted the school to offer two, rather than one, performances, and 2,713 tickets were sold to this showcase of Lunar New Year songs, dances, and plays. A native of Beijing in this year's audience commented on the diversity of Yinghua's student population: "The kids [all] could speak Chinese so well. It was surreal to hear them talking in Chinese without noticeable accent. It was actually the best performance that we have ever seen in the U.S."

In 2014-2015, 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 continued success over its first nine years of existence. Visitors included: Ms. Hsiu-wen Lin, Director of Education at Pioneer Valley Chinese Immersion Charter School (PVCICS) in Massachusetts; Dr. Madeline Spring, Director of the Chinese Language Flagship/ROTC Pilot Program at the University of Hawaii at Manoa; Professor Joseph Allen, Director of the Chinese Language Flagship at the University of Minnesota; Ms. Peggy Boyles, K-16 Educational Consultant from Oklahoma; Dr. David Ellis, Executive

## 2014-15 YEAR IN REVIEW

Director of the National Foreign Language Center at the University of Maryland; and Dr. Martha Gallagher, Professor of Chinese at the United States Military Academy.

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 and teachers were invited to give presentations at STARTALK Conferences in Indianapolis, Indiana, and Denver, Colorado. Another highlight was the National Chinese Language Conference in Atlanta, Georgia, where Yinghua led or served on panels in several 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 San Antonio, Texas, and at the Chinese Educational Conference in Utah. Again this year, she was invited to conduct teacher training for the Chinese American International School in San Francisco, California. Executive Director Sue Berg and Dr. Lien continue to serve on the CELIN (Chinese Early Language and Immersion Network) National Advisory Committee, a program of the Asia Society. Through this venue, Yinghua regularly contributes curricular and program development expertise for the benefit of current and prospective administrators and teachers. Lastly, in a rare opportunity, Mrs. Berg was invited as the only delegate from the United States to attend the 3<sup>rd</sup> *seminaire des sections internationales de chinois* in France; the conference was a gathering of French schools that offer Chinese and representatives of the Hanban and the Ministry of Education in China.

Dr. Shuhan Wang, Director of the Asia Society's Chinese Early Language and Immersion Network (CELIN) based in New York, calls Minnesota a "hidden gem" in the immersion movement. Dr. Tara Fortune, Director of the Immersion Research and Professional Development Program at the Center for Advanced Research on Language Acquisition at the University of Minnesota states, "These students are well positioned to compete in a global market; the language is a key part of what they will offer." Yinghua is proud to be a leader in this important work.





# 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 2014-15 school year, a child was required to be five years old on or before September 1, 2014 in order to begin kindergarten.

Each year Yinghua has an open application period; this year that period ran from January 5 to January 30, 2015 for the fall of 2015. 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 2015, this lottery was held on Tuesday, February 3 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 2015, the school used a computerized random number generator to conduct the lottery, resulting in a list of admitted students and a wait list by grade. Applications received after the open application period are numbered and responded to in the order in which they are received.

### ENROLLMENT HISTORY

Yinghua Academy opened in the fall of 2006 with 76 students, and grew to a September 2014 enrollment of 666. 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

# SCHOOL ENROLLMENT

new building. Yinghua is on track to grow to 819 K-8 students in 2018 by enrolling four kindergarten classes of 112 students each year in subsequent years.

As the larger kindergarten classes of the past five years move through the program, the middle school grades are becoming more populated, stabilizing the entire organizational model. In fact, because of excellent student retention, enrollment is a robust 750+ as we begin the 2015-2016 school year. The building has a capacity of approximately 800 students, so the board is carefully monitoring enrollment and retention and will make adjustments to incoming class sizes if it becomes necessary.

## 2014-15 STUDENT DEMOGRAPHICS

Students attended Yinghua from 78 metropolitan zip codes, including urban, suburban, and rural areas. 40% were from Minneapolis and 17% 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 four percentage points from 2013-14 to 2014-15.

### DEMOGRAPHIC MEASURES: TWO-YEAR COMPARISON

Category	2013-14	2014-15
Geography	75 metro zip codes	78 metro zip codes
	36% Minneapolis	40% Minneapolis
	20% Saint Paul	17% Saint Paul
Ethnicity	47% Asian Pacific Islander	43% Asian Pacific Islander
	46% Caucasian	48% Caucasian
	4% African American	5% African American
	2% Hispanic/Latino	3% Hispanic/Latino
	1% Native American	1% Native American
English Language Learners	7% ELL	8% ELL
	4% Heritage speakers of Chinese	4% Heritage speakers of Chinese
Free and Reduced Lunch Qualified	13%	15%
Special Education	8%	7%



# SCHOOL ENROLLMENT

## STUDENT MATRICULATION

In the 2014-2015 school year, Yinghua's first class of full immersion students (comprised of students who had been in kindergarten when the school began in 2006) graduated from eighth grade. This cohort consisted of 17 students, and was the fourth group of eighth grade graduates of Yinghua Academy.

Because Yinghua does not have articulated high school partnerships, these students will go on to various metro area public, charter, and private high schools, including the Blake School, Centennial High School in Circle Pines, Central High School in St. Paul, Connections Academy, DeLaSalle High School, Eden Prairie High School, Irondale High School in New Brighton, Minnesota Online High School, Mounds View High School, Roseville Area High School, St. Anthony Village High School, and St. Paul Academy. We continue to forge important relationships with schools across the Twin Cities so that our students are able to make informed choices with our guidance as to best fit for each individual student and family. Last year we hosted a panel of high school administrators from four area high schools and included Yinghua graduates who attend these schools, as a way to build connections and answer questions of our current middle school families. This year we hosted a "pre-college expert" guidance counselor from an area high school, who spoke to middle school families along with Yinghua graduates who shared their experiences.

By nurturing a close relationship with alumni, administration is able to further assess and refine the quality of its elementary to middle school program. Feedback from one alum parent is reflective of many: "Not only is our daughter incredibly prepared academically (the math and Chinese are a bit too easy for her) but she is absolutely prepared socially. What a well-rounded education she has received from Yinghua...her time management and organizational skills are great!"

## HISTORICAL AND PROJECTED ENROLLMENT

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	2014-15
K	26	48	76	78	77	98	107	109	134
1	24	46	51	77	77	78	104	110	112
2	15	25	52	52	76	76	72	98	109
3	11	21	24	47	52	70	68	69	89
4	N/A	18	27	25	44	43	66	65	66
5	N/A	N/A	15	25	24	40	39	56	63
6	N/A	N/A	N/A	11	24	22	28	27	53
7	N/A	N/A	N/A	N/A	11	18	17	17	25
8	N/A	N/A	N/A	N/A	N/A	5	11	13	16
<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>	<b>666</b>

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

## PROJECTED ENROLLMENT BY GRADE LEVEL

Grade	2015-16 <i>Projected</i> <small>Jun 17, 2014*</small>	2015-16 <i>Projected</i> <small>Jun 15, 2015**</small>	2015-16 <i>Actual</i> <small>Sep 11, 2015</small>	2016-17 <i>Projected**</i>	2017-18 <i>Projected**</i>
K	112	112	112	112	112
1	112	134	139	112	112
2	106	106	110	132	106
3	99	104	106	104	125
4	83	85	90	101	98
5	55	63	63	85	96
6	44	54	54	53	72
7	37	49	52	51	50
8	23	23	25	49	48
<b>Total</b>	<b>671</b>	<b>730</b>	<b>751</b>	<b>799</b>	<b>819</b>

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

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

# STUDENT ATTRITION

## Student Attrition

Yinghua had exceptional student retention this year, with only 4% of students electing not to return in the fall of 2014-15. This is the strongest retention rate in the history of the school. Historical attrition has ranged from 7 to 12% each year. When looked at by grade, the attrition rate for this year in grades K-4 is 3%, while the attrition rate in grades 5-8 is 7.8%.

An analysis of students who withdrew from September 2014 to August 2015 shows the following:

9 students (7 families) withdrew during the school year

- 3 students moved out of state
- 5 students transferred to another non-immersion neighborhood elementary school
- 1 student transferred to another Chinese immersion school

23 students (20 families) withdrew after the end of the school year

- 8 students (6 families) moved out of state or out of the Twin Cities
- 14 students transferred to another non-immersion school; 9 of these transferred to begin 6<sup>th</sup> grade at their neighborhood middle school

### HISTORICAL STUDENT RETENTION RATES

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

*Note:* Retention only counts returning students. Yinghua also added 11 new students in 2015-16 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. At the April board meeting this year, the board approved revised bylaws that, among other items, changed the number of directors to “at least seven (7) and no more than thirteen (13) members.” The most recent board elections were held May 4 – May 11, with a public statement by candidates at the Annual Meeting of the School Board on May 4, 2015. Ballots were tallied the evening of May 11, 2015.

