

YINGHUA ACADEMY 2018 ANNUAL REPORT



Safety, Speak Chinese, Learn, Happiness, Global Citizenship

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# YINGHUA ACADEMY ANNUAL REPORT

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# YINGHUA ACADEMY ANNUAL REPORT

## Introduction

Recognized by the US Department of Education as a National Blue Ribbon school in 2015, Yinghua Academy is a national leader in Mandarin Chinese immersion education. Founded in 2006, it is the first Chinese immersion charter public school in the U.S. and the first Chinese immersion school of any kind in the Midwest. Authorized by Friends of Education, Yinghua Academy is a bilingual, tuition-free, public K-8 charter school with an international perspective.

***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. This means that content delivered in Chinese is not translated into English later in the day or week. Students in kindergarten through fourth grade receive most of their core instruction in Chinese. Exceptions include English Language Arts and other specialist classes such as Art, Physical Education or Music for which some faculty are Chinese-speaking and some are English-speaking. Teachers never switch languages in the presence of students. Yinghua's unique program has enabled it to enjoy robust growth.

Yinghua offers a rigorous academic education that follows Minnesota Academic Standards and uses the Core Knowledge Sequence as the content foundation for all subject areas. Yinghua has placed high priority on preserving the integrity of its language immersion focus by not introducing English Language Arts until second grade, when the target language (Mandarin) is solidly established in students.



Yinghua Academy is located in a residential neighborhood of Northeast Minneapolis.

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## 2017-18 Year in Review

At the one-dozen year mark, a successful school looks both forward and back. We benefit from hindsight as we continue to perfect our educational program. Strong traditions continue, and new lenses help focus the way forward.

February 2018, Yinghua welcomed the Year of the Dog with its annual Chinese New Year performance. Academic Director, Luyi Lien, and Middle School English teacher, Bradly Byykkonen, authored this year's script with translations by Academic Coordinator Devin Nelson. "The Story of Erlang Shen and Xiao Tian Quan" presents the story of an avid martial arts learner (Èrlángshén 二郎神) who begins to unlock the mystery of his third eye. His companion, a young pup, grows up alongside him, and they learn the importance of filial piety (孝顺 xiào shun), family-based loyalty important in Chinese and other Asian cultures.

This was the school's twelfth such New Year show, but the performance took place in the context of a significantly changed Term II. Following the direction defined by the 2017-2020 Strategic Plan, school leaders added project-based learning and teamwork among students as the central determinants of Term II student success. Term II evaluations focused on student cooperation during the weeks-long process of developing, rehearsing, and bringing to the stage a large-scale musical.



Kindergarten students practice for the Chinese New Year performance in their Year of the Dog costumes.

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While the components of the Term were largely unchanged—teachers presented Core Knowledge content and students demonstrated learning through homework, quizzes, and tests—this emphasis on group work added breathing room. Parents and teachers commented on the difference this made—no longer stressed over final exams, students and families were able to enjoy the performance experience to its fullest.

## ENROLLMENT

In September 2017 Yinghua’s retention rate was 97% with a fall 2017 enrollment of 818 students and families coming from 88 metropolitan ZIP Codes. During the 2017 Open Enrollment period, 123 applications were submitted for 22 of 84 kindergarten openings (three kindergarten sections) not already filled by siblings. There was minimal change from last year to this in terms of enrollment subgroups since only 22 families joined the school anew. The ratio of students who qualify for free or reduced-price school lunches decreased from 15% to 12%, and the percent of students using special education services increased to 12%.

The School Board supports the school’s work to increase diversity among Yinghua applicants. A group of stakeholders assessed school diversity and equity practices as part of the 2016-17 strategic planning process. This year, a Governance Committee member reviewed Yinghua Academy’s policies through the lenses of diversity and equity.

## FINANCIAL PERFORMANCE

Yinghua’s financial successes included receiving the State of Minnesota School Finance Award in 2018, receiving an unqualified FY 2017 audit with no material weaknesses or deficiencies, maintaining a good credit relationship with Drake Bank, strong donations, and ending the fiscal year with a \$259,000 surplus and 29% general fund balance.

## ACADEMIC PERFORMANCE

Out of 526 Minnesota schools, Yinghua was recognized as a 2018 “North Star,” top 5% school, by the Minnesota Department of Education. Minnesota uses the North Star system to identify schools and districts for support. The North Star system was designed using the broad idea of accountability in three main areas: identifying schools for support, publicly reporting data, and recognizing schools for success. Each of these areas provides valuable information to families, communities, and educators. In addition, School Digger ranked Yinghua number 4 out of 440 school districts in Minnesota (based on 2017-18 data).

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## INNOVATION, REPUTATION AND ENGAGEMENT

Innovative language immersion study trips for Yinghua Middle School students have been part of the Yinghua curriculum for the past seven years. In June 2017, 36 students traveled to Beijing and visited sister schools in Inner Mongolia and Shanghai, China, and Shanghai students and teachers visited Minnesota in August 2017.

Yinghua administrators and teachers participated in multiple national and international conferences sponsored by the National Chinese Language Conference (NCLC), the Association of Teachers of Foreign Languages (ACTFL), and other professional groups. Executive Director Sue Berg and Dr. Luyi Lien serve on the national advisory board of the Chinese Early Language Immersion Network (CELIN) sponsored by Asia Society. Locally, Yinghua engages with Friends of Education, the Immersion Research and Professional Development Program at the Center for Advanced Research on Language Acquisition at the University of Minnesota, and the Minnesota Association of Charter Schools. Yinghua is proud to be a partner with so many forward-looking organizations in the important work of educating our youth.



For the second time, Yinghua took home the Battle of the Books winner's trophy. Friends of Education hosts this annual tournament, now in its second year.

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## School Enrollment

### ENROLLMENT PROCESS

Yinghua Academy is dedicated to a free-access, quality education. As a public charter school, Yinghua provides an innovative and successful educational path for all students. Yinghua 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 2017-18 school year, a child was required to be five years old on or before September 1, 2017, in order to begin kindergarten.

Each year Yinghua has an open application period; this year that period ran from January 3 to February 10, 2017, for matriculation in the fall of 2017. All procedures and timing in regards to the application period are posted on [www.yinghuaacademy.org](http://www.yinghuaacademy.org) by October 1 and explained through public open houses. School administrators attended the PICA (Parents in Community Action) Head Start fair in fall 2017 and the Minnesota Choice Fair in January 2018 to promote open enrollment at Yinghua Academy and to network with parents and fellow charter school administrators.

All enrollment applications are time- and date-stamped upon receipt in the Yinghua Academy main office. If more applications are received for a grade level than space is available, the school holds a public lottery. In 2017, this lottery took place on Wednesday, February 15, at 6 p.m. in the school cafeteria. Approximately 40 prospective families attended. In accordance with Minnesota Statutes, section 124D.10, Yinghua offers preference to families with currently-enrolled students and to children of staff. In order to benefit from sibling and staff preference, the parents must submit an application before the close of the open enrollment period. Preference is not given for any other reason. The lottery is randomized. Students are also randomly ranked for a waiting list if applicable. In 2017, the school used a computerized random number generator to conduct the lottery, which resulted in a list of admitted students and a waitlist by grade. Applications received after the open application period are numbered and responded to in the order in which they are received.

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## ENROLLMENT HISTORY

Yinghua Academy opened in the fall of 2006 with 76 students and grew to a September 2017 enrollment of 818. In 2012, during the school’s seventh year, the School Board expanded capacity in kindergarten, first, 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 capacity to include a fifth kindergarten section for one year, given that the school had a sufficient waiting list to fill the class, a former teacher interested in returning, and space capacity in the new building. Enrollment is predicted to reach a high of 827 K-8 students in 2020 according to the Long Range Plan Assumptions to Budget Model, Scenario 1.

As the larger kindergarten classes of the past five years move through the program, the middle school grades are becoming more populous. We continue to add classes in middle school while also enrolling smaller kindergarten classes of 84 students (three sections rather than four).

## 2017-18 STUDENT DEMOGRAPHICS

Students attended Yinghua from 88 metropolitan zip codes, including urban, suburban, and rural areas. 48% were from Minneapolis and 9% were from Saint Paul. There has been a steady increase in the proportion of families that come from Minneapolis residency since the school moved from Saint Paul to Northeast Minneapolis in 2009.

### DEMOGRAPHIC MEASURES: TWO-YEAR COMPARISON

Category	2016-17*	2017-18
Geography	84 metro ZIP Codes 46% Minneapolis 11.8% St. Paul	88 metro ZIP Codes 48% Minneapolis 9% St. Paul
Ethnicity	36% Asian Pacific Islander 50% Caucasian 5% African American 3% Hispanic/Latino 1% Native American	35% Asian Pacific Islander 56% Caucasian 5% African American 3% Hispanic/Latino 1% Native American Mixed Race
English Language Learners	3% ELL 3% Heritage speakers of Chinese	5.9% ELL 4% Heritage speakers of Chinese
Free and Reduced Lunch Qualified	15%	11%
Special Education	8	12%

\*This 2016-2017 Minneapolis and St. Paul residency data is updated using city rather than ZIP Code data which had been used to calculate geography in past reports.



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## STUDENT MATRICULATION

At the end of the 2017-2018 school year, Yinghua's fourth class of full immersion students graduated from eighth grade. This cohort consisted of 50 students and was the seventh group of eighth grade graduates of Yinghua Academy. This brought the school's alumni population to 167. Yinghua's 2017-2018 graduates went to public, charter, and private high schools in the area including: Highland Park Senior High School, DeLaSalle High School, Mahtomedi High School, Central Senior High School, Minnehaha Academy, Cretin-Derham Hall High School, Central High School, Armstrong High School, South High School, Minnetonka High School, Hopkins West Junior High School, St. Paul Academy, Thomas Edison High School, Performing Institute of Minnesota Arts High School, and St. Paul Conservatory for Performing Arts.

Yinghua continues to forge relationships to assist families with making informed secondary school choices. For the past four years, we have hosted a high school panel. This year's panelists represented Breck School, Convent of the Visitation School, DeLaSalle High School, Eagle Ridge Academy, Highland Park Senior High School (SPPS), Minnesota Online High School, Northeast Art & Science Polytechnic, South High School (MPS), and St. Thomas Academy. Of note, Minnesota Online High School (MNOHS) provides a platform for our students to take advanced online Chinese no matter where they go to high school, and Highland Park Senior High School accepts Yinghua graduates even if they do not live in the Saint Paul Public Schools area.



Yinghua alumni with Middle School teacher Pamella Stommes. These graduates served as immersion summer camp assistants.

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## HISTORICAL AND PROJECTED ENROLLMENT

The following tables show Yinghua’s school year (September to June) historical and projected enrollment by grade level. Numbers represent actual average head counts based on state-reported data.

### HISTORICAL ENROLLMENT BY GRADE LEVEL

Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	26	48	76	78	77	98	107	109	134	111	110	84
1	24	46	51	77	77	78	104	110	112	139	111	112
2	15	25	52	52	76	76	72	98	109	110	134	108
3	11	21	24	47	52	70	68	69	89	104	103	128
4	N/A	18	27	25	44	43	66	65	66	90	98	103
5	N/A	N/A	15	25	24	40	39	56	63	63	85	94
6	N/A	N/A	N/A	11	24	22	28	27	53	57	59	78
7	N/A	N/A	N/A	N/A	11	18	17	17	25	52	54	59
8	N/A	N/A	N/A	N/A	N/A	5	11	13	16	25	49	50
<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>	<b>751</b>	<b>803</b>	<b>816</b>

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

### PROJECTED ENROLLMENT BY GRADE LEVEL

Grade	2017-18 Projected*	2017-18 Actual	2018-19 Projected*	2019-20 Projected*	2020-21 Projected*
K	84	84	84	84	84
1	112	112	84	84	84
2	110	108	110	82	82
3	132	128	106	106	80
4	101	103	127	102	102
5	96	94	98	123	99
6	80	78	88	90	113
7	56	59	77	85	86
8	49	50	51	71	78
<b>Total</b>	<b>820</b>	<b>816</b>	<b>825</b>	<b>827</b>	<b>808</b>

Source: Yinghua – Assumptions to Budget Model from Strategic Plan, 2017.

