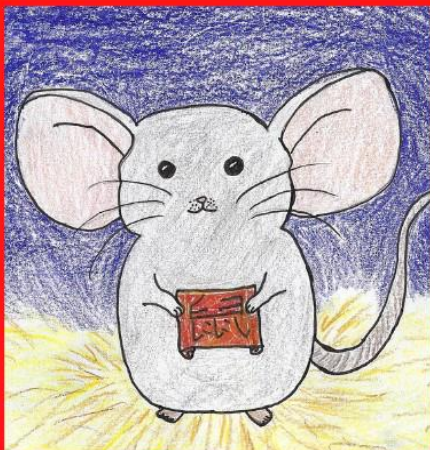


# Yinghua Academy

## 2019-2020 Annual Report



**PREPARATION FOR A GLOBAL FUTURE**

# Yinghua Academy 2019-2020 Annual Report: Preparation for a Global Future

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## History and Mission

When Yinghua Academy opened in 2006 it was the first public charter Chinese immersion school in the U.S. and the first Chinese immersion school in the U.S. Midwest. Yinghua is the only full immersion Mandarin Chinese immersion school in the City of Minneapolis. Language immersion professionals from around the world look to Yinghua as a leader in the field with a track record of outstanding results, and parents from around the MSP metro agree. The school has kindergarten waiting lists and regularly receives accolades such the #7 ranking (7/452) among Minnesota school districts in the 2019 School Digger report and a 2019 Changing-the-Odds recognition.

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

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## Innovation

Minnesota charter public schools exist to innovate and share their discoveries, methods, and results. Yinghua was twice recognized by the Minnesota Association of Charter Schools (MACS) for its innovative practices.

*Yinghua Academy, the first of its kind*

When the school was founded in 2006, curricular materials had to be created to teach Core Knowledge content in Mandarin Chinese, and most of the school's first teaching resources were written by the founding Academic Director who has been with the school since its first year. Now in its fifteenth year, Yinghua remains a leader in language immersion education and school leaders and teachers are frequent presenters in the U.S. and abroad on all manner of immersion-related topics.

*Innovation continues during the pandemic*

During the year covered by this report, Yinghua Academy did the challenging work of creating distance learning language-immersion techniques and immediately applying and improving upon the new methods in the distance learning context. The quick switch to distance learning due to the worldwide spread of Covid-19 presented a steep learning curve for all schools, and the challenge for a K-8 language immersion school was extraordinary. With less than 4% of Yinghua families speaking Chinese at home, how would the majority of Yinghua students remain *immersed* in Chinese language when learning remotely?

Technology, a full-day online schedule, and teachers' connections and perseverance were among the key elements of the Yinghua response to the school closure. After surveying families for technology and internet connectivity needs, the school spent \$127,730 to purchase 330 iPads with cases and chargers, 100 Apple pencils, and 10 hot spots. Within a two-week period in March, Yinghua created a distance learning schedule with full-day live teaching for all 828 K-8 students via the now ubiquitous Zoom platform. Teachers were present daily in students' lives four full days per week via Zoom.

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*To facilitate distance learning, the school upgraded teachers' technological tools and loaned iPads to any families with a need. Pandemic-related technology expenses totaled more than \$127,000 for iPads, hotspots, iPad cases, iPad chargers, and Apple Pencils.*

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The Academic Director assigned sixteen teachers to provide Chinese speaking, reading, and writing support to a group of 50 or 60 students. Every week, they made a ten-minute phone call to each of their students. The teachers met on Mondays to share ideas and strategies. Together they developed new ways of engaging even the kindergartners who had only been immersed in Chinese for two out of three terms. The conversations were an at-home opportunity for students to use Chinese during distance learning. Parents who witnessed these telephone exchanges were amazed by their American children's ability to converse on the phone with an adult in Chinese.

Families reported that their children benefitted from the daily on-screen interaction they had with their teachers and commented on the great improvement they'd seen in their children's self-management skills. The structure of the daily teaching via Zoom helped families maintain a family schedule. The challenge for parents was unprecedented as they worked from home while helping their children adjust to a new way of doing school and as all members of the household shared the home spaces for work, school, meals, and downtime.



A kindergartner practices Chinese by phone.

*Innovative teacher compensation*

Yinghua taps Quality Compensation (Q-Comp) funds from the Minnesota Department of Education (MDE) to add compensation to teacher salaries for those who apply and are selected to be teacher leaders. For instance, teachers who curate and lead the school's middle-school study-abroad curriculum and who teach and chaperone seventh and eighth graders on this capstone trip, are compensated for this work through Q-Comp. Yinghua also defined Q-Comp positions for work to further develop the Middle School curriculum.

*Recognition for innovation*

In 2017, the Minnesota Association of Charter Schools (MACS) recognized Yinghua for the annual Academic Performances used to measure learning outcomes. All students participate, and teachers grade students on language and Core Knowledge content mastery. For example, first graders invite their parents to shop in a simulated market, and promote their goods--in Chinese. They also practice math skills to tally a bill and count out change--in Chinese. 2017 Innovation Award



MACS created a video about the Yinghua Academic Performances.

Yinghua and the Minnesota Online High School (MNOHS) jointly developed a rigorous Chinese language arts high school curriculum suited to graduates of Mandarin immersion programs. Prior to this, Yinghua graduates had few if any options for continuing Chinese language learning after graduating from



Yinghua in grade 8. Four levels of Chinese Language Arts now are available to students from across the U.S. who have attended immersion schools. This collaborative work earned Yinghua and MNOHS (also a charter school) a 2016 MACS Innovation Award for new forms of accountability. 2016 Innovation Award

Teacher Wenjuan Wang talks about the MNOHS partnership in a scene from a MACS video.

## Authorizer

Friends of Education ([improveK-12education.org](http://improveK-12education.org)) serves as the authorizer for Yinghua Academy and eleven more Minnesota charter schools. Yinghua joined three other Friends-authorized schools in the top seven on a 2019 School Digger list of exceptional schools.

Authorizers play an accountability role and provide public oversight for the charter schools they oversee. They do not manage or operate schools, but are responsible for monitoring a school board's oversight of the school. This includes strict financial and academic oversight. By monitoring student testing, conducting site visits, and reviewing annual reports, Friends assesses the three critical areas of Yinghua performance: academic performance, finance and reporting, and legal compliance. In addition, a common component of Friends schools is emphasis on foundational skills, critical thinking, data-driven results, and preparation for post-secondary studies.

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*Contact Friends of Education:*  
*11100 Wayzata Boulevard, Suite 800*  
*Minnetonka, MN 55305*  
[www.improveK-12education.org](http://www.improveK-12education.org)

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When Yinghua renewed its authorizer contract last year, Friends of Education Executive Director Beth Topoluk applauded Yinghua 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. Friends awarded Yinghua a contract renewal of five years, the lengthiest period allowed by law.

## Compliance and Safety

Yinghua Academy strives to be completely compliant with MDE reporting and professional development regulations. In addition, 100% of Yinghua teachers have permission to teach from the State Board of Teaching.

Yinghua Academy follows state and local health and safety requirements and complies with fire codes and other safety requirements. Students and staff regularly participate in emergency drills for fire, severe weather, and lockdowns. Key administrators attend nationally recognized school-safety workshops, evaluate school drills, and update safety procedures in response to concerns as they arise. This year, Yinghua upgraded some of its internal door locks and two new electric key-card readers and thirteen security cameras in hallways and near egresses. An exterior camera focused on the school's parking lot also was installed. The school finalized a permanent agreement to use nearby space as a designated school evacuation site.

## School Enrollment, Attrition, and Applications for Kindergarten

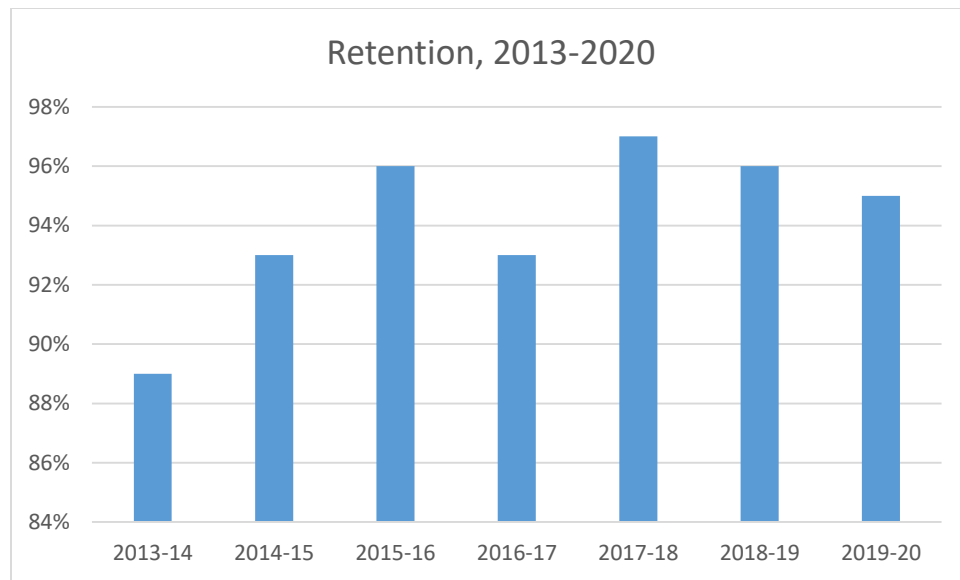
As a public charter school Yinghua provides an innovative and successful educational path for all students and is dedicated to a tuition-free, open-access, high-quality education. Yinghua follows state statutes related to application and admission procedures for public elementary schools and complies with the Yinghua Academy 102 Equal Educational Opportunity policy. 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. In order to begin kindergarten in the 2019-2020 school year, a student was required to be five years of age on or before September 1, 2019.