### 2014-15 BOARD ROSTER

Name	Board Position	Group Affiliation	Date Elected/ Appointed (App)	Date Seated	Term Expiration	Telephone Number	Meeting Attendance Rate
Graff, Walter	Member	Community	App Dec 2012	Jan 2013	Jun 2015	952-941-7908	73%
Grubish, Denny	Treasurer	Parent	App Mar 2012; Jun 2013	Mar 2012	Jun 2016	612-207-7242	100%
Hanson, Emily	Member	Community	App Nov 2013; May 2014	Nov 2013	Jun 2017	612-968-5014	93%
Jax, Scott	Member	Parent	App Jul 2009; Jun 2012	Jul 2009	Jun 2015	763-516-7690	93%
Kleinman, Jan	Secretary	Teacher #455908	App Aug 2013; May 2014	Aug 2013	Jun 2017	952-807-8715	80%
Lawrence, Rosemary	Member	Community	Jun 2011; May 2014	Jul 2011	Jun 2017	612-281-7973	47%
Lu, Karen	Chair	Parent	Jun 2011; May 2014	Jul 2011	Jun 2017	612-701-7016	100%
Reider, Suzanne	Member	Community	Jun 2013	Jul 2013	Jun 2016	612-616-6404	93%
Shadowens, Jen	Member	Parent	Jun 2010; Jun 2013	Jul 2010	Jun 2016	612-865-4115	93%
Werner, Seth	Member	Community; Parent	Jun 2012; App Sept 2013	Jul 2012; Sept 2013	Jun 2015	612-670-4906	73%
Whiting, Sarah	Member	Parent	Jun 2013	Jul 2013	Jun 2016	612-327-0096	100%

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

## 2014-15 MONTHLY BOARD MEETING ATTENDANCE

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

\* In addition to the regular monthly board meetings, a Special Meeting was held in January to discuss the construction budget, the Annual Board Retreat was held in April, and the Annual Meeting was held in May.

## 2014-15 BOARD TRAINING

Board Members attended the following training sessions:

*Initial Board Training* - None

### *Ongoing Board Training*

- 10/9/14: Everything You Need to Know about Charter School Board Policies sponsored by Charter School Partners – Karen Lu, Sarah Whiting
- 11/18/14: Employment Law sponsored by Friends of Education – Emily Hanson
- 12/3/14: Minnesota Association of Charter Schools (MACS) Annual Meeting and Public Policy Forum – Jennifer Shadowens
- 12/16/14: Charter School Partners Legislative Luncheon – Karen Lu
- 1/29/15: Board Structure: A Guide to Bylaws, Officers, Committees, Responsibilities and more for Exceptional Charter Schools – Emily Hanson, Karen Lu, Seth Werner
- 2/27/15: Funding Equity for Charter Schools – Karen Lu
- 4/23/15: Board's Role in Academic Oversight – Jan Kleinman, Karen Lu
- 5/6/15: Board of Directors Networking and Best Practice Event sponsored by Friends of Education – Emily Hanson

## BOARD COMMITTEES

The School Board has six 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

# GOVERNANCE AND MANAGEMENT

public board packet at subsequent board meetings. The mission, frequency of committee meetings in 2014-15, and chair for each committee are listed below.

## 2014-15 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 six times: Nov 5, 2014 Jan 7, 2015 Feb 4, 2015 Mar 4, 2015 April 7, 2015 Jun 2, 2015	Suzanne Reider
Facilities	Assist the Yinghua School Board and Executive Director to provide an optimal environment for academic and co-curricular activities.	Met 3 times*: Aug 25, 2014 Oct 21, 2014 Jun 30, 2015	Scott Jax  *Mr. Jax and school administration attended weekly construction meetings from Jul 2 – Sep 3, 2014.
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 eleven times: Jul 9, 2014 Aug 6, 2014 Sep 10, 2014 Oct 8, 2014 Dec 10, 2014 Jan 14, 2015 Feb 9, 2015 Mar 11, 2015 Apr 8, 2015 May 13, 2015 Jun 8, 2015	Denny Grubish
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 six times: Jul 7, 2014 Aug 20, 2014 Dec 3, 2014 Feb 4, 2015 Apr 1, 2015 Jun 3, 2015	Jen Shadowens
Personnel	Assist the Yinghua School Board and Executive Director in addressing all of the school's human resource needs and	Met eleven times:	Emily Hanson



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	issues. Provide support for employees, serving as an intermediary between staff and the full board.	<ul style="list-style-type: none"> <li>Jul 8, 2014</li> <li>Aug 12, 2014</li> <li>Sep 9, 2014</li> <li>Oct 29, 2014</li> <li>Nov 11, 2014</li> <li>Jan 13, 2015</li> <li>Feb 10, 2015</li> <li>Mar 10, 2015</li> <li>Apr 14, 2015</li> <li>May 12, 2015</li> <li>Jun 9, 2015</li> </ul>	
Development	Develop a long term fundraising plan, cultivate prospects, and provide oversight for school's two annual giving campaigns (Give to the Max and Red Envelope) in partnership with the Executive Director and YACA/YAF.	Met nine times: Jul 28, 2014 Sep 8, 2014 Sep 22, 2014 Oct 27, 2014 Nov 24, 2014 Jan 26, 2015 Feb 23, 2015 Mar 30, 2015 Apr 27, 2015	Sarah Whiting

## 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 fifteen meetings in FY 2015, including the annual meeting, the board retreat, and one special meeting. Below is a rough breakdown of school board agenda items from the year, categorized by the time spent on each key category.

### 2014-15 BOARD MEETING SUMMARY

Topic	Estimated # Hours	Estimated % of Total Hours
Academics	2.75	8%
Finances/Facilities	8.00	24%
Operations	13.75	40%
Future Planning	9.50	28%

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

# GOVERNANCE AND MANAGEMENT

## SCHOOL MANAGEMENT AND ADMINISTRATION

*Susan Berg (Bao Xiaozhang), CEO/Executive Director*

Since January 2012, Mrs. Berg has served as Yinghua's Executive Director. Sue has proven herself to be a collaborative, visionary leader. 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.

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

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

Dr. Lien has held this critical position since the school's founding in 2006. Respected as a pioneer in Chinese immersion education, she is sought out as a presenter for organizations such as the American Council of Teachers of Foreign Languages (ACTFL) and the Asia Society. She has led training/mentoring sessions in California and Utah for teachers of Chinese. Recently, language experts from the national STARTALK center recognized the "outstanding expertise, experience, and dedication" of Dr. Lien, the program director.

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

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

Mr. Brewer joined Yinghua in 2012, bringing 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

# GOVERNANCE AND MANAGEMENT

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.



# 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 2015. 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 the National Advisory Committee for the network of Chinese immersion associates called CELIN, *Chinese Early Language and Immersion Network*. CELIN, an arm of the Asia Society and linked to the Asia Society's Chinese Language Initiatives. While the initial meeting in January 2014 in New York City was paid for by CELIN, most work with CELIN will be long distance or at language-related conferences, such as American Council on the Teaching of Foreign Languages (ACTFL) and National Chinese Language Conference (NCLC). Continue to participate as a presenter and panelist. Maximize all opportunities to network with members of the committee.
- Attend the NCLC in Atlanta, Georgia, in April 2015 and co-present several topics with Dr. Lien, with other immersion schools, or with other CELIN committee members. The total cost for this conference inclusive of flights, will be approximately \$2000 from the General Fund.
- Research and visit District of Columbia International School (DCI) opened in 2014 to students in 6<sup>th</sup>-12<sup>th</sup> grades from immersion schools within Washington DC to “allow students to continue to pursue a rigorous academic program while building on the language and cultural immersion experiences from their previous schools.” Connect specifically with Head of School for Yu Ying Academy, Maquita Alexander, who serves on the Board of Trustees for DCI. The potential cost to visit DCI may be \$500 from the General Fund.

### **Goal #2: Pursue professional development relative to learning systems to enhance instruction, particularly for the Middle School**

- Continue to work closely with Ellisa Raffa, Executive Director of Minnesota Online High School (MNOHS), to provide advanced Chinese courses online. Both summer and fall 2014 opportunities have been well received, and the expectation is to add courses, one per semester. Costs to the school will be covered by the anticipated STARTALK 2015 grant or by tuition.
- Work with the Search Institute, specifically in their Perseverance Process Workshops as well as their Developmental Relationships Framework.
- Implement best practices in weekly Discovery Classes for students in grades 5-8.

