



Rebuilding Relationships

英華

YINGHUA
ACADEMY

2021-2022 ANNUAL REPORT



Safety, Speak Chinese, Learn, Happiness, Global Citizenship

Yinghua Academy 2021-2022 Annual Report: Rebuilding Relationships

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History and Mission

When Yinghua Academy opened in 2006, it was the first public charter Chinese immersion school in the U.S. and the first Chinese immersion school in the U.S. Midwest. Yinghua is the only 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 sixteenth year, Yinghua remains a leader in language immersion education; and school leaders and teachers are frequent presenters in the U.S. and abroad on all manner of immersion-related topics.

Innovation Awards

Yinghua has received two innovation awards from MACS related to increasing and supporting Yinghua students' language and academic performances. One award highlighted the academic performances, classroom-based events held in the spring each year, during which students show and share what they know in a performance that integrates Chinese, math, science, and social studies topics. Yinghua received another innovation award for its new forms of accountability through its pioneering collaboration with the Minnesota Online High School to create three levels of Advanced Chinese online courses for K-8 immersion graduates.

A Year of Celebrating Community

The 2021-2022 school year was unlike any other in Yinghua Academy's history. It was a year of reconnection within Yinghua's community as students returned to entirely in-person learning and many traditions resumed, though some in new ways. This year brought new opportunities for success and growth within the school community.

Back to school

As students returned to being in person from the first day of the school year, they showed joy in relearning how the school day works and seeing their friends in person. Though socially distanced and masked, students were no longer across the screen from their teachers and peers. Proceeding through the school year, the Yinghua community was excited to return to Bethel University's Benson Great Hall for the annual Chinese New Year performances after the previous year's lack of in-person performances. Every student fully embraced the 2022 Chinese New Year theme: "Unwavering courage, unparalleled compassion; Together we build a majestic and grand world in the Year of the Tiger." Though there was a limited audience, Yinghua students and staff put together and performed an excellent show which demonstrated the students' exemplary understanding of Chinese language and cultural traditions.

Reconnect with the world

Teachers encouraged students to continue using and growing their Chinese language skills through various projects, interactions, and competitions. Yinghua had excellent student participation and success in two of these competitions, the National Chinese Speech Contest held by the American Academy of International Culture and Education (AAICE) and the Chinese Embassy's "My Question to the Taikonauts" event. In the National Chinese Speech Contest, Yinghua had 19 students in



Yinghua students in the AAICE speech contest semi-finals.



Yinghua student Zoey with American engineer and former astronaut Don Thomas at the Chinese Embassy.

the semifinals, with 11 students taking part in the finals of the heritage and immersion groups. As part of the Taikonaut event, students from across the country were invited to record videos asking questions to the crew of the Tiangong space station, and 111 Yinghua students sent in questions. A Yinghua fourth grader was selected as one of eight students from across the country to attend a special event at the Chinese Embassy in Washington, D.C. The event featured Ambassador Qin Gang, U.S. officials, and guests interacting with students about space exploration and included a video question and answer session between the eight selected students and the taikonauts.

Visit from the Chinese Ambassador

The excellent performances and recognized language skills of Yinghua students led Chinese Ambassador Qin Gang and a delegation from the Chicago Chinese Consulate and the Chinese Embassy in Washington, D.C. to visit Yinghua on April 25, 2022. During his visit to Yinghua, the Ambassador taught a short class to a group of sixth grade students on the Chinese character “和” meaning peace or harmony. His lesson referenced the historical development of the character from ancient Chinese script and extended to current meanings and words that contain the character.

The Ambassador, his wife, and the delegation then visited several classrooms across various grade levels to participate in brief activities and question and answer sessions in each room. The distinguished guests were then treated to an encore show of selections from Yinghua’s 2022 Chinese New Year performances; in addition, several students who earned honors at the AAICE speech contest gave their speeches. At the end of the assembly, the Ambassador received questions from students about topics ranging from his favorite traditional Chinese folk legend to his life’s dreams, and advised Yinghua students to keep studying Chinese and make their dreams come true. Several times during the question and answer session, when Ambassador Qin Gang referenced Chinese poems or tales such as *Mulan*, Yinghua students spontaneously began reciting that poem along with him, to which the Ambassador expressed amazement at the student’s ability in the Chinese language and knowledge of culture.



Yinghua students and staff take a photo with Ambassador Qin Gang and the delegation.

