

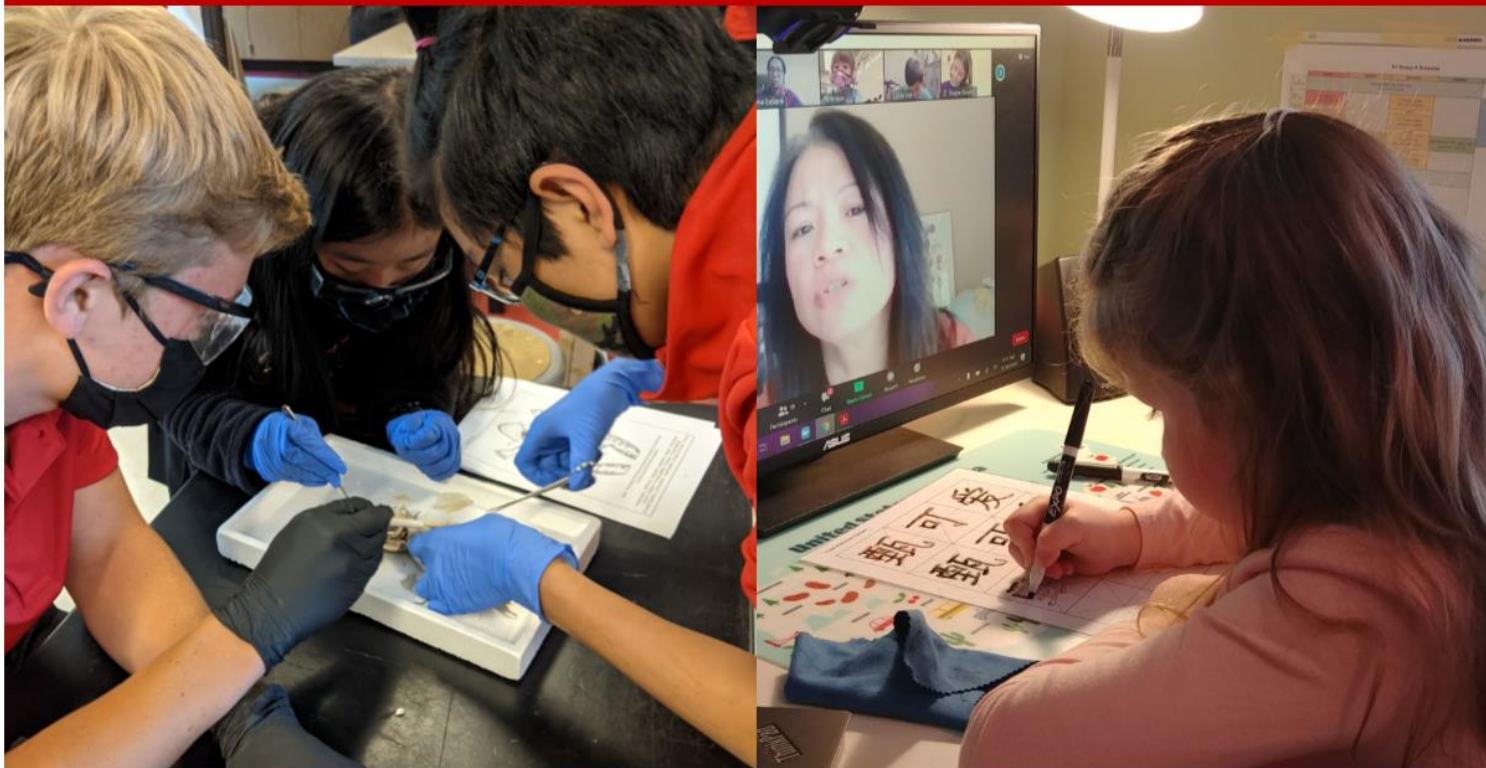


Safety, Speak Chinese, Learn, Happiness, Global Citizenship

英華

YINGHUA
ACADEMY

2021 ANNUAL REPORT



Preparation for a Global Future

Yinghua Academy 2020-2021 Annual Report: Preparation for a Global Future

Table of Contents

History and Mission, page 4

Innovation, page 4

Yinghua Academy, the first of its kind
Innovative teacher compensation

Journey from Kindergarten to Graduation, page 5

High school and university placements
Graph 1: Top High Schools Attended by Yinghua Grads

Authorizer, page 8

Compliance and Safety, page 8

School Enrollment, Attrition, and Applications for Kindergarten, page 9

Table 1: Retention, 2014-2021
Enrollment growth and the 2012-2014 facility expansion
Table 2: Yinghua Academy Enrollment Growth
Enrollment process
Table 3: Projected and Actual Enrollment, 3 Years
Demographics
Table 4: Two-Year Demographic Comparison

Dissemination of Information, page 12

Compliance with 2020 Minnesota Statutes 124E.17
Equity

Strategy and Governance, page 15

School Board
School Board elections
2020-2021 School Board election timeline
Committees
Committee mission statements
Monthly board meeting attendance
Table 5: 2020-2021 Attendance rate by School Board members at School Board meetings
School Board training
Yinghua Academy Community Association and Dragon Life Organization

School Leadership, page 18

Sue Berg, CEO/Executive Director
Luyi Lien, Ph.D., Academic Director
Jeremy Brewer, Dean of Students
Professional Development Plans

Table of Contents (continued)

Financial Performance, page 22

- Budget creation
- Implementation of the Board-approved budget
- Monitoring and reporting
- Fiscal Year 2020-2021
 - Table 6: General Fund Balance History
 - Table 7: Balance Sheet as of June 30, 2021 (unaudited)
 - Table 8: Statement of Revenue and Expenditure

Raising Funds and Connecting with Alumni, page 26

- Graph 2: 2020-2021 Fundraising
- Alumni

Staffing, page 27

Data for this section may be viewed here:
https://docs.google.com/spreadsheets/d/1jbvGbKBsBej6t184fAzMVR2fzkwOQQI-Mdlo_kpnND8/edit?usp=sharing

2020-2021 Learning Models, page 28

Curriculum, page 28

- Chinese Language Arts
- Math
- English Language Arts
- Science
- Social Studies
- Classes with specialists: Music, Visual Art, Physical Education, Technology
- Extracurricular activities
- Overview of language by grade

Academic Performance and Charter Contract Goals, page 35

Data for this section may be viewed here:
<https://docs.google.com/spreadsheets/d/1OQKiXX0f0AgC7fpPd4JcQYceWsj8I58tbm8l0uA-aj0/edit?usp=sharing>

Future Plans, page 41

World's Best Workforce, page 42

Compliance with Minnesota Statutes, page 48

Yinghua Academy Contact Information, page 48

Reports Submitted, page 48

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, a leader in the field with a track record of outstanding results. Parents from around the MSP metro look to Yinghua for an outstanding K-8 education and nurturing learning environment. The school typically has kindergarten waiting lists and regularly receives accolades such as first-place rankings through Niche.com.

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.

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.

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.

Journey from Kindergarten to Graduation

Yinghua's 2021 graduating class was 79 students who had what can only be described as the most unique learning experience in Yinghua's 15-year history!