\*Enrollment calculated based on the following attrition rates: K-0%, 1<sup>st</sup>-2%, 2<sup>nd</sup>-3%, 3<sup>rd</sup>-4%, 4<sup>th</sup>-3%, 5<sup>th</sup>-8%, 6<sup>th</sup>-4%, and 7<sup>th</sup>-8%.

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## Student Attrition

The fall 2017-18 retention rate was 97%. Prior to the 2017-18 school year, the historical annual attrition rate has ranged from 4% to 11%.

An analysis of students who withdrew from September 2017 to August 2018 shows the following:

10 students (7 families) withdrew during the school year

- 5 students moved out of state
- 3 students transferred to a non-immersion neighborhood elementary school
- 1 student transferred to another Chinese immersion school
- 1 student began an approved leave of absence and plans to return to Yinghua

31 students (25 families) withdrew after the end of the school year

- 7 students (5 families) moved out of state
- 19 students transferred schools; 8 of these transferred to begin 6<sup>th</sup> or 7<sup>th</sup> grade at a neighborhood middle school; 2 transferred to a Chinese immersion middle school closer to home
- 5 students will begin an approved leave of absence and plan to return to Yinghua

### HISTORICAL STUDENT RETENTION\* RATES

Grade	2012-13	%	2013-14	%	2014-15	%	2015-16	%	2016-17	%	2017-18	%	2018-19	%
7 <sup>th</sup> returning to 8 <sup>th</sup>	10/18	56%	14/17	82%	15/18	83%	25/25	100%	48/52	92%	50/53	94%	55/58	95%
6 <sup>th</sup> returning to 7 <sup>th</sup>	17/22	77%	18/29	62%	23/29	79%	52/54	96%	52/55	95%	59/59	100%	75/78	96%
5 <sup>th</sup> returning to 6 <sup>th</sup>	29/39	74%	29/40	73%	50/55	91%	54/62	85%	58/62	94%	78/85	92%	85/94	90%
4 <sup>th</sup> returning to 5 <sup>th</sup>	40/43	93%	55/66	83%	62/65	95%	63/64	98%	86/89	97%	94/97	97%	98/102	96%
3 <sup>rd</sup> returning to 4 <sup>th</sup>	66/70	94%	65/69	94%	65/70	93%	90/91	99%	99/103	96%	103/103	100%	124/127	98%
2 <sup>nd</sup> returning to 3 <sup>rd</sup>	69/76	91%	70/73	96%	88/95	88%	106/112	95%	105/107	98%	128/133	96%	105/107	98%
1 <sup>st</sup> returning to 2 <sup>nd</sup>	71/78	91%	100/105	95%	106/109	97%	108/113	96%	134/137	98%	108/111	97%	108/111	97%
K returning to 1 <sup>st</sup>	92/98	94%	105/112	94%	107/111	96%	132/134	99%	111/112	99%	111/112	99%	82/84	98%
<b>Average</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>	<b>693/742</b>	<b>93%</b>	<b>731/753</b>	<b>97%</b>	<b>732/761</b>	<b>96%</b>

\*Retention counts only *returning* students. Yinghua also added 2 new students in 2017-18 and 5 at the beginning of the 2018-2019 school year.

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## Governance and Management—School Board

### ELECTION OF YINGHUA ACADEMY BOARD MEMBERS

According to school bylaws and established procedures, the Yinghua community elects new board members every year. Each parent and legal guardian of a child currently enrolled at Yinghua Academy, each employee of the school, and each Yinghua board member is eligible to vote. Newly elected board members are seated to the board on July 1. The most recent board elections were held May 7-May 14, 2018, with a public statement by candidates at the Annual Meeting of the School Board on May 7, 2018. Ballots were tallied the evening of May 14, 2018. Board member biographical information is available on the Yinghua website, and Board email addresses are [firstname.lastname@yinghuaacademy.org](mailto:firstname.lastname@yinghuaacademy.org).

### 2017-18 BOARD ROSTER

Name	Board Position	Group Affiliation	Date Elected/ Appointed (App)	Date Seated	Term Expiration	Telephone Number	Meeting Attendance Rate
Bursell, Cindy	Member	Parent	App Mar 2018	Mar 2018	Jun 2019	651-200-3358	100%
Chen, Mei	Member	Parent	May 2016	Jul 2016	Jun 2018	612-670-6270	67%
Cintorino, Jason	Member	Parent	May 2017	Jul 2017	Apr 2018	612-290-6390	67%
Darrah-Hage, Brooke	Member	Parent	App Apr 2018	Apr 2018	Jun 2020	612-437-4015	100%
Grubish, Denny	Member	Parent	App Mar 2012; Jun 2013; May 2016	Mar 2012	Mar 2018	612-207-7242	100%
Haller, Paul	Member	Parent	App Aug 2017	Aug 2017	Jun 2018	612-269-9856	100%
Lai, Shu-Mei	Member	Teacher #483241	May 2016	Jul 2016	Jun 2019	612-788-9095	83%
Lawrence, Rosemary	Member	Community	Jun 2011; May 2014; May 2017	Jul 2011	Jun 2020	612-281-7973	58%
Liu, Bo	Member	Teacher #489843	App Aug 2016	Aug 2016	Jun 2018	612-788-9095	100%
Luedtke, Joel	Member	Parent	May 2015	Jul 2015	Jun 2018	612-518-8053	83%
Mair, David	Secretary	Parent	May 2016	Jul 2016	Jun 2019	651-330-9392	100%
Matre, Lisa	Chair	Parent	App Sept 2015; May 2017	Sept 2015	Jun 2020	612-781-5783	100%
Schneider, Amanda	Treasurer	Parent	May 2015	Jul 2015	Jun 2018	612-963-4970	83%
Steiner, Jane	Member	Parent	May 2017	Jul 2017	Jun 2020	763-592-9778	83%
Werner, Seth	Member	Community; Parent	Jun 2012; App Sept 2013; May 2015	Jul 2012; Sept 2013	Jul 2017	612-670-4906	100%
Ziolkowski, Christopher	Member	Community	May 2015	Jul 2015	Jun 2018	507-250-1959	100%

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## 2017-18 MONTHLY BOARD MEETING ATTENDANCE

Jul	Aug	Sept*	Oct*	Nov	Dec	Jan	Feb	Mar	Apr	May*	Jun
77%	67%	92%	92%	77%	92%	92%	92%	77%	100%	92%	85%

\* In addition to regular monthly board meetings, an Annual Board Retreat was held in October, and an Annual Meeting in May.

## 2016-17 BOARD TRAINING

Board Members attended the following training sessions:

### *Initial Board Training*

- August 2017: MN School Board Association Board Member Training – Jason Cintorino
- September 2017: Minnesota Association of Charter Schools Board Member Training – Paul Haller
- June 2018: Minnesota Association of Charter Schools Board Member Training – Jane Steiner
- June 2018: Minnesota Association of Charter Schools Governance and Finance Training – Cindy Bursell
- September 2018: Minnesota Association of Charter Schools Governance Training – Brooke Darrah-Hage

### *Ongoing Board Training*

- 7/17/17: Employment Law/Immigration: Debra Schneider of Fredrikson & Byron, P.A. provided an update to all board members in attendance about the approval process for our teachers to obtain a green card.
- 9/13/17: Board Chair training through Minnesota Association of Charter Schools attended by Lisa Matre
- 10/28/17: Board of Directors annual meeting; Eugene Piccolo provided updates on charter school practices and procedures and Beth Topoluk reviewed Yinghua Academy’s charter contract and answered board members’ contract questions.
- 11/8/17: NEST Symposium on Charter School Director Evaluation attended by Jason Cintorino
- 2/26/18: Employment Law/Immigration: Debra Schneider of Fredrikson & Byron, P.A. provided an update on the change in interpretation of immigration law on a federal level to all board members in attendance.
- 5/10/18: Board of Directors Networking and Professional Development sponsored by Friends of Education – Cindy Bursell, Rosemary Lawrence, and Lisa Matre

## BOARD COMMITTEES

Each of the School Board’s five committees is chaired by a board member and also has at least one member who is not a School Board member, with the exception of Personnel which is limited to board members. The role of the Committee Chair is to recruit members, convene meetings, jointly set agendas with the Executive Director, chair meetings, record and file minutes, report back to the board on a regular basis of the committee’s progress, and ultimately be accountable for the work of the committee towards its mission and annual goals. Committee meetings are published on the school’s online master calendar, as well as on signs posted at the front of the school. Approved minutes from each committee meeting are distributed in the public board packet at subsequent board meetings.

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## COMMITTEE MISSION STATEMENTS

- **Academic Committee:** 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.
- **Development Committee:** Develop a long-term fundraising plan, cultivate prospects, and provide oversight for the school’s two annual giving campaigns (Give to the Max and Red Envelope) in partnership with the CEO/Executive Director and YACA/YAF.
- **Finance/Facilities Committee:** Assist the Yinghua School Board and CEO/Executive Director to ensure effective allocation of financial resources and timely and accurate reporting to meet long-term financial goals (inclusive of facility planning and maintenance).
- **Governance Committee:** Assume primary responsibility for matters pertaining to Board recruitment, nominations, orientation, training, and evaluation in accordance with the bylaws of Yinghua Academy as well as established policies and practices approved by the Board. Assist the Board with policy development and oversight.
- **Personnel Committee:** Assist the Yinghua School Board in evaluating the performance of the CEO/Executive Director, and support the CEO/Executive Director in reviewing policy, procedures, and job descriptions.

The following table lists the chair, number of committee meetings in 2017-18, and meeting dates.

Committee	Committee Chair	Number of Meetings	2017-18 Meeting Dates
Academic	Mei Chen	10	July 27, 2017, Aug 31, 2017, Sept 28, 2017, Oct 26, 2017, Dec 4, 2017, Jan 29, 2018, Feb 22, 2018, Mar 29, 2018, Apr 26, 2018, and May 24, 2018
Development	Joel Luedtke	7	Sep 25, 2017, Oct 23, 2017, Nov 27, 2017, Jan 8, 2018, Mar 19, 2018, Apr 30, 2018, and Jun 11, 2018
Finance/Facilities	Amanda Schneider	9	Aug 10, 2017, Sep 14, 2017, Oct 11, 2017, Nov 8, 2017, Dec 13, 2017, Feb 8, 2018, Mar 8, 2018, Apr 19, 2018, and May 15, 2018
Governance	Denny Grubish (Jul 2017-Mar 2018); Paul Haller (Mar 2018-Jun 2018)	11	Aug 14, 2017, Sep 7, 2017, Oct 5, 2017, Nov 2, 2017, Dec 4, 2017, Jan 4, 2018, Feb 6, 2018, Mar 1, 2018, Apr 5, 2018, May 3, 2018, and Jun 6, 2018
Personnel	Jason Cintonino (Jul 2017-Mar 2018); Lisa Matre (Apr-Jun 2018)	9	Aug 8, 2017, Sept 12, 2017, Oct 25, 2017, Dec 5, 2017, Jan 9, 2018, Feb 13, 2018, Mar 6, 2018, Apr 10, 2018, and May 8, 2018

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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 2017, 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.