Retirement of Sue Berg

At the conclusion of the 2021-2022 school year, Yinghua’s Executive Director for more than 10 years, Sue Berg, retired. Mrs. Berg’s tenure at Yinghua Academy was filled with growth and excellence. In an exceptional partnership with the school’s founding Academic Director, Dr. Luyi Lien, she instilled in the teachers, staff,

volunteers, and parent community a sense of what it means to work toward excellence in education. On June 10, the Yinghua community came together to celebrate, surprise, and thank Mrs. Berg for her leadership and dedication through handwritten cards, heartfelt additions to the Field Day Walk of Nations, and small gifts from the community. Dr. Lien led the celebration as she was chosen by the Board as the new Executive Director of Yinghua starting on July 1, 2022. The Yinghua community is incredibly grateful for Mrs. Berg’s commitment to seeing Yinghua succeed and is excited for the continued growth opportunities under Dr. Lien's leadership.



Executive Director Sue Berg (center) poses with Academic Director Dr. Luyi Lien and Executive Assistant Susan Reader on the last day of school.

Authorizer

Friends of Education (FOE) (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, FOE assesses these three critical areas: academic performance, finance and reporting, and legal compliance. In addition, a common component of FOE schools is emphasis on foundational skills, critical thinking, data-driven results, and preparation for post-secondary studies.

*Contact Friends of Education:
11100 Wayzata Blvd, Suite 800
Minnetonka, MN 55305
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. FOE 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.

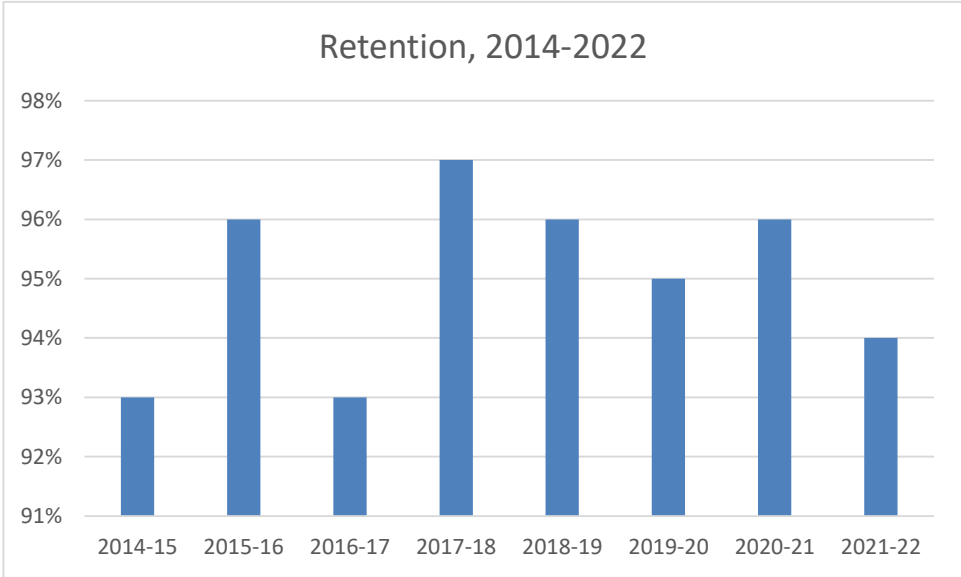
Yinghua Academy follows state and local health and safety requirements and complies with fire codes and other safety requirements. Students and staff regularly participate in emergency drills for fire, severe weather, and lockdowns. Key administrators attend nationally recognized school-safety workshops, 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 2021-2022 school year, a student was required to be five years of age on or before September 1, 2021.

October 1, 2021, enrollment at Yinghua Academy was 834 in 32 K-8 homerooms, with three or four sections per grade and a student-to-teacher ratio of 11:1. The attrition rate was 6%. During the 2021 Open Enrollment period, 177 applications were submitted for 75 of 112 kindergarten openings not filled by siblings.

Table 1: Retention, 2014-2022



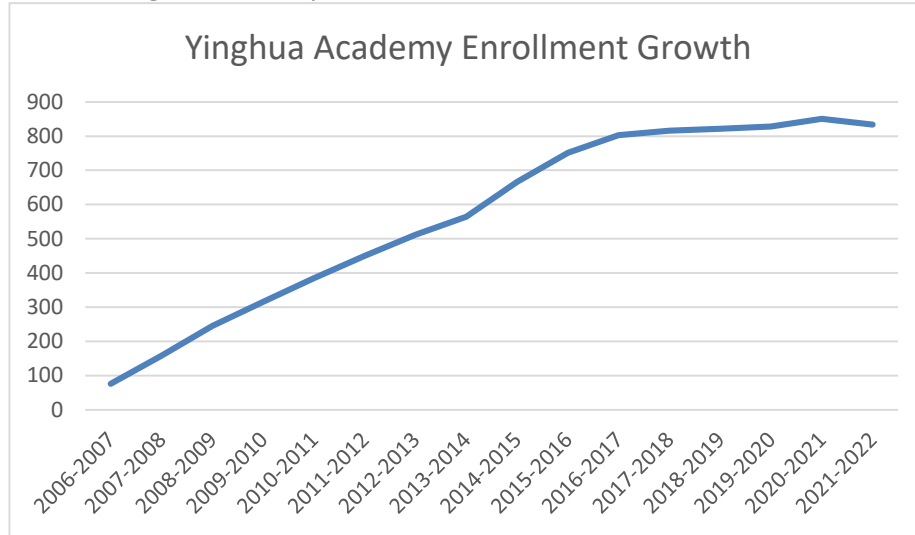
Yinghua opened in the fall of 2006 with 76 students in kindergarten through third grade and grew steadily during its first seven years. Unable to accommodate enrollment demand in 2008, the school moved from its first location in St. Paul to its current facility in Minneapolis on Buchanan Street Northeast.