The Class of 2021 was one of two cohorts that began their education at the Yinghua Kinder Campus, created and utilized from 2012 to 2014 because of a major building expansion and renovation. The Kinder Campus was a celebratory and welcoming place where kindergarten was the sole focus. After the kindergarten year, students returned to Yinghua's main campus on Buchanan Street.

During their time at Yinghua, the Class of '21 took every opportunity to become leaders. In addition, their families were highly engaged as volunteers at the school and played essential roles including serving on the school's boards and committees. Like their parents, this set of students had an eye for service and community engagement in programs such as Dragon Duos.

Dragon Duos arose as a combination of previous Yinghua programs when the school had to switch to distance learning during the COVID-19 pandemic. Through Dragon Duos, Middle School students signed up to be paired with Lower School students to encourage student relationships across grade levels. Meeting online for at least 30 minutes each week, Dragon Duos provided a way for students to connect during distance learning. Pairs played games, became pen pals, and partnered to practice Chinese or to complete homework. Interactions between the students were guided by eighth grade leaders, and students were excited by the opportunity to have more social connections during an isolating time. Many parents reached out to the school's Executive Director to cite the Dragon Duos program as an important point of light and connection for their children during an otherwise exceptionally challenging time.



Anno and Aidyn pose for a picture at the Field Day celebrations during their kindergarten year in 2012-2013.



Denny Grubish, Sue Berg, and Christopher Brooks at the Kinder Campus entrance in 2012. Grubish served several terms as School Board treasurer. His younger child was in the Class of 2021.



Graduate Gabe receives his stole from a family member.

As the school year progressed towards the summer, students experienced a time of constant change in learning environment. Through hybrid, distance, and eventually full in-person learning models, the Class of '21 exceeded staff expectations for adaptability in their education. Yinghua was able to celebrate the Class of 2021 with an outdoor graduation ceremony attended by families and staff. The school's three lead administrators had known these students since the Kinder Campus days and were honored to be able to present these students with a graduation box containing celebratory items including a stole for their families to place on their shoulders.

On the last day of school, a car parade was also held in their honor as graduating students and their families drove around the campus to be cheered on and celebrated by the entire Yinghua community.

With such a unique beginning and end to their time at Yinghua, these graduates will be sure to have a different perspective and level of perseverance in their education moving forward into high school. All of Yinghua is looking forward to seeing the remarkable things that the Class of 2021 will accomplish in their future endeavors.



Graduate Isabella and her mother ready to join the graduation car parade.



The Yinghua community gathered outside to celebrate graduates.

High school and university placements

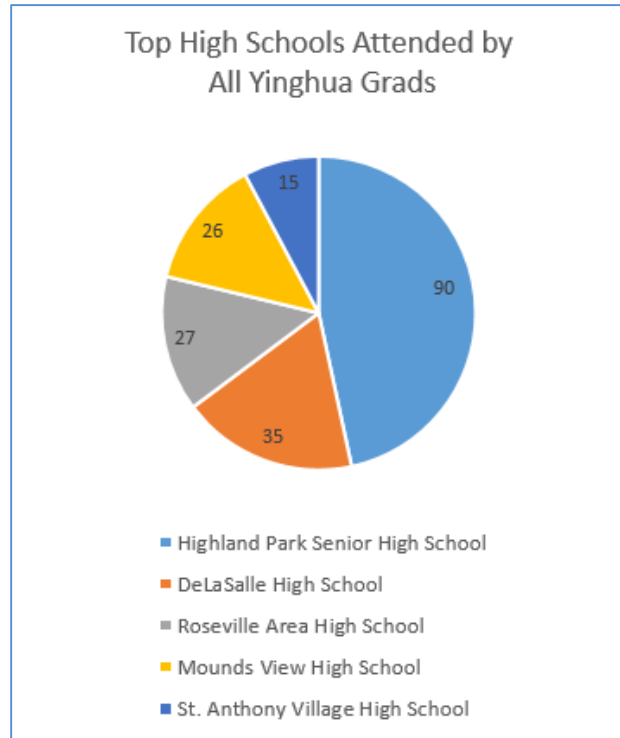
Just as Yinghua students hail from dozens of different Twin Cities ZIP Codes, Yinghua graduates go off to attend dozens of different Twin Cities high schools. Over the years, the school's 366 graduates have selected 64 different public, charter, and private schools for their high school education. Highland 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 79 graduates of the Yinghua Class of 2021 selected the following 28 metro-area high schools: Apple Valley High School, Breck School, Champlin Park High School, DeLaSalle High School, East Ridge High School, Eastview High School, Edina High School, Edison High School, Highland Park Senior High School, Hill-Murray School, Lakes International Language Academy, Mahtomedi High School, Minneapolis North High School, Minneapolis South High School, Minnetonka High School, Mounds Park High School, Mounds View High School, Open World Learning Academy, Patrick Henry High School, Roseville Area High School, Spring Lake Park High School, St. Anthony Village High School, St. John's Preparatory School, St. Paul Conservatory for Performing Arts, St. Thomas Academy, The Blake School, West Homeschool, and White Bear Lake High School.

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), Whitman College (WA), Stanford (CA), and Yale University (CT).

Yinghua continues to forge relationships with area high schools so that current families are able to make informed choices. Since 2016 Yinghua has hosted a high school panel of administrators from area high schools as a way to build connections and expose current families to an array of educational offerings. In 2020-2021, the high school panel was not held in-person at Yinghua due to the pandemic, but the event was conducted via Zoom. Yinghua provided families with updated high school materials.

Graph 1: Top High Schools



Authorizer

Friends of Education (improveK-12education.org) serves as the authorizer for Yinghua Academy and eleven more Minnesota charter 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 (FOE) assesses these three critical areas: 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.

Contact Friends of Education:

1405 Xenium Lane N.

Plymouth, MN 55441

www.improveK-12education.org

When Yinghua renewed its authorizer contract in the 2018-19 school 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, and they have annually made a financial contribution to Yinghua in recognition of the school's outstanding work.

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.