## 2017-18 BOARD MEETING SUMMARY

<b>Topic</b>	<b>Estimated # Hours</b>	<b>Estimated % of Total Hours</b>
Academics	3.9	19%
Finances/Facilities	3	15%
Operations	9.5	46%
Future Planning	4	20%

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

## Governance and Management—Administrators

### SCHOOL MANAGEMENT AND ADMINISTRATOR BIOGRAPHIES

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

A collaborative, visionary leader, Mrs. Berg has served as Yinghua’s Executive Director since 2012. She has more than 40 years of experience in traditional public, charter, and private schools as a 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. She has spent much of her career working with an international community of students, families, and colleagues. Her travels to China include July 2007 and November 2012 Hanban-sponsored trips with the Chinese Bridge Delegation and several trips on behalf of Yinghua with Middle School Study Abroad groups. Her family has hosted four Chinese high school students and has developed a close relationship with their families; this provides an intimate reference point for Chinese-American cultural appreciation and understanding.

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

Dr. Luyi Lien received her Ph.D. from the University of Minnesota College of Education and Human Development and has served in the critical role of Yinghua Academy Academic Director since the school’s founding in 2006. At Yinghua, she leads curriculum development for all grades and provides daily guidance and support for teachers including immersion techniques support and Data-Driven Instruction. Internationally recognized as a pioneer in Chinese immersion education, she is a frequent presenter with the American Council of Teachers of Foreign Languages (ACTFL) and Asia Society. She has led training and mentoring sessions in California, Utah, Michigan, and New York for teachers of Chinese. STARTALK language experts recognize her for outstanding expertise, experience, and dedication.

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

Mr. Brewer joined Yinghua in 2012, and has more than 25 years of experience working with children in charter school, private school, extended day, youth camp, and nonprofit youth program settings. At Yinghua, he has built the Student Life Organization with a focus on strong mentoring relationships, and he is responsible for creating a safe and healthy school climate, managing student behavioral issues, implementing school safety policies, and promoting positive school-to-family relationships. Recent training and professional development includes CPR and First Aid through the American Heart Association, an intensive workshop with the Crisis Prevention Institute focusing on non-violent crisis intervention training, and a three-day Search Institute workshop on building positive relationships with students.

Together, these three administrative leaders are responsible for ongoing Responsive Classroom teacher training to support academic success in a rigorous and well-rounded learning environment.



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## PROFESSIONAL DEVELOPMENT OF LEADERS

A professional development plan, approved by the School Board, was in place for the Executive Director for the school year ending on June 30, 2018:

*Mrs. Susan Berg, Executive Director*

CEO/Executive Director Professional Development Plan 2017-2018

Goal 1: Collaborate with experts and colleagues to gain expertise on programming that is student-driven, learner-centered, in and out of the classroom.

- Identify and visit schools whose focus reflects self-directed, creative learning.
- Gain expertise on problem-based learning (PBL) through literature, Edutopia videos and blogs, and webinars.
- Attend the Association for Curriculum and Development (ASCD) Conference in March 24-26, 2018, for professional learning that addresses the whole child.

Goal 2: Network with immersion experts to ensure cutting-edge immersion research and to better lead the Yinghua community internally as we continue to educate our staff and parents and the greater educational community externally as they seek to learn from our experience.

- Continue to represent Yinghua Academy as a member of the Chinese Early Language and Immersion Network (CELIN), a national advisory committee of Asia Society's Chinese Language Initiatives. Maximize opportunities to network with members of the committee.
- Attend the National Chinese Language Conference in Salt Lake City, UT, from May 16-19, 2018.
- Schedule such experts as Dr. Tara Fortune, Dr. Paul Sandrock, and others, to advise Yinghua as we strive to share our expertise.

Goal 3: Pursue professional development relative to business systems that will enhance my ability to report to the Yinghua board from a data driven perspective.

- Subscribe to e-bulletins, Business Leader Recommended.
- Pursue seminars, workshops, or one-on-one training.

Goal 4: Pursue tools and resources to provide critical support for timely observation and feedback to our teachers and provide focal points for school improvement efforts based on data analysis.

- Order *The Administrative Observer, Professional Edition*.
- Design and implement a rubric for Yinghua that emphasizes desired competencies.

Goal 5: Continue to network with other public and private high school administrators within the Twin Cities for the benefit of current students and alumni.

- Continue to visit high schools of interest to our students and families, a growing list our Middle School enrollment increases.
- Develop/maintain strong ties with alumni and families to utilize feedback to improve/enhance Yinghua's program.

Goal 6: Enroll in *Future Forward Leadership Redesign Institute: Learning for a Global Economy*, a local think tank.

- Focus on equity-based solutions to prepare students to excel in an ever-changing world.

# YINGHUA ACADEMY ANNUAL REPORT

*Dr. Luyi Lien, Academic Director*

Academic Director Professional Development Plan 2017-2018

Goal 1: Connect with national immersion and language experts.

- Join the NADSFL (National Association of District Supervisors of Foreign Languages), and attend their annual meeting in Nashville, November 14-17. The NADSFL supports supervisors and administrators by facilitating member networking and communication, promoting knowledge of current initiatives, trends, and research, and by encouraging advocacy for foreign language learning at all levels. Meet with field experts and connect with program directors and supervisors to ensure our practice stays current.
- Attend the 2017 ACTFL (American Council of Teachers of Foreign Languages) Annual Convention and present Yinghua's "Error Study and Assessment Practice," November 17-19.
- Attend ASCD Empower18: The Conference for Every Educator. This conference will be held in Boston from March 24-26, 2018. This conference aims to promote the whole child approach and believes that every student should be healthy, safe, engaged, supported, and challenged. The conference goals align with Yinghua's mission and core values. (Budget covered by MDE Title II 414 grant)
- Attend the 11th Annual National Chinese Language Conference (NCLC) in Salt Lake City, UT organized by the Asia Society and the College Board, in May 17-19, 2018 to present our experiences and learn from other immersion programs.(Budget will be covered by general fund)

Goal 2: Expanding leadership capacity by connecting with "Center for Educational Leadership," in Seattle.

- Study the Bill and Melinda Gates Foundation "Leading for Effective Teaching" website for up-to-date leadership skills.

Goal 3: Content area professional development: Study and compare Chinese and English reading strategies to support Chinese teachers' reading instruction skills and improve students' learning.

- Participate in "Reading Strategies of More- and Less-Skilled Mandarin Immersion Students."
- Co-lead the Error Study. Share language-teaching strategies with teachers.
- Continue researching best practices of project-based learning.

Goal 4: Pursue tools and resources to provide critical support for timely observation and feedback to individual teachers and discern focal points for school improvement efforts based on data analysis.

- Order the *Administrative Observer, Professional Edition*.
- Design and implement a rubric for Yinghua that emphasizes desired competencies.

# YINGHUA ACADEMY ANNUAL REPORT

## Staffing

During the 2017-18 academic year, Yinghua Academy’s budget included the opportunity to employ 51 full-time teachers and five part-time teachers. All teachers employed by Yinghua are credentialed, or approved for credentialing, and meet state requirements for public education instructors. Seventy-nine percent (79%) of Yinghua’s faculty have advanced degrees in their fields, including three (3) with doctorate degrees. In addition, Yinghua employed 40 non-teaching staff.

### HISTORICAL SUMMARY OF TEACHERS AND STAFF†

Position	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 projected
Teachers	31	39	38	43	47	53	56	58
Administrators	2	3	3	3	3	3	3	3
Other Instructional Staff	16	16	15*	16*	16*	17*	19*	19*
Other Staff Members	14	13	14	16	21	27	29	28
<b>Total Employees</b>	<b>63</b>	<b>71</b>	<b>70</b>	<b>78</b>	<b>87</b>	<b>100</b>	<b>107</b>	<b>108</b>

†This table represents positions only, not people who filled positions. This table does not include part-time Yinghua Care staff and does not reflect full-time equivalency (FTE). Some individuals listed above were employed part-time. For people who filled positions, see the next table.

\*Other instructional staff includes four (4) Hanban teachers, who are sponsored and paid for by Hanban, a division of the Ministry of Education in China.



During the 2017-18 school year, four Hanban-sponsored educators taught at Yinghua.

# YINGHUA ACADEMY ANNUAL REPORT

## 2017-2018 TEACHING STAFF

	Name	File No.	Assignment	Part-Time	Years at Yinghua	Left in 2017-18	Not Returning next year
1	Xu Yang (Fiona) Zhang	510115	Kindergarten Classroom Teacher		5		
2	Vickee Nelson	997811	Kindergarten Classroom Teacher		9		
3	Yi Li	997374	Kindergarten Classroom Teacher		8		
4	Chia-Yu Lin	997722	1st Grade Classroom Teacher		6		x
5	Hui-Tzu Wu	504707	1st Grade Classroom Teacher		7		
6	Suiru Shi Seberson	998127	1st Grade Classroom Teacher		7		
7	Ye Long	510111	1st Grade Classroom Teacher		< 4		
8	Hailei Xie	504205	2nd Grade Classroom Teacher		7		
10	Fang Wu	998091	2nd Grade Classroom Teacher		9		
11	Wei Jiang	996638	2nd Grade Classroom Teacher		< 4		
12	I-Hsuan Lai	996198	2nd Grade Classroom Teacher		2		
9	Ye Cheng	997373	3rd Grade Classroom Teacher		5		
13	Juo-Chen Lan	995550	3rd Grade Classroom Teacher		1		
14	Shu-Ching Lee	997860	3rd Grade Classroom Teacher		7		
15	Shu-Mei Lai	483241	3rd Grade Classroom Teacher		10		
16	Pin-Chen Huang	495498	3rd Grade Classroom Teacher		5		
17	Mohan Shang	491584	3rd Grade Classroom Teacher		< 2.5		
18	Wenyun Dong	502147	4th Grade Classroom Teacher		5		
19	Ai-Ai Lin-Johnson	510038	4th Grade Classroom Teacher		< 5		
20	Wenjuan Wang	478959	4th Grade Classroom Teacher		5		
21	Yu-Han Chang	509148	4th Grade Classroom Teacher		1		x
22	Mengyao Chen	495688	5th Grade Classroom Teacher		3		
24	Sirui Chen	510486	5th Grade Classroom Teacher		< 4		
25	Yanyan Sun	996177	5th Grade Classroom Teacher		< 2	x	
26	Changyuan Ren	505302	5th Grade Classroom Teacher		< 1		
23	Lu Yang	509648	6th Grade Classroom Teacher		5		
27	Kevin Balk	496742	6th Grade Classroom Teacher		3		
28	Dong-Ying Pai	996184	7th Grade Classroom Teacher		2		
29	Bo Liu	489843	8th Grade Classroom Teacher		6		x
30	Pamella Stommes	490550	8th Grade Classroom Teacher		< 7		
31	Phillip Morris	459610	Reading/Assessment Specialist		< 9		
32	Kate Aubrecht	471594	2nd/3rd Grade English/ELL Teacher		2		
33	Erica Rasmussen	500328	2nd/3rd Grade English Teacher		1		
34	Kristin Nordvold	403412	2nd/3rd Grade English Teacher		< 3		
35	Lauren Langhout	471452	2nd/3rd Grade English Teacher		1		
36	Ellie Harder	487673	3rd/4th Grade English Teacher		1		x
37	Priscilla Lundquist	486215	3rd/4th Grade English Teacher		1		
38	Kimberly Trinh-Sy	404989	6th Grade English Teacher		1		x
39	Bradly Bykkonen	434391	7th/8th Grade English Teacher		6		
40	Andrew Scheid	438750	Middle School Science Teacher		7		
41	Alan Sandau	439634	Middle School Science Teacher		3		
42	Yuning Zhang	995691	Middle School Math Teacher		< 2		
43	Xu Zhu	495876	6th Grade Classroom Teacher		1		
44	Britta Fitzer	482815	Music Teacher		2		
45	Hsin-Yin Min	490697	Music Teacher		2		
46	Lei Li	459280	Art Teacher		< 4		
47	Meghan Byram	443870	Art Teacher		6		
48	Yu-Chia Chen	492611	Art Teacher	x	< 4		
49	Ross Hyde	405448	Physical Education Teacher	x	2		
50	Sarah Totall	386400	Physical Education Teacher		5		
51	Erin Thune	383220	Physical Education Teacher		5		
52	Ting-Wen Chen	483158	Special Education Teacher	x	< 3		