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*October 1, 2019, enrollment at Yinghua Academy was 828 in 31 K-8 homerooms, with three or four sections per grade and a student-to-teacher ratio of 10:1. The attrition rate was 4%. During the 2019 Open Enrollment period, 119 applications were submitted for 56 of 112 kindergarten openings not filled by siblings.*

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Table 1: Retention, 2013-2020



Yinghua opened in the fall of 2006 with 76 students in kindergarten through 3rd grade and grew steadily during its first seven years. Unable to accommodate enrollment demand in 2008, the school moved from its first location in St. Paul to its current facility in Minneapolis on Buchanan Street Northeast.

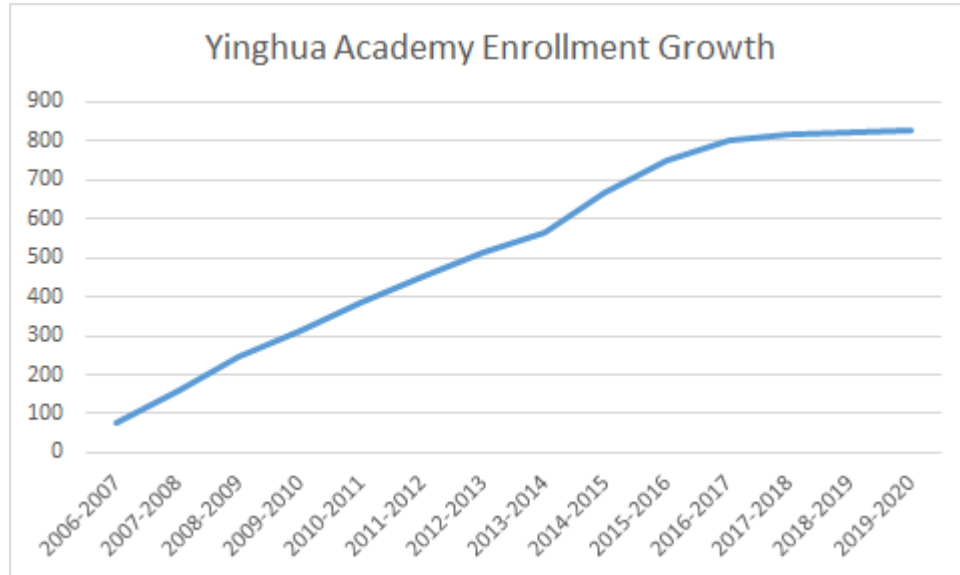
Further student body and capacity growth ensued which helped meet high enrollment demand and improved the school's financial situation.



### *Enrollment growth and the 2012-2014 facility expansion*

A fourth section of kindergarten was added in 2011, and the school temporarily operated an offsite kindergarten for two years while the Buchanan Street facility was expanded. Enrollment capacity was increased in 2012 in kindergarten, 1st, 5th, and 6th grades. The facility expansion, a major construction project, resulted in an enhanced and expanded facility with a new gym, library, and cafeteria; two music rooms; a three-story middle school; and an art room, special education offices, and science lab.

Table 2: Yinghua Academy Enrollment Growth



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

The year following the expansion, Yinghua enrolled one five-section cohort of kindergarten. Again, this enrollment increase was in response to high demand for kindergarten and to alleviate budget pressure. In 2016 enrollment began to plateau due to space constraints, and the School Board planned for a period during which there might be an enrollment decline.

### *Enrollment process*

The school posts its application procedures and deadlines on [www.yinghuaacademy.org](http://www.yinghuaacademy.org) by October 1 and explains the process through public tours and open houses. The Open Enrollment (open application) period for the 2019-2020 school year ran from January 2 to February 21, 2020, for matriculation in the fall of 2020.

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.

Because the number of applications in 2019 was greater than the Board-approved grade-level capacities, the school held a lottery during a public meeting on Wednesday, February 13, 2019, at 6 p.m. in the Yinghua cafeteria. About 40 prospective families were among the attendees. Based on the lottery, some applicants were offered the opportunity to enroll. The other applicants were placed on a waiting list. After the close of Open Enrollment, Yinghua continued to accept applications for all grades, and when there was no space available in a specific grade, the applicant was placed on the waiting list.

Yinghua Academy abides by Minnesota Statutes, section 124D.10, and the school adheres to YA 010 Admissions and Lottery Policy, which outlines, in section 7a-b, that siblings of enrolled students and children of Yinghua staff may receive enrollment preference. If, during Open Enrollment, the school receives the appropriately completed application of a sibling of a currently enrolled student or child of a Yinghua staff member, 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. Preference is not given for any other reason. Applications received after the open period were numbered and responded to in the order in which they were received.

Enrollment projections were calculated using predicted attrition rates from the October 2016 strategic planning document titled "Assumptions to Budget Model from Growth Report." The following rates were used: K 0%, 1st 2%, 2nd 3%, 3rd 4%, 4th 3%, 5th 8%, 6th 4%, and 7th 8%.

Table 3: Projected and Actual Enrollment, 3 Years

2017-18		2018-19		2019-20	
Projected	Actual	Projected	Actual	Projected	Actual
820	816	825	822	827	828

*Demographics*

The school has seen minimal changes in its enrollment subgroups. Since last year, the ratio of students who qualify for free or reduced-price school lunches increased slightly from 11% to 12%, and the percent of students using special education services dropped from 15% to 9%.

Table 4: Two-Year Demographic Comparison

	2018-19	2019-20
<b>Geography</b>	83 metro ZIP Codes	79 metro ZIP Codes
	49% Minneapolis	46% Minneapolis
	9% St. Paul	10% St. Paul
<b>Ethnicity</b>	39% Asian Pacific Islander	39% Asian Pacific Islander
	63% Caucasian	64% Caucasian
	6% African American	6% African American
	3% Hispanic/Latino	4% Hispanic/Latino
	1% Native American	2% Native American
<b>English Language Learners</b>	6% ELL	5% ELL
	4% Heritage speakers of Chinese	4% Heritage speakers of Chinese
<b>Free and Reduced Lunch Qualified</b>	11%	12%
<b>Special Education</b>	15%	9%

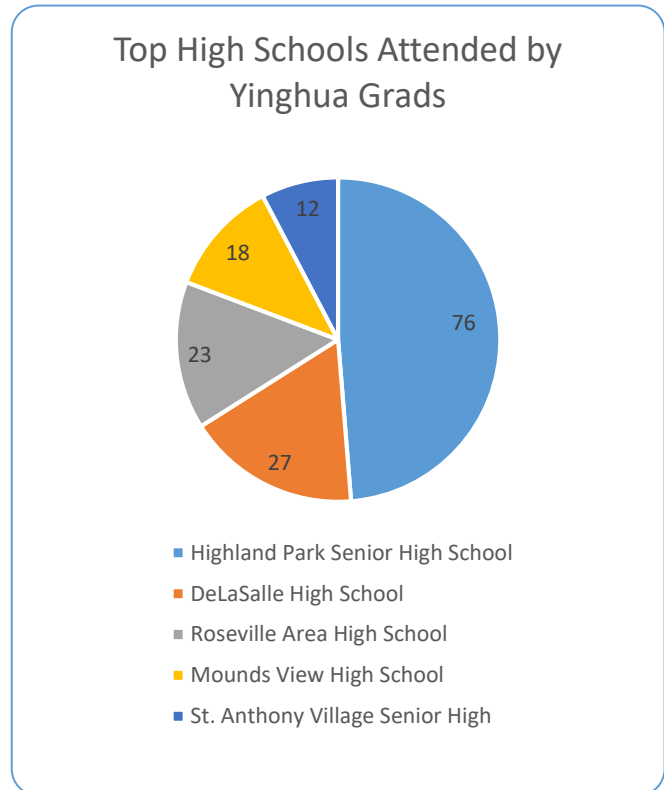
*High school and university placements*

Just as Yinghua students hail from dozens of different Twin Cities ZIP Codes, Yinghua graduates go off to attend dozens of different Twin Cities high schools. Over the years, the school’s 297 graduates have selected 54 different public, charter, and private schools for their high school education.

Highland Park Senior High School and Yinghua Academy have an agreement which allows Yinghua graduates to attend HPSHS even if they reside outside of the district. HPSHS agrees to offer Chinese Language Arts at a level that is a match for Yinghua graduates.

The 74 graduates of the Yinghua Class of 2020 selected the following 23 metro-area high schools: Armstrong High School, Breck School,

Graph 1: Top High Schools



Central High School, Cretin Durham Hall, DeLaSalle High School, Edison High School, Highland Park Senior High School, Hill-Murray School, Jefferson High School, Maplewood, Marantha Christian Academy, Minneapolis North High School, Minneapolis South High School, Minnehaha Academy High School, Minnesota Online High School, Minnetonka High School, Mounds View High School, Nova Classical Academy, Roseville Area High School, Spring Lake Park High School, St. Anthony Village High School, St. Paul Academy, and Washburn High School.



Chinese New Year performance narrators rehearse their lines, in Chinese and English, in the school gym prior to performances at Bethel University.

Higher education institutions attended by Yinghua alumni include Minnesota's Augsburg University, Bethel University, Concordia College (Moorhead), Hamline University, St. Olaf College, and the University of Minnesota. Outside of Minnesota: UC Berkeley (CA), Lewis and Clark College (OR), the University of Chicago (IL), and Whitman College (WA). A Yinghua 2016 graduate was admitted to Stanford University (CA) in 2020 but chose not to matriculate due to the pandemic.