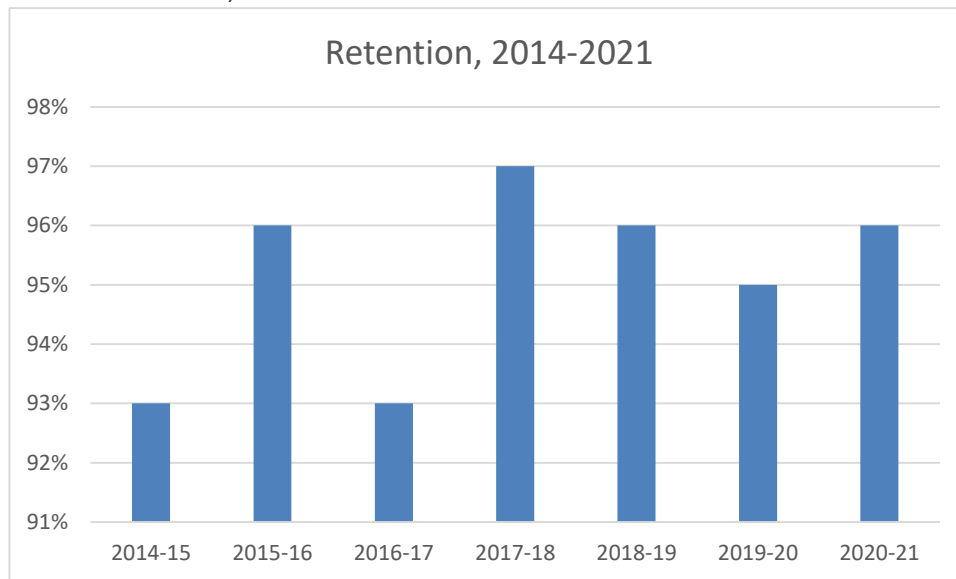
Yinghua Academy follows state and local health and safety requirements and complies with fire codes and other safety requirements. Students and staff regularly participate in emergency drills for fire, severe weather, and lockdowns. Key administrators attend nationally recognized school-safety workshops, evaluate school drills, and update safety procedures in response to concerns as they arise. During the pandemic, Yinghua made adjustments to the interior of the school to increase safety measures against the spread of COVID-19. Plexiglas barriers were added to classrooms and other shared spaces, extra automatic hand-sanitizer dispensers were placed throughout the building, social distancing markers were placed inside and outside, and extra cleaning with the goal of disinfection was completed.

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 2020-2021 school year, a student was required to be five years of age on or before September 1, 2020.

October 1, 2020, enrollment at Yinghua Academy was 851 in 32 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 2020 Open Enrollment period, 122 applications were submitted for 56 of 112 kindergarten openings not filled by siblings.

Table 1: Retention, 2014-2021



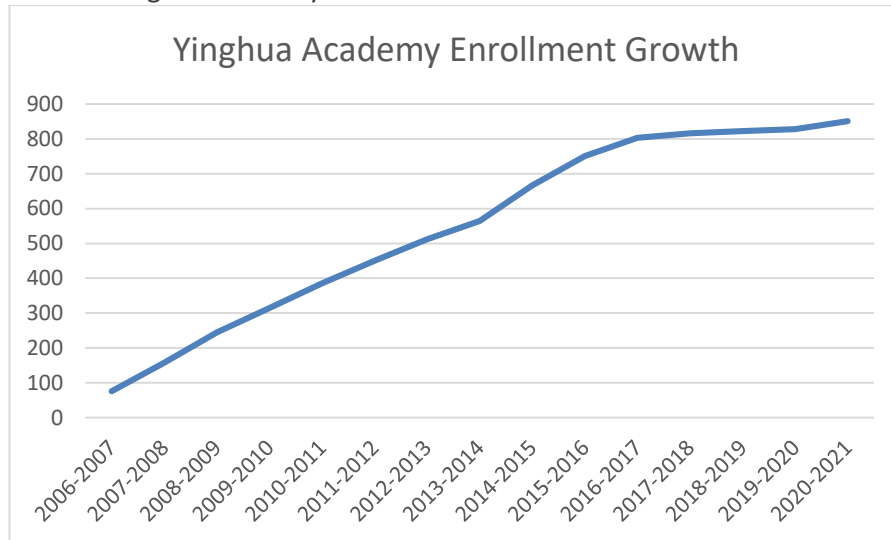
Yinghua opened in the fall of 2006 with 76 students in kindergarten through third grade and grew steadily during its first seven years. Unable to accommodate enrollment demand in 2008, the school moved from its first location in St. Paul to its current facility in Minneapolis on Buchanan Street Northeast.

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, first, fifth, and sixth 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 by October 1 and explains the process through public tours and open houses. The Open Enrollment (open application) period for the 2020-2021 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 2020 was greater than the Board-approved grade-level capacities, the school held a lottery during a public meeting on Saturday, February 29, 2020, at 10 a.m. in the Yinghua cafeteria. The lottery was well attended by prospective families.

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

2018-19		2019-20		2020-21	
Projected	Actual	Projected	Actual	Projected	Actual
825	822	827	828	808	851

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 decreased slightly from 12% to 11%.

Table 4: Two-Year Demographic Comparison

	2019-20	2020-21
Geography	79 metro ZIP Codes	80 metro ZIP Codes
	46% Minneapolis	47% Minneapolis
	10% St. Paul	10% St. Paul
Ethnicity	39% Asian Pacific Islander	41% Asian Pacific Islander
	64% Caucasian	65% Caucasian
	6% African American	7% African American
	4% Hispanic/Latino	5% Hispanic/Latino
	2% Native American	2% Native American
English Language Learners	5% ELL	5% ELL
	4% Heritage speakers of Chinese	4% Heritage speakers of Chinese
Free and Reduced Lunch Qualified	12%	11%
Special Education	9%	9%

Dissemination of Information

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.

Compliance with 2020 Minnesota Statutes 124E.17

Yinghua typically hosts weekly tours from late September through early May though these were offered via Zoom during the pandemic. 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 kindergartners are ready to begin school. During non-COVID times, 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, Kindergarten Roundup was held over three days in May with outdoor stations where seventh and eighth grade students assisted administrators and teachers with activities for visiting children and parents.

The school held three day camps in August to reacclimate kindergarten, first, and second grade students to the school environment. These camps were offered free of charge, and the intention was to give students and families a gentle reintroduction to school following their lengthy isolation from the school community.