# YINGHUA ACADEMY ANNUAL REPORT

53	Sarah Masikini	465400	Special Education Teacher		< 1
54	Elaine Sadoff	426842	Special Education Teacher		3
55	Pei-Ying Lo	498453	Special Education Teacher		< 2
56	Meijie Goudy	456348	Speech and Language Pathologist	x	< 5
57	Taoyuan Li	377724	Speech and Language Pathologist	x	10

## 2017-2018 ADMINISTRATORS

	Name	Assignment	Years Employed by Yinghua	Left During 2017-18 School Year	Not Returning in 2018-19
1	Susan Berg	CEO/Executive Director	6.5		
2	Luyi Lien	Academic Director	12		
3	Jeremy Brewer	Dean of Students	6		

## 2017-18 OTHER INSTRUCTIONAL STAFF

	Name	Assignment	Part-Time	Years at Yinghua	Left in 2017-18	Not Returning 2018-19
1	Esther Tan Lee	Special Education Para		6		
2	Mary Zhang	Special Education Para		8		
3	Yu-Chi Huang Norby	Special Education Para		4		
4	Yu-Chia Chen	Special Education Para	x	< 4		
5	Yi Sun	Special Education Para		< 2	x	
6	Yipeng Li	Special Education Para		1		
7	Sam Flavin	Special Education Para		< 1		
8	Yinxuan Yang	Special Education Para		< 1		
9	Limin Wang	Special Education Para	x	< 1		
10	Sandy Pan	Educational Assistant		8		
11	Joyce Lu	Educational Assistant		10		
12	Pearl Chen	Educational Assistant		8		
13	Pei-Shan Balk	Educational Assistant		< 1		
14	Tammy Tsao	Educational Assistant		6		
15	Cuijian Baker	Educational Assistant		5		
16	Pei-Jung Chung	Educational Assistant		< 1	x	
17	Tong Sun	Educational Assistant	x	< 1		
18	Yehua Wei	Hanban Teacher		< 1		
19	Fanhong Meng	Hanban Teacher		< 2		x
20	Xifeng Zhang	Hanban Teacher		< 3		x
21	Jing Zhang	Hanban Teacher		< 1		

# YINGHUA ACADEMY ANNUAL REPORT

## 2017-18 OTHER STAFF MEMBERS

	Name	Assignment	Part-Time	Years at Yinghua	Left in 2017-18	Not Returning 2018-19
1	Jennifer Olsen	Business/HR Manager		10		
2	Devin Nelson	Academic Assistant		1		
3	Suzanne Reider	Registrar		<2		
4	Abigail Pribbenow	Communications/Development Mgr.		5		
5	Zebedee Nahum	Facilities Manager		< 5		
6	Susan Reader	Executive Secretary/Special Projects		3		
7	Paul Strand	Custodian		< 4		
8	Joe Scartozzi	Operations Coordinator		< 2		
9	Chemin Chu	IT Manager		9		
10	Kenny Chan	Special Education Coordinator		4		
11	Emily Fowler	Office Manager		< 3		
12	Shih-Yu Kuo	Assessment Coordinator		6		
13	Becky Kiekhafer	Attendance Assistant		< 4		
14	Jenni Hoyt	Student Activities Coordinator		< 4		
15	Larissa Zayets- Tukhlynovych	Assistant School Nurse	x	2		x
16	Wendi Harmsen	Health Aide	x	< 4		
17	Ginger Hao	Licensed School Nurse	x	< 5		
18	Sydney Hopkins	Recess Supervisor	x	< 2	x	
19	Andrew Shelendich	Recess Supervisor	x	< 2		
20	Helen Hindrawati	Food Service Coordinator		8		
21	Beth Irish	Food Service Assistant	x	< 4		
22	Dian Afriyanti	Food Service Assistant	x	6		
23	Fei Zheng	Food Service Assistant	x	< 1		
24	Fumi Ball	Food Service Assistant	x	< 1		
25	Natsue Shelendich	Food Service Assistant	x	< 2	x	
26	Kim Hash	Food Service Assistant	x	< 3		
27	Libby Pomroy	Extended Care Coordinator	x	< 1		
28	Teresa Yen	Yinghua Care Staff	x	< 1		
29	Emily Lear	Extended Care Lead		< 3		x
30	Ming-Chieh (Jasmine) Lu	Yinghua Care Staff		< 6		
31	Jennifer Alvermann	Enrichment Lead		< 4		
32	Quinn Lee	Yinghua Care Staff	x	< 2		
33	Fletcher Wolf	Yinghua Care Staff	x	4		x
34	Kailya Cooper	Yinghua Care Staff	x	2		
35	Hongyiing Ke	Yinghua Care Staff	x	< 3		
36	Chris Senn	Yinghua Care Staff	x			
37	Mathew Schmidt	Yinghua Care Staff	x			
38	Nathan Richter	Yinghua Care Staff	x			x
39	Matthew Bauske	Yinghua Care Staff	x			x

# YINGHUA ACADEMY ANNUAL REPORT

For the 2017-18 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 process. The first step is an interview with the hiring committee. The second step is for the candidate to teach a sample lesson. The last step is a final interview with the administrative team to review the job description, policies, procedures, salary and benefits.

Yinghua teachers and educational staff are reviewed three times during the school year. Teachers submit weekly lesson plans to the Academic Director for review. The weekly lesson plans form the building blocks of grade-level curriculum collaboration. Teachers attend weekly lesson-planning meetings with grade-level and subject-matter teams.

The following table shows the retention rate between 2016-17 and 2017-18 and prior years. 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).

PERCENTAGE OF TEACHERS RETAINED FROM PRIOR SCHOOL YEAR

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
72%	50%	82%	60%	89%	93%	87%	94%

Teachers gave the following reasons for resignation and departure from Yinghua: taking a position at a district school closer to home, moving to another state/country, and pursuing other interests.

# YINGHUA ACADEMY ANNUAL REPORT

## Financial Performance

The financial success in fiscal year 2017-18 continues from prior years. The school's budget creation process, used for many years, is mature, deliberate, and methodical. Yinghua takes a very conservative approach towards budget creation and implementation.

### BUDGET CREATION

The budget creation process begins in the winter of the prior year when the Executive Director, the Business and HR Manager, and the school's financial management services group, CliftonLarsonAllen (CLA), sit down to develop the first draft of a proposed budget. The Executive Director and Business and HR Manager proactively solicit initial input from other administrators and teaching staff and prioritize the feedback for inclusion into the budget creation process. Consideration is given to both academic and operational needs. Additionally, CLA expertise is utilized to create the first draft of the budget taking into consideration enrollment and expense projections.

The budget then undergoes a thorough review and vetting through the Finance and Facilities Committee to develop any questions and concerns. Final input and agreement in direction are determined as the final changes are incorporated into the draft budget, and the final draft version is presented to the full board for review and approval based upon the recommendation of the Finance and Facilities Committee. The Board may provide last minute suggestions before the final budget is approved in the spring for the following fiscal year.

### IMPLEMENTATION

The Executive Director, together with the school's Business and HR Manager, implement the Board-approved budget for the year. School administration engages the help of CliftonLarsonAllen to ensure that projected revenues are meeting budget expectations. The Executive Director uses prudent discretion to execute the budget but also has authority to manage expenses within the budget parameters.

Yinghua Academy has many internal controls to manage the school's fund and cash operations in order to reduce the risk of inadvertent loss through human error or negligence. The Executive Director authorizes all expenses, the Board Treasurer reviews and approves them, and the school's financial services company, CliftonLarsonAllen, makes payments. This creates a separation of duties between the entities. The school maintains a close working relationship with CliftonLarsonAllen while executing the budget. The Treasurer and the Finance and Facilities Committee worked closely with the school administration and CliftonLarsonAllen to ensure a successful financial year.



# YINGHUA ACADEMY ANNUAL REPORT

## MONITORING AND REPORTING

The school's financial documents are closely reviewed on a monthly basis through the Finance and Facilities Committee. Committee members review and inspect the financials and challenge items that may be inconsistent with the budget. The Board Treasurer provides a monthly update at each regularly scheduled board meeting providing full transparency to the Board, the staff, and the community.

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

## FINANCIAL SUCCESSES IN THE 2017-18 SCHOOL YEAR

Yinghua's adherence to this process produced 2017-18 financial successes:

- 2018 State of Minnesota School Finance Award, received every year of eligibility (2008 - 2018).
- Unqualified FY 2017 audit. The 2017 audit contained no material weaknesses or deficiencies.
- Maintained a good credit relationship with Drake Bank and did not need to draw on a line of credit.
- Received donations from the Yinghua community totaling **over \$208,000**.
- Expect to officially finish FY 2018 with a \$259,000 surplus (3.4% of Fund 01 expenses), exceeding the original budget by \$39,000.

Continuing on the financial success from recent years, Yinghua Academy benefitted from another financially strong year. The school continues to benefit from full-day kindergarten funding, enacted through state legislative changes. Furthermore, strong student retention continues to maintain the growth of the student body. Yinghua has capitalized on its growth years by increasing the fund balance to exceed its policy goal. The growth years for a school are a window of opportunity to grow the fund balance before the school reaches full enrollment at which point the fund balance will grow at a slower rate. With that in mind, the Board approved allotting \$600,000 to a committed fund to be used for the anticipated budget shortfall and/or other unexpected expenses in future years. Conservative budget creation and responsible execution meant that the general fund balance experienced a surplus of \$282,000 and the school's combined general fund balance is predicted to move to 29% (unaudited), excluding the \$600,000 in the committed fund.

# YINGHUA ACADEMY ANNUAL REPORT

Fiscal Year 2017-18’s surplus balance ended \$39,000 higher than the original budget passed by the Board in the spring of 2017. As stated earlier, this original budget was created from a very conservative approach. The fiscal year-end general fund balance is \$2,483,864 (unaudited), which equates to a 29% general fund (Fund 01) balance. These percentages are reflected in the table below.

### GENERAL FUND BALANCE (FUND 01) HISTORY

<b>2012-13 Audited</b>	<b>2013-14 Audited</b>	<b>2015-16 Audited</b>	<b>2016-17 Audited</b>	<b>2017-18 Unaudited</b>	<b>2018-19* Projected</b>
9.4%	13.0%	22.4%	30.3%	29.0%	30.0%

\*Fiscal year 2019 projection taken from a multi-year budget model created in 2017.

Following are a June 30, 2018, (unaudited) Yinghua Academy balance sheet, the school’s original budget (approved in spring of 2017 by the School Board) and actual financial results for Fiscal Year 2018, and fundraising results.



Kindergarteners learn about the functions of the school’s main office.

