



2018-19 Annual Report

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Introduction

Yinghua Academy is a bilingual, tuition-free, public, K-8 charter school with an international perspective. Authorized by Friends of Education, it was the first-ever Chinese immersion public charter school. When founded in 2006 it was the first Chinese immersion school in the American Midwest region. In 2015, the U.S. Department of Education named Yinghua a National Blue Ribbon school. Located in a residential neighborhood of Northeast Minneapolis, Yinghua Academy began its thirteenth year in 2018 with 822 students enrolled in kindergarten through 8th grade.

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.

The content foundation for all subject areas of the Yinghua curriculum is the Core Knowledge Sequence. Yinghua places high priority on preserving the integrity of its language-immersion focus by not introducing English Language Arts until 2nd grade, when the target language, Mandarin Chinese, is solidly established in students. The percentages of content taught in Chinese and English range from approximately 90% Chinese and 10% English for Yinghua's youngest students to 50% of each language for the eldest.

2018-19 Year in Review

Midway through the 2018-19 school year, Yinghua celebrated the arrival of the Year of the Pig. At the school's 13th annual Chinese New Year performances, students shared the story of Zhu'er through an original script by Academic Director Luyi Lien. Main character Zhu'er, who was raised by Shaolin monks, receives a visit by the gods who are trying to teach humans about the true meaning of love, belonging, and family. Zhu'er sets off on a great adventure to find love, kinship, and family. He discovers that the notion of family is not as simple as it seems. Through joyous and turbulent times, he searches for and finds love, and he comes to understand the importance of home and family.

Family is a fitting theme for Yinghua's thirteenth year. A successful public charter school, Yinghua's families continue to be strong partners in the school's success. Their loyalty is

reflected in the school's retention rate and high participation in parent-teacher conferences. Parents donate, volunteer, and attend school events despite not living nearby. Yinghua families partner with the school to help students grow and succeed.

ENROLLMENT

In September 2018 Yinghua's retention rate was 96% with a Fall 2018 enrollment of 822 students and families coming from 83 metropolitan ZIP Codes. During the 2018 Open Enrollment period, 157 applications were submitted for 29 of 84 kindergarten openings not filled by siblings or children of staff. With only 29 new families, the school has seen minimal changes in its enrollment subgroups. The ratio of students who qualify for free- or reduced-price school lunches stayed consistent at 11%, and the percent of students using special education services rose slightly from 12% to 15%.

FINANCIAL PERFORMANCE

The school's financial successes included receiving the State of Minnesota School Finance Award in 2019, receiving an unqualified FY 2018 audit with no material weaknesses or deficiencies, maintaining a good credit relationship with Drake Bank, strong donations, and ending the fiscal year with a (\$22,618) net loss and 25% general fund balance. In addition, the school set aside a reserve of \$600,000 to be used for the budget shortfall which is anticipated in future years.

ACADEMIC PERFORMANCE

Yinghua's authorizing body, Friends of Education, referenced the school's exceptional academic performance as a major factor in warranting the renewal of its authorization contract with Yinghua for a five-year period, the maximum allowed by law. Yinghua was recognized by the online school research source School Digger in the top 6% of Minnesota school districts (52/859, [2019 data](#)). Out of 526 Minnesota schools, Yinghua was recognized as a 2018 "North Star," top 5% school, by the Minnesota Department of Education.

INNOVATION, REPUTATION AND ENGAGEMENT

Innovative language immersion study trips for Yinghua Middle School students have been part of the Yinghua curriculum for the past eight years. In June 2018, 40 students traveled to Xi'an and visited a sister school in Inner Mongolia, China. 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 Academic Director 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.



The annual Chinese New Year performances at Bethel University offer students an unparalleled opportunity to learn about and share what they know about Chinese culture.

School Enrollment

ENROLLMENT PROCESS

As a public charter school Yinghua provides an innovative and successful educational path for all students and is dedicated to a tuition-free, open-access, high-quality education. Yinghua follows Minnesota statutes related to application and admission procedures for public elementary schools and complies with [Policy YA-102— Yinghua Equal Educational Opportunity](#) which prohibits discrimination. Enrollment is open to all students residing in any Minnesota school district. Yinghua accepts 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 2018-19 school year, in order to begin kindergarten at Yinghua, a child was required to be five years old on or before September 1, 2018.

Each year Yinghua has an open application period. For the 2018-19 academic year the open enrollment period ran from January 3 to February 9, 2018, for matriculation in fall of 2018. The school posts its application procedures and deadlines on www.yinghuaacademy.org by October 1 and explains the process through public tours and open houses.

All enrollment applications are time- and date-stamped upon receipt by the school. If more applications are received for a grade than space is available, the school holds a public lottery using a computerized random number generator to yield the list of admitted students and, if needed, a waitlist by grade. In 2018, this lottery took place on Saturday, February 23, in the school cafeteria and approximately 30 people attended.



As the Scandinavian saying goes, there's no such thing as bad weather, only insufficient clothing.

Yinghua Academy adheres to [Policy YA-010 Admissions](#) which outlines, in section 7a-c, that siblings of enrolled students and children of Yinghua staff may receive enrollment preference. If the school receives the appropriately completed application of a sibling of a currently enrolled student by the Open Enrollment deadline, the applicant is admitted automatically; this is true even when the admission and enrollment result in the school exceeding the grade-level board-approved capacity. If the school receives the appropriately completed application of a child of a Yinghua staff member, the applicant is admitted automatically; this is true at any time during the school year even when the admission and enrollment result in the school exceeding the grade-level board-approved capacity.

ENROLLMENT HISTORY

Yinghua Academy opened in the fall of 2006 with 76 students and grew to a September 2018 enrollment of 822 with 31 homeroom sections. 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 currently exceeds the predictions of the October 2016 strategic planning document *Assumptions to Budget Model (Scenario 1)* which had forecasted a high of 827 students in 2020.

The Yinghua facility, expanded in 2014, accommodates 31 homeroom sections. As the students age in the cohorts with four or five sections per grade, Yinghua accommodates growth by adding Middle School sections while onboarding just three kindergarten sections per year. In 2021, the school will again admit four sections of kindergarten and from then on will alternate between three and four kindergarten sections per year.

2018-19 STUDENT DEMOGRAPHICS

Students attended Yinghua from 83 metropolitan ZIP Codes, including urban, suburban, and rural areas. 49% were from Minneapolis and 9% were from Saint Paul. There has been a steady increase in the proportion of students whose families reside in Minneapolis since the school relocated from Saint Paul to Minneapolis in 2009.

TABLE 1 DEMOGRAPHIC MEASURES, TWO-YEAR COMPARISON

Category	2017-18	2018-19
Geography	88 metro ZIP Codes	83 metro ZIP Codes
	48% Minneapolis	49% Minneapolis
	9% St. Paul	9% St. Paul
Ethnicity	35% Asian Pacific Islander	39% Asian Pacific Islander
	56% Caucasian	63% Caucasian
	5% African American	6% African American
	3% Hispanic/Latino	3% Hispanic/Latino
	2% Native American	1% Native American
Language	5.9% English Language Learners	6% English Language Learners
	4% Heritage speakers of Chinese	4% Heritage speakers of Chinese
FRL	11% Free- or Reduced-Price Lunch Qualified	11% Free- or Reduced-Price Lunch Qualified
SPED	12% Special Education	15% Special Education

Minneapolis and Saint Paul data includes addresses in these cities. ZIP Code data, which sometimes differs from city data, was not used for these calculations. 93 students, about 11%, identified as more than one ethnicity.

STUDENT MATRICULATION

At the end of the 2018-2019 school year, 54 8th grade students graduated from Yinghua. This was Yinghua’s eighth graduating class which brought the school’s alumni population to 222. Yinghua’s 2019 graduates went to public, charter, and private high schools including: Apple Valley High School, Armstrong High School, Breck School, Central Senior High School (SPPS), Concordia Academy, Cretin-Derham Hall High School, DeLaSalle High School, East Ridge High School, Eastview High School, Eagan High School, Thomas Edison High School (MPS), Fryeburg Academy (Maine), Highland Park Senior High School (SPPS), Hope Academy, Hopkins High School, Irondale High School, Minneapolis South High School (MPS), Minnehaha Academy, Minnetonka Senior High School, Mounds Park Academy, Mounds View High School, St. Anthony Village Senior High School, St. Paul Academy, and St. Paul Conservatory for Performing Arts.

Yinghua forges strong relationships with area high schools to assist families with making informed secondary school choices. Two high school partnerships to highlight are with Minnesota Online High School (MNOHS) which provides a platform for Yinghua graduates, and qualified graduates of other Mandarin-immersion programs, to take advanced online Chinese no matter where they go to high school, and with Highland Park Senior High School which accepts Yinghua graduates even if they do not live in the Saint Paul Public Schools area and offers advanced Chinese at the level that is appropriate for a K-8 Chinese immersion graduate.

For five years Yinghua has invited representatives from the high schools that current 8th graders are most interested in to participate in a high school panel for parents and students. 2018 panelists were from Cretin-Derham Hall, DeLaSalle High School, Highland Park Senior High School, Minnehaha Academy, Minnesota Online High School, Nova Classical Academy, St. Anthony Village High School, and Thomas Edison High School.