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 2021-22 school year ran from January 4 to February 24, 2021, for matriculation in the fall of 2021.

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 2021 was greater than the Board-approved grade-level capacities, the school held a lottery during a public meeting on Saturday, February 19, 2021, at 10 a.m. via Zoom. 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 Enrollment 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

2019-20		2020-21		2021-22	
Projected	Actual	Projected	Actual	Projected	Actual
827	828	808	851	814	834

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 from 11% to 7%, and the percent of students using special education services decreased slightly from 9% to 8%.

Table 4: Two-Year Demographic Comparison

	2020-21	2021-22
Geography	80 metro ZIP Codes	81 metro ZIP Codes
	47% Minneapolis	47% Minneapolis
	10% St. Paul	7% St. Paul
Ethnicity	41% Asian Pacific Islander	42% Asian Pacific Islander
	65% Caucasian	66% Caucasian
	7% African American	7% African American
	5% Hispanic/Latino	6% Hispanic/Latino
	2% Native American	2% Native American
English Language Learners	5% ELL	8% ELL
	4% Speakers of Chinese	10% Speakers of Chinese
Free and Reduced Lunch Qualified	11%	7%
Special Education	9%	8%

High school and university placements

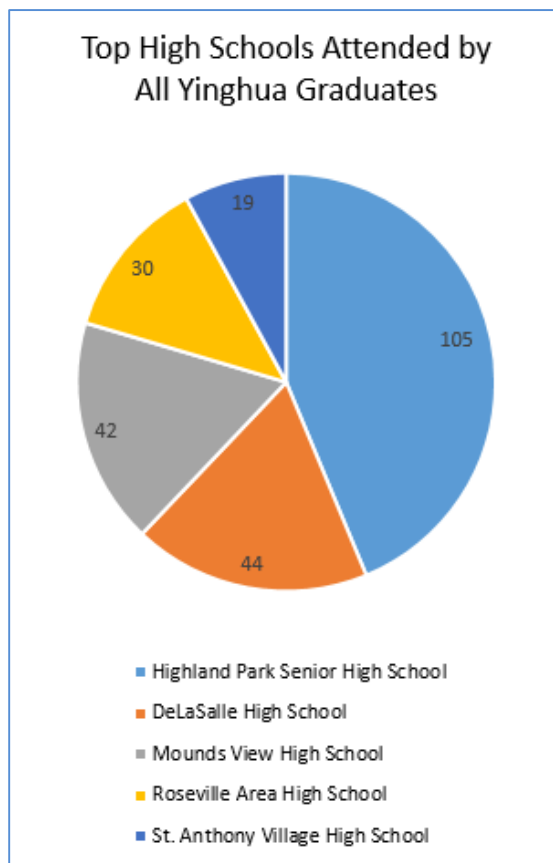
Just as Yinghua students hail from dozens of different Twin Cities ZIP Codes, Yinghua graduates go off to attend dozens of different high schools. Over the years, the school's 454 graduates have selected 70 different public, charter, and private schools for their high school education. Highland Park Senior High School (HPSHS) and Yinghua Academy have an agreement which allows Yinghua graduates to attend HPSHS even if they reside outside of the district. HPSHS offers Chinese Language Arts and Chinese immersion classes at a level that is a match for Yinghua graduates.

The 88 graduates of the Yinghua Class of 2022 selected the following 29 high schools: Breck School, Champlin Park High School, Concordia Academy, Coon Rapids High School, DeLaSalle High School, Eastview High School, Edina High School, Exploration High School, FAIR School for Arts, Fridley High School, Highland Park Senior High School, Hopkins West Junior High School, Irondale High School, Lakes International Language Academy, Math and Science Academy, Minneapolis Southwest High School, Minneapolis Thomas Edison High School, Minneapolis Washburn High School, Mounds Park Academy, Mounds View High School, Northfield High School, Nova Classical Academy, Roseville Area High School, Shanghai American School, Spring Lake Park High School, St. Anthony Village High School, St. Paul Academy, Totino-Grace High School, 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), Princeton University (NJ), 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. On December 2, 2021, Yinghua hosted a high school panel in person, featuring eight area public, charter, and private schools. The event was well attended by Middle School parents and students.