# GOVERNANCE AND MANAGEMENT

## **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:
  - Teacher evaluation
  - World's Best Workforce
  - Branding/marketing
  - Licensure of qualified teachers
  - Salary compensation
  - Employee benefits
- Continue to collaborate with Ann Jurewicz, Director of the Twin Cities German Immersion School, one of the few charter school immersion programs.

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

- Continue to visit high schools of interest to our students and families, a growing list as the number of middle school students increases. Possible schools 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; 11) Blake School; 12) St. Paul Academy
- Invite public and private high school administrators to visit Yinghua during the school day.
- Plan panels of public and private high school administrators to participate in informational sessions for Yinghua students and parents.

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

- Build on Chinese language acquisition started at University of Minnesota. Research and possibly purchase the Pimsleur Language Program, guaranteed to “have you speaking a language in no time”! Total cost for Pimsleur Language Levels I-IV is \$396.
- Investigate the possibility of growing our study abroad program to include an additional component for teachers or parents, who do not speak Chinese. Initial idea is to lead our immersion student group as well as an English-speaking teacher and parent group. As is customary, the costs for chaperones would be covered by the participants’ fees.

# GOVERNANCE AND MANAGEMENT

## **Goal #6: Take advantage of opportunities to improve organizational leadership**

- Keep abreast of offerings through MN Council of Nonprofits such as “Practical Leadership: Supervising for Employee Engagement” offered on November 19. The typical cost per seminar ranges from \$50-125 for MCN members depending on the length of the offering.

*Dr. Luyi Lien, Academic Director*

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

- Represent Yinghua Academy and participate in the newly formed network of Chinese Early Language and Immersion Network (CELIN) which is an arm of the Asia Society and linked to the Asia Society’s Chinese Language Initiatives, by contributing articles to support immersion research and practice.
- Attend Minnesota Advocates for Immersion Network (MAIN) events at least two times during the 2014-2015 school year to network with Minnesota immersion programs and learn from other well-developed programs.
- Attend the STARTALK fall conference in October 2014 and spring 2015 in order to meet with field experts and connect with program directors and teachers to ensure our practice stays current.
- Attend The Fifth International Conference on Dual Language/Immersion Education in Salt Lake City, Utah in October 2014 to co-present “Using Authentic Texts to Teach Anchor Standards in K-8 Mandarin Language Classrooms” with Dr. Jennifer Eddy at Queens College and Mrs. Helen Yung at Better Chinese Inc., and attend different sessions to learn from researchers.
- Attend the 8th Annual National Chinese Language Conference (NCLC), organized by the Asia Society and the College Board, in April 2015 to present our experiences and learn from other immersion programs. The total cost for this conference inclusive of flights, will be approximately \$2000 from the General Fund.

## **Goal #2: Professional development on online learning systems to enhance instruction at Yinghua**

- Complete 60 hours of online training (reading requirements and practice activities) with Minnesota Online High School and continue to develop the online coursework with MS Chinese teachers.
- Continue co-writing the Minnesota Online High School (MNOHS) advanced Chinese courses with MS teachers. Lead the effort of adding one online course per school year and support MNOHS implementing online courses to allow graduates from Yinghua and other immersion programs to continue the study of Chinese.



# GOVERNANCE AND MANAGEMENT

- Explore Online Learning Consortium website and evaluate online learning resources in order to develop online curriculum and courses for students and teacher training programs.
- Attend Webinar trainings on iPad applications, Google Apps in the Classroom, and Leadership Series to learn how to better integrate technology and online learning tools to support and maximize learning for students at the middle school level.

**Goal #3: Sustain Yinghua as a leader of the immersion field by cultivating grade team leaders in all subject areas; this year's focus will be on Chinese teachers**

- Work with teachers to set specific goals for them to gain knowledge and experience in immersion education by having one-on-one meetings.
- Bring teachers to the STARTALK fall conference in October 2014 so that they may benefit from the experiences shared by field experts, meet colleagues from different schools, and exchange ideas.
- Create and provide opportunities for teachers to present their classroom teaching experiences and strategies by inviting them to present at staff meetings.
- Invite and support teachers to facilitate workshops to gain leadership experiences at the Confucius Institute in-service workshop in October 2014 and Singapore Math workshop in November 2014.

**Goal #4: Work on supervisory skills and continue to develop leadership capabilities**

- Read monthly Educational Leadership (EL) magazine, published by ASCD (Association for Supervision and Curriculum Development).

**Goal #5: Continue to learn up-to-date assessment knowledge**

- Attend Data Management and Multiple Measurements Rating (MMR) workshop organized by Friends of Education.
- Keep abreast of the up-to-date language assessment tools including Youth Chinese Test (YCT), The Chinese Proficiency Test (HSK), The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL), Standards-based Measurement of Proficiency (STAMP), and Oral Proficiency Interview (OPI).

# STAFFING

## Staffing

For the 2014-15 academic year, Yinghua Academy's budget included the opportunity to employ 41 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-four percent (74%) of Yinghua's faculty have advanced degrees in their fields, including four who have earned a Ph.D. In addition, Yinghua employed 30 non-teaching staff.

### HISTORICAL SUMMARY OF TEACHERS AND STAFF

Position	2011-12	2012-13	2013-14	2014-15	2015-16 Budgeted	2016-17 Projected
Teachers	31	39	38	43	47	47
Administrators	2	3	3	3	3	3
Other Instructional Staff	16	16	*15	*16	16	16
Other Staff Members	14	13	14	16	16	16
<b>Total Employees</b>	<b>63</b>	<b>71</b>	<b>70</b>	<b>78</b>	<b>82</b>	<b>82</b>

\* Other instructional staff 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).

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.

### 2014-15 TEACHING STAFF

	Name	File Folder No.	Assignment	Part-Time	Years Employed by the School	Left During 2014-15	Not Returning 2015-16
1	Xu Yang (Fiona) Zhang	997230	Kindergarten Classroom Teacher		2		
2	Vickee Nelson	997811	Kindergarten Classroom Teacher		6		
3	Hui-Tzu Wu	997911	Kindergarten Classroom Teacher		4		
4	Yi Li	997374	Kindergarten Classroom Teacher		5		
5	Yi-Ru (Ruby) Liou	997862	Kindergarten Classroom Teacher		6		X
6	Chia-Yu Lin	997722	First Grade Classroom Teacher		3		

# STAFFING

7	Li-Chen Lin	998126	First Grade Classroom Teacher	6		
8	Mary Zhang	997861	First Grade Classroom Teacher	4		
9	Suiru Shi Seberson	998127	First Grade Classroom Teacher	4		
10	Ye Cheng	997373	Second Grade Classroom Teacher	2		
11	Fang Wu	998091	Second Grade Classroom Teacher	6		
12	Hailei Xie	997912	Second Grade Classroom Teacher	4		
13	Shiyun Li	997380	Second Grade Classroom Teacher	2		
14	Shu-Ching Lee	997860	Third Grade Classroom Teacher	4		
15	Shu-Mei Lai	998232	Third Grade Classroom Teacher	7		
16	Pin-Chen Huang	997687	Third Grade Classroom Teacher	2		
17	Cheng-Chieh Wu	997074	Third Grade Classroom Teacher	< 2	X	
18	Xun Zhao	996941	Third Grade Classroom Teacher	< 2		
19	Wenyun Dong	997430	Fourth Grade Classroom Teacher	2		
20	Ai-Ai Lin-Johnson	997154	Fourth Grade Classroom Teacher	< 2		
21	Wenjuan Wang	478959	Fourth Grade Classroom Teacher	2		
22	Yupeng Deng	997228	Fifth Grade Classroom Teacher	2		X
23	Lu Yang	997436	Fifth Grade Classroom Teacher	2		
24	Ming-Chieh (Jasmine) Lu	997075	Sixth Grade Classroom Teacher	1		X
25	Bo Liu	997786	Seventh Grade Classroom Teacher	3		
26	Pamella Stommes	997794	Eighth Grade Classroom Teacher	<4		
27	Kimberly Gill	474966	2/3 Grade English Teacher	2		
28	Philip Morris	459610	2/3 Grade Reading & Assessment Specialist	8		

# STAFFING

29	Jenna Padilla	467678	4/5 Grade English Teacher		1		X
30	Shih-Yu Kuo	997798	Assessment Specialist / Chinese Math Teacher		3		
31	Bradly Byykkonen	434391	6-8 Grade English Teacher		3		
32	Andrew Scheid	438750	Middle School Science Teacher		4		
33	Jan Kleinman	455908	Middle School Social Studies Teacher	X	4		X
34	Hsuan-Wen Lin	997403	4-8 Grade Music and Orchestra Teacher		2		
35	Huei Mei Jhou	997360	K-4 Grade Music Teacher		1	X	
36	Kelsey Riha	471736	K-4 Music Teacher	X	1		
37	Lei Li	459280	K-4 Music Teacher	X	< 1		
38	Meghan Byram	443870	K-8 Grade Art Teacher		3		
39	Sarah Totall	386400	Physical Education Teacher		2		
40	Erin Thune	383220	Physical Education Teacher		2		
41	Lilian Haniff	456227	Special Education Teacher		2		X
42	Desheng Qiu	474789	Special Education Teacher		2		X
43	Ting-Wen Chen	483158	Special Education Teacher	X	<1		
44	Meijie Goudy	456348	Speech and Language Pathologist	X	< 2		
45	Taoyuan Li	377724	Speech and Language Pathologist		7		