HISTORICAL AND PROJECTED ENROLLMENT

The following tables show Yinghua’s school-year (September to June) historical and projected enrollment by grade level. Numbers in TABLE 2 represent actual average head counts based on state-reported data. In TABLE 3, projected data is from the growth report in the strategic planning *Assumptions to Budget Model* document from October 2016.

TABLE 2 HISTORY OF ENROLLMENT BY GRADE

Grade	2006-	2007-	2008-	2009-	2010-	2011-	2012-	2013-	2014-	2015-	2016-	2017-	2018-
	7	8	9	10	11	12	13	14	15	16	17	18	19
K	26	48	76	78	77	98	107	109	134	111	110	84	84
1	24	46	51	77	77	78	104	110	112	139	111	112	85
2	15	25	52	52	76	76	72	98	109	110	134	108	108
3	11	21	24	47	52	70	68	69	89	104	103	128	106
4	N/A	18	27	25	44	43	66	65	66	90	98	103	123
5	N/A	N/A	15	25	24	40	39	56	63	63	85	94	99
6	N/A	N/A	N/A	11	24	22	28	27	53	57	59	78	86
7	N/A	N/A	N/A	N/A	11	18	17	17	25	52	54	59	76
8	N/A	N/A	N/A	N/A	N/A	5	11	13	16	25	49	50	55
Total	76	158	245	315	385	450	512	564	666	751	803	816	822

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



Students watch classmates during Chinese New Year rehearsals in the school gym.

TABLE 3 PROJECTED ENROLLMENT BY GRADE LEVEL

Grade	2017-18 Projected	2017-18 Actual		2018-19 Projected	2018-19 Actual	2019-20 Projected	2020-21 Projected
K	84	84		84	84	84	84
1	112	112		84	85	84	84
2	110	108		110	108	82	82
3	132	128		106	106	106	80
4	101	103		127	123	102	102
5	96	94		98	99	123	99
6	80	78		88	86	90	113
7	56	59		77	76	85	86
8	49	50		51	55	71	78
Total	820	816		825	822	827	808

Enrollment calculated based on the following attrition rates calculated in 2016: K-0%, 1st 2%, 2nd-3%, 3rd-4%, 4th-3%, 5th-8%, 6th-4%, and 7th-8%.

Student Attrition

The Fall 2018 retention rate was 96%. Historical attrition has ranged from 3% to 11% each year. Families reported the following reasons for withdrawals from August 2018 to July 2019:

- Moved out of state
- Transferred for geographic reasons, sometimes to a neighborhood elementary school
- Transferred to another school for academic reasons
- Transferred to begin 6th or 7th grade at a neighborhood middle school

TABLE 4 5-YEAR HISTORY OF STUDENT RETENTION* RATES

Grade	2015-16	%	2016-17	%	2017-18	%	2018-19	%	2019-20	%
7 th returning to 8 th	25/25	100%	48/52	92%	50/53	94%	55/58	95%	74/76	97%
6 th returning to 7 th	52/54	96%	52/55	95%	59/59	100%	75/78	96%	83/86	96%
5 th returning to 6 th	54/62	85%	58/62	94%	78/85	92%	85/94	90%	99/99	100%
4 th returning to 5 th	63/64	98%	86/89	97%	94/97	97%	98/102	96%	111/123	90%
3 rd returning to 4 th	90/91	99%	99/103	96%	103/103	100%	124/127	98%	100/106	94%
2 nd returning to 3 rd	106/112	95%	105/107	98%	128/133	96%	105/107	98%	105/108	97%
1 st returning to 2 nd	108/113	96%	134/137	98%	108/111	97%	108/111	97%	78/85	91%
K returning to 1 st	132/134	99%	111/112	99%	111/112	99%	82/84	98%	80/84	95%
Totals	629/655	96%	693/742	93%	731/753	97%	732/761	96%	730/767	95%

*Retention counts returning students but does not account for students added mid-stream.

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 April 11-18, 2019, with candidate statements made available to voters via email and to the public via the school’s website. Ballots were tallied on the evening of April 18, 2019. Board member biographical information is available on the Yinghua website, and Board email addresses are firstname.lastname@yinghuaacademy.org.

TABLE 5 2018-19 SCHOOL BOARD ROSTER

Name	Board Position	Affiliation	Date Elected, Appointed (App)	Date Seated	Term Exp.	Phone	Attendance Rate
Bode, Nathan	Member	Parent	App Jun-18	Jun-18	Apr-19	612-782-9154	82%
Bursell, Cindy	Member	Parent	App Mar-18	Mar-18	Jun-19	651-200-3358	77%
Darrah-Hage, Brooke	Member	Parent	App Apr-18	Apr-18	Jun-20	651-395-9554	77%
Haller, Paul	Member	Parent	App Aug-17; Jul-18	Aug-17	Jun-21	612-269-9340	100%
Lai, Shu-Mei	Member	Teacher #483241	May-16	Jul-16	Jun-19	612-788-9095	69%
Lawrence, Rosemary	Member	Community	Jun-11; May-14; May-17	Jul-11	Jun-20	612-281-7973	38%
Luedtke, Joel	Member	Parent	May-15; Jul-18	Jul-15	Jun-21	612-518-8053	92%
Mair, David	Secretary	Parent	May-16	Jul-16	Jun-19	651-330-9392	92%
Matre, Lisa	Chair	Parent	App Sep-15; May-17	Sep-15	Jun-20	612-781-5783	92%
Moeller, Cindy	Member	Community	App May-19	May-19	Jun-21	651-699-6316	0%
Nelson, Annie	Member	Parent	Jul-18	Jul-18	Apr-19	612-730-6708	82%
Reider, Suzanne	Member	Parent	App May-19	May-19	Jun-21	612-616-6404	100%
Schneider, Amanda	Treasurer	Parent	App May-15; Jul-18	Jul-15	Jun-21	612-963-4970	92%
Steiner, Jane	Member	Parent	May-17	Jul-17	Jun-20	763-592-9778	85%
Stommes, Pamella	Member	Teacher #490550	Jul-18	Jul-18	Apr-19	917-912-4286	73%

TABLE 6 2017-18 MONTHLY BOARD MEETING ATTENDANCE

Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb*	Mar	Apr	May*	Jun
77%	85%	92%	85%	85%	62%	62%	77%	100%	77%	69%	54%

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

2018-19 BOARD TRAINING

Board Members attended the following training sessions:

Initial Board Training through Minnesota Association of Charter Schools (MACS)

- April 2018: Charter School Finances (MACS 200), and Charter School Employment Law (MACS 300), attended by Nathan Bode
- June 2018: Charter School Governance (MACS 100), attended by Nathan Bode and Cindy Bursell
- July 2018: Charter School Finances (MACS 200), attended by Cindy Bursell
- September 2018: Charter School Finances (MACS 200), and Charter School Employment Law (MACS 300), attended by Brooke Darrah-Hage
- November 2018: Charter School Employment (Macs 300), attended by Cindy Bursell

Ongoing Board Training

- December 2018: “Doing a School Assessment for Equity,” by MACS, attended by Paul Haller; BoardSavvy Webinar, Solve the Recruiting Puzzle: Get On Track for the New Year by BoardOnTrack, attended by Lisa Matre; and Charter School Finances by Matt Mayer at Bergan KDV for all board members present at the December 17 School Board meeting
- February 2019: Workshop on individual strengths (StrengthsFinders), communication styles, how to use strengths to work as a team, by Bob Hakes from Business Genetics for all board members

- May 2019 Board of Directors Networking and Professional Development, by Friends of Education, attended by 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.

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 including 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.

TABLE 7 shows committee chairs, the number of committee meetings in 2018-19, and meeting dates.

TABLE 7 2018-19 COMMITTEE MEETINGS

Committee	Committee Chair	Number of Meetings	2018-19 Meeting Dates
Academic	Jane Steiner (Jul-18 to Sep-18; Brooke Darrah-Hage (Oct-18 to current)	9	Jul 26, Sep 4, Oct 25, Nov 29, Dec 20, Feb 28, Mar 28, Apr 25, Jun 3
Development	Joel Luedtke	10	Aug 6, Sep 10, Oct 1, Nov 12, Dec 10, Jan 14, Mar 4, Apr 22, May 13, June 10
Finance/Facilities	Amanda Schneider	9	Jul 19, Sep 13, Oct 11, Nov 8, Dec 13, Jan 17, Mar 21, May 9, Jun 13
Governance	Paul Haller	10	Jul 17, Aug 2, Sep 12, Oct 4, Nov 1, Dec 5, Jan 10, Mar 7, Apr 4, May 2
Personnel	Lisa Matre	9	Aug 14, Sep 25, Nov 13, Dec 11, Jan 15, Feb 12, Mar 5, Apr 3, May 14

The School Board conducts its meetings according to the prioritized needs of the school, balancing agenda items to meet short and long-term goals. TABLE 8 shows a rough breakdown of School Board agenda items from the year, categorized by the estimate of time spent on each key category or topic.

TABLE 8 2018-19 SCHOOL BOARD MEETING TOPICS

Topic	Estimated # Hours	Estimated % of Total Hours
Academics	1.8	14%
Finances/Facilities	3	25%
Operations	5.4	43%
Future Planning	2.2	18%

Note: Hours were estimated using School Board meeting minutes. The hours reported here do not include committee meeting hours.

Governance and Management—Administrative Leaders

Yinghua’s three administrative leaders are responsible for ongoing teacher and staff training to support academic success in a rigorous and well-rounded learning environment.