Yinghua continues to forge relationships with area high schools so that current families are able to make informed choices. For the past four years Yinghua has hosted high school panels of administrators from area high schools as a way to build connections and expose current families to an array of educational offerings. In 2020, the school hosted its first-ever *alumni* panel so that Middle School students could learn about the options from the perspective of current high schoolers who graduated from Yinghua.

## Dissemination of Information

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### *2020 Minnesota Statutes 124E.17 DISSEMINATION OF INFORMATION*

*§Subdivision 1. Charter school information. (a) Charter schools must disseminate information about how to use the charter school offerings to targeted groups, among others. Targeted groups include low-income families and communities, students of color, and students who are at risk of academic failure.*

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### *Compliance with 2019 Minnesota Statutes 124E.17*

Yinghua hosts weekly tours from late September through early May. At December and January public meetings, Yinghua shares information about how to enroll and how to use the offerings of the school. Yinghua connects with the Northeast Head Start site to encourage families to submit enrollment applications for their children entering kindergarten and uses its website to publicize Open Enrollment and the enrollment process.

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 and members of the public tour the school, typically on Thursday mornings, and meet the Executive Director. At a December open meeting, parents learn about the school and about immersion education practices. A Saturday morning sample immersion class allows prekindergarten students and their parents or guardians to experience an immersion classroom. Kindergarten Roundup occurs in April and allows families to meet kindergarten teachers, see classrooms, and learn about transportation, school lunch, student health, and after-school options. At the sample class and at Roundup, parents observe as their children, most of whom have no prior Chinese-language exposure, interact with teachers who deliver lessons only in Chinese and speak only Chinese in the presence of students. This year, the Executive Director sent a video greeting and care package to new kindergartners in lieu of Roundup.

To communicate with and retain enrolled families, the school regularly uses the website, weekly newsletters, and phone, text, and email messaging for updates about conferences, tutoring, homework help, and other events and services to facilitate student success. Teachers communicate with families directly via in-person appointments, email, phone, and written notes regarding project due dates, exam preparation, homework, and grades. Teachers and administrators follow up with parents who missed conferences and with the families of any students with accumulated unexcused absences.

Evening events are offered on special topics that are of interest to Yinghua families. Two annual “What’s the Scoop?” events help parents to assist their children with school transitions. The first Scoop event is for first grade families who learn about what is expected of second graders in their seven weekly periods

of English language arts. The second Scoop event is for fifth grade families who learn about Middle School; starting in grade 5, when students switch rooms by period for classes taught by subject specialists. This represents a significant change from the Lower School model of remaining in one classroom for Chinese, math, science, and social studies lessons taught by one homeroom teacher. Finally, as mentioned in a previous section, Yinghua hosts a high school panel which is open to all students and families. This year, the two Scoop events took place via Zoom.

### *Equity*

- In March, Yinghua surveyed families about their children’s access to a digital device for learning and whether there was a Wi-Fi connection at home. The school prepared iPads for students to bring home and assisted with Wi-Fi as needed.
- The March survey instrument asking about digital resources also provided an open-comment section, and 80 pages of family input were received. Based on parental input, Yinghua made changes to the Spring 2020 distance learning plan. The school day was shortened to give students a much-needed screen break, and homework was largely eliminated by making time for assignments to be completed during the school day or on Fridays which were a flexible day for online chats with teachers and finishing up remaining tasks from the week. This new pattern accommodated multiple family situations. The school used MDE and P20 Educational Partnership guidelines to develop new grading policies taking into account students’ efforts and participation in class during the pandemic.
- Throughout the year school leaders and teachers rode school buses on nine routes to deliver learning materials to all areas of the Twin Cities where students live. They also gave a small gift, such as sidewalk chalk or a yo-yo, with each delivery. In addition, school leaders rode the school bus to visit all grade 8 students and deliver “Graduation in a Box” gifts.
- Prior to the availability of free meals for children through multiple sites across the Twin Cities, Yinghua partnered with its school lunch caterer to distribute free take-home meal packages.
- In response to the need to provide emerging readers equitable access to audiobooks, the special education department at Yinghua purchased an annual subscription to [Learning Ally](#). As an assistive technology, Learning Ally provides students with dyslexia or vision limitations equitable access to curriculum-aligned text and literature. The program is similar to Audible and provides high quality recordings that are downloaded to student devices. The user can control the text size, spacing, and color and speed of reading, and functions such as fast forward, rewind, annotate, and bookmark help students to review and retain what they’ve read.
- Students in grades 2 and 3 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% of Yinghua students who are English Language Learners (ELL), 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 2 and six periods per week in grade 3.

- Financial aid is given to any families who express need to cover expenses such as for field trips. In the past, families were asked to contribute \$5 per child for skate rental during the Physical Education month-long roller-skating unit, but this year YACA covered this expense. Aftercare and summer camp discounts are offered to families who qualify for free or reduced-price school lunch and to all families who express a need.
- Yinghua students wear uniforms. Bi-annual used uniform sales offer uniform pieces for \$2 apiece. Yinghua adjusts uniform requirements as needed for religious and ethnic considerations.
- During the 2019-2020 school year, Yinghua students came from 79 different Twin Cities ZIP Codes. Yinghua offers nine bus routes to accommodate families. Busing is free to those who reside in the City of Minneapolis and to families from outside the city who can accompany their children to a Minneapolis stop.
- 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. Visitors frequently comment on the diversity of Yinghua staff and the student body. By design, 100% of homeroom teachers are Chinese-speaking and usually of Asian descent. 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.



On the playground, East meets West.

## Strategy and Governance

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### *2017-2020 Strategic Plan*

*Initiative 1: Increase Chinese proficiency*

*Initiative 2: Increase student engagement through self-directed, creative, curious learning*

*Initiative 3: Lead Chinese immersion education by sharing our expertise around the world*

*Initiative 4: Manage growth while prioritizing Chinese immersion*

*Initiative 5: Align infrastructure with strategy*

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The 2016 strategic planning process yielded positive community engagement and discussion as well as tools such as the “Strategy Plan Implementation,” a document which outlines a structure and timeline for achieving initiatives and objectives. The School Board and Executive Director collaborate to take responsibility for setting and evaluating strategic initiatives, monitor strategy implementation, and pay close attention to environmental changes. The Executive Director reports on progress at monthly School Board meetings. Though the timeframe of the most recent strategic plan is described as 2017-2020, many of the goals are ongoing and work to achieve them is continuous. Yinghua’s goal is to act strategically on an ongoing basis.

As a public school, Yinghua is licensed by the State of Minnesota. A charter public school is an independent public school governed by a school board (also known as a board of directors). Yinghua follows all Minnesota public education standards including the open meeting law. Meeting information is shared via the school’s master calendar which is published on the school website. School Board meeting agendas are published prior to the meeting on the website, and minutes that have been approved by vote of the School Board also are posted there.

### *School Board*

The Yinghua Academy School Board consists of up to 13 members who are elected to three-year terms by the parents, staff, and board members of the school. The Board consists of accomplished people who represent one of three constituencies: licensed Yinghua teacher; Yinghua parent; or community member. Yinghua’s bylaws require that it have at least one person from each of these three groups on the School Board at all times.



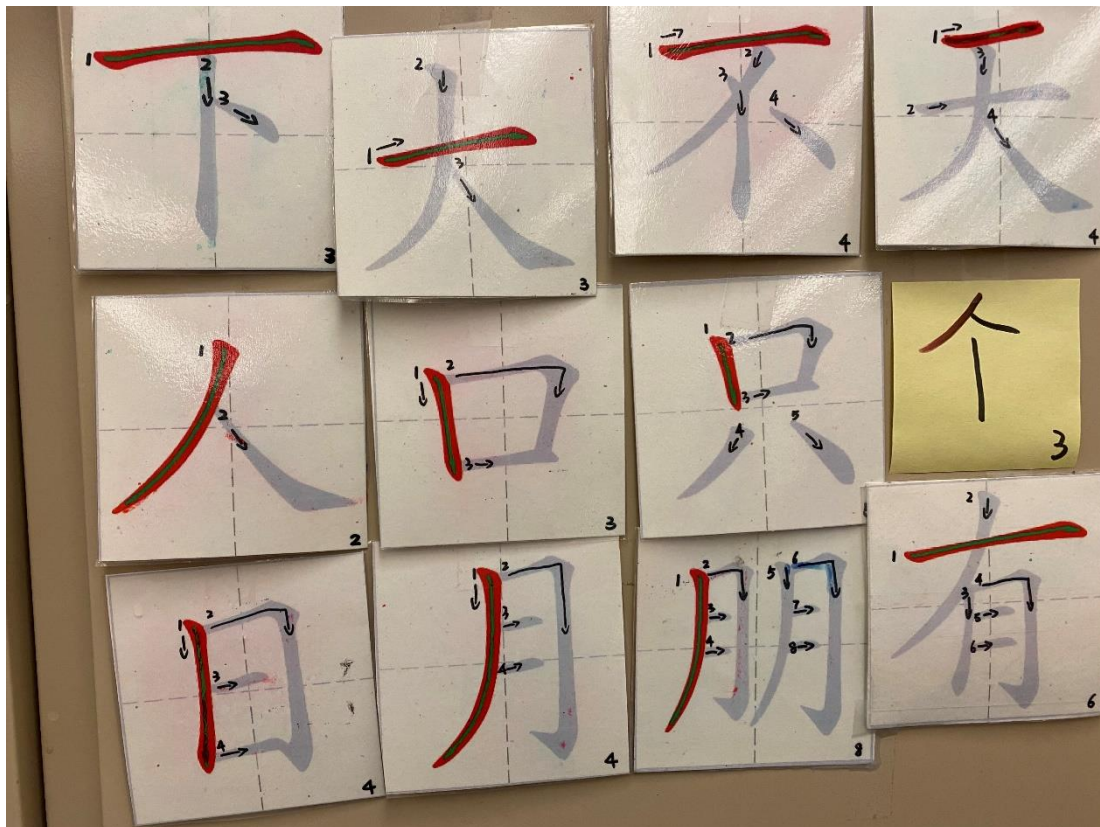
Following are the definitions of board member categories:

- Teacher: a licensed teacher employed at Yinghua Academy as a teacher
- Parent: a parent of student enrolled at the school; the parent may not be an employee of the school
- Community member: an individual who is neither a teacher employed at Yinghua nor a parent of a student enrolled at the school

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*The primary responsibilities of a School Board are to:*

- *Develop the vision and mission of the school*
  - *Select, support, and evaluate a chief executive*
  - *Ensure effective planning*
  - *Set policy that will ensure the school's ongoing viability, and*
  - *Oversee the monthly and long-term financial management of the school.*
- 



Chinese characters are written top to bottom, left to right.