## 2014-15 ADMINISTRATORS

	Name	File Folder No.	Assignment	Years Employed by the School	Left During 2014-15	Not Returning 2015-16
1	Susan Berg		CEO/Executive Director	3.5		
2	Luyi Lien		Academic Director	9		
3	Jeremy Brewer		Dean of Students	3		

# STAFFING

## 2014-15 OTHER INSTRUCTIONAL STAFF

	Name	File Folder No.	Assignment	Part-Time	Years Employed by the School	Left During 2014-15	Not Returning 2015-16
1	Esther Tan Lee		Special Education Para		3		
2	Tammy Tsao		Special Education Para		3		
3	Cara Stromback		Special Education Para		2		X
4	Yu-Chia Chen		Special Education Para		<1		
5	Sandy Pan		Educational Assistant		5		
6	Joyce Lu		Educational Assistant		7		
7	Pearl Chen		Educational Assistant		5		
8	Zhouyun Li		Educational Assistant		4		
9	Cuijian Baker		Educational Assistant		2		
10	Jennifer Liu		Educational Assistant		1		
11	Yu-Chi Huang Norby		Educational Assistant		1		
12	Ye Long		Educational Assistant		< 1		
13	Yongyan Cai		Educational Assistant		< 1	X	
14	Wei Jiang		Educational Assistant		< 1		
15	Cory Brathall		Educational Assistant		< 1		
16	Sirui Chen		Educational Assistant	X	< 1		
17	Yuning Zhang		Educational Assistant	X	< 1		X
18	Ying Li		Hanban Teacher		<2		
19	Jing Wang		Hanban Teacher		<1		X

## 2014-15 OTHER STAFF MEMBERS

	Name	File Folder No.	Assignment	Part Time	Years Employed by the School	Left During 2014-15	Not Returning 2015-16
1	Jennifer Vanyo		HR/Business Manager		3	X	
2	Jennifer Olsen		Registrar		7		
3	Dave Madsen		Office/Communications Manager		1		X
4	Bill Francois		Facilities Manager		< 2		
5	Brett Stately		Custodian		2.5	X	
6	Paul Strand		Custodian		< 1		
7	Joel Nawrocki		Custodian		< 1		
8	Chemin Chu		IT Manager		6		
9	Kenny Chan		Special Education Coordinator		1		

# STAFFING

10	Mary Schultz	Receptionist		<1	X
11	Annie Xiong	Health Aide	X	< 1	X
12	Nina Flynn	Health Aide	X	< 1	X
13	Zong Her	Health Aide	X	2	
14	Wendi Harmsen	Health Aide	X	< 1	
15	Ginger Hao	Licensed School Nurse	X	<2	
16	Helen Hindrawati	Food Service Coordinator		5	
7	Beth Irish	Food Service Assistant	X	< 1	
18	Becky Kiekhafer	Food Service Assistant	X	< 1	
19	Dian Afriyanti	Food Service Assistant	X	3	
20	Libby Pomroy	Extended Day Coordinator	X	3	
21	Teresa Yen	Yinghua Care Staff	X	< 1	
22	Laura Geisen	Yinghua Care Staff	X	1	
23	Jennifer C.H. Liu	Yinghua Care Staff	X	< 1	
24	Eric Forseth	Yinghua Care Staff	X	< 1	X
25	Brenda Filipitch	Yinghua Care Staff	X	< 1	X
26	Allyn Chen	Yinghua Care Staff	X	< 1	X
27	Dennis Kelner	Yinghua Care Staff	X	< 1	X

For the 2014-15 school year, the student to teacher ratio (including instructional staff) was approximately 11:1.

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 participates in weekly curriculum planning meetings and preparatory time.

The teacher retention rate was a main priority of the school’s continuous improvement work in 2014-15. The retention rate from 2012-13 to 2013-14 was 60% (15 out of 35 teaching positions). The retention rate from 2013-14 was 89% and from 2014-15 93%, a thirty-three point increase over two years.



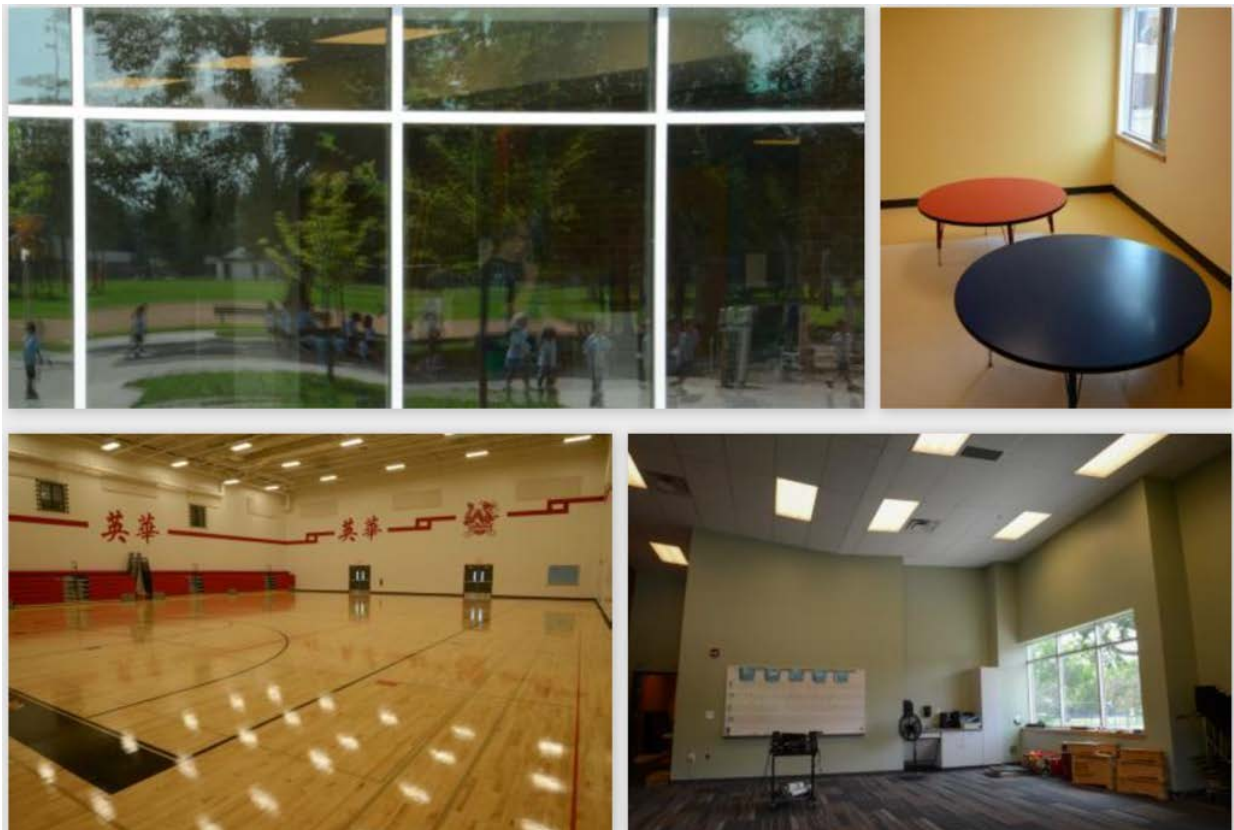
# STAFFING

The table below gives the current retention rate for the school years 2010-15. 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	2015-16
Percentage of Teachers Retained from Prior School Year	72%	50%	82%	60%	89%	93%

An analysis of teacher resignations/departures from the 2014-15 year to the 2015-16 year indicates the following reasons that teachers are not returning: taking a position at a District School closer to home, leaving the profession to pursue other interests, and moving out of state.



# FINANCIAL PERFORMANCE

## Financial Performance

The School Board, Finance Committee, Executive Director, Business Manager, and financial management company work together to manage expenses with a careful, proactive, and long-term approach.

Financial successes from 2014-15 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.
- Received donations from the Yinghua community totaling over \$178,000.
- Expect to finish FY 2015 with a \$643,135 surplus (10.5% of expenses), exceeding the planned surplus of \$433,410 by 48%.
- Expect to finish FY 2015 with a fund balance of 22.1%, exceeding the goal of 18% by 4.1 percentage points.