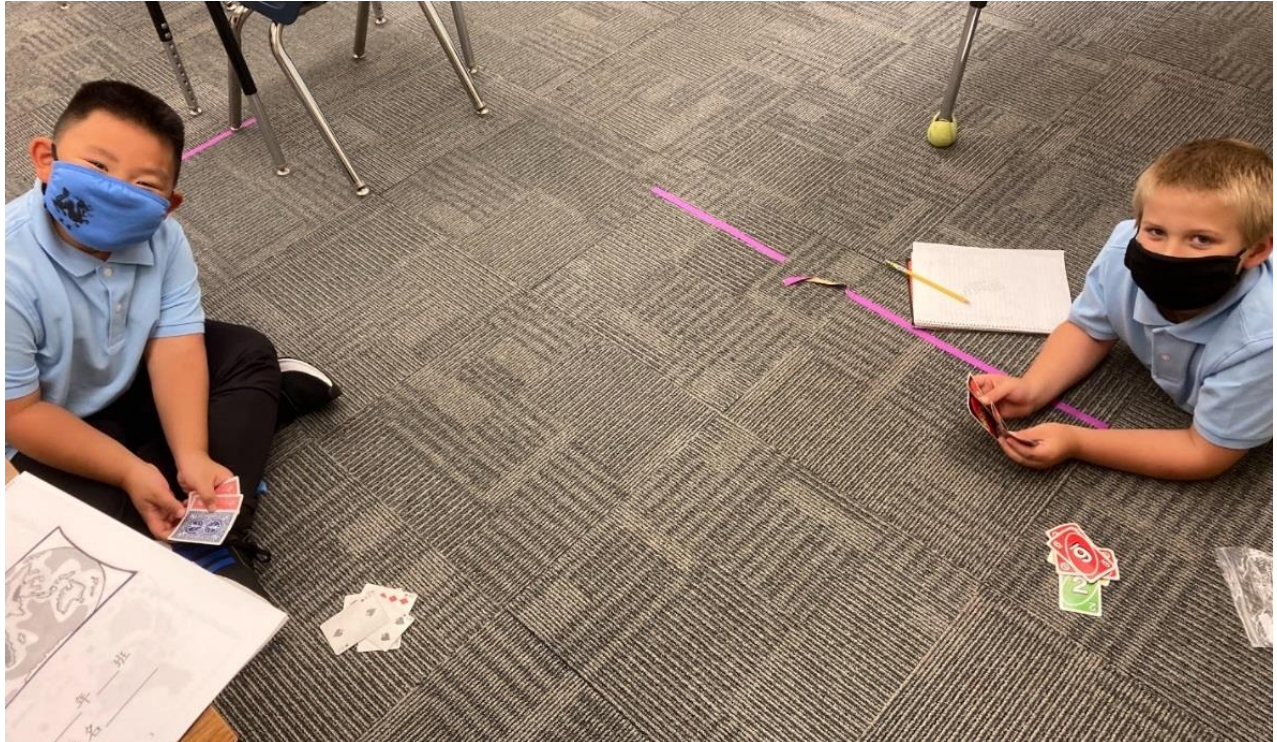
To communicate with and retain enrolled families, the school regularly uses the website, weekly newsletters, and phone, text, and email messaging for updates about conferences, tutoring, homework help, and other events and services to facilitate student success. Teachers communicate with families directly 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 significant school transitions. The first Scoop event is for first grade families who learn about what is expected in formal English Language Arts classes, which begin in second grade. The second Scoop event is for fourth grade families who learn about Middle School; starting in grade five, students switch classes 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

- 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 172 iPads for students to bring home and assisted with Wi-Fi as needed.
- Students in grades two and three 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 two and six periods per week in grade three.
- Financial aid is given to families who express need to cover expenses for extras such as for field trips or retreats. In the past, families were asked to contribute \$5 per child for skate rental during the Physical Education month-long roller-skating unit, but YACA, the school’s parent association, now covers 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 2020-2021 school year, Yinghua students came from 80 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.



Two students play card games together while staying socially distanced.

Strategy and Governance

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

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

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.*
-

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`.

2020-2021 School Board election timeline

- February 20, 2021: Call for nominations.
- March 19, 2021: 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 29, 2021: 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 29-May 6, 2021: Election period. Voting occurs via US Post and via electronic ballot.
- May 10, 2021: Election results announced.

The 2020-2021 Yinghua Academy School Board included one teacher, one community member, and 11 parents: Nathan Bode, Secretary, parent; Cindy Bursell, parent; Brooke Darrah-Hage, parent; Eric Foster, parent; Paul Haller, parent; Joel Luedtke, parent; Cindy Moeller, community member; Joel O'Malley, parent; Evan Owens, parent; Erica Rasmussen, licensed teacher (#500328); Suzanne Reider, Treasurer, parent; Charles Robinson, parent; and Amanda Schneider, Chair, 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 (Yinghua Academy Community Association)/YAF (Yinghua Academy Foundation).
- 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: 2020-2021 Attendance rate by School Board members at School Board meeting

Jul	Aug Special	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Annual Meeting	May	Jun
100%	92%	92%	100%	100%	100%	85%	100%	100%	92%	92%	69%	77%	92%

School Board training

Joel O’Malley and Evan Owens completed a three-part series on charter school governance, finances, and employment law presented by MACS.

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 (DLO) 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, Dragon Duos, 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 2020-2021 school year.



Executive Director Professional Development Plan, 2020-2021

Goal 1: Manage the various learning models simultaneously and over time necessitated by the COVID-19 pandemic.

- Collaborate with Nurse Ginger Hao on a daily basis to assess health and safety needs of the school.
- Partner with MDE/MDH support team.
- Support Yinghua staff

Goal 2: Continue work on developing equity-centered instructional leaders and teachers, particularly focused on social justice and anti-racism.

- Read So You Want to Talk about Race? by Ijeoma Oluo, Stamped from the Beginning by Ibram X Kendi, How to Be an Anti-racist by Ibram X. Kendi, and White Fragility by Robin DiAngelo.
- Work with the Equity Literacy Institute to enhance understanding of equity and its implications for Yinghua.
- Plan school-wide community reading project in collaboration with YACA. Books have been ordered for the following grade levels: K-1 I Am Enough by Grade Byers; G2-4 The Unsung Hero of Birdsong, USA, and G5-8 Stamped by Jason Reynolds.

Goal 3: Network with immersion experts to ensure cutting-edge immersion practice.

- Continue to represent Yinghua Academy as a member of the *Chinese Early Language and Immersion Network* (CELIN), a national advisory committee of the Asia Society's Chinese Language Initiatives. Maximize all opportunities to network with members of the committee, and prominent educators from across the country.
- Attend the 14th Annual National Chinese Language Conference (NCLC). The Location and Dates are to be decided. (budget covered by the general fund)

Goal 4: Work in tandem with Dr. Lien and Yinghua's instructional/curricular coaches to perfect the cycle of "teach, practice, check" to ensure student learning.

- Oversee effective instructional coaching by school leadership (ED, AD, in-house Instructional/curricular coaches, and Q-Comp Leads).
- Identify the particular challenges of distance learning.
- Address social/emotional needs as well as academic learning.

Goal 5: Continue to network with K-12 and higher education administrators within the Twin Cities and beyond for the benefit of current students and alumni.

- Continue to strengthen relationships with high schools of interest to our students and families, a growing list as the number of MS students increases.
- Develop/maintain strong ties with alumni and families to utilize feedback to improve/enhance Yinghua's program, especially now that Yinghua's oldest graduates are in college and beyond.

Academic Director Professional Development Plan, 2020-2021

Goal 1: Continue to immerse ourselves in the topics of equity, and practice reflective action promoting equity and ensuring each student has the opportunity to engage in a quality education experience.

- Learn from global perspectives of teaching equity by joining virtual book clubs and courses in the Institute for Global Studies at the University of Minnesota. The two series are (1) building Equity in our World: Book Club for Educators. This session will meet five times virtually and will discuss different books and topics on how to build equity in our world. (2) Teaching for Action: Human Rights and Civic Engagement in Our Global Communities. This session will meet five times from February to April.
- Enhance my understanding of equity and its implications at Yinghua Academy by working with the Equity Literacy Institute. The work will include: 1) Discussing equity topics and inviting experts to present and conduct workshops for all staff; 2) Support PLC team leader to lead the *STAMPED: Racism, Antiracism, and You* book discussion with our entire staff.

Goal 2: Adapt strategies for the school's current learning model (hybrid and distance learning) and ensure of effective school-wide instructional strategies promoting quality education for our students.

- Work closely with instructional coaches, Mrs. Fang Wu and Mrs. Danielle Jespersen, to advance our teachers' distance learning knowledge and teaching skills.
- Work with each team to make sure all subjects 'essential concepts' are covered, and students are currently developing a strong academic foundation for each grade level.
- Close the existing academic performance gaps between different sub-group of students, such as students in Free and Reduced Lunch, African-American students, and so forth. By ensuring we provide adequate support to all students.