### *School Board elections*

Yinghua holds annual School Board elections in the spring. Each parent and legal guardian of a child currently enrolled at Yinghua, each current employee of the school, and each current Yinghua board member is eligible to vote. Per the bylaws, nominations are solicited at least 60 days before the election period opens. Nominations come from teachers, parents and guardians, and community members. Newly-elected board members are seated to the board on July 1.

Elected members and volunteers serving on committees each have a school email address for board and school-related communication. Board and board committee email addresses follow this pattern: `firstname.lastname@yinghuaacademy.org`.

### *2019-2020 School Board election timeline*

- February 20, 2020: Call for nominations.
- March 19, 2020: Voters received information about the nominees including biographical information and candidate category (parent/guardian of a currently enrolled student, licensed teacher currently employed at Yinghua, or community member who is neither a parent nor a member of staff).
- April 23, 2020: Annual School Board meeting with presentation of World's Best Workforce updates and candidate introductions. This meeting was conducted via live Zoom and the meeting recording was posted on the school website.
- April 23-30, 2020: Election period. Voting occurs via US Post and via electronic ballot.
- May 2, 2020: Election results announced.

The 2019-2020 Yinghua Academy School Board included 1 teacher, 2 community members, and 10 parents: Nathan Bode, parent; Cindy Bursell, parent; Brooke Darrah-Hage, parent; Paul Haller, parent; Kaishan Kong, community member; Rosemary Lawrence, community member; Joel Luedtke, parent; Lisa Matre, Chair, parent; Cindy Moeller, community member, Erica Rasmussen, licensed teacher (#500328); Suzanne Reider, parent; Charles Robinson, parent; Amanda Schneider, Treasurer, parent; and Jane Steiner, parent. The Executive Director serves on the Board, *ex officio*.

### *Committees*

All board members must chair or serve on at least one committee of the board. In accordance with school bylaws, committees do not have decision-making authority. Rather, these active working groups conduct research and make recommendations to the School Board at regular board meetings. Committee chairs are encouraged to recruit members from the Yinghua parent and teacher community and may also recruit from outside the Yinghua community, particularly if special skills are needed.

*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.

*Monthly board meeting attendance*

Table 5: 2019-2020 Attendance rate by School Board members at School Board meetings

Jul	Aug	Sep	Board Retreat	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Annual Meeting	May	Jun
85%	85%	85%	100%	85%	69%	85%	100%	100%	100%	100%	69%	100%	92%

School Board training

Table 6: School Board Member Training, Dates,

Date	Sponsoring Organization	Session Title or Topic	Participants
9/21/19	MACS	New Board Member Training	Cindy Moeller (2 sessions), Suzanne Reider (1 session)
9/24/19	MACS	New Board Member Training	Suzanne Reider
9/25/19	MACS	New Board Member Training	Cindy Moeller, Suzanne Reider
10/10/19	MN School Board Administrators	Emergency planning, crisis communication	Paul Haller
10/15/19	MACS	New Board Member Training	Nathan Bode
10/22/19	MACS	New Board Member Training	Nathan Bode
10/31/19	MACS	New Board Member Training	Nathan Bode, Erica Rasmussen
11/3/19	Yinghua Academy School Board	Fall retreat: Analysis of school growth, strategic plan, equity	100% of School Board members
11/12/19	MACS	New Board Member Training	Kaishan Kong, Erica Rasmussen
11/14/19	MACS	Human resources boot camp	Paul Haller
11/19/19	MACS	New Board Member Training	Kaishan Kong, Charles Robinson
11/20/19	MACS	New Board Member Training	Kaishan Kong, Erica Rasmussen, Charles Robinson
11/22/19	MACS	New Board Member Training	Erica Rasmussen
3/23/20	Charter Source, Board Chat	Government and the open meeting law during the pandemic	Brooke Darrah-Hage
3/25/20	Charter Source, Board Chat	What boards should know about special education	Brooke Darrah-Hage
4/17/20	Charter Source, Board Chat	Ensuring a strong director and board chair succession plan	Brooke Darrah-Hage
6/30/20	MACS	New Board Member Training	Charles Robinson

## *Yinghua Academy Community Association and Dragon Life Organization*

The parent association, called YACA which is short for Yinghua Academy Community Association, and a student group called Dragon Life Organization do not have school governance responsibility but both work to build community. YACA supports the Executive Director's vision, and Dragon Life is facilitated and supervised by the Dean of Students and Student Activities Coordinator. YACA was founded by parent volunteers during the first year of the school's existence in order to promote enrollment and raise funds. In 2011 the group incorporated as a Minnesota nonprofit (named Yinghua Academy Foundation) to facilitate fundraising. YACA's focus is on supporting teachers and students, and annually they coordinate book fairs, meals for teachers during conferences, classroom volunteers, merchandise sales, activities showcasing Chinese culture, and fundraisers. Dragon Life is a vibrant student group which organizes student-led service projects, dances, "late-nights," tutoring for younger students, and a student-invented program called "Big Sibs," which engages Middle School students with Lower School peers for social activities.

## **School Leadership**

The school administration consists of the Executive Director, Academic Director, and Dean of Students. The primary responsibility of the Executive Director is to lead and direct the implementation of the mission and policy across the school. The Executive Director reports directly to the School Board. All other school employees report to the Executive Director. Each of these professionals brings extensive experience in education and a passion for the mission of the school.

### **Susan Berg 包校长 (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 an administrator and teacher. 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. 连主任 (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 academics, she creates and designs the curriculum and assessment tools for kindergarten through grade 8 and for high school courses offered online through a partnership with the Minnesota Online High School. She is the principal planner of the school's study abroad program and has built relationships with schools in the U.S., Mainland 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. Dr. Lien works with University of Minnesota scholars from the Department of Curriculum and Instruction, the Center for Applied Linguistics, and the UMN China Center, and she engages with national and international immersion scholars at Asia Society, the National Foreign Language Center, and other leading institutions to evaluate the latest research and evolve the Yinghua curriculum. She is a frequent presenter to the American Council of Teachers of Foreign Languages (ACTFL) and the National Chinese Language Conference (NCLC) on topics related to immersion strategies, project-based language-learning curriculum, data-driven instruction, and the mentoring of future immersion teachers and leaders.



### Jeremy Brewer 白主任 (Bai Zhuren), Dean of Students

Mr. Brewer joined Yinghua in 2012 and has extensive experience working with children in charter school, private school, extended day, youth camp, and nonprofit youth program settings. At Yinghua, he has built the Dragon Life student government organization with a focus on strong mentoring relationships, and he is responsible for creating a safe and healthy school climate, managing student behavior issues, implementing school safety policies, and supporting positive relationships with Yinghua families. 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.



## Professional development plans

In Minnesota, charter school leaders who do not hold an administrative license must share their professional development plans in the school's annual report. Below are the professional development plans that the Executive Director and Academic Director followed during the 2019-2020 school year.



### Executive Director Professional Development Plan, 2019-2020

#### **Goal 1: Learn to be equity-centered instructional leaders to ensure student opportunities to engage in a quality educational experience.**

- Use the findings in the book *Building Equity: Policies and Practices to Empower All Learners* (2017) and *Case Studies on Diversity and Social Justice Education (1st Edition, 2014)* to shape current Yinghua practice. Reflect key points of its content to current Yinghua practice, report findings at academic committee and School Board meetings.
- Deepen understanding of equity in workshops with the Equity Literacy Institute.
- Establish and work with an equity task force to collaboratively set goals for the school.

#### **Goal 2: Network with immersion experts to ensure cutting-edge immersion practice.**

- Network with other members of the Chinese Early Language and Immersion Network, convened by Asia Society. Attend the Annual World Language Convention, the National Chinese Language Conference, and the Chinese Innovation Forum. Prepare to host the Chinese Innovation Forum in the 2020-2021 school year.

#### **Goal 3: Work in tandem with Dr. Lien to implement "Get Better Faster" techniques.**

- Utilizing the "Get Better Faster" techniques commended to us by our authorizer, oversee effective instructional coaching by in-house curricular and instructional coaches, Q-Comp leads, and outside experts to observe and offer feedback to teachers.
- Coach teachers to improve the "teach, practice, check" cycle to ensure learning.
- Strengthen culture and instruction through professional development.

#### **Goal 4: Continue networking with education leaders from the Twin Cities and beyond to benefit current students and alumni.**

- Continue to strengthen relationships with the growing list of high schools that are of interest to our students and families.
- Develop/maintain strong ties with alumni and families. Utilize feedback to improve/enhance Yinghua's program.
- Continue to work with parent volunteers to create and maintain "High School and Beyond" on the Yinghua website.