# YINGHUA ACADEMY ANNUAL REPORT

## BALANCE SHEET AS OF JUNE 30, 2018 (UNAUDITED)

<b>Assets</b>	
Cash	2,293,435
Accounts Receivable	12,325
State Aid Receivable	1,278,219
Federal Aid Receivable	43,221
Prepaid Expenses and Deposits	122,855
Prior Year State Receivables	5,617
Due from Other Funds	151,349
<b>Total Assets</b>	<b>3,907,020</b>
<b>Liabilities</b>	
Salaries and Wages Payable	385,683
Line of Credit	0
Accounts Payable	253,281
Payroll Deductions and Benefits Payable	49,901
Unearned Revenue	134,291
<b>Total Liabilities</b>	<b>823,156</b>
<b>Fund Balance</b>	<b>3,083,864</b>

# YINGHUA ACADEMY ANNUAL REPORT

STATEMENT OF REVENUE AND EXPENDITURES		
DESCRIPTION	REVISED BUDGET	ACTUAL BUDGET (UNAUDITED)
<b>Revenues</b>		
State Revenues	7,330,050	7,379,635
Federal Revenues	95,768	125,116
Other Revenues	349,814	237,210
Donations and Gifts	208,019	80,000
Food Service	279,545	268,135
Community Service (Yinghua Care)	538,507	631,820
<b>Total Revenues</b>	<b>8,801,703</b>	<b>8,721,916</b>
<b>Expenditures</b>		
Salaries and Benefits	4,735,554	4,667,207
Building Lease and Operating Expenses	1,106,375	1,106,376
Programming, General & Administrative	1,859,841	1,878,447
Food Service	255,208	268,135
Community Service (Yinghua Care)	585,903	581,820
<b>Total Expenditures</b>	<b>8,542,881</b>	<b>8,501,985</b>
<b>Surplus (Deficit)</b>	<b>258,822</b>	<b>219,931</b>
<b>Fund Balance</b>		
Beginning Fund Balance	2,825,041	2,825,041
Committed Fund Balance	(600,000)	(600,000)
Add Surplus (Deficit)	258,822	219,931
<b>Ending Fund Balance</b>	<b>2,483,864</b>	<b>2,444,972</b>
<b>Combined Fund Balances Percentage</b>	<b>29%</b>	<b>29%</b>

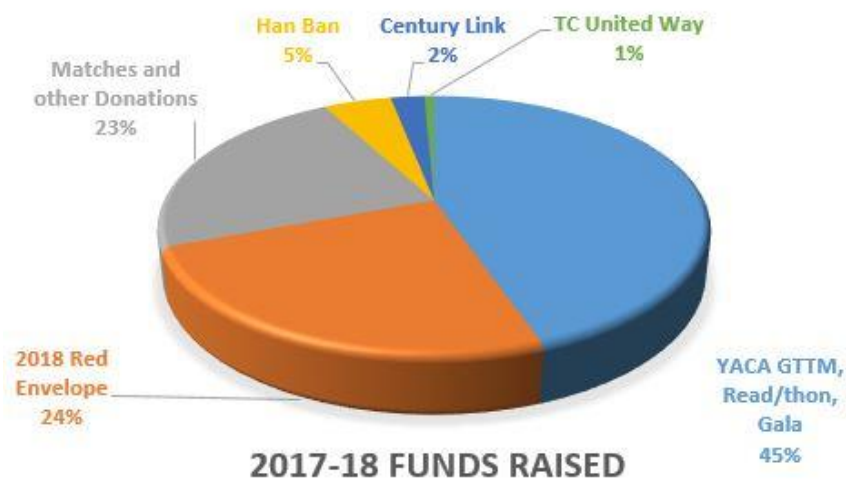
# YINGHUA ACADEMY ANNUAL REPORT

## FUNDRAISING IN THE 2017-18 SCHOOL YEAR

Yinghua Academy sustains a growing institutional advancement program including alumni outreach, volunteer cultivation, and fundraising from individual, corporate, and foundation sources. Yinghua received grants from CenturyLink in 2017 and 2018 as well as corporate matches from donors' employers, and Saint Paul-based Drake Bank sponsored the spring fundraiser, called "Ying Fling," and partnered with Yinghua to set up student savings accounts to help families save for the Middle School trip to China or Taiwan. The Development Committee of the School Board works in tandem with the school's Communication and Development Manager, who also supports the parent association, YACA (Yinghua Academy Community Association).

YACA is a registered nonprofit organization, officially named the Yinghua Academy Foundation, and raises significant funds to support the mission of the school through a Read-A-Thon and Ying Fling. YACA also raises funds through a variety of community-building activities such as a Used Uniform Sale, a cooperative arrangement with a local pizzeria, Box Tops for Education, spirit wear sales, and a semiannual book fair, a main source of books for the library and classrooms.

The School Board and YACA Board cooperated to raise more than \$200,000 during the 2017-18 school year. Half of the more than \$50,000 raised through the Red Envelope letter campaign was used for general fund support, and the other half, in addition to funds raised through Ying Fling, went to support a new outdoor play space to accommodate our growing need for recess space.



## Curriculum

Yinghua's K-8 academic curriculum follows Minnesota State Standards, Common Core standards, national standards for foreign language education and 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.

Academic Director Luyi Lien leads all curriculum development and ensures that content delivered in Mandarin covers the Core Knowledge Sequence and Minnesota Standards in addition to building Mandarin fluency. Dr. Lien works with University of Minnesota immersion scholars from the Department of Curriculum and Instruction, Center for Applied Linguistics and Confucius Institute as well as national immersion scholars at Asia Society, the National Foreign Language Center and other leading institutions to continually evolve the program and develop curriculum incorporating the latest research.

A full immersion school, Yinghua follows the best practices and research recommendations for immersion education. Our goal is to support the highest possible level of language acquisition. One of the ways we do this is by creating and sustaining teaching and learning environments that are steeped in Chinese language and rich in Chinese culture. Material taught in Chinese is not translated into English. Students have the opportunity to immerse themselves in a Chinese language environment and grasp meaning as teachers deliver content in Chinese. Students in kindergarten through fourth grade receive all core subject instruction in Chinese. To prepare for success in area high schools, the ratio of Chinese- to English-language instruction gradually shifts to 50-50 by the end of Middle School: 5<sup>th</sup> grade 70 Chinese/30 English; 6<sup>th</sup>-7<sup>th</sup> 60/40; 8<sup>th</sup> 50/50.

# YINGHUA ACADEMY ANNUAL REPORT

## YINGHUA IMMERSION CURRICULUM AT A GLANCE

Grade	Curricular Highlights	% of Day Using Chinese
K and 1st grade	All core subjects taught in Chinese	90%
2nd grade	Students begin formal English language instruction 7 periods/week	76%
3rd-4th grade	Students have 5 periods of English per week	80%
5th grade	Science Classes taught in English	70%
6th-7th grade	Half of social studies taught in English	60%
8th grade	Health and music taught in English	50%

The school has implemented Professional Learning Communities for all instructional staff and trains staff in Differentiated Instruction to meet every student's needs and to 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, student portfolios, teacher observation and classroom-based assessment.

Yinghua also implemented multiple forms of alternative assessment throughout the year. One such change was to increase project-based assessments in Term II to coincide with the extensive and intensive study of language and culture surrounding Chinese New Year. This was a welcome change for the Yinghua community. Project-based learning strives to foster 21<sup>st</sup> century skills in students.

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. Following are descriptions of the components of Yinghua's curriculum.

# YINGHUA ACADEMY ANNUAL REPORT

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

Kindergarten (full-day) and first grade students work 90% of their academic day in Mandarin, with the exception of specialists (i.e., 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. The percent of time spent working in English increases to approximately 50% by 8<sup>th</sup> grade, which gradually prepares students for a successful transition to an area 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's 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 differentiated instruction and strategies for teaching Chinese characters. In the 2017-2018 school year, all staff were required to attend a series of three workshops conducted by the *American Council on the Teaching of Foreign Languages (ACTFL)* to learn about the relationship between projects and language proficiency.

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 in all grades in a variety of forms to support students' language and cultural understanding. In middle school, Chinese Language Arts teachers systematically introduce classical Chinese literature to widen the scope of students' Chinese language knowledge and advance their cultural literacy ability.



# YINGHUA ACADEMY ANNUAL REPORT

## 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 two levels per grade. Each level is at or above grade level with differences in pacing. Core Math begins with pre-algebra in fifth grade, and, when students graduate, they are prepared for high school geometry or algebra I. Honors Math students complete algebra II and graduate from Yinghua prepared for high school advanced algebra II or pre-calculus.

### YINGHUA MIDDLE SCHOOL MATH CURRICULUM

Math Group	Grade 5	Grade 6	Grade 7	Grade 8	Ready for Grade 9
Core	Intro to Pre-Algebra	Intro to Algebra I	Algebra I	Intro to Geometry I	Algebra I or Geometry
Honors	Pre-Algebra	Algebra I	Algebra I, Geometry	Geometry, Algebra II	Algebra II or 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*.

# YINGHUA ACADEMY ANNUAL REPORT

## SCIENCE

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

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

## SOCIAL STUDIES

In Social Studies, Yinghua focuses on teaching students how to view historical events using critical thinking skills and how to ask questions and obtain evidence that educates people about the value of these events. Students learn about citizenship, government, economics, geography and history.

In kindergarten through fifth grade, social studies is 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.

Sixth 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 local, national and world affairs.

# YINGHUA ACADEMY ANNUAL REPORT

In Term II, 7<sup>th</sup> and 8<sup>th</sup> grade social studies classes organized a series of lessons relating to China and Taiwan. This was not only to prepare students for overseas travel, but also to explore viewpoints and attempt to provide an overview of relationships among countries in Asia today. This supports and develops students' critical thinking skills.

## SPECIAL CLASSES

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

## MUSIC

Music education is delivered either in Mandarin or in English. During the lower school years, students read, write, analyze, describe and move to music. They are introduced to different types of music, music theory, singing and playing instruments. Kindergarteners have 60 minutes per week of music; grades one through eight each have two 50-minute periods per week. In third grade students learn to play recorder. Every fourth grader makes a music instruction choice—they may choose a string instrument (violin, viola, cello or bass) and receive instruction during music class, or they may participate in a choir where professional singing techniques are taught. After fourth grade, students who elect to continue in orchestra meet twice a week for practice before school and during recess; Yinghua has two orchestral groups led by orchestra teacher Hsin-Yin Min. A Conservatory of Music offers after school lessons to more than 100 students in Western instruments such as violin and piano as well as Chinese instruments such as erhu, a bowed string instrument, and pipa, a Chinese lute.

## 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 acquire in other classes. Kindergarteners have 30 minutes per week of art while students in grades one through eight each have 50 minutes per week.

# YINGHUA ACADEMY ANNUAL REPORT

## 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 have school-issued iPads. Assignments in science, English and social studies may be issued via iPad and texts often are provided via this medium. Students learn keyboarding in 4<sup>th</sup> grade and learn to use websites for research in technology class. At all ages, Chinese teachers use web-based tools such as IQChinese, iChinese Reader, 5QChannel and VoiceThread. Video-conferencing helps develop Chinese conversational skills between Yinghua students and sister school peers in China.

## EXTRACURRICULAR ACTIVITIES

Yinghua offers a wide range of fee-based after school programming including sports, music lessons and clubs. Students enrolled in the basic after school program, from 3:30 to 6 p.m. on school days, may go to Homework First, the playground, game room, arts and crafts area, library or computer lab. Students may also register for special after school Enrichment classes such as nature crafts, computer coding, chess or sports. Some after school instructors are Yinghua teachers and staff, while others are community members or teachers from outside organizations. Morning Care is also available from 6:45 to 7:45 a.m. on school days.

Under the direction of Ms. Hsin-Yin Min, Yinghua's after school Conservatory of Music offers 30-minute private music lessons taught once per week by professional musicians with extensive performance experience. Ms. Min is Yinghua's orchestra teacher and also performs with Meadowlark Quartet and the Southwest Minnesota Orchestra. Instruments offered include viola, piano, erhu (a Chinese bowed string instrument), percussion, guitar, ukulele, double bass, cello and pipa (a Chinese lute). Conservatory students perform at a year-end recital. During the 2017-18 school year, approximately 140 students per term participated in weekly after-school private music lessons.

In Athletics, Yinghua offers in-house sports for students in grades K through 4 and traveling teams for students in grades 5 through 8. Younger students may select from soccer, floor hockey, basketball, track and field and a sports sampler. Yinghua participates in a similar-sized schools conference and offers older students to opportunity to compete in soccer, volleyball, basketball, cross country running, cross country ski, track and field and badminton.

# YINGHUA ACADEMY ANNUAL REPORT

## 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 2017-18 school year:

- Statewide MCA-III for grades 3-8 in math and reading; grades 5 and 8 in science.
- Star Reading assessments for grades 2-8 providing internal data on students' English reading skills. We elected to administer the Star Reading assessments; that is, they were not part of our contract goals.
- NWEA for grades K-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 HSK test results are also included.



Third grade students look up words and definitions in the annual Chinese dictionary competition.