Fiscal Year 2014-2015 was an exciting year, financially, for Yinghua. The school benefited from the new full-day kindergarten funding that was enacted through the legislature. Additionally, with the closing of the Kinder Campus during the summer of 2014, the school was able to realize economies of scale when the kindergarten students returned back to the main campus with the completion of the expansion project. Lastly, the school experienced the benefit of increased funding per pupil from the new state funding calculations. Those three drivers, coupled with conservative fiscal management of the budget, produced a combined surplus of \$643,135 and pushed the school's fund balance over the target goal of 20% (22.1% unaudited balance)!

As stated above, Fiscal Year 2015 ended with a surplus of \$643,135 to add to the fund balance, which was higher than the \$338,868 initially projected and also higher than the \$433,410 surplus in the most recent working budget. The school maintains a very conservative approach towards budget development and implementation. The school follows this model to absorb unforeseen, negative factors that could affect the budget from either the internal or external environment; neither occurred in the past year. The June 30, 2015 fund balance was \$1,353,332, which equates to a 16.4% general fund balance and a 22.1% total fund balance percentage (compared to 17.5% as projected). The

# FINANCIAL PERFORMANCE

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

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. The Board voted in May 2015 to begin working with a new management company, Clifton Larson Allen. The Board and administration will work closely with the new company to ensure it continues to meet and exceed the financial projections and develop a new long-range budget (5 year model update).

Following is a summary of Yinghua Academy's original budget, revised budget, and actual financial results for Fiscal Year 2015 as well as Yinghua's financial position on June 30, 2015. The Yinghua Academy School Board approved the last revised budget on April 17, 2015.



# FINANCIAL PERFORMANCE

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

<b>Assets</b>	
Cash	887,245
Accounts Receivable	1,536
State Aid Receivable	554,483
Federal Aid Receivable	10,705
Prepaid Expenses and Deposits	99,076
Due from Other Funds	142,849
<b>Total Assets</b>	<b>1,695,895</b>
<b>Liabilities</b>	
Salaries and Wages Payable	229,523
Line of Credit	0
Accounts Payable	55,243
Payroll Deductions and Benefits Payable	57,798
Deferred Revenue	36,400
<b>Total Liabilities</b>	<b>342,563</b>
<b>Fund Balance</b>	<b>1,353,332</b>
<b>Total Liabilities and Fund Balance</b>	<b>1,695,895</b>



# FINANCIAL PERFORMANCE

## STATEMENT OF REVENUE AND EXPENDITURES FOR THE YEAR ENDED JUNE 30, 2015

DESCRIPTION	ORIGINAL BUDGET	REVISED BUDGET	ACTUAL (UNAUDITED)
<b>Revenues</b>			
State Revenues	5,355,093	5,703,319	5,641,653
Federal Revenues	93,400	91,338	69,477
Grants	112,000	130,928	168,546
Other Revenues	221,265	117,071	160,156
Donations and Gifts	80,300	80,300	94,317
Food Service	194,400	178,800	229,311
Community Service (Yinghua Care)	283,000	351,795	395,197
<b>Total Revenues</b>	<b>6,339,458</b>	<b>6,653,551</b>	<b>6,758,657</b>
<b>Expenditures</b>			
Salaries and Benefits	3,055,115	3,127,140	3,022,982
Building Lease and Operating Expenses	1,478,470	1,550,670	1,519,618
Programming, General & Administrative	1,034,605	1,083,173	1,092,027
Food Service	199,400	178,800	217,123
Community Service (Yinghua Care)	233,000	301,795	263,772
<b>Total Expenditures</b>	<b>6,000,590</b>	<b>6,241,578</b>	<b>6,115,522</b>
<b>Surplus (Deficit)</b>	<b>338,868</b>	<b>411,973</b>	<b>643,135</b>
<b>Fund Balance</b>			
Beginning Fund Balance	710,197	710,197	710,197
Add Surplus (Deficit)	338,868	411,973	643,135
<b>Ending Fund Balance</b>	<b>1,049,065</b>	<b>1,122,170</b>	<b>1,353,332</b>
<b>Combined Fund Balances Percentage</b>	<b>17.5%</b>	<b>18.0%</b>	<b>22.1%</b>

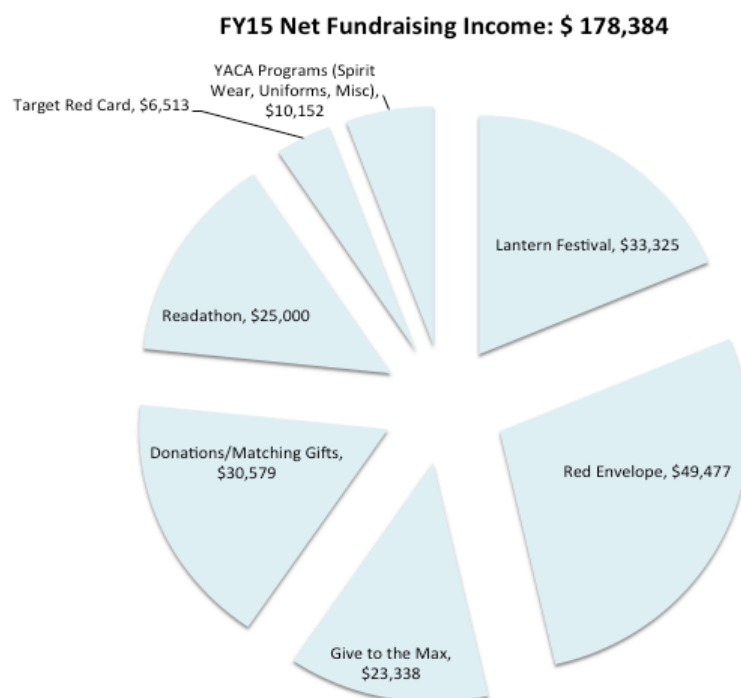


# FINANCIAL PERFORMANCE

Grants and donations continue to remain a strong and important revenue source for Yinghua Academy. The school was awarded a \$89,978.24 STARTALK grant to finance a three-week newly developed student program entitled “STARTALK Summer Bridge Camp: Chinese Language Arts, Leadership, and Technology for Grades 6-12 Students.” The camp was held from July 27-August 14, 2015.

Yinghua also received a Minnesota Department of Education Title I grant in the amount of \$11,767.74, entitled “Improving the Academic Achievement of the Disadvantaged”; 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 \$178,000 in Fiscal Year 2015. 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 three 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, among other things.





## Curriculum

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

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

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

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

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

## CHINESE LANGUAGE ARTS AND CONTENT-BASED INSTRUCTION IN CHINESE

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

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

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

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

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

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Language Arts systematically introduces classical Chinese to widen the scope of students' Chinese language knowledge and advance their literacy ability.

## MATHEMATICS

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

YINGHUA MIDDLE SCHOOL MATH CURRICULUM

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

## ENGLISH LANGUAGE ARTS

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

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## SCIENCE

Yinghua's science curriculum is aligned to the current Minnesota State Science Standards and with national standards published by the National Research Council. Yinghua also incorporates core knowledge standards from the Core Knowledge foundation. At the elementary school level (grades K-4), science is taught in Chinese immersion classrooms. Science at the middle school level (grades 5-8) is taught in English. 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 the disciplines of Biology, Ecology, Geology, Meteorology, Astronomy, Chemistry, and Physics. Instruction emphasizes both the methods of doing science and the understanding of important science concepts. Students are taught in an inquiry method that encourages them to ask questions based on direct observations made from hands-on experiments, academic reading, and multimedia presentations. Students complete research projects as well as design and conduct their own investigations. Important science concepts are constructed and internalized as students make connections between life experiences and classroom learning of the science disciplines.

## SOCIAL STUDIES

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

## SPECIALIST CLASSES

Recognizing the connections between art, music, and physical education, and overall academic achievement, Yinghua maximizes student exposure to these subjects. Monthly whole school "theme

# CURRICULUM

webs” interweave language, content, and culture objectives in all classes. Students practice music, visual art, and physical education in purpose-built, customized facilities with teachers who are specialists in these areas.

## Music

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

## Visual Art

The art curriculum utilizes Discipline Based Art Education, which introduces drawing, painting, printing, collage, and sculpture and emphasizes art criticism and history. The art studio has a full wall of south-facing windows, ample workspace, and a kiln. Students are encouraged to question and discuss what they see and create, and they apply their classroom knowledge during trips to museums and art studios. This multi-layered engagement with the visual arts encourages students to apply the observation and analysis skills they are acquiring in other classes. Kindergarteners have 30 minutes per week of art while students in grades one through five each have 50 minutes per week, and sixth through eighth graders have a weekly 90-minute class.