#### **Goal 5: Research succession planning for charter school administration in collaboration with the Board of Education.**

- Gather succession planning resources for key positions from the Minnesota Association of Charter Schools, MSBA, and Friends.
- Study Yinghua's data from the School Climate Assessment Instruments (SCAI) survey. Consult with researcher John Shindler to fully understand Yinghua culture and the right fit for future school leadership.

#### **Goal 6: Gain experience and comfort with fundraising**

- Develop a long-term plan for focused on fundraising and building relationships with donors.

Academic Director Professional Development Plan, 2019-2020

**Goal 1: Learn to be equity-centered instructional leaders to ensure each student has the opportunity to engage in a quality education experience.**

- Read the book *“Building Equity: Policies and Practices to Empower All Learners”* (2017) by Dominique Smith, Nancy Frey, Ian Pumpian, and Douglas Fisher. Reflect key points of its content to current Yinghua practice, report findings at the academic committee meetings.
- Work with the Equity Literacy Institute to enhance my understanding of equity and its implication of equity at Yinghua. The work will include: 1) discuss equity topics and invite experts to present and conduct a workshop for all staff; 2) read the book of *“Case Studies on Diversity and Social Justice Education 1st Edition”* by [Paul C. Gorski](#) and [Seema G. Pothini](#) to deepen my awareness of equity issues.

**Goal 2: Effectively support school-wide instructional strategies in every subject and classroom.**

- Work closely with instructional coaches, Mrs. Yin Shen and Mrs. Lori Magstadt, to reinforce the revised “think-pair-share” strategy to “think-write-pair-share” and increase the practice of student writing.
- Lead the MS Mandarin curriculum redesign team to enhance our MS CLA curriculum.
- Work closely with the instructional coaches and reconstruct the integration of the English Language Arts and Chinese Language Arts to strength our Language Arts curriculum.

**Goal 3: Collaborate with nationwide immersion and language experts to advocate and expand the capacity of leadership in the immersion field.**

- Attend the 2019 ACTFL Annual World Language Convention on Nov. 22-24 in Washington DC, where I will present a session. The presentation will be presented alongside Yinghua Teachers titled [“Unpacking Class Activities: Incorporating Standards, Language, & Culture.”](#) (budget covered by the MDE Title II 414 grant)
- Attend The 5<sup>th</sup> Chinese Innovation Forum at the University of Puget Sound in Tacoma, Washington on Oct. 25-26. This Forum aims to build a community for language educators to share, learn, reflect, and collaborate. Yinghua Academy would like to be the host of this forum and be featured by the group of Mandarin educators. (budget covered by the general fund)
- Attend the 13th Annual National Chinese Language Conference (NCLC). The Location and Dates are to be decided. (budget covered by the general fund)
- Serve as a mentor to other immersion schools in North Carolina (invited by the Confucius Institute at the University of North Carolina at Charlotte)
- Support China Center at the University of Minnesota to host Chinese delegations’ visit and exchange educational ideas between two countries.
- Network with immersion leaders and experts at conferences and reflect on trends important to the future of immersion education

**Goal 4: Fine tune our project-based learning in the immersion programs and explore language opportunities for our K-8 immersion program.**

- Lead Grade Team members to review and reflect on the rubrics of Project-Based learning to ensure maxima students’ content, language, and cultural learning in immersion settings.
- Lead teachers to document and examine writing proficiency for our immersion classes. The end goals are setting reasonable proficiency levels for our writing proficiency in both Chinese and English languages.
- Support teachers to finalize the math vocabulary charts and complete alignment all grade levels Singapore Math teaching approach and unify the language usage in Chinese.



## Financial Performance

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 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 of the Board-approved budget*

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 CLA 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 presents a monthly update at each regularly scheduled board meeting providing full transparency to the School Board, staff, and community.

Yinghua provides copies of public documents to fulfill regulatory and contractual obligations and to any interested external entities.

*Fiscal Year 2019-2020*

The school received the 2020 State of Minnesota School Finance Award as it has every year since 2008 when it first became eligible for this distinction. The audited FY2019 books showed a fund balance of 31% of expenditures and the unaudited FY2020 books forecast a fund balance of 28%.

The impact of the March 2020 school closure due to Covid-19 had a negative financial impact in the school’s food service program (FD 02) and in the school’s community after-school programs (FD 04). These FD 02 and FD 04 results were contributors to this year’s Net Loss/Deficit of \$(245,659). Yinghua received but has deferred the Federal CARES/CRF funds it received this year for the following fiscal year.

Stronger than projected student retention continued to sustain a narrow rate of enrollment growth. Enrollment has plateaued and is predicted to remain stable in the coming school year due to the addition of a fourth 2020-2021 kindergarten section. The enrollment high-growth years were a window of opportunity to grow the school’s fund balance. In 2018, forecasting that an enrollment dip might follow the plateau, the School Board approved the allotment of \$600,000 to a committed fund to be used for any budget shortfalls or unexpected expenses in future years.

Table 7: General Fund (FD 01) Balance History

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Audited	Audited	Audited	Audited	Unaudited	Projected*
22.4%	30.3%	29%	31%	28%	27%

\*Fiscal year 2021 projection taken from multi-year model created in 2017.



At the entrance, banners commemorate recognitions including the 2015 National Blue Ribbon award.

Table 8: Balance Sheet as of June 30, 2020 (unaudited)

Description		
<b>Assets</b>	Cash	\$2,327,821
	Accounts Receivable	\$27,223
	State Aid Receivable	\$774,645
	Federal Aid Receivable	\$77,775
	Prepaid Expenses and Deposits	\$85,413
	Prior Year State Receivables	\$0
	Due from Other Funds	\$83,726
	<b>Total Assets</b>	<b>\$3,376,603</b>
<b>Liabilities</b>	Salaries and Wages Payable	\$404,308
	Line of Credit	\$0
	Accounts Payable	\$183,614
	Payroll Deductions and Benefits Payable	\$81,298
	Unearned Revenue	\$14,067
	<b>Total Liabilities</b>	<b>\$683,287</b>
	<b>Fund Balance</b>	<b>\$2,693,316</b>

Table 9: Statement of Revenue and Expenditures

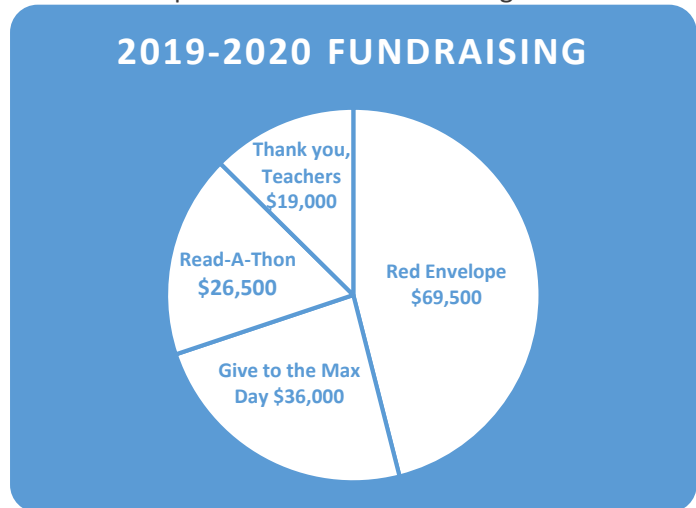
	Description	Revised Budget
Revenues	State Revenues	\$8,214,179
	Federal Revenues	\$147,391
	Other Revenues	\$701,169
	Donations and Gifts	\$78,718
	Food Service	\$239,937
	<b>Total Revenues</b>	<b>\$9,381,394</b>
Expenditures	Salaries and Benefits	\$5,560,116
	Building Lease and Operating Expenses	\$1,245,789
	Programming, General Administrative	\$1,951,829
	Food Service	\$260,976
	Community Service (Yinghua Care)	\$608,343
	<b>Total Expenditures</b>	<b>\$9,627,053</b>
	<b>Surplus (Deficit)</b>	<b>(\$245,659)</b>
Fund Balance	Beginning Fund Balance	\$2,338,975
	Committed Fund Balance	\$600,000
	Add Surplus (Deficit)	
	<b>Ending Fund Balance</b>	<b>\$2,693,316</b>
	<b>Combined Fund Balances Percentage</b>	<b>28%</b>

## Raising Funds and Connecting with Alumni

In July 2019 Yinghua invested in its fundraising infrastructure by retaining database consultant Stacy Lowell of Insight Giving to upgrade the tools used to cultivate, steward, and recognize donations, keep in touch with the school’s growing alumni population, and engage volunteers in the life of the school.

Two groups of volunteers work with the Executive Director to set fundraising priorities and direction—the School Board’s Development Committee and the board of directors of the parent association, YACA. The school’s Development and Communication Manager works with both groups to execute campaigns, track donations, cultivate prospects, and steward donors. Funds are raised from individual and foundation sources, workplace matching gifts, and grants.

Graph 2: 2019-2020 Fundraising



The school organizes four annual fundraising campaigns. YACA takes the lead on the fall Read-A-Thon. When students read 30 minutes or more per day and sponsors, such as parents and grandparents, agree to make a donation to the school. This year’s campaign included school-day “DEAR” time when everyone at school did **Drop Everything And Read**. Teachers and staff shared their reading lists and favorite books on posters lining hallways. The summer work with Insight Giving made it possible for the school to “go digital” with its fall Read-A-Thon. This meant that students logged their minutes of reading online and donations came through the same online system. YACA also took the lead on a May 2020 online fundraiser, “Thank You, Teachers,” inviting parents to make donations to be pooled for teacher thank you gifts in recognition of their exceptional work in Spring 2020. All funds from this campaign went directly from the parent association (which has its own nonprofit status) to teachers and staff. Checks were mailed to teachers with hand-penned thank you notes—written in Chinese and English.



