

# Annual Report Supplement to the 2018-19 Annual Report

Posted in December 2019 to the Friends of Education website

"Charter schools must disseminate information about how to use the offerings of a charter school. Targeted groups include low-income families and communities, students of color, and students who are at risk of academic failure."

Describe the manner (how the school disseminated -- mail, community meetings, etc.) and what the school actually disseminated (including quantities, if applicable) during the previous school year to satisfy this requirement. Separately describe the manner and information the school disseminated during the school year specifically to low-income families and communities, students of color, and students who are at risk of academic failure. Separately describe the activities the school has engaged in, in the preceding fiscal year, to ensure that the school is not participating in socioeconomic, demographic, ethnic, or racial segregation. Describe the results achieved for all activities.

*Friends of Education website, 2019*

## **Purpose of the Supplement**

This supplement addresses the Minnesota Statutes 124E.17, 363A, and CSP, which ask charter schools to disseminate information about how to use the offerings of a charter school. Targeted groups include low-income families and communities, students of color, and students who are at risk of academic failure.

## **2018-19 Marketing and Dissemination of Information**

In accordance with 2015 Minnesota Statute 124E.17, Subdivision 1, Yinghua conducts marketing to attract students from diverse ethnic and social economic backgrounds. Strategies include publicizing via the school website the Open Enrollment period and enrollment process. Yinghua hosts weekly tours from late September through early May. At December and January public meetings, Yinghua shares information about how to use the offerings of this charter school. In all of these settings and on its website, the school shares information about the successful best practices in teaching and learning demonstrated at Yinghua Academy.

Yinghua's Registrar made personal visits to the Northeast Head Start site to connect with their staff and families and to encourage them to submit enrollment applications for their children. We believe that making a personal connection at this childcare center in our own neighborhood will yield more enrollment applications than our past practice of distributing materials to sites such as libraries and community centers.

## **Kindergarten Readiness**

Yinghua takes seriously its partnership with parents and guardians who are essential to making sure that kindergarteners are ready to begin school. Parents of incoming kindergarten students may participate in public tours of the building, typically on Thursday mornings. At a December open meeting, parents learn about the school and about immersion education practices. A Saturday morning sample immersion class allows pre-kindergarten students and their parents or guardians to experience an immersion classroom. Kindergarten Roundup occurs in April and provides families an opportunity to meet kindergarten teachers, see classrooms and learn more about transportation, school lunch, student health, and after school options.

### Current Family Communication

To communicate with and retain enrolled families, the school regularly uses the website, weekly newsletters, and phone, text, and email messaging to communicate about conferences, tutoring, homework help and other events and services that are important to and facilitate student success. All-school parent meetings during the past year covered topics such as high school and college readiness and social emotional learning and school success. Teachers communicate with families directly by in-person appointments, email, phone, and written notes regarding project due dates, exam dates, homework, and grades. Teachers and administrators regularly follow up with parents who missed conferences and families of students with a poor attendance record.

Evening events during the school year are designed to help parents assist their children with school transitions. For example, first grade families are invited to learn about what will be expected of students in their seven weekly periods of second grade English Language Arts. Second grade is the first year that English is taught at school at Yinghua Academy. Fourth grade families are invited to school to learn what will be expected in grades five through eight, which are considered the middle school years at Yinghua. Fifth grade is the first year that students switch classes every period rather than remaining in one classroom where Chinese, math, science, and social studies are taught by the same teacher in homeroom model. A high school panel is offered annually and open to all families to share information about area public, charter, and private high schools that our students may be interested in and what level of Chinese may be available at each school.

### English Language Arts

Yinghua Academy begins teaching English Language Arts in grade two. This delay in the teaching of English at school helps the school to form in its youngest students a firm foundation in Mandarin Chinese before the formal teaching of English begins. Second and third grade students are leveled in three English Language Arts groups according to their reading proficiency. This allows teachers to pay specific attention to the level of reading—developing, intermediate, or advanced—of each learner. To meet the needs of the 5.9% of our students who are English Language Learners, Yinghua employs an ELL teacher, who meets with small groups of students during the school day for extra English teaching time. ELL support is not a substitute for grade-level English Language Arts (ELA) classes; rather, it is provided in addition to the seven periods per week of ELA in grade two and six periods per week in grade three.

## Financial Aid

Financial aid, funded in part through the Kopp Foundation, is given to any families who express need to cover expenses such as for field trips or Physical Education programs such as the month-long roller skating unit for which families are asked to contribute \$5 for skate rental. AfterCare and summer camp discounts are offered to the 11% of families who qualify for free or reduced price school lunches and to any families who express need.

## Attire

Yinghua students wear uniforms, but families do not have to purchase the uniforms from a particular source. Bi-annual used uniform sales offer uniform pieces for \$2 apiece. Yinghua adjusts uniform requirements as needed for religious and ethnic considerations.

## Buses

During the 2018-19 school year, Yinghua Academy students came from 83 different Twin Cities area ZIP Codes. Yinghua offers nine bus routes to accommodate families. Busing is free to those who reside in the City of Minneapolis and to any families from outside the city who can transport their children to a Minneapolis stop.

## Conclusion

One of the tenets of language immersion education is that diversity is celebrated. To offer a child multilingualism is to open doors for understanding the world from more than one perspective.

Yinghua visitors comment on the diversity of our staff and student body. By design, 100% of homeroom teachers are of Chinese-speaking, Asian descent, and more than half of the school's staff is comprised of Asian/Pacific Islanders. During the 2018-19 school year, 39% of students were Asian/Pacific Islanders (but only 4% of enrolled students were *heritage* speakers of Chinese), 6% African American, 3% Hispanic/Latino and 1% Native American. A remaining 56% of enrolled students were Caucasian.

Yinghua strives for increasing ethnic and socio-economic diversity in its enrollment, however, overall change is slow due to sibling privilege (permitted under Minnesota law) and full enrollment. During the 2018-19 school year, 157 applications were submitted for 29 kindergarten openings not already filled by siblings. Openings in any grades were quickly filled from waiting lists, but with 96% retention, this lateral enrollment was not significant.