Goal 3: Network with nationwide immersion and language experts to advocate and expand the scope of leadership in the immersion field.

- Join the Chinese Language Association of Secondary-Elementary Schools (CLASS) and work with their team and board members to advocate for Chinese immersion language teaching and learning.
- Work with College Board advisors to provide valuable resources and viewpoints on immersion education. Creating a wider path for immersion students to be successful.
- Collaborate with the University of Minnesota Chinese Flagship program leaders to promote the college pathway and continued Chinese learning for immersion students.
- Network with immersion leaders and experts at conferences and reflect on trends important to the future of immersion education

Goal 4: Continue to advocate for the concept of immersion programs and the best practice of implementing immersion programs, and promote language opportunities for our K-8 immersion program.

- Study up-to-date immersion research and update the immersion introduction material for school open house purposes.
- Continue to educate and support new and current staff on the best practices within immersion education and work with teachers to provide the promotion of more language opportunities within our K-8 immersion program, such as encourage students to apply for language proficiency contests, and writing and speech contest to increase language usage and meet our school's immersion goals.

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 2020-2021

The school received the 2021 State of Minnesota School Finance Award as it has every year since 2008 when it first became eligible for this distinction. The audited FY2020 books showed a fund balance of 28% of expenditures and the unaudited FY2021 books forecast a fund balance of 26%.

The impact of the 2021 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 \$(236,553). Yinghua used \$269,616 of the CARES/CRF federal awards they received to help offset the additional expenses caused by the pandemic.

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 6: General Fund (FD 01) Balance History

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Audited	Audited	Audited	Audited	Unaudited	Projected*
30.3%	29%	31%	28%	26%	25%

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



Students enjoy the space of Northeast Park for recess.

Table 7: Balance Sheet as of June 30, 2021 (unaudited)

Description		
Assets	Cash	\$2,094,782
	Accounts Receivable	\$9,802
	State Aid Receivable	\$874,675
	Federal Aid Receivable	\$76,914
	Prepaid Expenses and Deposits	\$80,518
	Prior Year State Receivables	\$0
	Due from Other Funds	\$0
	Total Assets	\$3,136,691
	Liabilities	
	Salaries and Wages Payable	\$432,510
	Line of Credit	\$0
	Accounts Payable	\$130,671
	Payroll Deductions and Benefits Payable	\$7,127
	Unearned Revenue	\$5,411
	Total Liabilities	\$691,362
	Fund Balance	\$2,445,329

Table 8: Statement of Revenue and Expenditures

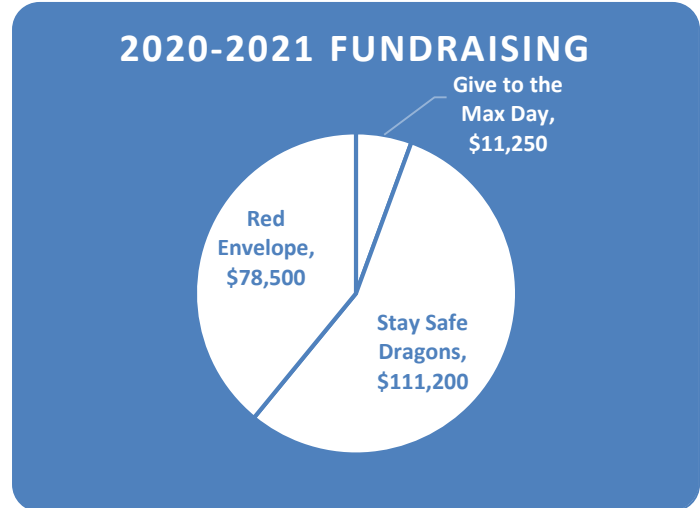
	Description	Revised Budget
Revenues	State Revenues	\$8,486,797
	Federal Revenues	\$340,282
	Other Revenues	\$161,840
	Donations and Gifts	\$191,178
	Food Service	\$152,367
	Total Revenues	\$9,332,464
Expenditures	Salaries and Benefits	\$5,953,996
	Building Lease and Operating Expenses	\$1,282,216
	Programming, General Administrative	\$1,919,952
	Food Service	\$152,367
	Community Service (Yinghua Care)	\$261,486
Total Expenditures	\$9,569,017	
Surplus (Deficit)		(\$236,553)
Fund Balance	Beginning Fund Balance	\$2,081,882
	Committed Fund Balance	\$600,000
	Add Surplus (Deficit)	
Ending Fund Balance		\$2,445,329
Combined Fund Balances Percentage		26%

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: 2020-2021 Fundraising



The school organizes four annual fundraising campaigns. This year, the fall Read-A-Thon was replaced by the Stay Safe Dragons campaign. The Stay Safe Dragons campaign was a joint fundraiser between the school and YACA raising funds to cover unanticipated costs to protect the safety of students and staff and continue Yinghua’s exceptional Chinese immersion model during the pandemic. Funds were used to cover the hiring of additional teachers to support small class sizes onsite and online, add and implement COVID-



19 safety measures, and purchase 330 additional iPads for students to use. COVID-19 safety measures included frequent sanitizing of high-touch areas, Plexiglas partitions in classrooms, Health Check stations to take temperatures and sanitize hands each morning, and a safe stay for the nurse to isolate anyone exhibiting COVID-19 symptoms during the school day.

Minnesota’s day of online giving, Give to the Max Day, is the school’s second fall fundraiser. This year, volunteers organized an online dumpling making event to demonstrate how to make dumplings and talk about how the pandemic year was going for their families. School Board and parent board members were also able to promote the role and importance of Give to the Max contributions, and a parent volunteer with video expertise helped create upbeat vignettes from school which were 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 2021 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.

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.

The Yinghua staff (full-time and part-time) totaled 100 in the 2020-2021 school year with a student-to-teacher ratio of 11:1. Teacher retention between the 2019-2020 school year and the year of this report was 83%.

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. 59 (of 65) teachers served in full-time positions. Alongside Yinghua teachers, Educational Assistants and Special Education Paraprofessionals (13 total) served as "other instructional staff." Yinghua employed 23 non-teaching full-time staff, and 13 non-teaching part-time staff. The current number of administrators (3) has remained constant since 2013.

Last year the teacher retention rate was 83% which is equivalent to this year's rate. These are both 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/1jvGbkBsBej6t184fAzMVR2fzkwOQQI-Mdlo_kpnND8/edit?usp=sharing

2020-2021 Learning Models

During the 2020-2021 school year, Yinghua went through a variety of learning models. Before the 2020-2021 school year began, Yinghua families were surveyed to select their family's learning model preference. Families were offered distance and hybrid learning options, while Yinghua also offered a Tier I learning program following Minnesota Department of Education guidelines.