BIOGRAPHIES AND PROFESSIONAL DEVELOPMENT OF LEADERS

Susan Berg (Bao Xiaozhang), CEO/Executive Director

A collaborative, visionary leader, Mrs. Berg has served as Yinghua’s Executive Director since 2012. She has extensive 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 as well as a December 2014 trip to accept the Confucius Classroom of the Year Award for Yinghua. She has participated in several trips on behalf of Yinghua with Middle School Study Abroad groups to mainland China and to Taiwan. Her own family has hosted four Chinese high school students and developed a close relationship with their families, and this provides an intimate reference point for Chinese-American cultural appreciation and understanding.

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

Internationally recognized as a pioneer in Chinese immersion education, Dr. Luyi Lien has served in the critical role as Academic Director of Yinghua Academy since the school was founded in 2006. As the chief architect of the curriculum for the Mandarin immersion school she creates and designs the curriculum and assessment tools for grades K through 8 as well as online high school courses. She is the principal planner of the school’s study abroad program and has worked tirelessly to build sister school relationships with schools in the U.S., China, and Taiwan. Her philosophy as an educator is to balance idealism with practicality, constantly endeavoring to translate complicated research-based theories into effective teaching practice. Because of her rich teaching and curriculum-writing experience, she is frequently invited to conduct workshops, training sessions, and similar presentations in Taiwan, China, Canada, and the United States on topics related to immersion strategies, Project-Based Language Learning curriculum design, Data-Driven Instruction, and the mentoring of future immersion teachers and leaders. She is a frequent presenter to the American Council of Teachers of Foreign Languages (ACTFL), and the National Chinese Language Conference (NCLC). Recent presentation topics include strategies to bridge the gap between classroom and online learning and fostering student creativity by motivating beyond the traditional Chinese classroom. STARTALK language

experts recognize her for the breadth and depth of her expertise and experience, as well as her remarkable dedication to the field.

Jeremy Brewer (Bai Zhuren), Dean of Students

Mr. Brewer joined Yinghua in 2012, and has more than 27 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 ALICE Instructor Certification, Uncommon Schools Leading Student Culture training, an intensive workshop with the Crisis Prevention Institute focusing on non-violent crisis intervention training, MN Association of Charter Schools Crisis Response Team training, Responsive Classroom, CPR and First Aid through the American Heart Association, and a three-day Search Institute workshop on building positive relationships with students.

TABLE 9 TENURE OF ADMINISTRATIVE LEADERS

	Assignment	Name	Year of Hire	Years at Yinghua
1	Executive Director/CEO	Susan Berg	2011	7.5
2	Academic Director	Luyi Lien	2006	13
3	Dean of Students	Jeremy Brewer	2012	7



Staffing

During the 2018-19 academic year, Yinghua Academy employed 55 full-time and four part-time teachers. All Yinghua teachers are credentialed, or approved for credentialing, and meet the state requirements for public education instructors. Seventy-nine percent (79%) of Yinghua teachers have advanced degrees in their fields, and this includes three with doctorate degrees. In addition, Yinghua employed 42 non-teaching staff.



*Yinghua hosts a robust series of teacher workshops each August. Above, educator Leslie Grahn worked with teachers on increasing student learning and confidence and engaging learners in the language classroom. She is co-author with Dave McAlpine of *The Keys to Strategies for Language Instruction* (2017).*

As reflected in TABLE 10, as Yinghua enrollment has grown over time, the number of teachers and other staff also has grown. The number of administrators (3) has remained constant since 2012 when Dean of Students role was added. TABLE 10 shows positions; TABLES 11, 12, and 13 show individuals and the positions they held.

TABLE 10 HISTORICAL SUMMARY OF TEACHERS AND STAFF*

Position	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20 projected
Teachers	31	39	38	43	47	53	56	59	61
Administrators	2	3	3	3	3	3	3	3	3
Other Instructional Staff	16	16	15 [†]	16 [†]	16 [†]	17 [†]	19 [†]	20 [†]	14
Other Staff Members	14	13	14	16	21	27	29	29	29
Total Employees	63	71	70	78	87	100	107	111	107

*This table does not reflect full-time equivalency (FTE). It represents positions only, not people who filled positions. Some of the roles listed in this table were filled by part-time employees, but the table does not include part-time Yinghua Care staff.

[†]From 2013-14 through 2018-19, Other Instructional Staff included three Hanban teachers who were sponsored and paid for by Hanban, a division of the Ministry of Education in China.



At Boom Island on the Mississippi River 7th and 8th grade students connected with nonprofit [H2O for Life](#) to learn about measuring water quality. A speaker from [MyH2O](#), a water quality NGO in China, also met with students in the classroom.

TABLE 11 2018-2019 TEACHING STAFF

	Name	File No.	Assignment	Part-Time	Years at Yinghua	Left in 2018-19	Not Returning 2019-20
1	Xu Yang (Fiona) Zhang	510115	Kindergarten Classroom Teacher		6		
2	Vickee Nelson	514994	Kindergarten Classroom Teacher		10		
3	Yi Li	515107	Kindergarten Classroom Teacher		9		
4	Hui-Tzu Wu	504707	1st Grade Classroom Teacher		8		
5	Ye Long	510111	1st Grade Classroom Teacher		< 5		
6	Suiru Shi Seberson	998127	1st Grade Classroom Teacher		8		x
7	Juo-Chen Lan	515481	2nd Grade Classroom Teacher		2		
8	I-Hsuan Lai	514748	2nd Grade Classroom Teacher		3		
9	Wei Jiang	515046	2nd Grade Classroom Teacher		< 5		
10	Fang Wu	998091	2nd Grade Classroom Teacher		10		
11	Kristin Nordvold	403412	2nd/3rd Grade English Teacher		< 4		
12	Lauren Langhout	471452	2nd/3rd Grade English Teacher		2		
13	Erica Rasmussen	500328	2nd/3rd Grade English Teacher		2		
14	Kate Aubrecht	471594	2nd/3rd Grade English/ELL Teacher		3		
15	Mohan Shang	491584	3rd Grade Classroom Teacher		< 3.5		x
16	Pin-Chen Huang	495498	3rd Grade Classroom Teacher		6		
17	Ye Cheng	510045	3rd Grade Classroom Teacher		6		
18	Shu-Ching Lee	997860	3rd Grade Classroom Teacher		8		x
19	Wenjuan Wang	478959	4th Grade Classroom Teacher		6		
20	Mi Gu	495820	4th Grade Classroom Teacher		1		x
21	Wenyun Dong	502147	4th Grade Classroom Teacher		6		x
22	Ai-Ai Lin-Johnson	510038	4th Grade Classroom Teacher		< 6		
23	Pei-Jung Chung	510584	4th Grade Classroom Teacher		< 2		x
24	Anthony Larkin	442183	4th Grade English Teacher		1		
25	Priscilla Lundquist	486215	4th/5th Grade English Teacher		2		
26	Mengyao Chen	495688	5th Grade Classroom Teacher		4		x
27	Hailei Xie	504205	5th Grade Classroom Teacher		8		
28	Changyuan Ren	505302	5th Grade Classroom Teacher		< 2		x
29	Yuman Zhao	514188	5th Grade Classroom Teacher		1		
30	Linda Sandager	474348	5th/6th Grade English Teacher		1		
31	Xu Zhu	495876	6th Grade Classroom Teacher		2		
32	Kevin Balk	496742	6th Grade Classroom Teacher		4		
33	Lu Yang	509648	6th Grade Classroom Teacher		6		
34	Sirui Chen	510486	7th Grade Classroom Teacher		< 5		x

TABLE 11 2018-2019 TEACHING STAFF (CONTINUED)

	Name	File No.	Assignment	Part-Time	Years at Yinghua	Left in 2018-19	Not Returning 2019-20
35	Dong-Ying Pai	996184	7th Grade Classroom Teacher		3		
36	Bradly Byykkonen	434391	7th/8th Grade English Teacher		7		
37	Shu-Mei Lai	483241	8th Grade Classroom Teacher		11		
38	Pamella Stommes	490550	8th Grade Classroom Teacher		< 8		
39	Meghan Byram	443870	Art Teacher		7		
40	Lei Li	459280	Art Teacher		< 5		
41	Yu-Chia Chen	492611	Art Teacher	x	< 5		
42	Yipeng Li	507612	Middle School Math Teacher		2		
43	Hsi-Chun Yang	512642	Middle School Math Teacher		< 1		
44	Yuning Zhang	995691	Middle School Math Teacher		< 3		
45	Andrew Scheid	438750	Middle School Science Teacher		8		
46	Alan Sandau	439634	Middle School Science Teacher		4		
47	Britta Fitzer	482815	Music Teacher		3		
48	Hsin-Yin Min	490697	Music Teacher		3		
49	Erin Thune	383220	Physical Education Teacher		6		x
50	Sarah Totall	386400	Physical Education Teacher		6		
51	Ross Hyde	405448	Physical Education Teacher		3		
52	Phillip Morris	459610	Reading/Assessment Specialist		< 10		
53	Eric Peckskamp	484843	Special Education Teacher		< 1	x	
54	Elaine Sadoff	426842	Special Education Teacher		4		
55	Sarah Masikini	465400	Special Education Teacher		< 2		
56	Ting-Wen Chen	483158	Special Education Teacher	x	< 4		
57	Pei-Ying Lo	498453	Special Education Teacher		< 3		x
58	Taoyuan Li	377724	Speech and Language Pathologist	x	11		
59	Meijie Goudy	456348	Speech and Language Pathologist	x	< 6		