## Academic Performance

Yinghua's authorizing body, Friends of Education, referenced the school's exceptional academic performance as a major factor warranting their award of a five-year contract renewal, the maximum allowed by law, beginning July 1, 2014.

Yinghua Academy's charter contract with Friends of Education designates three comparison districts—Minneapolis, St. Anthony/New Brighton, and Minnetonka. Our school's MCA proficiency rates outperformed these three school districts in math for grades 3 through 8, reading for grades 6 through 8, and science for grades 5 and 8. Even with an already high proficiency rate in reading and math, our students still show significant growth. Specifically, 45.2% of students in reading and 38.7% of students in math attained high-growth status.

Work to close the achievement gap between student subgroups is on the right track. The two subgroups that need added attention are students in special education and students who qualify for free or reduced-price lunch. Using Title I funds, Yinghua provides intensive academic support to students in these subgroups who need it.

In Mandarin testing, Yinghua students are on track to advance approximately one scale per year on the Student Oral Proficiency Assessment (SOPA). On the Youth Chinese Test (YCT), the majority of 4th-8th grade students passed the highest level (Level 4) with 92.6% of students passing Level 4 by 5th grade.

Yinghua began using Oral Proficiency Interview (OPI) assessments in 2015 to assess students' Mandarin oral proficiency. Our students performed one level lower than we predicted. We are reassessing our language proficiency goals and investigating whether our instructional strategies need improvement in order for us to reach them.

This year, 12.8% of 6<sup>th</sup> grade students reached the advanced-mid proficiency level or above. 42.0 % of 8<sup>th</sup> grade students reached the advanced level. Among these high-performing students, two students reached the advanced-high level for oral proficiency. We feel this supports our conviction that upon leaving Yinghua after 8<sup>th</sup> grade, our students are prepared to reach the superior level through further Chinese studies.

Internally, in order to promote Chinese language, reading, and literacy, we hold a Chinese dictionary contest for 3<sup>rd</sup> graders and a Chinese speech contest in grades 5 through 8. The Chinese dictionary contest tests students' ability to look up unfamiliar words. The speech contest provides an opportunity for students to write their own speeches and present their ideas to the public. Students gained confidence in using tools to enhance their Mandarin learning.

# YINGHUA ACADEMY ANNUAL REPORT

To recognize and celebrate high levels of Chinese proficiency, the Confucius Institute at the University of Minnesota and the Minnesota Department of Education host an annual Chinese Proficiency Award Ceremony. In 2018, 145 Yinghua students were eligible to receive MDE Proficiency Certificates recognizing their successful performance on the Youth Chinese Test (YCT), Hanyu Shuiping Kaoshi (HSK) Chinese proficiency test, Assessment of Performance toward Proficiency in Languages (AAPPL), and STAMP Proficiency Assessment.

In addition to Chinese language testing, Yinghua requires multiple levels of engagement in culturally-based student activities. For example, 7<sup>th</sup> and 8<sup>th</sup> graders join Student Life Organization afternoon clubs focusing on Chinese customs and culture. At the end of the school year, every student participates in Academic Performances designed to highlight spoken and written Chinese (and English) language skills as well as creativity and critical thinking. Summer study tours in China and Taiwan provide a profound and authentic opportunity for students to practice and advance their language skills. In June 2018, 33 Yinghua middle schoolers traveled to Taiwan with Chinese-speaking Yinghua teachers who served as chaperones.

# YINGHUA ACADEMY ANNUAL REPORT

## CHARTER CONTRACT GOAL 1: STATE ASSESSMENTS (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 through 5 (consolidated) and 87% for grades 6 through 8 (consolidated) to reflect the research-based increase in native language acquisition over time in immersion programs.

Minnesota Comprehensive Assessments (MCA)	Goal by FY 2017	2014-2015	2015-2016	2016-2017	2017-2018
Math G3-8	<b>89%</b>	84.40%	86.60%	88.90%	86.40%
Reading G3-5	<b>75%</b>	83.10%	76.90%	72.60%	69.90%
Reading G6-8	<b>87%</b>	83.00%	80.10%	81.30%	87.00%

*Results:* Based on the 2017 goal, the school would not have met the goal in math and reading in grades 3-5. However, the goal would have been met for reading in grades 6-8. 78.5% of Yinghua students achieved high or medium growth status in math. 84.8% of students achieved high or medium growth status in reading.

### 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 through 8 in math, of grades 5 and 8 in science, and of grades 6 through 8 in reading (to reflect the research-based increase in native language acquisition over time in immersion programs).

2018 MCA	Yinghua	Minneapolis	St. Anthony / New Brighton	Minnetonka	Combined
Math G3-8	<b>86.40%</b>	44.60%	78.80%	82.60%	>80.7%
Reading G6-8	<b>87.00%</b>	47.20%	64.00%	86.70%	>75.4%
Science G5 & G8	<b>83.90%</b>	36.10%	65.40%	70.10%	>67.8%

*Results:* The school met this goal. We have outperformed our comparison schools in math and science, and in Reading, our score is higher than the combined average of our three comparison schools.



# YINGHUA ACADEMY ANNUAL REPORT

## 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 totals 20 or more, at least 50% of those students will achieve high growth in the subsequent year.

MCA	Goal	2017-2018
Z Score	>0	See Below
# Non Proficient Students (>20)	Yes/No	See Below
High Growth % of above in subsequent year	>50%	See Below

2018 Math (372 students measured)		2017-2018
Growth Z-Score	>0	0.14
# Non Proficient Students (>20)	Yes	28
High Growth % of above in subsequent year	>50%	7 Students, 25%

2018 Reading (374 students Measured)		2017-2018
Growth Z-Score	>0	0.34
# Non Proficient Students (>20)	Yes	90
High Growth % of above in subsequent year	>50%	46 Students, 51.1%

*Results:* The first part of Sub Goal 1.3 was met. The school's 2017-18 growth z-scores in math and reading were both greater than zero: 0.14 in math and 0.34 in reading. The school did not meet the second part of Sub Goal 1.3: the goal of the subsequent year's high growth scores for non-proficient students in math was 25.0%. However, the school did meet the goal of the subsequent year's high growth scores for non-proficient students in reading: 51.1%.

# YINGHUA ACADEMY ANNUAL REPORT

## Sub Goal 1.4: Achievement Gap Reduction, part 1

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

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

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

	2013*		2014		2015		2016		2017		2018	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Asian	73.7 N=133	87.2 N=133	76.6 N=141	85.1 N=141	83.4 N=145	84.1 N=145	79.7 N=172	83 N=171	75.3 N=186	87.1 N=186	74.9 N=199	86.4 N=199
Black/African American <sup>§</sup>							65 N=20	90 N=20	66.7 N=24	83.8 N=24	63.3 N=30	66.7 N=30
White	75 N=84	91.7 N=84	85.4 N=89	94.3 N=88	83.9 N=143	86 N=143	79.5 N=176	92 N=176	78.1 N=215	92.1 N=214	78.6 N=257	88.3 N=256
Special Education	34.5 N=29	65.5 N=29	51.7 N=29	58.6 N=29	51.4 N=35	51.4 N=35	31 N=29	48.3 N=29	34.5 N=29	55.2 N=29	41 N=39	59 N=39
FRL	59.1 N=22	77.3 N=22	58.6 N=29	69 N=29	70.7 N=41	65.9 N=41	47.8 N=46	73.9 N=46	61.4 N=44	81.8 N=44	58.2 N=55	63.6 N=55

\*2013 data is no longer reflected on the MDE Report Card.

<sup>§</sup>The most recent year for which Black/African American subgroup data is available is 2016.

*Results:* The school did not meet the first part of Sub Goal 1.4. See the following charts and text for the results of the second part of this goal.

# YINGHUA ACADEMY ANNUAL REPORT

## Sub Goal 1.4: Achievement Gap Reduction, part 2

<b>2018</b>	Non-FRL N=402	FRL N=55	Difference
Math	89.10%	63.60%	25.50%
Reading	78.30%	58.20%	20.10%
<b>2017</b>	Non-FRL N=396	FRL N=44	Difference
Math	98.60%	81.80%	7.80%
Reading	77.30%	61.40%	15.90%
<b>2016</b>	Non-FRL N=335	FRL N=46	Difference
Math	88.30%	73.90%	14.40%
Reading	81.20%	47.80%	34.30%
<b>2015</b>	Non-FRL N=267	FRL N=41	Difference
Math	87.20%	65.90%	21.30%
Reading	85.00%	70.70%	14.30%

Results: At the conclusion of FY 2017, the school did meet the second half of Sub Goal 1.4. However, this goal was not met at the end of FY 2018.

# YINGHUA ACADEMY ANNUAL REPORT

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

Yinghua bases its measurement of Chinese language acquisition on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, 2012.

### 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 levels 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.

SOPA 9-point scale:

- |                         |                               |                           |
|-------------------------|-------------------------------|---------------------------|
| 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’s SOPA results demonstrate that language acquisition increases approximately one SOPA per grade. The first full immersion cohort of Yinghua 8<sup>th</sup> graders (enrolled K-8 at Yinghua) who were tested in 2013-14 scored 7.11, which matches program expectations.

### Sub Goal 2.1: 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. Our goal is for 80% of immersion students to reach proficiency levels appropriate for their ages and numbers of years in our immersion program.

Grade	SOPA Scale	Junior	Goal	2014-2015	2015-2016	2016-2017	2017-2018
K	Novice-High		80.00%	90.20%	88.30%	90.3% (102/113)	86.9% (73/84)
2	Intermediate-Low		80.00%	82.00%	62.30%	81.5% (106/130)	92.5% (99/107)
4	Intermediate-Mid		80.00%	100.00%	67.40%	92.7% (89/96)	92.2% (8/102)

*Results:* The school met this goal.

# YINGHUA ACADEMY ANNUAL REPORT

HISTORICAL SOPA FLUENCY LEVELS AT YINGHUA

Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	2.58	2.5	3.16	3.21	3.34	3.33	3.55	3.48	3.61	3.35
1	2.98	3.74	-	-	-					
2	4.33	4.94	5.49	-	-	3.29	4.46	4.06	4.22	4.52
3	6.14	5.42	-	-	-					
4	1.99	4.81	-	6.45		-	6.61	5.06	5.64	5.73
5	3.33	2.64	5.99	7.32	-	6.01				
6	-	4.85	3.93	8	7.45	6.05	OPI	OPI	OPI	OPI
7	-	-	4.76	4.6	7.65	6.93				
8	-	-	-	4.78	5.35	7.11	OPI	OPI	OPI	OPI

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

Grade	OPI Level	Goal	2014-15	2015-16	2016-17	2017-18
6	Advanced-Low	80%	6.0%	7.3%	20% (12/60)	11.5% (9/78)
8	Advanced-Mid	80%	6.0%	4.0%	8.3% (4/48)	10.0% (5/50)

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

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

Among language experts, the OPI is viewed as an ideal tool to assess students’ oral proficiency. Yinghua began using this assessment four years ago to evaluate how our older students use language in real life situations. In administering the tests, Yinghua followed the Language Testing International (LTI) Protocol for OPI assessment which is a 25-30 minute conversation conducted over the phone between the candidate and an ACTFL-trained and certified examiner.

Yinghua’s OPI expectations and goals were higher than those of peer schools, but we felt that stretch goals would help with planning and teaching. We used our elementary school rate of progress to predict middle school results, and we set goals based on the elementary school track record of continuing to increase by one proficiency level per grade. However, students in Yinghua’s grades 6 and 8 have fewer contact minutes with academic subjects taught in Chinese language than they had in younger grades and fewer opportunities to use Chinese in social settings.

# YINGHUA ACADEMY ANNUAL REPORT

The OPI goals we set were not a realistic prediction for our middle school setting which switches to a half-Chinese/half-English model in grade 5. The Middle School decrease in Chinese language contact time in social and academic Chinese made it a challenge to continue to advance our students' language skills at a steady rate.