Yinghua's hybrid learning model split participating students into two groups with Group A attending class in-person on Mondays and Wednesdays for live instruction, with supplemental at-home asynchronous Virtual Classroom work on Tuesdays and Thursdays. Group B students followed the same pattern with in-person instruction on Tuesdays and Thursdays, and Virtual Classroom work on Mondays and Wednesdays. Fridays were designated as a time for special activities and teacher office hours. The Friday office hours were an opportunity for additional time to be taken on subjects, classwork, or projects as requested by students, families, and teachers.

Yinghua offered distance learning as an option for any family to choose for their student. Of Yinghua's 851 students, 150 students participated in the full distance learning model for the entire 2020-2021 school year. Additional teachers were hired to support these students and provide full-time distance instruction. During distance learning, Yinghua also provided families with a suggested schedule for student to follow during Virtual Classroom days in addition to study lab periods and support group periods. Study lab periods were for Middle School students to check in with teachers about Virtual Classroom assignments and ask questions. The support group periods were added for all students as an opportunity to be guided by a teacher through their subject's Virtual Classroom to ensure all students understood how to complete the tasks.

At the beginning of Term III in March 2021, each grade began a transition to a five-day learning schedule, both in-school and remotely for distance learners via Zoom. Kindergarten and first grade students were brought back to school first on March 15, followed by grades two through four on March 29, and finally joined two weeks later by Middle School students in grades five through eight on April 5. Students remained fully in-person five days a week for the rest of the school year.

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, Dr. 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.

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)

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 levels: Core and Honors. Each has its own pace in covering material that is at or above grade level.

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 two in order to make time to solidify Chinese language skills in kindergartners and grade one 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



Middle School students study microorganisms.

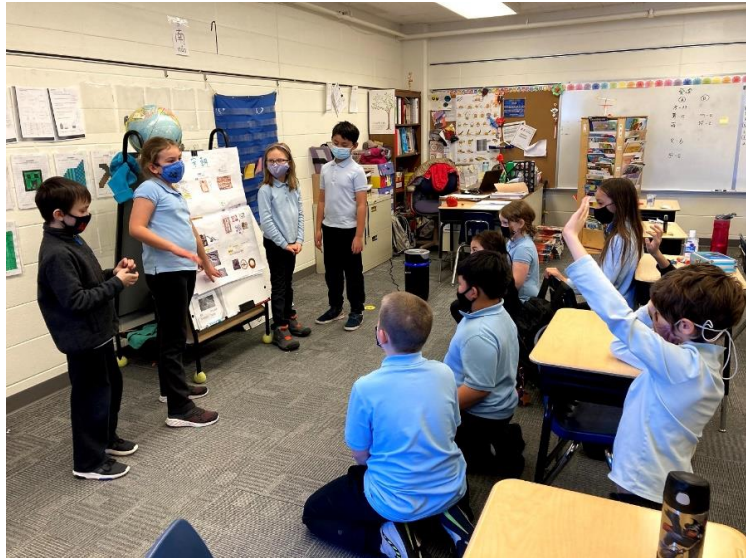
kindergarten through grade eight. The standards incorporate the nature of science and technology, the connection between science and engineering, and earth, life, and physical sciences throughout the grade levels.

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 five, 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.



Lower School students present on the Song Dynasty.

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) or percussion and receive instruction during music class. Typically, students may also choose vocal music and participate in a choir where professional singing techniques are taught; however, concerns over the spread of COVID-19 eliminated this choice in 2020-2021. 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.

Physical Education

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

Technology

Technological learning is integrated into classroom learning 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 fourth 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.

Yinghua is a member of the Minnesota Urban Debate League and its Dragon Debate Team, coached by parent volunteers, saw many successes in the 2020-2021 school year. In other creative endeavors, Yinghua students participated in an Adventures in Cardboard camp. Adventures in Cardboard encourages and teaches students how to build creations out of cardboard and explore the reaches of their creativity. 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 four and traveling teams for students in grades five through eight. 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 one which means that core subject areas—math, science, social studies, and language arts—are taught in Mandarin Chinese.

In grades two through four, 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 eight, 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.



A student practices writing Chinese characters during a distance learning Zoom call.

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 the Minnesota Department of Education as the Minnesota Comprehensive Assessment (MCA), the Northwest Evaluation Association (NWEA), and the Measures of Academic Progress (MAP), along with internationally-recognized Chinese language proficiency exams (SOPA, OPI, YCT, and HSK). This year, Yinghua can report on all annual assessments aside from some Chinese proficiency tests such as the Student Oral Proficiency Assessment (SOPA), Youth Chinese Test (YCT), and the Hanyu Shuiping Kaoshi (HSK) tests.

To make up for the missed SOPA, YCT, and HSK tests, students' oral proficiency in Chinese was evaluated by teachers, conducted in informal individual or group assessments.

Charter Contract Goals

- 1: State Assessment Tests (40% weight)*
 - 2: Chinese Acquisition (30%)*
 - 3: Nationally-Normed Assessments (15%)*
 - 4: Ready for School (5%)*
 - 5: School Culture (10%)*
-

Goal 1: State Assessment Tests

Sub Goal 1.1: Absolute Proficiency

Goal 1.1 is comprised of two parts. The first being that by the conclusion of FY2023, the school's third-grade proficiency rates for the most recent four years will average no less than two points higher than the state average in reading. For the 2020-2021 school year, Yinghua is on track to achieve this goal as the third grade student proficiency rate is 56.6%, which is 8.1 points higher than the Minnesota statewide average of 48.5%.

The second piece of Goal 1.1 states that each year the school proficiency rates will exceed the state-average proficiency for the same grades served by the school by at least twenty percentage points in math and science, and by at least fifteen percentage points in reading. In 2021, students did exceed the twenty percentage point target in math with a difference of 20.2 percentage points above the Minnesota state average of 41.2%. In math, the goal was slightly missed as the student proficiency rate was 62% which was 17.5 percentage points above the state average. Similarly, in reading, the student proficiency rate was 65.9% which was 13.4 percentage points above the state average, falling short of the annual goal.

Results: The school partially met Goal 1.1.

Sub Goal 1.2: Comparative Proficiency - District

Goal 1.2 states: Each year the school will demonstrate higher school-wide proficiency rates than:

- the Minneapolis school district, for the same grades served, for reading, math and science,

	Math (G. 3-8)		Reading (G. 3-8)		Science (G. 5 & 8)	
	Yinghua Academy	Minneapolis Public Schools	Yinghua Academy	Minneapolis Public Schools	Yinghua Academy	Minneapolis Public Schools
2019	84.7%	43.3%	74.2%	47.3%	77.0%	37.3%
2020	N/A	N/A	N/A	N/A	N/A	N/A
2021	62.0%	35.2%	65.9%	45.3%	61.4%	34.7%

- the combined average of St. Anthony/New Brighton Public Schools and Minnetonka Public Schools for grades 3-8 in math, grades 5 and 8 in science, and grades 6-8 in reading.