TABLE 12 2018-19 OTHER INSTRUCTIONAL STAFF

	Name	Assignment	Part-Time	Years at Yinghua	Left in 2018-19	Not Returning 2019-20
1	Cuijian Baker	Educational Assistant		6		
2	Pei-Shan Balk	Educational Assistant		< 2		
3	Pearl Chen	Educational Assistant		9		x
4	Joyce Lu	Educational Assistant		11		
5	Sandy Pan	Educational Assistant		9		
6	Tammy Tsao	Educational Assistant		7		x
7	Yingkai Guo	Hanban Teacher		< 1		
8	Jing Zhang	Hanban Teacher		< 2		
9	Yehua Wei	Hanban Teacher		< 2		
10	Pi-Tsui Sun	Special Education Para		< 1		
11	Kirill Tighe	Special Education Para		< 1	x	
12	Yu-Chia Chen	Special Education Para	x	< 5		
13	Sam Flavin	Special Education Para		< 2		x
14	Yu-Chi Huang Norby	Special Education Para		5		
15	Esther Tan Lee	Special Education Para		7		
16	Emily Meyer	Special Education Para		1		
17	Limin Wang	Special Education Para		< 2		x
18	Yinxuan Yang	Special Education Para		< 2		x
19	Fang Zhang	Special Education Para	x	1		
20	Mary Zhang	Special Education Para		9		x



TABLE 13 2018-19 OTHER STAFF MEMBERS

	Name	Assignment	Part-Time	Years at Yinghua	Left in 2018-19	Not Returning 2019-20
1	Devin Nelson	Academic Assistant		2		x
2	Shih-Yu Kuo	Assessment Coordinator		7		
3	Sharon Murray	Assistant School Nurse	x	1		
4	Becky Kiekhafer	Attendance Assistant	x	< 5		
5	Jennifer Olsen	Business/HR Manager		11		
6	Abigail Pribbenow	Communications/Development Mgr.		6		
7	Paul Strand	Custodian		< 5		
8	Jennifer Alvermann	Enrichment Lead		3		
9	Susan Reader	Executive Secretary/Special Projects		4		
10	Libby Pomroy	Extended Care Coordinator	x	< 7		x
11	Quinn Lee	Extended Care Lead		< 3		
12	Dan Carson	Facility Manager		< 1		
13	Zebedee Nahum	Facility Manager		< 6	x	
14	Beth Irish	Food Service Assistant	x	< 5		
15	Dian Afriyanti	Food Service Assistant	x	7		
16	Fei Zheng	Food Service Assistant	x	< 2		
17	Fumi Ball	Food Service Assistant	x	< 2		
18	Kim Hash	Food Service Assistant	x	< 4	x	
19	Helen Hindrawati	Food Service Coordinator		9		
20	Wendi Harmsen	Health Aide	x	< 5		
21	Chemin Chu	IT Manager		10		
22	Emily Fowler	Office Manager		< 4		
23	Joe Scartozzi	Operations Coordinator		< 3		
24	Andrew Shelendich*	Recess Supervisor	x	< 3		
25	Kaiyla Cooper*	Recess Supervisor	x	3		
26	Mathew Schmidt*	Recess Supervisor	x	< 2		
27	Suzanne Reider	Registrar		< 3	x	
28	Kenny Chan	Special Education Coordinator		5		
29	Jenni Hoyt	Student Activities Coordinator		< 5		
30	Andrew Shelendich	Yinghua Care Staff	x	< 3		
31	Chris Senn	Yinghua Care Staff	x	< 2		
32	Emma Perkins	Yinghua Care Staff	x	< 1		
33	Fletcher Wolf	Yinghua Care Staff	x	3		x
34	Hongyiing Ke	Yinghua Care Staff	x	< 2		
35	Kailya Cooper	Yinghua Care Staff	x	3		
36	Madeline Fedorowicz	Yinghua Care Staff	x	< 1		
37	Mathew Schmidt	Yinghua Care Staff	x	< 2		
38	Ming-Chieh (Jasmine) Lu	Yinghua Care Staff		< 6		
39	Sam Lapham	Yinghua Care Staff	x	< 1		x
40	Su-Chen Hatch	Yinghua Care Staff	x	< 1		
41	Teresa Yen	Yinghua Care Staff	x	< 6		

*Three Recess Supervisors are listed twice because they also served as Yinghua Care Staff.

PERCENTAGE OF TEACHERS RETAINED FROM PRIOR SCHOOL YEAR

Teacher retention was 90% in the 2018-19 school year. 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, retirement, lack of new MDE licensure requirements, or pursuing other interests.

TABLE 14 TEACHER RETENTION

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
72%	50%	82%	60%	89%	93%	87%	94%	90%

During the 2018-19 school year, the student to teacher ratio (including other 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.

TABLE 14 (above) shows the retention rate between 2017-18 and 2018-19 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).

Financial Performance

The financial success in fiscal year 2018-19 continues from prior years. The school's budget creation process, used for many years, is mature, deliberate, and methodical. Yinghua takes a 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), propose a budget for the following year. Input from other administrators and teaching staff is collected and prioritized for inclusion during the budget creation process. Consideration is given to both academic and operational needs. CLA prepares projections of enrollment and expenses.

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

IMPLEMENTATION

The Executive Director, together with the school's Business and HR Manager, implement the Board-approved budget for the year. School administrators engage the help of CLA to ensure that projected revenues are meeting budget expectations. The Executive Director exercises prudent discretion to execute the budget and has authority to manage expenses within 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 CLA 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 school administrators and CLA to ensure a successful financial year.

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, and to fulfill regulatory and contractual obligations.

FINANCIAL SUCCESSES IN THE 2018-19 SCHOOL YEAR

Yinghua's adherence to this process produced the following financial successes:

- The school received the 2019 State of Minnesota School Finance Award as it has every year it has been eligible for this distinction, since 2008.
- Yinghua had an unqualified FY 2018 audit. The 2018 audit contained no material weaknesses or deficiencies.
- The school maintained a good credit relationship with Drake Bank and did not need to draw on a line of credit.
- The school received donations from the Yinghua community totaling over \$109,897.
- The school expects to finish FY 2019 with a (\$22,618) net loss driven by the purposeful spend down of Fund 04 for a new playground.

Continuing on the financial success from recent years, Yinghua Academy benefitted from another financially strong year. Strong student retention continues to sustain 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 were a window of opportunity to grow the fund balance before the school reached full enrollment in 2019 at which point the fund balance grew at a slower rate. With that in mind, in 2018 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 net decline of \$22,618 and the school's combined general fund balance is predicted to be 25% (unaudited), excluding the \$600,000 in the committed fund.

Fiscal Year 2018-19's deficit balance ended \$202,315 higher than the original budget passed by the Board in the spring of 2018. The majority of the budget variance was driven by the purposeful spend down of Fund 04 for a new playground as well as elevated special education expenses. As stated earlier, this original budget was created from a conservative approach. The fiscal year-end general fund balance is \$2,972,683 (unaudited), which equates to a 25% general fund (Fund 01) balance. These percentages are reflected in TABLE 15.

TABLE 15 GENERAL FUND BALANCE (FUND 01) HISTORY

2013-14	2015-16	2016-17	2017-18	2018-19	2019-2020*
Audited	Audited	Audited	Audited	Unaudited	Projected
13.0%	22.4%	30.3%	29.0%	25.0%	32.0 %

*Fiscal year 2020 projection taken from a multi-year budget model created in 2017.

GENERAL FUND BALANCE (FUND 01) HISTORY

Following are a June 30, 2019, (unaudited) Yinghua Academy balance sheet, the school's original budget (approved in spring of 2018 by the School Board), actual financial results for Fiscal Year 2019, and fundraising results.



The Yinghua mascot is the dragon. The mascot design in this picture watches over all activities in the Yinghua gymnasium, and the design is by Yinghua parent volunteer Emily Dyer.

TABLE 16 BALANCE SHEET AS OF JUNE 30, 2019 (UNAUDITED)

Assets	
Cash	2,143,229
Accounts Receivable	4,286
State Aid Receivable	1,071,225
Federal Aid Receivable	81,237
Prepaid Expenses and Deposits	274,264
Prior Year State Receivables	(2)
Due from Other Funds	0
Total Assets	3,574,237
Liabilities	
Salaries and Wages Payable	264,319
Line of Credit	0
Accounts Payable	117,016
Payroll Deductions and Benefits Payable	57,790
Unearned Revenue	162,430
Total Liabilities	601,555
Fund Balance	2,972,683

TABLE 17 STATEMENT OF REVENUE AND EXPENDITURES

DESCRIPTION	REVISED BUDGET	ACTUAL BUDGET (UNAUDITED)
Revenues		
State Revenues	7,589,953	8,002,091
Federal Revenues	128,869	101,690
Other Revenues	391,726	196,961
Donations and Gifts	100,000	109,897
Food Service	273,399	272,531
Community Service (Yinghua Care)	644,025	637,262
Total Revenues	9,127,972	9,320,432
Expenditures		
Salaries and Benefits	4,886,109	5,121,815
Building Lease and Operating Expenses	1,166,298	1,230,780
Programming, General & Administrative	2,028,444	2,004,072
Food Service	273,399	273,321
Community Service (Yinghua Care)	594,025	713,063
Total Expenditures	8,948,275	9,343,051
Surplus (Deficit)	179,697	(22,618)
Fund Balance		
Beginning Fund Balance	2,395,301	2,395,301
Committed Fund Balance	(600,000)	(600,000)
Add Surplus (Deficit)	179,697	(22,618)
Ending Fund Balance	2,574,998	2,372,683
Combined Fund Balances Percentage	29%	25%

FUNDRAISING IN THE 2018-19 SCHOOL YEAR

Yinghua Academy sustains a growing institutional advancement program including volunteer cultivation, alumni outreach, prospect and donor cultivation, and fundraising from individual, corporate, and foundation sources. Saint Paul-based Drake Bank sponsored the spring fundraiser, called “Ying Fling,” and has 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 source of books for the library and classrooms.