Our OPI results continue to improve. We have studied our trends and have drafted a plan to increase our students' Chinese oral proficiency levels. We are also using current data to plan and set new, more realistic goals for the next five years. Knowing the challenge we have faced on the students' contact hours in Chinese for bringing up students' oral proficiency level, Yinghua has decided to increase Middle School students' Chinese contact hours. The new contact hours for Middle School students for Chinese and English are as follows:

- 5th grade: 70% of instructional time will be in Chinese; and 30% of instructional time will be in English
- 6th grade and 7th grade: 60% of instructional time will be in Chinese; and 40% of instructional time will be in English
- 8th grade: 50% of instructional time will be in Chinese; and 50% of instructional time will be in English

Since making these Chinese contact-hour changes, OPI results have increased.

# YINGHUA ACADEMY ANNUAL REPORT

In the OPI data in the following table, we see that last year at least 88.4% of grade 6 students reached the intermediate-mid level, or higher. This year 94.8% of grade-6 students were able to reach intermediate-mid or above. 6.4% more grade 6 students reached intermediate-mid or higher this year. Last year, 83.3% of grade 8 students reached intermediate-high or higher. This year, 80.0% of grade 8 students reached that level. In addition, we were able to bring our students' oral proficiency to a new level: advanced-high. The two students who are at this level are not from Chinese heritage families. Their high levels of proficiency demonstrate that appropriate preparation, effective teaching strategies, as well as enough time to practice Chinese are key factors in helping students further increase their Chinese proficiency to new, higher levels.

OPI Level	Grade 6				Grade 8			
	2014-2015	2015-2016	2016-2017	2017-2018	2014-2015	2015-2016	2016-2017	2017-2018
<b>Advanced High</b>	0	0	0	0	0	0	0	4.00% (2/50)
<b>Advanced Mid</b>	0	7.30% (4/55)	3.30% (2/60)	1.30% (1/78)	5.90% (1/17)	4.00% (1/25)	8.30% (4/48)	6.00% (3/50)
<b>Advanced Low</b>	5.90% (3/51)	0	16.70% (10/60)	11.50% (9/78)	23.50% (4/17)	4.00% (1/25)	33.30% (16/48)	32.00% (16/50)
<b>Intermediate High</b>	19.60% (10/51)	12.70% (7/55)	41.70% (25/60)	20.50% (16/78)	52.90% (9/17)	32.00% (8/25)	41.70% (20/48)	38.00% (19/50)
<b>Intermediate Medium</b>	37.30% (19/51)	65.50% (36/55)	26.70% (16/60)	61.50% (48/78)	11.80% (2/17)	44.00% (11/25)	14.60% (7/48)	18.00% (9/50)
<b>Intermediate Low</b>	33.30% (17/51)	5.50% (3/55)	3.30% (2/60)	1.30% (1/78)	5.90% (1/17)	8.00% (2/25)	2.10% (1/48)	0
<b>Novice High</b>	2.00% (1/51)	1.80% (1/55)	0	1.30% (1/78)	0	0	0	2.00% (1/50)
<b>No Test</b>	2.00% (1/51)	7.30% (4/55)	8.30% (5/60)	2.60% (2/78)	0	8.00% (2/25)	0	0

This is the second Annual Report in which we have been able to share information about OPI-measured progress. 63% of 2014-2015 6<sup>th</sup> graders reached an intermediate-mid or higher level. Two years later, in 2016-2017, when the same cohort of students was in 8<sup>th</sup> grade, we see that 83.3% reached an intermediate-high or higher level, and 41.6% even reached an advanced-low or higher level. We find a stronger trend for the cohort of students one year younger: 85.5% of 2015-16 6<sup>th</sup> graders reached an intermediate-mid or higher, and in 2017-2018, when they were in 8<sup>th</sup> grade, 80.0% of them reached an intermediate-high or higher level, and 42.2% reached an advanced-low or higher level.

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OPI Level 2014-2017	2014-2015 Grade 6	2016-2017 Grade 8
Advanced High	0	0
Advanced Mid	0	8.30% (4/48)
Advanced Low	5.90% (3/51)	33.30% (16/48)
Intermediate High	19.60% (10/51)	41.70% (20/48)
Intermediate Medium	37.30% (19/51)	14.60% (7/48)
Intermediate Low	33.30% (17/51)	2.10% (1/48)
Novice High	2.00% (1/51)	0
No Test	2.00% (1/51)	0

OPI Level 2015-2018	2015-2016 Grade 6	2017-2018 Grade 8
Advanced High	0	4.00% (2/50)
Advanced Mid	7.30% (4/55)	6.00% (3/50)
Advanced Low	0	32.00% (16/50)
Intermediate High	12.70% (7/55)	38.00% (19/50)
Intermediate Medium	65.50% (36/55)	18.00% (9/50)
Intermediate Low	5.50% (3/55)	0.00%
Novice High	1.80% (1/55)	2.00% (1/50)
No Test	7.30% (4/55)	0

Change in Level	2017-2018 Grade 8 No. of Students	%
-2	1	2.00%
-1	1	2.00%
0	9	18.00%
1	18	36.00%
2	16	32.00%
4	1	2.00%
No data to compare	4	8.00%
Total	50	100%

This chart shows students' continued learning over a two-year time frame. The majority of 8<sup>th</sup> grade students (70) was able to increase by at least one proficiency level every two years.



# YINGHUA ACADEMY ANNUAL REPORT

## 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	2015-16	2016-17	2017-18
% of 5 <sup>th</sup> grade students that passed Level IV	80%	87.10%	88.70%	78.80%	92.60%
		(54/62)	(55/62)	(67/85)	(87/94)

*Results:* The school met this goal.

### 2017-18 YCT PASS RATE AND 2019 PROJECTION BY LEVEL

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		2016-2017		2017-2018	
<b>Number of YCT Test Takers</b>	227	93	87	91	3	115	3	124	1	164
<b>Test Levels Given</b>	I, II, III, IV	III, IV	IV	IV	III	IV	III	IV	II	IV
<b>Grades Included</b>	2nd-8th	4th-8th	4th-8th	4th-7th	5th-8th	4th-8th	7th	4th-7th	7th	4th-8th
<b>Number Passing</b>	219	82	59	59	3	85	3	53	1	136
<b>Passing Rate</b>	96.50%	88.20%	67.80%	64.80%	100%	73.90%	100%	42.70%	100%	82.90%

# YINGHUA ACADEMY ANNUAL REPORT

## HANYU SHUIPING KAOSHI (HSK)

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

This year, we also encouraged two 8<sup>th</sup> grade students who have already passed HSK level V to challenge themselves to take the level VI test, which is significantly more difficult than level V. In 2017-18, 92 7<sup>th</sup>-and 8<sup>th</sup>-grade students took and passed the HSK. For HSK level II, the score to pass is 120. For HSK level III, IV, and V, a passing score 180, combining all the components of listening, reading, and writing. Our students averaged 243 for level III, 223 for level IV, and 178 for level V. The results show that our students are not only able to pass the HSK III and IV, but also pass it with a very high level of confidence.

### HSK RESULTS

	HSK III	HSK IV	HSK V	HSK VI	Total
<b>No. of Students</b>	27	45	18	2	92
<b>No. of Students who Passed</b>	27	35	9	2	73
<b>Average Score 2016-2017</b>	237.3	225.8	195.3	-	
<b>Average Score 2017-2018</b>	243.3	223.7	178.8	223	
<b>Pass Rate 2016-17</b>	95.80%	94.10%	66.70%	-	90.80%
<b>Pass Rate 2017-18</b>	100.00%	77.80%	50.00%	100.00%	79.30%

# YINGHUA ACADEMY ANNUAL REPORT

## 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.

2017-18 NWEA	Group	# of Students
<b>Reading</b>	4 <sup>th</sup> grade with percentile ranking of less than 70%	50
<b>Math</b>	4 <sup>th</sup> grade with percentile ranking of less than 70%	34

2017-18 NWEA	Group	# of Students	Goal	# of students with national percentile increase
<b>Reading</b>	8 <sup>th</sup> graders with national percentile less than 70% in 4 <sup>th</sup> grade	11	50%	8 (72.7%)
<b>Math</b>	8 <sup>th</sup> graders with national percentile less than 70% in 4 <sup>th</sup> grade	7	50%	2 (28.6%)

*Results:* The school met Charter Contract Goal 3 in reading, however, the goal was not met in math.

# YINGHUA ACADEMY ANNUAL REPORT

## 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 holds monthly academic committee meetings to evaluate the school's academic performance. The focus of discussion for each meeting is set at the beginning of each school year to cover all academic topic areas. The 2017-18 chart is provided below:

September	Report to the Board, Assessment & Testing, Strategic Plan Update
October	Student-Centered Strategies & Language Learning, Strategic Plan Update
November	Term II Project-Based Alternative Assessment, Library Project, Error Studies & Implementation, Strategic Plan Update
December	N/A
January	Data-Driven Instruction, China Trip, Strategic Plan Update
February	MCA Preparation, Strategic Plan Update
March	Revisit Chinese Acquisition Goals & Our Progress, Strategic Plan Update
April	Academic Performances & Project-Based Learning, Strategic Plan Update
May	Academic Status Report

# YINGHUA ACADEMY ANNUAL REPORT

In 2017-2018, the Academic Committee followed a detailed plan for each month to check all aspects of academic growth and make sure the school's academic performance was on track.

On behalf of the Academic Committee, Dr. Lien delivered academic reports to the School Board on the following dates:

- 9/18/17: Academic Status Report
- 6/18/18: Academic Status Update

## **Sub Goal 4.2: Data-Driven Instruction**

The school regularly uses DDI in math, Chinese Language Arts, and English Language Arts with summative assessments in all grades on a trimester basis. The staff reviews and analyzes results for Terms I and II with the Academic Director and determines an appropriate follow-up method of integrating non-mastered content into subsequent lesson plans. In science, Yinghua uses DDI with summative assessments in grades 5 through 8 on a trimester basis.

### *Results:*

Yinghua continues to implement DDI in math, Chinese Language Arts, English Language Arts, and science. After receiving the DDI analysis chart, teachers submitted their action plans to the Academic Director. The academic director and teachers then met to discuss a feasible plan of action that could be implemented in the classrooms. For Term II this year, Yinghua implemented project-based learning and the Chinese New Year performance as alternative assessment pathways. In Term III, we had both Academic Performances and end-of-term exams. Academic Performances are a type of alternative assessment that help us identify how well our students are doing in terms of their academic and language development.

Every year, Yinghua students participate in Academic Performances at the end of May to share what they've learned with their parents. Last year, Lower School (kindergarten through grade 4) students performed on May 24, 2018, and Middle School students (grades 5 through 8) performed on May 23, 2018. These alternative assessments function as an effective way to assess student language proficiency as well as their understanding of subject content and culture.

We set the DDI meetings for the end of term I for each grade-level team. We sent invitations to Friends of Education on November 27, February 7, February 28, and May 14. The only visit to Yinghua took place on May 23 during Yinghua's annual academic performances.

# YINGHUA ACADEMY ANNUAL REPORT

## 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
2017-18	95%	96.76%

*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
2017-18 (fall/spring)	95%	95%

*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
2017-18	100%	100%

*Result:* The school met this goal.

# YINGHUA ACADEMY ANNUAL REPORT

## 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
2016-17	95%	100%

*Result:* The school met this goal. 100% of Yinghua students performed at or participated in preparing for the annual Chinese New Year performance. 100% of Yinghua students participated in and completed the requirements for academic performances. One middle-school student was absent on the day of middle-school academic performances and eight lower-school students were absent on the day of lower-school academic performances; however, these students participated in the preparations in the weeks leading up to the performances and completed the requirements.



Sixth grade drummers wait for Chinese New Year rehearsal to begin.

## Operational Performance

Yinghua 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 current strategic plan covers the years 2017 through 2020, and includes School Board and administrator action items for continuous improvement.