	Math (G. 3-8)		Reading (G. 6-8)		Science (G. 5 & 8)	
	Yinghua Academy	St. Anthony & Minnetonka	Yinghua Academy	St. Anthony & Minnetonka	Yinghua Academy	St. Anthony & Minnetonka
2019	84.7%	79.7%	81.7%	82.9%	77.0%	73.3%
2020	N/A	N/A	N/A	N/A	N/A	N/A
2021	62.0%	65.7%	67.5%	72.9%	61.4%	61.4%

Due to the COVID-19 pandemic, achievement levels from 2021 are being used solely as a reference for Yinghua to determine student progress during a year with many changes. These proficiency rates will be a key piece in determining lesson plans and curriculum adjustments for the 2021-2022 school year when all students are in-person five days a week in the full immersion environment.

The MCA tests measure students’ progress toward state academic standards in science, mathematics, and reading. The tests were not administered in 2020 at the start of the pandemic, but were given again in the spring of 2021. The Minnesota Department of Education has cautioned school districts against comparing the 2021 results to previous years or trend data, calling them an outlier due to the many challenges of COVID-19.

During the 2020-2021 school year, many students moved between learning models – from hybrid to distance to in-person – as statewide and local COVID conditions necessitated. Others remained in distance learning throughout the entire school year. The state required all students who participated in statewide testing to test in-person, which impacted participation rate. At Yinghua, about 7% of students eligible to test did not take the exams in 2021.

Results: Unable to report.

Sub Goal 1.3: Growth

Goal 1.3 states that as published by the Minnesota Department of Education, each year: either the school's on-track growth will exceed the state-average on track growth in each reading and math; or **the school's average percentage of students who maintained or improved achievement levels will exceed the state-average.** Due to the COVID-19 pandemic, achievement levels are not available for 2021.

Results: Unable to report.

Sub Goal 1.4: Achievement Gap Reduction

Goal 1.4 has two elements related to closing all racial and economic achievement gaps between students. Yinghua's goal includes that each year for each subgroup other than English Learners, for which the school had publicly reportable/sufficient counts: the school's proficiency rate will exceed the state-average proficiency rate for the subgroup for each reading and math. Yinghua reports on two subgroups, Special Education and Free/Reduced Price Lunch. In 2021 both subgroups achieved higher proficiency rates than the state average in math. In reading, the Free/Reduced Price Lunch subgroup achieved a higher proficiency rate than the state average, though the Special Education subgroup was below the state average by 1.4% with a proficiency rate of 24.4%.

The second piece of Goal 1.4 is focused on English Learners, stating as published by the Minnesota Department of Education, for each year the school has publicly-reportable/sufficient counts of English-Learner students: the school's English Learners will average higher progress towards target than the statewide average, and the school's percentage of English Learners who met or exceeded their targets will exceed the statewide average.

Data for this goal is not available due to impacts from the COVID-19 pandemic. All data from both of parts of this goal will be used a way to monitor student progress in the 2020-2021 school year, but will not be officially recorded towards the progress of this goal.

Results: Unable to report.

Goal 2: Chinese Acquisition

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 at least 50% of the students who are continuously-enrolled since first grade will achieve Intermediate – Mid and above in sixth grade or Advanced – Low and above in eighth grade (defined by [ACTFL](#)). In 2020-2021, Yinghua eighth grade students took the OPI and 22.8% (18/79) of them received Advanced-Low proficiency levels. Of the sixth grade students that took the OPI in 2020-2021, 79% (79/100) received Intermediate-Medium, Intermediate-High, or Advanced-Low 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 partially met Goal 2.1.

Sub Goal 2.2: Reading and Writing

Goal 2.2 states each year the school will administer the Youth Chinese Test (YCT) in at least the fifth grade, and at least 80% of fifth grade students will pass YCT Level IV. Additionally, the school will administer the Hanyu Shuiping Kaoshi (HSK) in at least grade 8, and at least 80% of the eighth grade students will pass HSK Level IV.

Yinghua did not administer the YCT to students in the 2020-2021 school year due to the pandemic. Of the 74 eighth grade students that took the HSK, 50 students passed which is equivalent to 67.6%. Completion of the HSK requires students to be in-person, and as such 15 students did not participate as they were distance learners. As not all eighth grade students completed the HSK and the YCT was not administered, Yinghua will use the student passing rate from the HSK as a marker for student progress leading into the 2021-2022 school year.

Results: Unable to report.

Goal 3: Nationally Normed Assessments

Each year, the school will administer a nationally-normed assessment in at least fourth and eighth grades. In addition, each year, the school's percentage of fourth and eighth grade students who meet or exceed the nationally-normed average for their respective grade, will exceed 50%. In the 2020-2021 school year, Yinghua's fourth and eighth grade students achieved these goals.

Percent of Students Who Met or Exceeded the National Norm (NWEA)				
	2019		2021	
	Math	Reading	Math	Reading
4th Grade	81.9%	70.0%	72.9%	62.0%
8th Grade	96.1%	92.3%	85.5%	69.8%

Due to the pandemic, students in distance learning completed the NWEA at home in a different testing environment than students physically present at school. With this variable in mind, and the various learning challenges occurring over the 2020-2021 school year, Yinghua will use this data as a baseline for future student progress.

Results: The school met this goal, however the data is not reliable due to the tests being taken at home.

Goal 4: Ready for School

This goal states that each year 100% of incoming kindergarten students with parental consent will be screened utilizing a kindergarten readiness assessment in their home district. Yinghua received the results of 82% of Early Childhood Screenings completed by incoming kindergartners. As the pandemic caused many screening locations to temporarily close or cancel appointments, families may have had fewer opportunities to complete the screening which lowers the amount shared with Yinghua Academy.

Results: The school did not meet Goal 4.

Goal 5: School Culture

Sub Goal 5.1: Professional Development

In 2020-2021, Yinghua provided training and development opportunities for faculty and staff. The 2020-2021 Professional Development Plan focuses on two topics: equity and best practices in distance learning. Teacher professional development included the following: Virtual Classroom (Sara Chao, New Trier High School), and Speak Up (Seema G. Pothina, Equity Literacy Institute). All staff read "STAMPED: Racism, Antiracism, and You" by Ibram X. Kendi and Jason Reynolds in addition to other books related to equity and racism. Meetings were held to review content from the books, which served as a guide for Yinghua staff to discuss all forms of racism, and how to build an inclusive and equitable community at Yinghua. During the period covered by this report, 100% of teachers received professional development.

Results: The school met Goal 5.1.

Sub Goal 5.2: Attendance

Each year, the school will achieve a higher rate of consistent attendance than the state average. Consistent attendance means students who attend more than 90% of the time the student is enrolled. In 2020-2021, the attendance rate was 98% by Yinghua students. When in distance learning, 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 5.2.

Sub Goal 5.3: Chinese Culture

Goal 5.3 states: 100% of students not otherwise excused will participate in both the school's Chinese New Year (CNY) performance and the spring Chinese Academic Performances. CNY participation is required and graded in Term II. This school year, 100% of students participated in the CNY performance and the spring Chinese Academic Performances. Due to the COVID-19 pandemic, CNY performances were filmed in pieces and then edited together to be presented as a complete program. For the spring Chinese Academic Performances students either recorded themselves performing their presentation or completed their performance in front of the class.

Result: The school met Goal 5.3.



A student tries on their costume before Chinese New Year performances.