Blaze joined students during dismissal to promote Give to the Max Day.

Minnesota’s day of online giving, Give to the Max Day, is the school’s second fall fundraiser. This year, Middle School students assisted by creating videos capturing Blaze, the school’s mascot, on camera. A

parent volunteer with video expertise edited the footage so that upbeat vignettes from school could be sent to donor prospects throughout the day to pique interest and encourage participation.

The Red Envelope letter campaign coincides with Chinese New Year, and the school's annual CNY performances provide the perfect opportunity to remind parents and other supporters of the value of their engagement with the school through donating and volunteering.

Most years, YACA organizes a spring gala, but the 2020 Ying Fling event was cancelled due to the pandemic. Funds raised during the gala often are targeted for special projects such as supporting the Middle School study abroad trips to mainland China and Taiwan. Those trips were also cancelled due to Covid-19.

### *Alumni*

Connecting with Yinghua graduates is increasingly important as the alumni population grows and many of the school's eldest students conclude their university years and enter the workforce. Equipping Yinghua graduates to continue to develop their Chinese language skills is ongoing work.



A Yinghua graduate (right) practices Chinese with a U of M student. Christine T. Nguyen | MPR News

- A panel of current high school students, who graduated from Yinghua, offered insights on their schools' language programs and ways to continue Chinese language studies after eighth grade.
- 2016 graduate Annika Johnson created "China-sota," a podcast to enhance cross-cultural understanding. Episode 7A features an interview with Yinghua Academic Director Luyi Lien and centers on the founding of Yinghua: <https://www.redhawksonline.com/chinasota-podcast/>.
- Minnesota Public Radio's Riham Feshir captured the reflections of a 2017 graduate who participates in a weekly University of Minnesota program that matches local high school students who have learned Mandarin Chinese in an immersion setting with international students at the U of M who seek opportunities to improve their English language skills. A weekly theme keeps the conversations focused, and a professor cues students at the halfway mark when it's time to change from one language to the other. <https://www.mprnews.org/story/2019/12/02/program-pairs-chinese-english-language-learners>

## Staffing

The Yinghua teaching staff is selected using a three-tiered process. The first step is an interview with the hiring committee. Next, the candidate teaches a sample lesson. The last step is a final interview with the administrative team to review the job description, policies, procedures, salary, and benefits.

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*The Yinghua staff (full-time and part-time) totaled 116 in the 2019-2020 school year with a student-to-teacher ratio of 10:1. Teacher retention between the 2018-2019 school year and the year of this report was 83%.*

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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.

All Yinghua teachers are credentialed, or approved for credentialing, and meet the state requirements for public education instructors. 100% of teachers participated in professional development. 81% of Yinghua teachers have advanced degrees in their fields, and this includes three with doctorate degrees. 57 (of 62) teachers served in full-time positions. Alongside Yinghua teachers, Educational Assistants and Special Education Paraprofessionals (17 total) served as “other instructional staff.” Yinghua employed 21 non-teaching full-time staff, and 27 non-teaching part-time staff who mainly work in the school’s after-school program. The current number of administrators (3) has remained constant since 2013.

Last year the teacher retention rate was 90%, significantly higher than this year’s 83%, and this year’s rate is significantly lower than other prior years. Covid-19 played a role in teachers’ decisions to make a change in employment. Several teachers returned to mainland China or Taiwan to be closer to family during the pandemic. To review staffing data, click the link to find sheets with full time and part time teaching assignments and related data:

[https://docs.google.com/spreadsheets/d/1loY7tmq8EygLP6htfilKQuvLWJSmoEMBRU\\_ZDaAGkx4/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1loY7tmq8EygLP6htfilKQuvLWJSmoEMBRU_ZDaAGkx4/edit?usp=sharing)

## 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, a body of lasting knowledge and skills form the core of a strong K-8 curriculum.

Academic Director Luyi Lien has developed and customized the school's curricular materials and leads Yinghua in all curriculum development to ensure that content delivered in Mandarin covers the Core Knowledge Sequence and Minnesota Standards in addition to building Mandarin fluency. It is this internally-created curriculum that has given Yinghua students both a high level of Mandarin fluency and a deep understanding of Core Knowledge content.

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*Yinghua has captured national and international attention along the way.*

*2020: Multiple first-place rankings through [Niche.com](https://niche.com)*

*2016 and 2017: Minnesota Association of Charter Schools innovation awards*

*2015: National Blue Ribbon recognition by the U.S. Department of Education*

*2014: Confucius Classroom of the Year by the Chinese Ministry of Education (Hanban)*

*2008: Foreign Language Assistance Program grant to develop the middle school (\$811,265)*

*2007: World Language grant for \$100,000 to develop the elementary school (\$100,000)*

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## *Chinese Language Arts*

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 and the University of Minnesota's Center for Advanced Research on Language Acquisition. Yinghua's program is internationally recognized as a dynamic example of language immersion best practices.

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.



## *Math*

Yinghua uses Singapore Math, an internationally-recognized applied mathematics curriculum which helps students understand the *why* behind concepts in mathematics. Math is taught in Chinese at all grade levels though the text in Singapore Math workbooks is in English. This permits parents to assist with math homework. Math concepts are understood first in a concrete manner, then students illustrate a problem pictorially, and finally the concepts are represented in mathematical form. In middle school, math is offered in three levels: Core, Honors, and Advanced. Each has its own pace in covering material that is at or above grade level.



Bradly Byykkonen, who has been with the school since 2012, teaches Middle School English Language Arts.

## *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.

Yinghua delays teaching English until grade 2 in order to make time to solidify Chinese language skills in kindergartners and grade 1 students. The Yinghua ELA curriculum is customized for quick “ramp-up” since students begin formal ELA studies two years later than usual.

## *Science*

Yinghua's science curriculum is aligned to the current Minnesota State Science Standards and 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 kindergarten through grade 8. 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 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.

## *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 grade 5, social studies is taught in the Chinese immersion classroom where teachers address Core Knowledge topics such as the Thirteen Colonies, U.S. presidential biographies, land formations and geographical terms, European history, and the Inuit and Anasazi cultures, as well as Chinese history and geography topics such as the Qin Dynasty and Emperor Qin Shi Huang; the Han, Tang and Song Dynasties; and the Great Wall and Chinese inventions.

Sixth through eighth graders' social studies courses are taught half in Chinese and half in English depending on the topic. Subjects include Chinese history from mythology and the pre-Qin period to modern and contemporary periods; the great philosophers of Ancient China; Chinese art history; Ancient Greece and Rome; the European Renaissance and Reformation; the American Revolution; the U.S. Constitution and Bill of Rights; the U.S.-Dakota War from each side's perspective; U.S. immigration; the Great Depression; the Sino-Japanese War; World War II and the Holocaust; global citizenship; the impact of human beings on the environment; and current local, national, and world affairs.

### *Classes with specialists*

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

#### *Music*

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

#### *Visual Art*

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



Students submitted photos of their color wheel projects during distance learning.

### Week three

Red

Orange

Yellow

Green

Blue

Purple

### *Physical Education*

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



Jumping rope in PE class.

### *Technology*

Technological learning is integrated into classroom learning and also is taught as a distinct discipline. 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.

Yinghua is a member of the Minnesota Urban Debate League and its Dragon Debate Team, coached by parent volunteers, saw many successes in the 2019-2020 school year. Likewise, Yinghua students participated with great success in Technovation[MN], a community of more than 80 teams of girls that teaches how to build a mobile app to solve a real world problem. Both of these activities align with the school's strategic goal to reinforce self-directed, critical thinking and curious learning.

Yinghua’s after school Conservatory of Music offers 30-minute private music lessons taught once per week by professional musicians with extensive performance experience. Instruments offered include viola, piano, erhu, percussion, guitar, ukulele, double bass, cello, and pipa. Conservatory students perform at a year-end recital.

In Athletics, Yinghua offers in-house sports for students in kindergarten through grade 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, and Yinghua participates in a conference of similar-sized schools which offers Middle School students the opportunity to compete. Middle School students have access to sports such as soccer, volleyball, basketball, cross country running, cross country ski, track and field, badminton, and fencing, and new sports are added if there is sufficient interest and coaches are available.

Yinghua Middle School students created a successful after-school program called Big Sibs. Through the Dragon Life Organization, Middle School students plan and host after-school gatherings 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.

#### *Overview of language by grade*

The full immersion model is used in kindergarten and grade 1 which means that core subject areas—math, science, social studies, and language arts—are taught in Mandarin Chinese.

In grades 2 through 4, the full immersion model is used for the core subject areas, and students study English language arts for approximately 300 minutes per week. Teachers walk their students from the immersion homerooms to the English language area of the building. This practice is in keeping with the principle of language separation, an immersion best practice: School settings are customized and outfitted according to the language of teaching. In the Yinghua immersion classroom, students are surrounded by Chinese language on wall posters, in books, and in teaching tools and classroom games. Likewise, in the English classrooms, the posters, books, and learning materials are all in English.

In middle school, the amount of time in classes taught in English gradually increases. By grade 8, courses are divided evenly between Chinese and English. Middle school classes taught in Chinese include Chinese language arts, Chinese conversation, math, social studies, music, and orchestra. Classes taught in English include English language arts, science, social studies, art, and physical education.

Following are the 2019-2020 ratios of classes taught in Chinese or English.