### AUTHORIZER RELATIONS AND COMMUNICATION

The charter school authorizer provides strict financial and academic controls and ensures school adherence to national standards for charter school oversight and quality. Yinghua Academy's authorizer is Friends of Education (Friends) which authorizes four of the top six 2018 Minnesota school districts (schooldigger.com). In 2015, Friends of Education received an exemplary rating by the Minnesota Department of Education in its state-required five-year performance evaluation using the Minnesota Authorizer Performance Evaluation System (MAPES). By monitoring student testing, conducting site visits, reviewing annual reports, and communicating with MDE, Friends monitors the three critical areas of Yinghua's school operations: academic performance, finance and reporting, and legal compliance. Friends of Education may be contacted at: R.E. Topoluk, Executive Director, [Friends of Education](http://Friends of Education), 200 East Lake Street, Wayzata, MN 55391, (952) 745-2717, [topoluk@tcfbank.com](mailto:topoluk@tcfbank.com).

Yinghua is currently approaching the end of a five-year Friends of Education contract, which became effective on July 1, 2014. Five years is the longest term allowed for a charter school's contract with an authorizer per Minnesota Charter School law. In the letter to the school awarding this contract, Friends of Education Executive Director Beth Topoluk applauded Yinghua Academy for superior academic performance; achieving 90% of its academic goals; lack of material or significant deficiencies in its external audits; timely reporting and reporting compliance; and transparency in disclosing matters to Friends of Education.



# YINGHUA ACADEMY ANNUAL REPORT

## COMPLIANCE WITH APPLICABLE LAWS AND MDE REPORTING REQUIREMENTS

Yinghua Academy complies with all applicable laws, with the School Board at times seeking legal counsel to ensure compliance. In its letter summarizing the awarding of a five-year charter contract renewal, Friends of Education stated that Yinghua “has timely compliance reporting which has evolved into a model of reporting compliance.” Since 2014, the School Board has maintained a pattern of substantive policy review and maintained overall compliance with legal requirements in drafting and reviewing policies and procedures. Processes implemented by the board, administrators and 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 regularly attend required MDE training. In addition, one hundred percent of Yinghua Academy teachers have permission to teach from the State Board of Teaching. Yinghua followed state and local health and safety requirements and is compliant with fire code, inspections, and other safety requirements. The school regularly conducts all emergency fire, severe weather, and lockdown drills.

## STRATEGIC PLAN IMPLEMENTATION

During the 2015-16 and 2016-17 school years, Yinghua Academy completed the school’s second strategic planning process, a thorough year of reflection, research and planning involving more than 100 stakeholders. In November 2016, the School Board approved a [Short Form of the Strategic Plan](#). It addresses how Yinghua plans to sustain and extend current excellence and strengthen the school while balancing scale, scope, and opportunities for innovation. Five strategic initiatives were defined:

1. To increase Chinese proficiency;
2. To increase student engagement academically, socially, and emotionally;
3. To lead Chinese immersion education;
4. To manage growth; and
5. To align infrastructure with strategy.

## Innovative Practices and Implementation

Yinghua fulfills the charter school goal of innovation in education and shares its knowledge and experience through teacher exchanges, presentations at conferences and workshops, and active engagement in a range of local, national, and international education and language immersion professional organizations.

Language immersion is innovative. Though language immersion has existed for decades in Minnesota, Yinghua Academy was the first to bring Chinese immersion teaching to the state and to the U.S. Midwest. In all grades, Yinghua Academy teachers of Chinese Language Arts employ creative immersion teaching techniques and strategies following the Immersion Teaching Strategies Observation Checklist developed by Tara Fortune, Director of the Center for Advanced Research on Language Acquisition (CARLA):

- 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, and 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.

Yinghua teachers in all subjects use Differentiated Instruction to meet the needs of every student and to challenge every learner. Learning is measured through Data-Driven Instruction methods that help us closely monitor student progress with formal and informal assessments. In addition, external exams allow the school to assess comparative achievement and growth.

Outside the classroom, Yinghua supports Chinese language and cultural learning by hosting cultural events, participating in Chinese speech contests, and participating in cultural events such as St. Paul’s annual Dragon Festival in the summer. International collaboration with students in Chinese-speaking countries enriches the lives of Yinghua’s middle school students. Throughout the school year, they enjoy monthly teleconferencing with age mates from our sister school in China, the Number 8 Middle School in Hohhot, Inner Mongolia.

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The school coordinates an annual two-week study trip for Yinghua Middle School students. The trip is an immersion study trip—students are urged to speak only Chinese during their travels with Yinghua teachers in China and Taiwan. Highlights include homestays, school visits, talent shows, cultural outings, famous sites, sampling local foods and building friendships with native-speaking Chinese friends.

Since fall of 2014, eighth grade graduates of Yinghua or any comparable Chinese program have been eligible to enroll in online advanced immersion Chinese language and literature courses designed by Dr. Lien, Yinghua’s Academic Director, and taught by Yinghua’s Chinese language arts teachers through Minnesota Online High School. An AP Chinese course is among the offerings. Yinghua graduates also are invited to participate in the University of Minnesota “TandemPlus” program, which organizes opportunities for language students to practice and improve their language abilities through face-to-face exchanges with native Chinese-speaking college students.

Innovative practices in 2017-18 included:

- **Professional development** for teachers included a session called “Promoting Literacy and Student-Centered Activities: Guided Reading and Project-Based Learning.” Teachers participated in three workshops led by ACTFL (American Council on the Teaching of Foreign Languages) scholars. Presenter Lea Graner Kennedy spoke on designing and implementing engaging, effective interpersonal classroom activities that touch on the core skills of reading, writing, listening, and speaking. Claudia Ross, expert in linguistics and Chinese language pedagogy addressed staff in a workshop titled “Designing, Implementing, and Evaluating Performance Assessments: Interpretive Mode.” And, Karen Tharrington, of North Carolina State University, spoke about performance assessments focusing on the “presentational mode” of speech.
- **“Caring for Life Education,”** a curriculum by ACTAsia was adopted. This curriculum nurtures students’ caring and empathy capacity. The multi-year curriculum addresses knowing the world, sensing the world, and participating in the world with five themes: the web of life, sentient beings, care and respect, interaction with others, and empathetic choices.
- **Experiential learning** through artist residencies, field trips, performances, and the Student Life Organization.
- **Celebrating literacy** through the Read-A-Thon, iChinese Reader, and Accelerated Reader and the Friends of Education-sponsored “Battle of the Books”—Yinghua took first place in the first and second annual competitions for students in grades 3 through 5.
- **Music education programs** such as semiannual orchestra and choir concerts; an afterschool Conservatory of Music; a 4<sup>th</sup> grade strings program; a free performance for families by pipa maestro Gao Hong from Minnesota and Syrian oud player Issam Rafea; and a collaboration with the Minnesota Boychoir and Mexican-Egyptian conductor Ahmed Anzaldúa.

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- Recreational activities such as rollerblading, biking, and cross-country skiing. The gym’s “Ninja Course” was further developed for use during gym.
- Support for academic success through homework labs and student-to-student tutoring.
- Family engagement through parent education events such as the high school panel and the mentoring program for Yinghua parents called Jiātíng, or family. Parents were invited to watch Screenagers about growing up in the digital age. University of Minnesota professor Tara Fortune joined the Yinghua community to discuss research and practices supporting language immersion education.
- Leadership development through the Student Life Organization (SLO) led by prefects who oversee seven departments such as Academics, Community Service, and Sports. SLO-sponsored activities included dances, 4th and 5th grade “late nights,” and an after school “Little Siblings” mentoring program for structured play and social time between Middle Schoolers and younger students in kindergarten, grade 1 and grade 2.
- Relationship development at fall Middle School offsite retreats.
- Public speaking opportunities through speech competitions, debate, a science and technology fair and Academic Performances.
- Rewards for speaking Chinese—We implemented a “blue ticket” program to encourage Middle School students to speak Chinese more often and outside of class.
- Learning with technology using a one-on-one iPad program for grades 7 and 8.



Mark Galles from CenturyLink presented a giant check for \$4,995 made out to Yinghua Academy for equipping 5<sup>th</sup> and 6<sup>th</sup> grade social studies classrooms with iPads to support research and collaborative learning.

## Future Plans

We are proud of Yinghua's outstanding accomplishments. As a 2015 National Blue Ribbon school, we are committed to the passion and hard work necessary to maximize the full potential of every Yinghua student. Yinghua is a success story because of this commitment.

The growth of Yinghua's Middle School enrollment is a focus of future work. Middle School enrollment in the 2018-19 school year totals 317 and is projected to increase by approximately 20% the following year when five sections of current 4<sup>th</sup> grade students enter Middle School. The Student Life Organization, for example, will work to grow its programming to match increasing Middle School enrollment with a continuing focus on adding Middle School clubs led by Chinese-speaking teachers and staff.

Professional development and curricular work is underway to update lesson plans with a focus on student-centered learning. Increasingly, teachers will develop project-based assignments and look for students' creative thinking on themes, big ideas, and the essential questions behind each lesson.

Work to increase school safety continues. In July 2018, Minnesota Department of Public Safety professionals visited Yinghua and made recommendations for facility and procedural changes. Staff have attended multiple workshops focusing on school safety such as the Minnesota Charter School Safety Task Force sponsored by MACS (Minnesota Association of Charter Schools). The purpose of the MACS workshop was to discuss school safety, review mandates, and forge supportive relationships among charter schools to facilitate working together and mutual support should a crisis occur. Staff also have participated in ALICE training, and the school will submit a funding request to the Minnesota Department of Education for safety modifications, additions and upgrades.

In the coming year, Yinghua's leaders will continue to implement the goals and processes outlined in the 2017-2020 Strategic Plan. Much of the work requires us to do what we do best—immerse students in Chinese language and culture, offer them real-world speaking and listening opportunities, and use assessments wisely to help teachers teach and students learn.

## Conclusion

Yinghua continues to achieve its mission of preparing students to be engaged global citizens through rigorous academics and immersion in Chinese language and culture in a safe, supportive and nurturing school environment:

### ACADEMIC

- Yinghua Academy was designated a REWARD school for the past four years. REWARD schools are Minnesota's highest performing Title I schools, demonstrating exceptional student outcomes as well as success in closing the achievement gap.
- Our school ranked 4 out of 440 Minnesota school districts in the School Digger results based on 2017-18 performance.
- Yinghua out-performed its three comparison school districts in MCA Math and Science. In Reading, our score is higher than the combined average of our three comparison districts.

### SUSTAINABILITY

- Yinghua has won the State of Minnesota School Finance Award every year since 2008.
- We finished FY2018 with a 29% Fund Balance (unaudited).
- Student retention was 97% with an enrollment of 818 in September 2017.

### RECOGNITION

- School Digger, an online resource ranking schools for test scores, student/teacher ratios and other metrics, ranked Yinghua 4 out of 440 Minnesota school districts.
- Friends of Education awarded Yinghua an Achievement Award.
- Second-grade teacher, Wu Fang, was nominated and selected by radio station KS95 as March 9 "Teacher of the Week."
- Yinghua received a technology grant from Century Link to support the purchase of student iPads and charging stations.

# CONTACT INFORMATION

## Contact Information

Lisa Matre  
Chair of the Yinghua Academy School Board  
(612) 788-9095  
[lisa.matre@yinghuaacademy.org](mailto:lisa.matre@yinghuaacademy.org)

Sue Berg  
CEO/Executive Director of Yinghua Academy  
(612) 788-9095  
[susan.berg@yinghuaacademy.org](mailto:susan.berg@yinghuaacademy.org)



1616 Buchanan Street NE  
Minneapolis, MN 55413  
(612) 788-9095 TEL  
(612) 788-9079 FAX  
[www.yinghuaacademy.org](http://www.yinghuaacademy.org)

Minnesota School District #4140