The School Board and YACA Board cooperated to raise more than \$109,000 during the 2018-19 school year. Half of the more than \$48,000 raised through the Red Envelope letter campaign was used for general fund support, and the other half supported the purchase of “makerspace” tools such as two 3D printers and a laser cutter.



Grandparents delivered apples and oranges to students in honor of the Lunar New Year. Round fruits represent wholeness and good wishes.

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 with the exception of English in grades 2-4. 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: 5th grade 70 Chinese/30 English; 6th-7th 60/40; 8th 50/50.

YINGHUA IMMERSION CURRICULUM AT A GLANCE

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, classroom-based assessment, student portfolios, and teacher observation.

Yinghua has 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. Project-based learning strives to foster 21st 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.

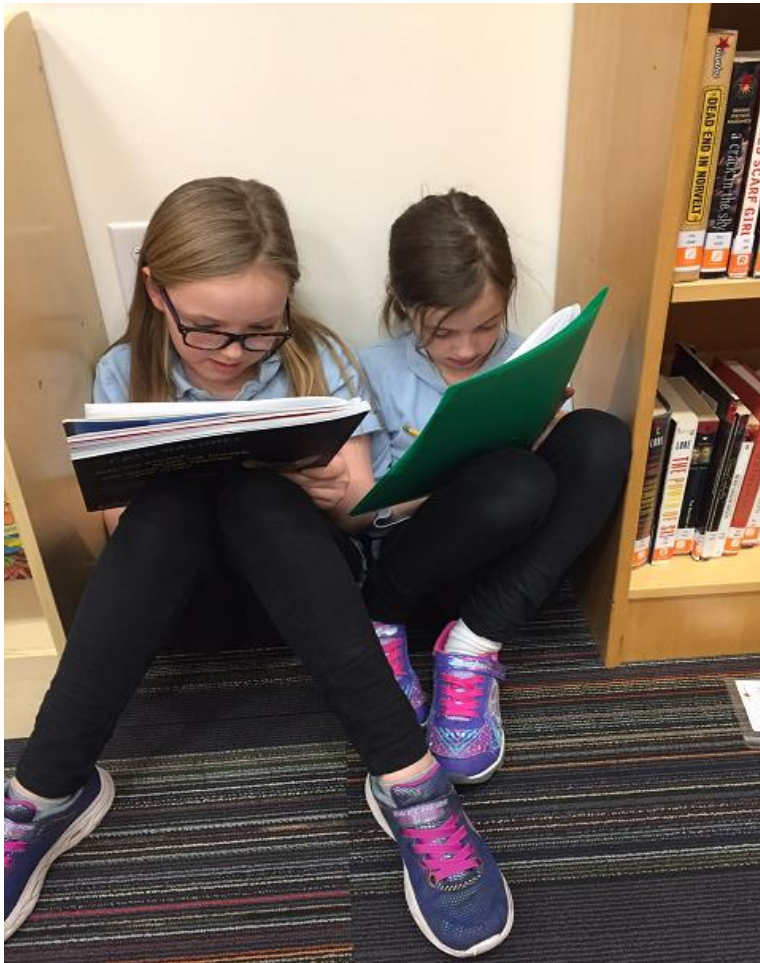
CHINESE LANGUAGE ARTS AND CONTENT-BASED INSTRUCTION IN CHINESE

Kindergarten (full-day) and first grade students work 90% of their academic day in Mandarin, with the exception of specialists (i.e., Physical Education, Art, and Music) who may 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 8th grade, which gradually prepares students for a successful transition to an area high school while continuing to enhance and maintain the students’ Mandarin skills.



Yin Shen (left) a teacher from Portland Public Schools (Oregon), offered feedback to teachers in December 2018 after ten days of classroom observation at Yinghua.

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.



Lower School students selected a cozy corner of the school library to work on homework during “Homework First.” During the Yinghua Aftercare program, from 3:30 to 6 p.m. daily, parents may designate that their children attend Homework First before recess or indoor play time.

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.

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.

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. Students in Honors Math complete algebra II and graduate from Yinghua prepared for high school advanced 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.

SCIENCE



The annual Science & Technology Expo features student reports, speech, experiments and posters.

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.

Social studies courses for sixth through eighth grades alternate per term between English as the language of teaching and Chinese. Subjects taught in Chinese include Chinese history, from mythology and the pre-Qin period to modern and contemporary periods; the great philosophers of Ancient China; and Chinese art history. Subjects taught in English include 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. Students also learn about global citizenship; the impact of human beings on the environment; and current local, national, and world affairs.

In Term II, 7th and 8th grade social studies classes are organized around a series of lessons relating to China and Taiwan. This is 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 teaches and develops students' critical thinking skills.

SPECIAL CLASSES

Yinghua recognizes the connections between overall academic achievement and exposure to specialty subjects such as art, music, and physical education. The school prioritizes and values the time dedicated to these subjects. Monthly whole-school “theme webs” interweave language, content and cultural 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 45-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 a string instrument meet twice a week, once for sectionals and once in full orchestra. Yinghua has three orchestral groups. 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 45 minutes per week.

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 45-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 4th 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, percussion, guitar, ukulele, double bass, cello, and pipa. Conservatory students perform at a year-end recital. During the 2018-19 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 the opportunity to compete in soccer, volleyball, basketball, cross country running, cross country ski, track and field, badminton, and fencing.

Yinghua Middle School students created a successful new after-school program called Big Sibs/Little Sibs. Through the Student Life Organization, Middle School students plan and host

after-school gatherings for younger students on designated days. For instance, kindergarteners are invited to sign up for the Sibs Kindergarten Day when they do crafts and have adventures with older students. This program helps to knit together the grades and build rapport between the age groups.

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 during the 2018-19 school year:

- Statewide MCA-III for grades 3-8 in math and reading and for grades 5 and 8 in science.
- Star Reading assessments for grades 2-8 providing data on students' English reading skills. Yinghua elected to administer the Star Reading assessments; that is, they were not part of the school's 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.

Academic Performance

Yinghua Academy ranked in the top 6% of Minnesota school districts in the 2019 School Digger report. In Yinghua's 2014 and 2019 contract renewals with its authorizer Friends of Education, Yinghua was granted five-year contracts, the maximum period permitted by law. Friends of Education referenced the school's exceptional academic performance as a major factor warranting the five-year renewal.

Yinghua Academy’s charter contract with Friends of Education designates three comparison districts—Minneapolis, St. Anthony/New Brighton, and Minnetonka. Yinghua’s MCA proficiency rates outperformed these three school districts in math for grades 3 through 8 and in science for grades 5 and 8. Yinghua’s MCA reading proficiency in grades 6 through 8 was 82.2%, just .8% short of the comparison districts’ combined average for reading. 45.2% of students in reading and 38.7% of students in math attained high-growth status. Even with an already high proficiency rate in reading and math, Yinghua students showed growth. See TABLE 16.

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 typically advance approximately one scale per year on the Student Oral Proficiency Assessment. On the Youth Chinese Test, the majority of 4th through 8th grade students passed the highest level (Level IV) with 95.9% of students passing Level IV by 5th grade.

Yinghua’s goal is that students be prepared to reach “superior level” on the Oral Proficiency Interview (OPI) assessment through further Chinese studies after they complete nine years of Chinese immersion studies at the school. In 2019, 144 Yinghua students were eligible to receive a Chinese language proficiency certificate through the Confucius Institute at the University of Minnesota and the Minnesota Department of Education. Eligibility is determined by successful performance on the Youth Chinese Test, Hanyu Shuiping Kaoshi Chinese proficiency test, Assessment of Performance toward Proficiency in Languages, and STAMP Proficiency Assessment.

Despite these successes, Yinghua OPI scores have been lower than predicted. To address this, the school continues to investigate whether instructional strategies need improvement. To promote oral proficiency Yinghua holds an annual Chinese dictionary contest for 3rd graders, speech contests in 5th through 8th grades, middle school clubs focusing on Chinese language and culture, all-school Academic Performances highlighting written and spoken language in Chinese (and English), study trips to mainland China and Taiwan, and “Blue Tickets” to recognize students for speaking in Chinese in out-of-classroom settings at school.



In Summer 2019, Yinghua Middle School students traveled to Xi'an, China, home of the Terracotta Warriors.

CHARTER CONTRACT GOAL 1: STATE ASSESSMENTS (40% WEIGHT)

Sub Goal 1.1: Absolute Proficiency

By the conclusion of FY 2018, 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.