## Physical Education

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

## Technology

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

## EXTRACURRICULAR ACTIVITIES

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

Yinghua Extended Care offers convenient, drop-in morning care from 6:45-7:45am prior to the start of school, and aftercare from 3:30-6:00pm. This fee-based program provides choices for students including homework help, playground, game room, arts and crafts, library time, and computer lab.

The Enrichment program offerings change each term and include a variety of fee-based classes and clubs such as computer coding, Mad Science, chess, art classes, sports offerings, and choir. Some instructors are Yinghua teachers, while others are community members or from outside organizations. Registration for fall 2015 is up 10 percent over fall 2014 participation.

Since 2012, Yinghua's Conservatory of Music continues to offer private lessons to students in instruments of their choice. In fall 2015, registration increased 35 percent over 2014 fall numbers, with well over 100 students receiving instruction in instruments ranging from strings to piano, drums, guitar, voice, and erhu--a traditional Chinese instrument.

Enrichment and Music Conservatory programs are bundled with Aftercare before and after lessons, 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 a popular 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 can pick from soccer, floor hockey, basketball, track and field, and sports sampler. Older students participated in a conference of similar sized schools that provided healthy competition in soccer, volleyball, basketball, and cross country running. This year we look forward to adding a cross country ski team as well as track and field. The ability to host home games for basketball and volleyball

# CURRICULUM

in our new state-of-the-art gymnasium has been an added bonus for players and fans, as well as a valued amenity amongst the schools in our conference.

## ASSESSMENT AND ACCOUNTABILITY DATA

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

The following standardized testing occurred for the 2014-15 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 4
- OPI (Oral Proficiency Interview) for grades 6 and 8
- Youth Chinese Test (YCT) Assessment of student Chinese reading comprehension and writing, grades 4-8
- Hanyu Shuiping Kaoshi (HSK) for grades 7 and 8

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



# ACADEMIC PERFORMANCE

## Academic Performance

Yinghua's academic performance is exceptional and was recognized by Friends of Education, the school's authorizer, as a major factor warranting the awarding of a five-year contract renewal, the maximum allowed by law, beginning July 1, 2014. The school made Adequate Yearly Progress (AYP) each year of the previous three-year contract. On the newly published school report card for 2014-2015, Yinghua Academy was designated as a REWARD school; REWARD schools by definition are in the top 15 percent of Title I schools based on their Multiple Measurement Rating (MMR). Because this is the first year that Yinghua was a Title I school, it is also the first time that the school was eligible for this distinction. Overall, the school has demonstrated impressive student outcomes and success in closing achievement gaps.

In the new charter contract with Friends of Education, the designated compared districts are Minneapolis, St. Anthony/New Brighton, and Minnetonka. Our school's MCA proficiency rates outperformed these three school districts in Math for grades 3 to 8; Reading for grades 6-8; and Science for grade 5 and grade 8. Despite our high proficiency rate in reading and math, our students still show significant growth. Specifically, 38.1 % of students in reading and 30.7% of students in math attained high growth status.

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

In Mandarin testing, Yinghua students are on track to advance approximately one scale per year on the Student Oral Proficiency Assessment (SOPA), including 8th grade at level eight, which is the second highest of nine possible levels in Mandarin. On the Youth Chinese Test (YCT), the majority of 4th-8th grade students passed the highest level (Level 4) with 88.7% of students passing Level 4 by 5th grade. The Oral Proficiency Interview (OPI) is a new tool we used to assess our students' Mandarin oral proficiency this year. According to this measure, our students performed one level lower than our predicted results. After closely studying the results, we are consulting with field experts to determine two things: 1) Was the OPI the right tool? ; 2) Were our predictions unrealistic?

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



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The speech contest provided an opportunity for students to write their own speeches and to present their ideas to the public. The results were promising in that students gained confidence in using tools to enhance their Mandarin learning.

Every year, The Confucius Institute at the University of Minnesota and the Minnesota Department of Education host the Chinese Proficiency Award Ceremony at Ted Mann Concert Hall to recognize and celebrate students' high level of Chinese proficiency. This event recognizes students with successful performances on the Youth Chinese Test (YCT), Hanyu Shuiping Kaoshi (HSK) Chinese proficiency test, Assessment of Performance toward Proficiency in Languages (AAPPL), and the STAMP Proficiency Assessment. In 2015, 77 of our students will receive certificates: one will receive the Confucius Institute Progress Award, nine will receive the MDE High Achievement Certificate; and sixty-seven will receive the MDE Proficiency Certificate.

Academic achievements of a more qualitative nature include the following: 7th and 8th grade students involved in Yinghua's Student Life Organization attended the second ever WE Day along with 18,000 youth to celebrate the power of American youth to create positive and lasting change locally and globally. In summer 2015, 15 middle school students along with Academic Director Dr. Luyi Lien completed a study-tour of China including a visit to Yinghua's sister school in Inner Mongolia, China. In addition, during Yinghua's fall Read-A-Thon, students read an impressive total of 228,866 minutes in English or Chinese. 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.

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

### Sub Goal 1.1: Absolute Proficiency

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

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

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

# ACADEMIC PERFORMANCE

## Sub Goal 1.2: Comparative Proficiency

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

2014-15 MCA	Yinghua	Minneapolis	St. Anthony/ New Brighton	Minnetonka	Combined Average
Math G3-8	84.4%	> 46.2%	72.1%	80.4%	> 76.2%
Reading G6-8	83.0%	> 31.5%	61.3%	81.3%	> 71.3%
Science G5 & G8	91.0%	> 37.6%	58.0%	75.6%	> 66.8%

*Results:* The school met this goal.

## Sub Goal 1.3: Growth

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

MCA	Goal	2014-15
Z-Score	> 0	0.1467
# Non-proficient student (>20)	Yes/No	See below
High Growth % of above in subsequent year	> 50%	See below

*Results:* The School's growth z-score, as published with the state's release of MMR data, is 0.1467, which exceeds the contract goal of exceeding 0. The school met this goal.

2015 Math		
# Non-proficient student (>20)	Yes	23
High Growth % of above in subsequent year	> 50%	9 students 39.1%

# ACADEMIC PERFORMANCE

*Results:* Out of 208 measured students who took the 2015 MCA Math Test, 23 of them were not proficient. Among these 23 students, 9 students made exceptional growth, which means 39.1% of non-proficient students achieved high growth in subsequent year. The school did not meet this goal in math.

2015 Reading		
# Non-proficient student (>20)	Yes	41
High Growth % of above in subsequent year	> 50%	27 students 65.9%

*Results:* Out of the 205 measured students who took the 2015 MCA Reading Test, 41 of them were not proficient. Among these 41 students, 27 students made exceptional growth, which means 65.9% of non-proficient students achieved high growth in subsequent year. The school met this goal in reading.

## Sub Goal 1.4: Achievement Gap Reduction

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

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

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

	[One-half of (100 – 2013 subgroup proficiency rate)] + 2013 subgroup proficiency rate		2013		2014		2015	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Asian	74.4	79.4	73.7 N=133	87.2 N=133	76.6 N=141	85.1 N=141	83.4 N=145	84.1 N=145
White	82.6	83.4	75.0 N=84	91.7 N=84	85.4 N=89	94.3 N=88	83.9 N=143	86.0 N=143
Special Ed	66.5	66.0	34.5 N=29	65.5 N=29	51.7 N=29	58.6 N=29	51.4 N=35	51.4 N=35
FRP	69.4	70.8	59.1 N=22	77.3 N=22	58.6 N=29	69.0 N=29	70.7 N=41	65.9 N=41

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## *Results:*

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

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

2015	Non-FRL	FRL	Difference
Math	87.3%	65.9%	21.4%
Reading	85.0%	70.7%	14.3%

## *Results:*

For 2015, the difference between the non-FRL proficiency rate in the school and the FRL proficiency rate for math and reading are 21.4% and 14.3%, respectively. These two numbers will serve as a base line for the school to track whether or not the differences are reduced in both math and reading.



# ACADEMIC PERFORMANCE

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

The following goals are based on the American Council on the Teaching of Foreign Language (ACTFL) Proficiency Guidelines 2012:

### Sub Goal 2.1: Speaking and Listening

Speaking and Listening. Each year, the School will administer a Student Oral Proficiency Assessment (SOPA) in at least Kindergarten, 2<sup>nd</sup> grade, and 4<sup>th</sup> grade.

80% of immersion students will reach the following proficiency levels:

Grade	SOPA Scale Junior	Goal	2014-15
K	Novice – High	80%	90.2%
2	Intermediate – Low	80%	82.0%
4	Intermediate - Mid	80%	100%

*Results:* The school met this goal.