Table 10: Teaching time, by grade, by language (Chinese : English)

2019-2020 Term I and Term II	2019-2020 Term III (during school closure)
K - 88% : 12%	K - 80% : 20%
1 - 88% : 12%	1 - 70% : 30%
2 - 82% : 18%	2 - 60% : 40%
3 - 82% : 18%	3 - 60% : 40%
4 - 82% : 18%	4 - 60% : 40%
5 - 70% : 30%	5 - 60% : 40%
6 - 60% : 40%	6 - 50% : 50%
7 - 60% : 40%	7 - 50% : 50%
8 - 50% : 50%	8 - 50% : 50%



Kindergartners wait for a turn to rehearse their Year of the Rat skit for the Chinese New Year show.

## Academic Performance and Charter Contract Goals

Typically, this report includes updates on the school's charter contract goals. Progress is assessed in part through analysis of academic results data as measured by North American standardized exams (MCA and NWEA) and internationally-recognized Chinese-language proficiency exams (SOPA, OPI, YCT, and HSK). This year, Yinghua can report on OPI (Oral Proficiency Interview) test results for grade 8 students, but other tests were cancelled due to the Covid-19 pandemic and Minnesota school closure from March to June 2020.

The Student Oral Proficiency Assessment (SOPA) was among the tests cancelled due to the pandemic. Instead, to evaluate students' oral proficiency in Chinese, teachers conducted informal individual or group assessments.

Following are OPI results assessing Chinese Acquisition (Goal 2.1), and results for Contract Goals 4 and 5.

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### *Charter Contract Goals*

- 1: State Assessments (40% weight)*
  - 2: Chinese Acquisition (30%)*
  - 3: Nationally-Normed Assessments (15%)*
  - 4: Academic Culture (15%)*
  - 5: Additional Measures*
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### Sub Goal 2.1: Speaking and Listening

Goal 2.1 states: Each year the school will administer an Oral Proficiency Interview (OPI) in at least grades 6 and 8, and 80% of immersion students will meet the Advanced-Low or Advanced-Mid proficiency levels (defined by [ACTFL](#)). In 2019-2020, Yinghua grade 8 students took the OPI and 24.3% (18/74) of them received the Advanced-Low or Advanced-Mid proficiency levels.

The OPI assesses Chinese-language speaking and listening (Goal 2). Among language experts, the OPI is viewed as an ideal tool to assess students' oral proficiency. Yinghua began using this assessment six years ago to evaluate how older students use language in real-life situations. In administering the tests, Yinghua follows the Language Testing International (LTI) Protocol for OPI assessment which is a 20 to 30-minute one-on-one interview conducted over the phone between the candidate and an ACTFL-trained and certified examiner. The examiner continuously adapts to the interests and abilities of the student and delves into more complex language while rating the speaker's responses.

Yinghua's OPI expectations and goals are higher than those of peer schools, but school leaders feel that stretch goals 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.

**Results: The school did not meet Goal 2.1.**

**Goal 4: Academic Culture**

**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 2019-2020, the Academic Committee, which serves as the school's World's Best Workforce Committee, followed a detailed monthly plan to check all aspects of academic growth and make sure the school's academic performance was on track. The Academic Director delivered an academic status report to the School Board on September 16, 2019. She delivered another academic status report to

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*Academic status report dates recorded in the School Board minutes:*

*September 16, 2019*

*April 20, 2020*

*April 23, 2020*

*June 15, 2020*

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the board on April 20, 2020. On April 23, 2020, the School Board Chair gave a World's Best Workforce status report at the school's Annual Meeting. On June 15, 2020, the Academic Committee Chair delivered an academic status report to the School Board. Four academic status reports were delivered and recorded in the minutes of the School Board during the 2019-2020 school year.

**Results: The school met Goal 4.1.**

**Sub Goal 4.2: Data-Driven Instruction (DDI)**

Yinghua continued to implement DDI in math, Chinese language arts, English language arts, and science. Teachers reviewed and analyzed the data, submitted action plans to the Academic Director, and discussed with her a feasible plan of classroom action. During Term II, the Chinese New Year



performances served as an alternative assessment pathway. In Term III, Yinghua moved to distance learning due to the pandemic but continued to use DDI in quizzes, tests, and end-of-term exams. Academic Performances, a type of alternative assessment to identify how well students are doing in terms of their academic and language development, took place via Zoom in May 2020.

Despite the school closure in Term III, Yinghua used DDI during all three terms of the 2019-2020 school year to drive teaching plans in Chinese language arts, English language arts, math, and science.

**Results: The school met Goal 4.2.**

**Goal 5: Additional Measures**

**Sub Goal 5.1: Student Attendance**

Over the past four years, the lowest attendance rate at Yinghua Academy was 96% against the goal of 95%. This year the attendance rate was 97.58% (2.58% above the goal).

During the period covered by this report, attendance procedures changed mid-year due to Covid-19. In Spring 2020, in order to accommodate the many family challenges resulting from the abrupt change to distance learning, the Minnesota Department of Education (MDE) encouraged schools to recognize multiple modes of participation such as asynchronous completion of work. During Term III, Yinghua students were counted present in school attendance records if they attended the morning roll call on Zoom, participated in the live Zoom classes which took place four days per week, and/or submitted assigned tasks.

**Results: The school met Goal 5.1.**

**Sub Goal 5.2: Parent Conference Attendance**

To calculate the results of this goal, the school assesses the average attendance rate between fall and spring conferences. The attendance rate at Fall 2019 parent conferences was 98%. Spring 2020 parent conferences were cancelled during the school closure.

**Results: The school partially met Goal 5.2.**

**Sub Goal 5.3: Professional Development**

In 2019-2020 Yinghua provided training and development opportunities for faculty and staff. Teacher professional development included the following: Equity in the Classroom (Seema Pothini, Equity Literacy Institute), Project-Based Learning (Andrew Scheid, Yinghua Academy), School Climate (John Shindler, Department of Curriculum and Instruction, Cal State, LA), and effective distance learning

techniques through digital educational platforms (Sam Slagle, Extempore). During the period covered by this report, 100% of teachers received professional development.

**Result: The school met Goal 5.3.**

#### Sub Goal 5.4: Chinese Culture

Goal 5.4 states: 100% of students not otherwise excused will participate in the school's Chinese New Year (CNY) performance. CNY participation is required and graded in Term II. This school year, 100% of students participated in the CNY performance.

**Result: The school met Goal 5.4.**



Members of the Middle School math team prep for a tournament.

## Future Plans

- Yinghua will continue its groundbreaking work to deliver an outstanding language-immersion curriculum and to share its expertise with the world. During the pandemic, the school has learned how to support families and students when at-school learning is not possible, and work continues to perfect teaching techniques such as practicing Chinese conversation via telephone calls between teachers and students of all ages.
- The school plans to continue sharing its expertise at national and international conferences and in prestigious forums such as the October 2019 National Convention of the US-China Peoples' Friendship Association where eighth graders delivered memorized historical descriptions, in English and Chinese, of elaborate costumes from different eras in Chinese history.
- Work has begun to transform the boiler room into a space that can be used for teaching and learning. The first phase of this work has been completed: Old equipment has been removed. The goal is to create a makerspace.
- The school is working to increase its promotion of the Open Enrollment period. Reaching North Minneapolis families with rising kindergartners is a goal. In the past the school has participated in charter school fairs, but these events occur long after the close of Open Enrollment which means that any new applicants are placed at the end of the waiting list.
- To ensure that prospective parents have the resources they need, Yinghua is working on enrollment communications in languages such as Spanish and Hmong. This work applies to communications with current families as well. Data showing message open rates and the like will help the school to make decisions about how to improve communications.
- Yinghua will work to develop alumni programs in order to keep in contact with graduates and keep alumni informed of opportunities to further their study of Chinese or pursue language-related scholarships. The launch of alumni into the work world is important to track. Yinghua may begin to see the impact of a nine-year Chinese immersion education on graduates' life choices in terms of career and other pursuits.
- Work to ensure that Yinghua has the talent it needs to meet its goals and objectives, succession planning, is ongoing. During the 2019-2020 school year the Personnel Committee and the Executive Director completed a plan for ensuring cross-training for all key positions. During the 2020-2021 school year the Personnel Committee and the Executive Director will review and update these plans and develop and document plans for finding, as needed, suitable replacements for the Executive Director and Academic Director.

## World's Best Workforce

### 2019-2020 World's Best Workforce Report

Each Minnesota school district and charter school is required to set goals related to each of the components of the World's Best Workforce and to report on their progress towards those goals with data and short (no more than 200 words) narratives. Yinghua Academy achievements, strategies, goals, and results from the 2019-2020 school year are summarized in the World's Best Workforce Report in accordance with Minnesota Statutes, section 120B.11. The Yinghua Academy School Board approved this report for submission to the Minnesota Department of Education on November 16, 2020. The 2019-2020 World's Best Workforce Report also is published as a section of the annual report on [www.yinghuaacademy.org](http://www.yinghuaacademy.org) > About Us > School Management. Online WBWF report.

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| <ol style="list-style-type: none"><li>1. <b>District or Charter Name:</b> Yinghua Academy</li><li>2. <b>Grades Served:</b> K-8</li><li>3. <b>WBWF Contact:</b> Susan Berg<br/><b>Title:</b> Executive Director/CEO<br/><b>Phone:</b> 612-788-9095<br/><b>Email:</b> <a href="mailto:susan.berg@yinghuaacademy.org">susan.berg@yinghuaacademy.org</a></li></ol> | <ol style="list-style-type: none"><li>4. <b>Did you have an MDE approved A and I Plan implemented in the 2019-2020 school year?</b> No</li><li>5. <b>Link to the Yinghua Academy 2019-2020 Annual Report:</b><br/><a href="https://www.yinghuaacademy.org/about/school-management/">https://www.yinghuaacademy.org/about/school-management/</a></li></ol> |
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Annual Reports are published on the school website and distributed electronically to school stakeholders. Find the Yinghua Academy 2019-2020 Annual Report at <https://www.yinghuaacademy.org/about/school-management/>.