TABLE 18 MINNESOTA COMPREHENSIVE ASSESSMENTS GOALS

Minnesota Comprehensive Assessments (MCA)	Goal by FY 2017	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Math G3-8	89%	84.40%	86.60%	88.90%	86.40%	84.70%
Reading G3-5	75%	83.10%	76.90%	72.60%	69.90%	69.20%
Reading G6-8	87%	83.00%	80.10%	81.30%	87.00%	82.20%

Results: The school did not meet the 2017-established goal for math and reading. However, 74.9% of Yinghua students achieved high or medium growth status in math. 80.0% of students achieved high or medium growth status in reading.

Instructional coach Lori Magstadt worked with English Language Arts teachers weekly from March through May and presented a session on facilitating group-based projects on May 1. In her weekly visits, she observed teachers, offered one-on-one feedback, and suggested integration points between the Chinese Language Arts and English Language Arts curricula. She also helped teachers identify challenges, gaps, and improvements.

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 increase over time in native language (English) acquisition in an immersion program).

TABLE 19 MCA COMPARISON AMONG DISTRICTS

2019 MCA	Yinghua	Minneapolis	St. Anthony / New Brighton	Minnetonka	Combined
Math G3-8	84.70%	44.40%	73.80%	81.60%	80.60%
Reading G6-8	82.20%	47.90%	62.10%	86.30%	83.00%
Science G5 & G8	77.00%	37.30%	65.00%	74.60%	73.30%

Results: The school partially met this goal. Overall, Yinghua outperformed its comparison schools in math and science. However, two of the three comparison schools had higher scores in grades 3-5 reading. Yinghua’s reading scores in grades 6-8 were higher than those of St. Anthony-New Brighton.

While reading scores in grades 3-5 were lower than scores at comparison schools, Yinghua’s reading scores in grades 6-8 comply with what the research shows for immersion schools. By grade 5, immersion students will reach or exceed the reading levels of non-immersion peer schools:

“It is important to acknowledge that early studies carried out in one-way total immersion programs, where English may not be introduced until grades 2-5, show evidence of a temporary lag in specific English language skills such as spelling, capitalization, punctuation, word knowledge, and word discrimination. That said, these studies also find that within a year or two after instruction in English language arts begins, the lag disappears. There were no long-term negative repercussions for English language or literacy development.” (Tara W. Fortune, [What Research Says About Immersion](#), 2019)

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.

TABLE 20 MCA GROWTH (Z-SCORE) GOALS

MCA	Goal	2018-2019
Z Score	>0	See Below
# Non Proficient Students (>20)	Yes/No	See Below
High Growth % of above in subsequent year	>50%	See Below

TABLE 21 2019 MCA MATH GROWTH RESULTS

2019 Math (431 students measured)	Column1	2018-2019
Growth Z-Score	>0	0
# Non Proficient Students (>20)	Yes	57
High Growth % of above in subsequent year	>50%	19 Students, 33%

TABLE 22 2019 MCA READING GROWTH RESULTS

2019 Reading (433 students Measured)	Column1	2018-2019
Growth Z-Score	>0	0.11
# Non Proficient Students (>20)	Yes	110
High Growth % of above in subsequent year	>50%	52 Students, 47.3%

Results: Yinghua partially met the first part of Sub Goal 1.3. The school’s 2018-19 z-score in reading was 0.11. However, the school’s 2018-19 z-score in math was equal to 0. The school did not meet the second part of Sub Goal 1.3 in math or in reading: The high growth for non-proficient students in math was 33.0% and in reading was 47.3%.

Sub Goal 1.4.1: Achievement Gap Reduction

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

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

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

TABLE 23 MCA SUBGROUP PROFICIENCY, COMPARISON TO 2013

	2013*		2017		2018		2019	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Asian	73.7 N=133	87.2 N=133	75.3 N=186	87.1 N=186	74.9 N=199	86.4 N=199	72.3 N=195	84.6 N=195
Black/African American [§]			66.7 N=24	83.8 N=24	63.3 N=30	66.7 N=30	51.6 N=31	54.8 N=31
White	75 N=84	91.7 N=84	78.1 N=215	92.1 N=214	78.6 N=257	88.3 N=256	78.4 N=283	86.9 N=282
Special Education	34.5 N=29	65.5 N=29	34.5 N=29	55.2 N=29	41 N=39	59 N=39	38.3 N=47	55.3 N=47
FRL	59.1 N=22	77.3 N=22	61.4 N=44	81.8 N=44	58.2 N=55	63.6 N=55	51.7 N=59	61 N=59

*The most recent year for which Black/African American subgroup data is available is 2016.

Results: The greatest reduction of the achievement gap from non-FRL to FRL students was seen during the 2017 school year. Since then, the gap has increased.

Sub Goal 1.4.2: Achievement Gap Reduction

TABLE 24 MCA PROFICIENCY RATE YEAR-TO-YEAR GAP REDUCTION

2019	Non-FRL	FRL	Difference
	N=483	N=59	
Math	87.60%	61.00%	26.60%
Reading	77.00%	51.70%	25.30%
2018	Non-FRL	FRL	Difference
	N=402	N=55	
Math	89.10%	63.60%	25.50%
Reading	78.30%	58.20%	20.10%
2017	Non-FRL	FRL	Difference
	N=396	N=44	
Math	98.60%	81.80%	7.80%
Reading	77.30%	61.40%	15.90%
2016	Non-FRL	FRL	Difference
	N=335	N=46	
Math	88.30%	73.90%	14.40%
Reading	81.20%	47.80%	34.30%
2015	Non-FRL	FRL	Difference
	N=267	N=41	
Math	87.20%	65.90%	21.30%
Reading	85.00%	70.70%	14.30%

Results: At the conclusion of FY 2017, the school met the second half of Sub Goal 1.4, but this goal was not met at the end of FY 2019.

Yinghua applied for and received two Minnesota Department of Education grants to help fund professional development and to offer additional support to students who needed extra support. Administrators and instructional lead teachers attended the 2019 ASCD conference to learn about building equity in school culture. The ASCD mission is to empower educators to achieve excellence in learning, teaching, and leading so that every child is healthy, safe, engaged, supported, and challenged. MDE funding supported the hiring of licensed teachers and educational assistants to support students who needed extra help to prepare for MCA reading and math tests. Academic support groups met twice daily for instruction and practice.

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

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

Sub Goal 2.1, part 1: Speaking and Listening (SOPA/ELLOPA)

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

The SOPA is designed to assess students in grades 2 to 8, and its counterpart, the Early Language Listening and Oral Proficiency Assessment (ELLOPA), is for younger students. There are nine levels on the American Council of Teaching of Foreign Languages language proficiency scale.

TABLE 25 LANGUAGE PROFICIENCY LEVELS

Level 1: Junior Novice – Low	Level 4: Junior Intermediate – Low	Level 7: Junior Advanced – Low
Level 2: Junior Novice – Mid	Level 5: Junior Intermediate – Mid	Level 8: Junior Advanced – Mid
Level 3: Junior Novice – High	Level 6: Junior Intermediate – High	Level 9: Junior Advanced – High

The SOPA and ELLOPA exams are designed for students who are learning a foreign language in a school setting and allow students to demonstrate their highest levels of performance in oral fluency, grammar, vocabulary, and listening comprehension. The assessments 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, they 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.

Yinghua’s SOPA results follow the language acquisition pattern of advancing by one SOPA level per grade.

TABLE 26 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	2018-19
K	2.58	2.5	3.16	3.21	3.34	3.33	3.55	3.48	3.61	3.35	3.46
1	2.98	3.74	-	-	-						
2	4.33	4.94	5.49	-	-	3.29	4.46	4.06	4.22	4.52	4.43
3	6.14	5.42	-	-	-						
4	1.99	4.81	-	6.45		-	6.61	5.06	5.64	5.73	5.53
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	OPI
7	-	-	4.76	4.6	7.65	6.93					
8	-	-	-	4.78	5.35	7.11	OPI	OPI	OPI	OPI	OPI

TABLE 27 SOPA RESULTS, 5 YEARS

Grade	SOPA Scale Junior	Goal	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K	Novice-High	80.00%	90.20%	88.30%	90.3% (102/113)	86.9% (73/84)	88% (74/84)
2	Intermediate-Low	80.00%	82.00%	62.30%	81.5% (106/130)	92.5% (99/107)	86.1% (93/108)
4	Intermediate-Mid	80.00%	100.00%	67.40%	92.7% (89/96)	92.2% (8/102)	91.1% (112/123)

Results: The school met this goal.

Sub Goal 2.1, part 2: Speaking and Listening (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.

TABLE 28 OPI PROFICIENCY GOALS

Grade	OPI Level	Goal	2014-15	2015-16	2016-17	2017-18	2018-19
6th	Advanced-Low	80%	6.00%	7.30%	20% (12/60)	11.5% (9/78)	3.5% (3/86)
8th	Advanced-Mid	80%	6.00%	4.00%	8.3% (4/48)	10.0% (5/50)	1.9% (1/54)

Among language experts, the OPI is viewed as an ideal tool to assess students’ oral proficiency. Yinghua began using this assessment five 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 to 30-minute conversation conducted over the phone between the candidate and an ACTFL-trained and certified examiner.

The goals were for 80% of grade 6 students to reach “Advanced Low” and 80% of grade 8 students to reach “Advanced Mid.” Yinghua did not meet these goals but aims to move closer to these results by improving on strategies such as the Blue Ticket program, launched in 2017-18, to reinforce a culture of students speaking Chinese inside and outside of the classroom. Increased use of iChineseReader in the classroom is an additional strategy to be adopted.