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

Grade	OPI	Goal	2014-15
6	Advanced – Low	80%	6%
8	Advanced - Mid	80%	6%

*Results:* The school did not meet this goal.

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

There are a number of valid instruments available now for assessing language proficiency. In general, the Student Oral Proficiency Assessment (SOPA) suits grade 2-8 students; while the ACTFL Oral Proficiency Interview (OPI) assesses language proficiency in terms of speakers' ability to use the language effectively and appropriately in real-life situations. Generally speaking, the OPI rates oral proficiency more holistically (oral proficiency and listening comprehension), while SOPA rates oral

# ACADEMIC PERFORMANCE

proficiency in terms of three aspects (fluency, grammar/language control, and vocabulary) and listening comprehension.

In Yinghua's nine-year operation, we have tracked students' fluency, grammar/ language control, and vocabulary aspects of oral proficiency individually via the SOPA. The results have provided us informative guidelines to view how well our students are doing. However, we would like to see how well our students can perform in real life situations; therefore, the OPI assessment tool was chosen.

For the first year of OPI tests, we followed the Language Testing International (LTI ) Protocol of OPI assessment which is a live 30-45 minute conversation that is conducted over the phone, between a trained, certified ACTFL tester and the candidate. According to this particular test, our results were disappointing. By studying our students' OPI results, we were surprised by the inconsistency between our internal predictions of students' proficiency levels, and the OPI results. One possible explanation is that the method of conducting an OPI test takes out the possible clue context from students' familiar environment and thus increases the difficulty of the tests. Only one student in grade 8 reached our goal of Advanced-Mid proficiency level; one student in grade 6 reached our goal of Advanced-Low proficiency level. We are consulting field experts and will possibly invite an OPI certified rater to come and conduct the OPI interview in person; this way, we may eliminate the uncertain and uncomfortable phone interview situations and might be able to probe and get more appropriate testing results from our students.

HISTORICAL SOPA FLUENCY LEVELS

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

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

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

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

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

# ACADEMIC PERFORMANCE

## Sub Goal 2.2: Reading and Writing

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

YCT	Goal	2014-15
% of 5 <sup>th</sup> grade that passed Level IV	80%	88.7%

*Results:* The school met this goal.

### HISTORICAL YCT RESULTS

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

#### YOUTH CHINESE TEST (YCT)

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

#### YCT Levels:

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



# ACADEMIC PERFORMANCE

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

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

2014-15 NWEA	# of students
Reading: 4 <sup>th</sup> grade with percentile ranking of less than 70%	25
Math: 4 <sup>th</sup> grade with percentile ranking of less than 70%	7

2014-15 NWEA 8 <sup>th</sup> Grade	# of students with national percentile ranking of less than 70% in 4 <sup>th</sup> grade	Goal	# of students measured with increased national percentile ranking
Reading	10	50%	100%
Math	4	50%	50%

*Results:* The school met this goal.



# ACADEMIC PERFORMANCE

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

### Sub Goal 4.1: Academic Governance

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

*Results:* The school has had a formal Academic Committee in place since the strategic plan was completed in 2010. Each spring, the board identifies overarching annual goals in collaboration with the Executive Director and Academic Director, which tie back to the long-term strategic plan. The Academic Committee then proposes board-specific and administrative-specific objectives to meet those goals.

In 2014-2015, the Academic Committee served as the working group to develop and implement an Academic Governance Plan to critically evaluate and strategically lead the school's academic performance and improvement. The plan was laid out as a schedule corresponding to Academic Committee meetings:

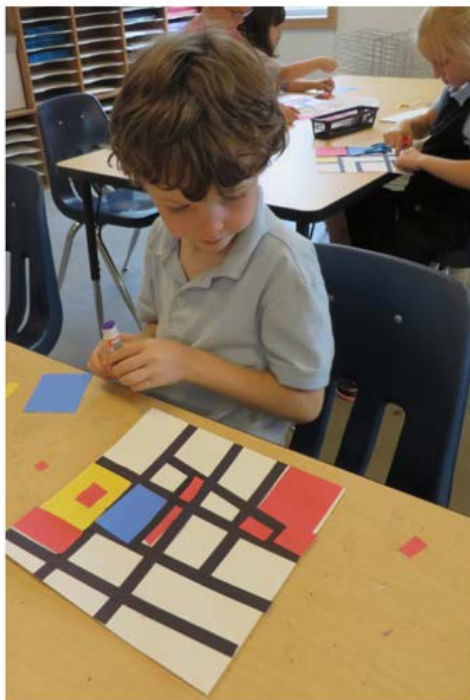
Month	Academic Goals/Topics	Implementation	Results
January	K-4 Scope and Sequence	Revised previous year's plan and shared with committee members	Posted curriculum map online
February	Document Chinese assessment process and review benchmarks (SOPA/YCT)	Presented Chinese assessment process and implementation to the board	Conducted SOPA and YCT assessments and shared results with staff
March	Academic Performance (alternative assessment review)	Presented Alternative assessment process	Academic Performances held on May 20 and 21
April	Writing assessment/ Maintain a reputation of excellence as a top Chinese immersion school in the U.S.	<ul style="list-style-type: none"> <li>Shared samples of assessment work</li> <li>Discussed and determined presentation /workshop opportunities</li> </ul>	Evaluated of previous year's Executive Director and Academic Director professional development plans
May	Overview of all documents in subject material (curriculum map, pacing chart, lesson plans, assessment material)	Confirmed all documents located on staff shared drive	All documents located on staff shared drive
June	End of school year review and reflection	Set academic goals for next year	Set reading goals for next year
July	Break	-	-

# ACADEMIC PERFORMANCE

August	Document K-8 Curriculum in all subjects	Revised curriculum maps	2015-16 Curriculum Maps distributed on Curriculum Night
September	Theme-Web Review and Articulate Middle School Curriculum	Overview of Academic Committee Plan	Discuss academic committee goals
October	Curriculum Night and Curriculum Review	In progress	-
November	Set new goals for Academic Committee Work	-	-
December	Review and Update K-4 Scope and Sequence	-	-

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

- 9/15/14: MCA and YCT Assessments
- 2/16/15: MCA and SOPA Assessments
- 6/15/15: Curriculum Development Overview



# ACADEMIC PERFORMANCE

## Sub Goal 4.2: Data-Driven Instruction

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

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

*Results:* The school has created and implemented DDI summative assessments on a trimester basis in all grades. The assessment dates for 2014-15 school year were as follows:

2014-15 DDI Assessment Meetings and Alternative Assessment Events	Subjects	Dates
Term I	Math, CLA, English, and Science	November 19-25
Term II	Math, CLA, English, and Science	March 6-13
Term III	Math, CLA, English, and Science	May 29-June 4
Alternative Assessment/ Academic Performance	Math, CLA, English, and Science	May 20-21

Students used Academic Performances 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

## CHARTER CONTRACT GOAL 5: ADDITIONAL MEASURES

### Sub Goal 5.1: Attendance

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

Attendance Rate	Goal	Actual
2014-15	95%	96.5%

*Result:* The school met this goal.

### Sub Goal 5.2: Parent Conference Attendance

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

Attendance Rate	Goal	Actual
2014-15	95%	Fall 98% Spring 97%

*Result:* The school met this goal.

### Sub Goal 5.3: Professional Development

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

Attendance Rate	Goal	Actual
2014-15	95%	100%

*Result:* The school met this goal.

### Sub Goal 5.4: Chinese Culture

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

Attendance Rate	Goal	Actual
2014-15	95%	100%

*Result:* The school met this goal.

# ACADEMIC PERFORMANCE

## HANYU SHUIPING KAOSHI (HSK)

The Hanyu Shuiping Kaoshi (HSK), translated as Chinese Proficiency Test or Chinese Standard Exam, is China's standardized test of Chinese language proficiency for non-native speakers such as foreign students and overseas Chinese. The test is administered by Hanban, an agency of the Ministry of Education of the People's Republic of China. The HSK is a general (or universal) Chinese language abilities test for adult learners.

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

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

## 2014-15 HSK RESULTS

Test Location		HSK II	HSK III	HSK IV
USA	Students	-	18	16
	Passing	-	16	15
	Average Score	-	236.1	216.8
	Passing Rate	-	88.9%	93.8%
China	Students	1	5	9
	Passing	1	5	9
	Average Score	166.0	259.6	253.4
	Passing Rate	100%	100%	100%
TOTAL	Students	1	23	25
	Passing	1	21	24
	Average Score	166.0	241.2	230.0
	Passing Rate	100%	91.3%	96.0%
Scoring System	Passing Score	120/200	180/300	180/300

# OPERATIONAL PERFORMANCE

## Operational Performance

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

### AUTHORIZER RELATIONS AND COMMUNICATION

Yinghua Academy's charter authorizer is Friends of Education (Friends). The charter authorizer provides strict financial and academic controls and ensures school adherence to national standards for charter school oversight and quality. Friends of Education monitors the three critical areas of charter school operations: academic performance, finance, and reporting and legal compliance, by monitoring student testing, conducting site visits, reviewing annual reports, and communicating with MDE. Friends can be contacted at: Friends of Education, 200 East Lake Street, Wayzata, MN 55391 or [info@improveK-12education.org](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).