Future Plans

During a typical year, this section of the report offers bullet points highlighting one year's worth of future-oriented School Board and leadership plans for the good work of the school. Charter and district public schools have faced unprecedented challenges during the pandemic years, and, indeed, the school's future-oriented work, sparked by the pandemic, is outlined below. Adjusting to new ways of doing school and recovering a sense of community are key elements of the ongoing work of the school.

Shortly prior to the publishing and distribution of this report, the School Board issued two important announcements: The Yinghua Academy community will celebrate the exemplary career of Executive Director Susan Berg when she retires in June 2022, and the Board has appointed the school's founding Academic Director, Dr. Luyi Lien, to serve as Executive Director beginning July 1, 2022.

Growth and excellence are hallmarks of Mrs. Berg's ten-year tenure at Yinghua Academy: The school's footprint in Northeast Minneapolis was more than doubled in an expansion project spanning two years, enrollment increased by 61%, and the fund balance rose from 9% to 26%. In an exceptional partnership with the Academic Director, she instilled in the teachers, staff, volunteers, and parent community a sense of what it means to work towards excellence in education.

Dr. Lien has served as Academic Director of Yinghua Academy for fifteen years during which time she has created and refined the curriculum including creating from scratch the Chinese language Core Knowledge teaching tools that the school uses. She is a world-renowned speaker on immersion education and is often called upon to help schools establish and evaluate new immersion programs. Together with Mrs. Berg, she has hired, trained, and evaluated dozens of outstanding Chinese immersion teachers.

Additional Future Plans

- Yinghua is exploring options for a renovation of the school's South Courtyard into an Outdoor Learning Space. This space would ideally have permanent outdoor seating, sun shades, and landscaping labeled in Chinese and English. Amidst the pandemic, an outdoor learning space is especially prevalent to make full use of Northeast Park and assist with social distancing. Among these renovations is the addition of the gaga ball pit by request of Yinghua students.

World's Best Workforce

2020-2021 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 2020-2021 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 December 13, 2021. The 2020-2021 World's Best Workforce Report also is published as a section of the annual report on www.yinghuaacademy.org > About Us > School Management. Online WBWF report.

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| <ol style="list-style-type: none">1. District or Charter Name: Yinghua Academy2. Grades Served: K-83. WBWF Contact: Susan Berg
Title: Executive Director/CEO
Phone: 612-788-9095
Email: susan.berg@yinghuaacademy.org | <ol style="list-style-type: none">4. Did you have an MDE approved A and I Plan implemented in the 2020-2021 school year? No5. Link to the Yinghua Academy 2020-2021 Annual Report:
https://www.yinghuaacademy.org/about/school-management/ |
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Annual Reports are published on the school website and distributed electronically to school stakeholders. Find the Yinghua Academy 2020-2021 Annual Report at <https://www.yinghuaacademy.org/about/school-management/>.

6. **Annual Public Meeting:** The 2020-2021 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 29, 2021, and 34 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 nine members of the 2020-2021 committee: Sue Berg, Executive Director; Brooke Darrah-Hage (committee chair), parent; Dr. Paul Haller, parent; Cala Hefferan, parent; Esra Kucukciftci, parent; Chi-Ping Li, community member; Dr. Luyi Lien, Academic Director, parent; Cindy Moeller, community member; and Erica Rasmussen, teacher.

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 70% of teachers and 55% of students.
- 2% of students are American Indian. Yinghua needs to add 1 American Indian teacher to match this proportion. 7% 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 2020-2021 teacher retention rate was 83%, and 70% 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 2019-2020, teacher retention was also 83%. In the 2020-2021 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 2020-2021 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. 2020-2021. Result: 82%.

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: 97%.

Result: Goal not met.

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 2020-2021 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.

Due to the pandemic and following lockdown in March 2020, many locations that offer Early Childhood Screenings were temporarily closed or canceled appointments. Yinghua has identified this as a limiting factor for families to complete Early Childhood Screenings, lowering the percentage of reports shared with Yinghua before beginning kindergarten.

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 the conclusion of FY 2023, the school's third-grade proficiency rates for the most recent four years will average no less than two points higher than the state average in reading.

Goal Status: Unable to report.

Goal Narrative

While third grade students did achieve a higher proficiency rate than the state average by 8.1 points, the data will be used as a marker of student progress in an unusual school year. This data is not further disaggregated into groups or subgroups. In keeping with immersion best practices, Yinghua Academy delays the teaching of English Language Arts until second grade. Research shows that by fifth grade, immersion students will reach or exceed the reading levels of non-immersion peers.

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: Each year, for each subgroup other than English Learners, for which the school has publicly-reportable/sufficient counts: the school's proficiency rate will exceed the state-average proficiency rate for the subgroup for each reading and math. Results: In 2021 both subgroups achieved higher proficiency rates than the state average in math. In reading, the Free/Reduced Price Lunch subgroup achieved a higher proficiency rate than the state average, though the Special Education subgroup was below the state average by 1.4% with a proficiency rate of 24.4%.

Goal Status Part 1: Partially on track.

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

Goal Part 2: As published by the Minnesota Department of Education, for each year the school has publicly-reportable/sufficient counts of English-Learner students: the school's English Learners will average higher progress towards target than the statewide average, and the school's percentage of English Learners who met or exceeded their targets will exceed the statewide average. Result: Not reportable as data is not available.

Goal Status: Unable to report.

Narrative

Yinghua uses data from MCA, NWEA, and in-school tests to determine subject areas where students in subgroups may need further support. As in stated in the goals, this data is disaggregated into two student groups, Special Education and Free/Reduced Lunch.

Strategies: Yinghua staff are frequently observed and given feedback on how to better their teaching methods to suit the needs of all students. The Academic Support Team, comprised of experienced teachers to assist all staff, provide guidance and assistance on how to best serve students of varying subgroups.

Data for part 2 of this goal is not available due to impacts from the COVID-19 pandemic. All data from both parts of this goal will be used as a way to monitor student progress in the 2020-2021 school year, but will not be officially recorded towards the progress of this goal.

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

19. All Students Career- and College-Ready by Graduation

Goal: Each year, the school will administer a nationally-normed assessment in at least 4th and 8th grades. Each year, the school's percentage of 4th and 8th grade students who meet or exceed the nationally-normed average for their respective grade, will exceed 50%.

Result: Students in fourth grade achieved this goal with 72.9% in math and 62% in reading. Eighth grade students also achieved this goal with 85.5% in math and 69.8% in reading.

Goal Status: Unable to report.

Narrative

Due to the pandemic, students in distance learning completed the NWEA at home in a different testing environment than students physically present at school. With this variable in mind, and the various learning challenges occurring over the 2020-2021 school year, Yinghua will use this data as a baseline for future student progress. Data from this goal is not disaggregated any further than the division of 4th and 8th grades.

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

21. All Students Graduate

N/A, Yinghua serves K-8.

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 2020-2021 Annual Report and 2020-2021 World's Best Workforce report on December 13, 2021. On December 15, 2021, 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 15, 2021, Yinghua Academy published its 2020-2021 Annual Report and 2020-2021 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.