Yinghua's OPI expectations and goals were higher than those of peer schools, but school leaders felt that stretch goals would help with planning and teaching. Yinghua used the Lower School rate of progress to predict Middle School results and set goals based on the Lower School track record of continuing to increase by one proficiency level per grade despite the fact that students in Yinghua's grades 6 and 8 have fewer contact minutes with academic subjects taught in Chinese than in younger grades and fewer opportunities to use Chinese in social settings.

This is the third Annual Report in which Yinghua has been able to share information about OPI-measured progress. Early on, the results were promising. 63% of 2014-2015 6th graders reached an intermediate-mid or higher level. Two years later, in 2016-2017, when the same cohort of students was in 8th grade, 83.3% reached an intermediate-high or higher level, and 41.6% reached an advanced-low or higher level. There was an even stronger trend for the cohort of students one year younger: 85.5% of 2015-16 6th graders reached intermediate-mid or higher, and in 2017-2018, when they were in 8th grade, 80.0% reached intermediate-high or higher, and 42.2% reached advanced-low or higher.

However, more recently, the school has learned that its OPI goals were not a realistic prediction for its Middle School setting in which students receive an increased number of contact minutes in English. The Middle School decrease in Chinese language contact time in social and academic Chinese appears to have influenced students' rate of language-skill advancement.

Yinghua studied its OPI trends and created a plan to increase students' Chinese oral proficiency levels. The school is using data to plan and set new goals for the next five years. In 2018, the ratio of contact hours changed in terms of use of Chinese versus English in the Middle School grades with the hope that this would boost Chinese oral proficiency levels. The 2018 contact hours for Middle School students for Chinese and English were as follows:

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

TABLE 29 OPI SCORES, 4 YEARS, GRADES 6 & 8

OPI Level	Grade 6					Grade 8				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Advanced High	0	0	0	0	0.0%	0.0%	0.0%	0.0%	4.0% (2/50)	0.0%
Advanced Mid	0	7.3% (4/55)	3.3% (2/60)	1.3% (1/78)	0.0%	5.9% (1/17)	4.0% (1/25)	8.3% (4/48)	6.0% (3/50)	1.9% (1/54)
Advanced Low	5.9% (3/51)	0	16.7% (10/60)	11.5% (9/78)	3.5% (3/86)	23.5% (4/17)	4.0% (1/25)	33.3% (16/48)	32.0% (16/50)	38.9% (21/54)
Intermediate High	19.6% (10/51)	12.7% (7/55)	41.7% (25/60)	20.5% (16/78)	38.4% (33/86)	52.9% (9/17)	32.0% (8/25)	41.7% (20/48)	38.0% (19/50)	33.3% (18/54)
Intermediate Medium	37.3% (19/51)	65.5% (36/55)	26.7% (16/60)	61.5% (48/78)	47.7% (41/86)	11.8% (2/17)	44.0% (11/25)	14.6% (7/48)	18.0% (9/50)	20.4% (11/54)
Intermediate Low	33.3% (17/51)	5.5% (3/55)	3.3% (2/60)	1.3% (1/78)	5.8% (5/86)	5.9% (1/17)	8.0% (2/25)	2.1% (1/48)	0.0%	1.9% (1/54)
Novice High	2.0% (1/51)	1.8% (1/55)	0	1.3% (1/78)	1.2% (1/86)	0.0%	0.0%	0.0%	2.0% (1/50)	0.0%
No Test	2.0% (1/51)	7.3% (4/55)	8.3% (5/60)	2.6% (2/78)	3.5% (3/86)	0.0%	8.0% (2/25)	0.0%	0.0%	3.7% (2/54)



In the Battle of the Books program, sponsored by Friends of Education, students read twelve books and competed in book quizzes to demonstrate reading comprehension.

TABLE 30 8TH GRADE OPI LEVEL CHANGE SINCE 6TH GRADE OPI MEASUREMENT

Level (+/-) of Improvement Since 6 th Grade OPI Measurement	2016-2017 8 th graders		2017-2018 8 th graders		2018-2019 8 th graders	
	Student Count	%	Student Count	%	Student Count	%
-2 Level	0	0%	1	2%	2	3.7%
-1 Level	0	0%	1	2%	5	9.3%
0 Level	5	10.4%	9	18%	21	38.9%
1 Level	20	41.7%	18	36%	17	31.5%
2 Level	17	35.4%	16	32%	5	9.3%
3 Level	5	10.4%	0	0%	0	0%
4 Level	0	0%	1	2%	0	0%
No data to compare	1	2.1%	4	8%	4	7.4%
Total	48	100%	50	100%	54	100%

Results: The school did not meet Sub Goal 2.1.

In TABLE 30, the data show that students continued learning over a two-year timeframe. 41.8% of 8th grade students were able to increase by at least one proficiency level every two years. Language learning does not always follow a continuous improvement track, and teaching language needs specific and purposeful strategies to reach target goals. The data in TABLE 29 show that the higher a student’s level of Chinese is, the harder it is to advance proficiency. School leaders plan to take into account the 2018-19 OPI data when creating contract goals for the school’s next contract.

Sub Goal 2.2: Reading and Writing

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

TABLE 31 YCT PROFICIENCY

YCT	Goal	2014-15	2015-16	2016-17	2017-18	2018-19
% of 5 th grade students that passed Level IV	80%	87.10% (54/62)	88.70% (55/62)	78.80% (67/85)	92.60% (87/94)	95.90% 95/99

TABLE 32 YCT PASSING RATE BY LEVEL

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		2016-2017		2017-2018		2018-2019
Number of YCT Test Takers	227	93	87	91	3	115	3	124	1	164	150
Test Levels Given	I, II, III, IV	III, IV	IV	IV	III	IV	III	IV	II	IV	IV
Grades Included	2nd-8th	4th-8th	4th-8th	4th-7th	5th-8th	4th-8th	7th	4th-7th	7th	4th-8th	4th-8th
Number Passing	219	82	59	59	3	85	3	53	1	136	128
Passing Rate	96.50%	88.20%	67.80%	64.80%	100%	73.90%	100%	42.70%	100%	82.90%	85.30%

Results: The school met this goal.

Although it is not required to do so per contract rules, Yinghua also administers the Hanyu Shuiping Kaoshi (HSK), translated as “Chinese Proficiency Test” or “Chinese Standard Exam,” which 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, Yinghua has used this assessment tool to measure the Chinese abilities of students in grades 7 and 8.

In 2018-19, 95 7th and 8th grade students took and passed the HSK. For HSK levels III, IV, and V, a passing score is 180, combining all the components of listening, reading, and writing. Yinghua students averaged 201.5 in level III, 212.6 in level IV, and 241.3 in level V. The results show that students are not only able to pass the HSK III and IV, but also pass it with a very high level of confidence. The chart also showed that the 24 students who passed HSK IV were challenged to take HSK V and 21 of them passed this high-level examination. The average HSK V passing score increased from 178.8 to 241.3, a large proficiency level increase. The overall scores show that Yinghua Middle School students are doing well.

TABLE 33 HSK RESULTS, BY LEVEL

	III	IV	V	VI	Average Passing Rate
2018-19 number of students tested	28	64	24		
2018-19 number who passed	26	48	21		
2018-19 Average Score	201.5	212.6	241.3		
Last year's average scores	243.3	223.7	178.8	223	
2018-19 Passing Rate	92.9	75	87.5		81.9
Last year's passing rate	100	77.8	50	100	79.3

Teaching coach Yin Shen has returned to Yinghua on multiple occasions to meet with Middle School Chinese Language Arts teachers. She has observed teaching, mentored teachers, and met with them to brainstorm and provide strategies for maintaining high standards and demanding excellence. She has also worked with teachers to advance their knowledge of lesson planning. Similarly, Executive Director Sue Berg and teaching consultant Lori Magstadt have coached and served as role models for Yinghua teachers whose language of teaching is English.

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

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

TABLE 34 2018-19 4TH GRADE NWEA RANKINGS BELOW 70%

2018-19 NWEA	Group	# of Students
Reading	4 th grade with percentile ranking of less than 70%	66
Math	4 th grade with percentile ranking of less than 70%	52

TABLE 35 2014 TO 2019 NWEA GROWTH FOR THOSE RANKING BELOW 70% IN 4TH GRADE

2018-19 NWEA	Group	# of Students	Goal	# of students with national percentile increase
Reading	8 th graders with national percentile less than 70% in 4 th grade	20	50%	17 (85.0%)
Math	8 th graders with national percentile less than 70% in 4 th grade	7	50%	2 (28.6%)

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

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 Board’s minutes no less than twice annually.

In 2018-19, 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. The Academic Committee serves as the school’s World’s Best Workforce Committee.