6. **Annual Public Meeting:** The 2019-2020 Annual Public Meeting, where School Board candidates introduced themselves and the School Board chair reviewed progress on the World's Best Workforce plan, took place via Zoom at 6 p.m. on Thursday, April 23, 2020, and 27 people attended the meeting.

7. **District Advisory Committee:** The school's Academic Committee also serves as its District Advisory Committee. This committee reflects the diversity of the school and includes members who are teachers and community members. Yinghua does not invite a current student to serve on this committee since students are 5 through 14 years old. These are the 11 members of the 2019-2020 committee: Sue Berg, Executive Director; Brooke Darrah-Hage (committee chair), parent; Cala Hefferan, parent; Zhongkui Ju, community member; Chi-ping Li, community member, Luyi Lien, Academic Director, parent; Lisa Matre, parent; Erica Rasmussen, teacher; Amanda Schneider, parent; Jane Steiner, parent; and Ruth Straub, parent.

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8. Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

8A. How did the district examine equitable access data? What data did you look at? How frequently do you review the data? Who was included in conversations to review equitable access data?

The Executive Director (ED) assigns all students to classes, sections, and teachers. The Academic Director and Dean of Students review these assignments.

To create class and section groupings, the ED examines student data including gender, ethnicity, FRL status, and academic achievement. Students with challenges are assigned to experienced teachers with the strongest track records of supporting diverse learning needs. The ED also draws on data from teachers about groupings of students which support optimal learning for all. The ED receives and assesses any and all parent concerns about placement and may make late August adjustments if deemed necessary in order to maximize student academic success and social-emotional development.

By design, the groupings of students vary from year to year in order to build community during a student's years of enrollment.

**8B. What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers? What goal(s) do you have to reduce and eventually eliminate equitable access gaps?**

- No employees have tenure.
- All teachers have annual PD plans.
- Yinghua does not assign teachers to teach outside their expertise or licensure.
- There are no identified gaps in access to equitable, experienced, in-field, effective teachers.
- The Executive Director and Academic Director assign teaching duties and annually evaluate all teachers.
- Robust teacher evaluation and assessment includes peer review.
- Goals include rigorously continuing to implement the following strategies: teacher PD plans; hiring teachers to teach within their licensure and expertise; review of student groupings to ensure equitable access to experienced, in-field, effective teachers; intentional assignment of teaching duties to ensure equitable access; robust teacher evaluation including peer review.

**9. Describe your efforts to increase the racial and ethnic diversity of teachers in your district.**

**9A. Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?**

- The majority of staff were raised in mainland China or Taiwan and self-identify as Asian/Pacific Islanders. No additional teachers of color are required to reflect the diversity of the Yinghua student population: People of color make up 64% of teachers and 51% of students.
- 2% of students are American Indian. Yinghua needs to add 1 American Indian teacher to match this proportion. 6% of students are African or African America. Yinghua needs to add 2 teachers who are African or African American to match this proportion.
- The disparity between student and teacher subgroups relates to the limited supply of non-Asian teachers who speak Chinese. Speaking Chinese is required for roughly 68% of teaching positions.
- There is no racial gap in teacher retention strategies.
  - ✓ Yinghua is a performance-based employer.
  - ✓ No employees have tenure.
  - ✓ All employees are evaluated annually.
  - ✓ Yinghua follows equal opportunity law.

- ✓ All jobs have job descriptions.
- ✓ Teaching candidates complete a written application and teach a sample class.
- ✓ Reviews include peer observation, evaluation by a teaching coach, and review by Q-Comp leads and the Academic Director.
- ✓ Weekly team meetings mix inexperienced and seasoned teachers.

**9B. What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?**

- There is no racial gap in teacher retention strategies. All teachers are evaluated in the same, robust manner.
- Teachers are not asked to share ethnicity information.
- The 2019-2020 teacher retention rate was 83%, and 64% of teachers are persons of color. Yinghua did not analyze teacher attrition according to ethnicity. Typically, teacher retention is higher than it was this year. In 2018-2019, teacher retention was 90%. In the 2019-2020 school year, Covid-19 played a role in teachers' decisions to move closer to home.
- Teachers are not asked to share ethnicity information, but the school believes that there are no teachers of American Indian descent on staff.
- Speaking native-Chinese, or speaking Chinese with native-like fluency, is required for roughly 68% of teaching positions. If the school continues to provide an exceptional Chinese immersion education to a diverse student body, one day, a Yinghua graduate of American Indian descent may return to Yinghua as a teacher. The strategy is to continue to attract a diverse student body, to provide an outstanding Chinese immersion education, and to encourage graduates to continue with further Chinese studies.

**Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data**

10. For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

- District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.
- District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

**Goals and Results**

**11. All Students Ready for School**

Ready for School Goal 1: Before beginning kindergarten at Yinghua Academy, 100% of incoming kindergarten parents (or guardians) will share with Yinghua the results of their children's Early Childhood Screening reports. 2019-2020. Result: 98%.

Result: Goal Not met.

**12. Do you have another goal for All Students Ready for School? Yes.**

13. Ready for School Goal 2: Before the school year begins, the school has on file immunization records or notarized waivers for 100% of kindergarten students. Result: 99%.

#### Goal Narrative

Part 1: The school registrar reaches out to and follows up with all new families to request Early Childhood Screening records.

Yinghua serves a racially and economically diverse student population and strives to provide an education that is both excellent and equitable to all students, regardless of race or socio-economic status. Care is taken to ensure that class rosters are balanced among various student groups and special populations. After reviewing 2019-2020 data, including course rosters detailing the status of students in terms of race and ethnicity, primary home languages, gender, and socio-economics, Yinghua did not find any gaps related to equitable access to effective teachers for students of color, nor were any found for low income students.

Yinghua takes care to ensure that all students, regardless of background, are placed with the teachers who will be able to help them make the most academic gains.

Strategies: The registrar's persistent outreach to new families helps to ensure that the school has the data it needs before students begin kindergarten. Class lists are balanced between genders and ethnic backgrounds. Teachers receive training on the school's pedagogical and classroom management practices to ensure consistency across classrooms and grade levels. Teachers are observed regularly throughout the year and classroom data are closely monitored to support the success of all students.

Part 2: Data regarding immunizations is not disaggregated by groups or subgroups. The school nearly meets this goal each year (usually with 99%) and continues to strive for 100%.

The school's health office takes responsibility for reaching out to all incoming kindergartners' families as well as the families of any older students new to the school. Strategies include devoting one person on staff to outreach; communicating with families through US Post, email, phone, and text message.

14. Do you have another goal for All Students Ready for School? No.

#### **All Students in Third Grade Achieving Grade-Level Literacy**

15. Does your district/charter enroll students in grade 3?

Yes

Goal: By third grade, 100% of students will be at or above grade level on the Northwest Evaluation Association assessments (NWEA). 2019-2020 Result: Due to the Covid-19 pandemic, Spring 2020 NWEA tests were not administered.

Goal Status: Unable to report.

16. Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy? No.

#### **17. Close the Achievement Gap(s) Between Student Groups**

Goal Part 1: By the conclusion of FY 2017, for both reading and math, the proficiency rate for each subgroup for which the school had publicly-reportable/sufficient counts in 2013 will be no less than [one-half of (100 – 2013 subgroup proficiency rate)] + 2013 subgroup proficiency rate. Result: The most recent goal was to be reached by the end of FY2017. New goals have not been established.

Goal Status Part 1: Not on Track.

#### Narrative

The Academic Director and Executive Director are evaluating what new goals might be set in this area.

18. Do you have another goal for Close the Achievement Gap(s) Between Student Groups? Yes

19. Goal Part 2: In addition, by the conclusion of FY2017, 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. 2019-2020 Result: At the conclusion of FY2017, the school did meet its Part 2 goal. However, in FY2020, due to the Covid-19 pandemic, spring tests were not administered.

Goal Status: Not On Track.

#### Narrative

The Academic Director and Executive Director are evaluating what new goals might be set in this area.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups? No.

### **21. All Students Career- and College-Ready by Graduation**

During the 2019-2020 school year, 100% of students in grades 5-8 will participate in Discovery Class, and the school will host at least one high school readiness event for current students and parents or guardians.

Result: During the 2019-2020 school year, 100% of students in grades 5-8 participated in the weekly Discovery Class, and the school hosted two high school readiness panels. The first was a panel of current high school students who are graduates of Yinghua Academy, and the second was a panel of area private, charter, and district high schools.

Goal Status: Goal Met (one-year goal).

**22. Do you have another goal for All Students Career- and College-Ready by Graduation ?** No.

### **23. All Students Graduate**

N/A, Yinghua serves K-8.

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## Compliance with Minnesota Statutes

This document fulfills two requirements: By Minnesota Statute, charter schools must publish an annual report, approved by the school's board of directors, covering enrollment, attrition, governance, management, staffing, finance, academics, innovation, and future plans; and charter schools must submit the World's Best Workforce report required by the Minnesota Department of Education (MDE). The respective statutes from which these requirements stem are 124E.12, Subd. 2; and 120B.11.

## Yinghua Academy Contact Information

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## Reports Submitted

The Yinghua Academy School Board (Board of Directors) voted to approve the 2019-2020 Annual Report and 2019-2020 World's Best Workforce report on November 16, 2020. On December 1, 2020, the Annual Report was posted to the Friends of Education portal, and the World's Best Workforce Report was uploaded to Minnesota Department of Education report site.

On December 1, 2020, Yinghua Academy published its 2019-2020 Annual Report and 2019-2020 World's Best Workforce report on the school's website. On the same day, the school digitally distributed the two reports to its stakeholders including its board, staff, and current parents.