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

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

### COMPLIANCE WITH APPLICABLE LAWS AND MDE REPORTING REQUIREMENTS

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



# OPERATIONAL PERFORMANCE

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

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

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

## STRATEGIC PLAN IMPLEMENTATION

The School Board provides operational oversight at Yinghua Academy, ensuring successful implementation of the Yinghua Academy Strategic Plan. The Executive Director met regularly with the Board Chair and submitted monthly Director’s Reports to the Board before each meeting, reviewing progress made toward strategic and other goals. The Board and Administration reviewed the five-year strategic plan at the annual spring retreat, evaluating progress toward goals and updating annual goals.





## Innovative Practices and Implementation

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

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

As we begin our tenth year, we know that 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. In addition, external exams allow the school to determine comparative achievement and growth with other programs.

Outside the classroom, Yinghua Academy supports Chinese language and cultural learning by hosting cultural events, participating in local events such as "Passage to China" at the Mall of America and the Dragon Boat Festival in St. Paul, 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 students and teachers 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

# INNOVATIVE PRACTICES AND IMPLEMENTATION

in June-July, and allowed the students the opportunity to experience a school setting, home stays, and famous landmarks such as the Great Wall and Forbidden City. Yinghua received generous scholarship support from the Hanban, the government office in the 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.

Beginning in fall 2014, graduates of Yinghua, any other 8th grade Chinese immersion program, or a student with equivalent Chinese language skills from any high school in the Twin Cities and beyond, were able to enroll through MNOHS in online advanced immersion language and literature courses designed by Dr. Lien, Yinghua's Academic Director, and taught by Yinghua's Chinese language arts teachers. Now in its second year, additional courses were designed in summer 2015, made possible by a STARTALK grant for \$89,978 for a three week summer program entitled, "Chinese Language, Leadership, and Technology for Middle School Students". As other public, charter, and private high schools across the metropolitan area become familiar with our graduates, they are reaching out to Yinghua to attract our students.

Other innovative practices implemented during 2014-15 included:

## WHOLE SCHOOL

- **Experiential learning** through artist residencies, field trips, and community service
- **Music performance**, including March Music Madness (a daylong celebration featuring 300 acts of music to celebrate National Music in the Schools Month), twice annual Orchestra concerts, monthly "performance day" within regular music class, and the continued growth of our Music Conservatory, which provides private and group lessons to nearly 100 students in violin, viola, cello, drums, flute, guitar, erhu, voice, and brass instruments
- **Lifetime sports** and recreational activities such as cross-country skiing, snowshoeing, sledding, rollerblading, biking, and more that maximized Yinghua's location on Northeast Park. Additionally this year, we installed a climbing wall, funded through donations, to further enhance physical education and celebrate our new space.
- **Support for academic success** through the creation of Homework labs, available before school, with peer tutors as well as teacher support in both Chinese and English as well as Homework FIRST, staffed by Chinese and English speaking teachers, for one-on-one instruction after school
- **Family engagement** through parent education events (such as *Study Skills 101: A Parent's Guide* to support parents and their students as they work to establish effective and efficient study skills and to address homework challenges), Friday Night Roller-skating in the new gym, and drop-in family clay classes on Saturdays

# INNOVATIVE PRACTICES AND IMPLEMENTATION

- **Cross-cultural development** among teachers through the Teacher Book Clubs as part of our Professional Learning Communities; titles included *Teach Like a Champion*, *Educating Esmé*, *Battle Hymn of the Tiger Mom*, and *Born to Rise*

## LOWER SCHOOL

- **Chinese literacy and writing skills** through the a Lower School Chinese Dictionary Competition and regular essay writing
- **Music development** through the opportunity for every 4th grader to choose either a choir track or a string instrument track for the year. Orchestra students receive small group instruction within regular music classes.

## MIDDLE SCHOOL

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



# FUTURE PLANS

## Future Plans

In spring 2015, 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.

Additionally, the Board began discussions about the next strategic planning process. We discussed our goals for Yinghua over the next five years, as well as challenges that we predict Yinghua will face over the same time period. From this starting point, we will undertake a planning process with the community over the next year. We are currently forming a task force to lead the strategic planning process, with the goal of having a new plan in place for the 2016-17 school 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:

### ACADEMIC

- 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
- “Reward school” designation by MDE – top 15% of Title I schools based on MMR
- Exceptional scores on both the SOPA and YCT tests

### SUSTAINABILITY

- Best student retention in school history, with 96% returning for the 2015-16 school year
- Best teacher retention in school history, with 93% returning for the 2015-16 school year
- Consolidation back into one expanded campus
- Achievement of 20% fund balance

### RECOGNITION

- Selection for Confucius Classroom of the Year award
- Nomination for National Blue Ribbon award through U.S. Department of Education

There is a renewed momentum at the school attributable to the physical change of being back together in the new building. In this Year of the Sheep, we appreciated the opportunity for peace and calm – steady student achievement, student growth, and teacher retention. Yet like any great school, we continue to develop each year to offer the strongest education to our students and to remain competitive in the school choice marketplace, for the sole purpose of achieving Yinghua's mission. Above all, Yinghua remains committed to making decisions for the benefit of the students and the long term health of the program at the forefront. Yinghua is a success story because of this commitment.

# CONTACT INFORMATION

## Contact Information

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Minnesota School District #4140



# 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
<b>Goals</b> <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>	<b>Goals</b> <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>100% of staff shall receive Professional Development each year</li> <li>100% of board members shall receive ongoing training each year</li> </ul>	<b>Goals</b> <ul style="list-style-type: none"> <li>Build a positive, collaborative and respectful school culture around Yinghua Academy's mission and values</li> <li>Engaged students, staff, and families</li> </ul>	<b>Goals</b> <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>
<b>Strategies</b> <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>	<b>Strategies</b> <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>	<b>Strategies</b> <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>	<b>Strategies</b> <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 – 2014-15 ANNUAL GOALS

### Exhibit B – 2014-15 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>• Continuous progress in student achievement in reading and math as indicated by nationally-normed NWEA scores: <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>• 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</li> <li>• Develop an assessment for Chinese writing goals including rubrics or exemplars based on Yinghua Chinese writing curricular goals</li> <li>• Document alternative assessments such as presentations and portfolios to give a holistic picture of a student's abilities</li> </ul>	<p><b>ANNUAL GOALS</b></p> <ul style="list-style-type: none"> <li>• 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 <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>• 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 <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>• 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. <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>• Monitor and encourage Yinghua stakeholders' positive engagement with the school: <ul style="list-style-type: none"> <li>o Staff <ul style="list-style-type: none"> <li>i. Meet or exceed 80% satisfaction rate* (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. Improve staff's willingness to suggest ideas and improvements <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. Record staff's engagement in in school events</li> </ul> </li> <li>o Students <ul style="list-style-type: none"> <li>i. Achieve 95% attendance rate (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. Meet or exceed 2013-2014 % of students enrolled in an after school program* <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>• Achieve 16.4% fund balance by 6/30/15 as projected in the long-range budget model</li> <li>• Achieve enrollment of 635 students (for 2014-2015 at the end of the school year) as projected in the long-range budget model <ul style="list-style-type: none"> <li>a. 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. <i>2013-14: (KG): 189; (1st):11</i></li> <li>b. Achieve 90% retention of K-7 students <i>2010-11: 92%</i> <i>2011-12: 90%</i> <i>2012-13: 89%</i> <i>2013-14: 89%</i></li> </ul> </li> <li>• Manage increased student population and facility size to minimize disruption and ensure safety</li> <li>• Develop and execute fundraising plan</li> <li>• Increase involvement and engagement with community groups, including Northeast Minneapolis, the local Chinese community, charter schools, and immersion schools</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>• Determine appropriate comparative metric for reporting overall school performance</li> <li>• 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.)</li> <li>• Fully articulate and document K-8 curricula in all subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the percentage of teachers who are licensed or are working towards licensure <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><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><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><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><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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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>Math MCA 82.8% <i>2013-2014: 88.8%</i></li> <li>Reading MCA 84.8% <i>2013-14: 78.9%</i></li> <li>Science. MCA 66.7% <i>2013-14:83.6%</i></li> <li>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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