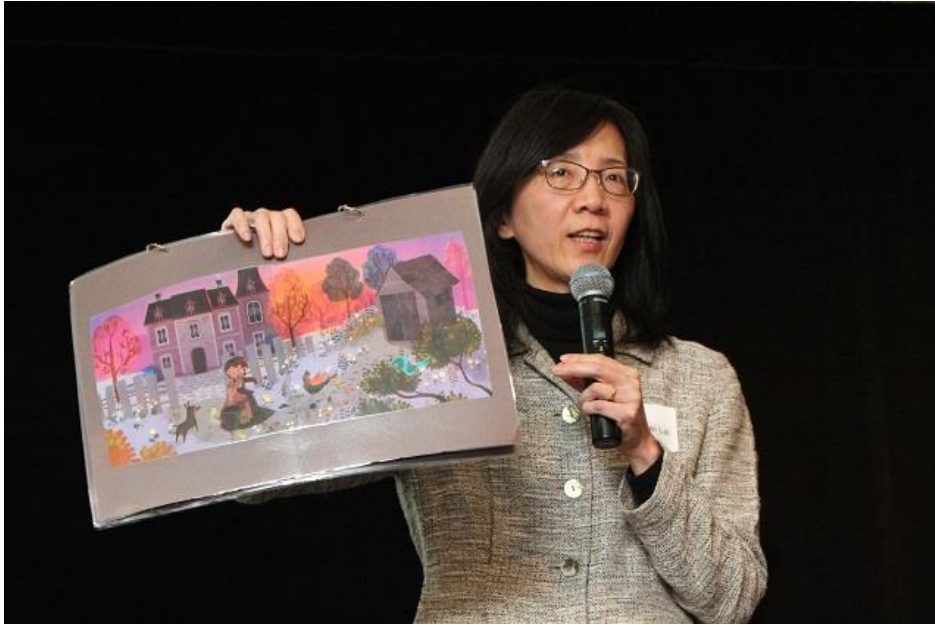
TABLE 36 2018-19 ACADEMIC COMMITTEE MEETING TOPICS

July	Academic Committee monthly meeting plan review and initial discussion of strategic plan goals.
August	Academic Handbook review and strategic plan update
September (postponed until October 2)	Assessment and testing overview; collaboration for greater learning outcomes; future assessment dates; and strategic plan update
October 23	Student-centered strategies; mentor and coach program; equity study; and equity and curriculum
November 20	Study Abroad: From Chinese Immersion Classrooms to World Traveler, ACTFL.org November 2018 Conference , page 152; and strategic plan update
December	No meeting
January 22	Equity study; curriculum and Chinese New Year; strategic plan update
February 26	MCA preparations; cultural competence; Chinese literacy development; and strategic plan update
March 24	Academic Performances and project-based learning; strategic plan update
April 22	Backward design
May 27	Chinese acquisition goals and progress
June 24	Academic status report; strategic plan update

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

- June 18, 2018: Academic Status Report by Academic Director Luyi Lien
- October 15, 2018: Q-Comp Presentation by teachers Shu-Mei Lai and Andrew Scheid
- July 17, 2019: Q-Comp Annual Report by Executive Director Susan Berg

Results: The school partially met this goal. One of the three Academic Committee presentations to the School Board occurred during the 2018-19 fiscal year while the other two were on dates within a few weeks before and after the opening and closing of the fiscal year.



Yinghua Chinese Language Arts teacher Shu-Mei Lai presented “Chinese Error Analysis and Instructional Implications—A Study at Yinghua Academy,” at a November 2018 professional development conference hosted by the Confucius Institute of the University of Minnesota.

Sub Goal 4.2: Data-Driven Instruction (DDI)

The school regularly uses DDI in math, Chinese Language Arts, and English Language Arts with summative assessments in all grades in terms I and II. 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. Teachers review and analyze the DDI data, submitted action plans to the Academic Director, and discuss with her a feasible plan of action to be implemented in the classroom. During Term II, Yinghua implemented project-based learning and the Chinese New Year performance as alternative assessment pathways. In Term III, Yinghua had both Academic Performances and end-of-term exams. Academic Performances are a type of alternative assessment that help identify how well 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 with parents what they’ve learned during the school year. This year, Lower School (kindergarten through grade 4) students performed on May 16, 2019, and Middle School students (grades 5 through 8) performed on May 17, 2019. These alternative assessments

function as an effective way to assess student language proficiency as well as their understanding of subject content and culture.

CHARTER CONTRACT GOAL 5: ADDITIONAL MEASURES

Sub Goal 5.1: Attendance

TABLE 37 ATTENDANCE

Attendance Rate	Goal	Actual
2018-19	95%	96.00%

Results: The school met this goal.

Sub Goal 5.2: Parent Conference Attendance

TABLE 38 CONFERENCE ATTENDANCE

Parent Conference Attendance	Goal	Actual
2018-19 (Spring and Fall combined)	95%	95%

Results: The school met this goal.

In addition to parent-teacher conferences, the school also held “Take a Peek” and “FaceTime Coffees,” opportunities for parents to join Mrs. Berg and Dr. Lien at school for classroom observations and conversation about what matters most to them.

Sub Goal 5.3: Professional Development

TABLE 39 PROFESSIONAL DEVELOPMENT

Professional Development	Goal	Actual
2018-19	100%	100%

Results: The school met this goal.



Yinghua teachers observed a guest teacher as she presented a lesson about animal habitats to 1st grade students.

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.

Results: The school met this goal. 100% of Yinghua students performed in or participated in the preparations for the annual Chinese New Year performance. 100% of Yinghua students participated in preparations for Academic Performances. Unless absent on the day of Academic Performances, all students participated in all-day, multi-discipline presentations for parents.

Operational Performance

Yinghua upheld all expectations as outlined in its charter contract and continued to put processes in place to ensure a high level of performance continues. 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). 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, 200 East Lake Street, Wayzata, MN 55391, (952) 745-2717, topoluk@tcfbank.com.

At the end of FY 2019, Yinghua reached 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.

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 which included a 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 which addresses how 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.

Yinghua hired instructional coaches Yin Shen and Lori Magstadt to observe and offer intensive teaching coaching. These sessions were particularly important for novice teachers. She met with fifteen novice teachers who received two to five coaching sessions each. Shen Laoshi visited Yinghua three times to assess Yinghua's Chinese Language Arts program; offer demonstration lessons with follow-up commentary for teachers in grades 1, 2, and 6; set goals for novice teachers with "bite-sized" directions; and work with teachers to plan a Middle School unit and design activities; facilitate group discussion and reflection about what worked well with the lesson. She conducted a weekend session with seasoned Chinese Language Arts teachers, and prepared three Yinghua teachers to serve as in-house coaches. At the 2019 National Chinese Language Conference, more than 100 educators attended a session by Shen Laoshi and Dr. Lien titled "Fostering Students' Creativity by Moving Beyond the Traditional Chinese Classroom."



During a Discovery class with Middle School students, Executive Director Susan Berg presented results from the School Climate Assessment Instrument which Yinghua students, staff, and parents participated in during the 2018-19 school year.

Yinghua teachers in all subjects use Differentiated Instruction to meet the needs of every student and challenge all learners. Learning is measured through Data-Driven Instruction methods to closely monitor student progress with formal and informal assessments. In addition, external exams allow the school to assess comparative achievement and growth. Professor Paul Bambrick-Santoyo has included examples from Yinghua Academy in his book *Driven by Data 2.0* (2019)

The first to bring Chinese immersion teaching to the U.S. Midwest region, Yinghua continues to be a leader in the field. Educators from the U.S. and abroad regularly visit Yinghua to observe the high-level teaching and learning for which the school has become known. Yinghua teachers and administrators regularly are invited to serve as presenters at national immersion teaching conferences. Academic Director Luyi Lien and Chinese Language Arts teacher Shu-Mei Lai have published new studies on error correction techniques to improve student outcomes in oral and written Chinese.



Yinghua teachers and staff attended a fall conference at the University of Minnesota during which colleague Shu-Mei Lai (third from right) served as a presenter.

Yinghua invited instructional coaches to work with Chinese-speaking and English-speaking staff. Both teachers spent hours observing Yinghua teachers, teaching sample lessons, and coaching teachers in groups and one on one.

A portion of the funds raised by the school during this fiscal year were earmarked for acquiring “makerspace” tools such as a sewing machine, laser cutter, and 3D printers. Hands-on making, using high- or low-tech tools, aligns with the school’s strategic initiative to develop project-based learning opportunities for students. Free programs for multi-age groups of Yinghua students and their families have been planned for selected Saturdays in Fall 2019 and Spring 2020. These Saturday sessions will allow teachers to develop projects that can be incorporated into future lesson plans.

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 summer [Dragon Festival](#). International collaboration with students in Chinese-speaking countries enriches the lives of Yinghua’s middle school students. Throughout the school year, students enjoy monthly teleconferencing with age mates from Number 8 Middle School, a sister school in Hohhot, Inner Mongolia.

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 Academic Director Luyi Lien 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.

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. In academics, Yinghua ranks among the top Minnesota school districts in ratings by SchoolDigger.com which assesses schools based on test scores, teacher retention, student-teacher ratios, and other metrics. In October 2018, 144 Yinghua students received Chinese language awards at the University of Minnesota. Yinghua has received high accolades from the U.S. Department of Education (2015) and Confucius Institute (2014) for its results as a high-performing American school teaching Mandarin Chinese at exceptionally high levels to students in a tuition-free kindergarten through 8th grade school. The school strives for growth on all fronts from parent satisfaction to student test scores and school climate ratings.

School administrators, teachers, staff, and board members have put into place the tools that are needed to sustain a high-performing school. Yinghua has won the State of Minnesota School Finance Award every year it has been eligible, since 2008. Student retention was 96% with an enrollment of 822 in September 2018. Yinghua finished FY 2019 with a 25% Fund Balance (unaudited). Friends of Education recognized Yinghua with an Achievement Award recognizing Yinghua Academy for outstanding accomplishments in academics, finance, governance, and overall excellence.

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