Graph 1: Top High Schools



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

Yinghua takes seriously its partnership with parents and guardians who are essential to making sure that kindergartners are ready to begin school. Prospective parents of incoming kindergarten students and members of the public tour the school, typically on Tuesday and 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 May and allows families to meet kindergarten teachers and experience a sample lesson, learn about transportation, talk with the Executive Director and Academic Director, and take photos with Blaze the dragon. 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 help acclimate kindergarten, first, and any new 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 a summer away 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 second grade Scoop event took place via Zoom, while the fifth grade event was held in person at Yinghua.

Equity

- During the 2021-22 school year, Yinghua did not require families to have Wi-Fi at home. Yinghua provided iPads for students who needed a computer to complete school work. There were 31 iPads for students in grade three through seven, as requested by their families, and 87 iPads provided for all eighth grade students. Yinghua provides every Middle School student with their own 1-on-1 laptop during the school year.
- 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 8% of Yinghua students who are English Language Learners (ELL), Yinghua employs two ELL teachers, who meet 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 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. Used uniform sales offer uniform pieces for a suggested donation of \$1 apiece. Yinghua adjusts uniform requirements as needed for religious and ethnic considerations.

- During the 2021-2022 school year, Yinghua students came from 81 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.
- To support students who needed to stay home for isolation or quarantine due to Covid, Yinghua provided a homebound service where the students could connect with the school via Zoom meeting for one hour per grade level each day.
- 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.



Yinghua Lower School students practice their Chinese characters.

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.

2021-2022 School Board election timeline

- February 24, 2022: Call for nominations.
- April 6, 2022: 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 28, 2022: Annual School Board meeting with presentation of World's Best Workforce updates and candidate introductions. This meeting was conducted in person with written and video recorded statements by candidates posted on the school website the next day.
- April 28-May 5, 2022: Election period. Voting occurs via US Post and via electronic ballot.
- May 7, 2022: Election results announced.

The 2021-2022 Yinghua Academy School Board included one teacher, three community members, and nine parents: Nathan Bode, Secretary, parent; Cindy Bursell, parent; Ye Cheng, licensed teacher (#510045); V John Ella, parent; Eric Foster, parent; Paul Haller, Chair, community member; Esra Kucukiftci, parent; Andrew Lawton, parent; Cindy Moeller, community member; Evan Owens, parent; Charles Robinson, Treasurer, parent; Amanda Schneider, parent; and Yinglu Zeglin, community member. 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 (Fall Fundraiser 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 and the CEO/ED in ensuring that Yinghua’s human resource policies and practices (including but not limited to compensation, benefits package, and school culture) support Yinghua’s ability to recruit, hire, and retain high quality teachers and staff.

Monthly board meeting attendance

Table 5: 2021-2022 Attendance rate by School Board members at School Board meeting

Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Annual Meeting	May	Jun
N/A	83%	92%	77%	85%	85%	100%	92%	92%	77%	46%	85%	85%

School Board training

Ye Cheng, John Ella, Esra Kucukciftci, and Yinglu Zeglin completed a three-part series for introduction to school board leadership.

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.



DLO’s Community Service team completed a Toys for Tots drive in December 2021.

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, the Center for Advanced Research on Language Acquisition, 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.



Marcus Pobloske, Dean of Students

Mr. Pobloske (Mr. P) joined Yinghua in 2022 and has extensive experience working with children as a teacher, administrator, activities coordinator, coach and guardian ad litem. At Yinghua he is responsible for the Dragon Life student government organization, creating a safe and healthy school climate, managing student behavior, implementing school safety policies and supporting positive relationships with Yinghua families. Mr. P is a passionate educator who is devoted to empowering students of all ages, abilities and backgrounds.

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 2021-2022 school year.



Executive Director Professional Development Plan, 2021-2022

Organizational Development

1. **Continue to manage and monitor every aspect of the Yinghua organization to ensure academic excellence, financial responsibility, and above all, the safety and well-being of the entire school community during the COVID-19 pandemic.**
 - a. Continue to partner closely with Ginger Hao, Yinghua's school nurse and COVID-19 Project Coordinator, to stay abreast of MDH and CDC guidelines as situations related to health and safety arise with our school community and the community at large due to the pandemic.
 - b. Work closely with Dr. Lien to maximize the return to full "in-person" learning after more than one school year of various schedules to ensure equity.
 - c. Monitor budget with Business Manager, Board Treasurer, and CLA closely to manage expected and unexpected expenses as well as funds in these unprecedented times.
2. **Collaborate with the Board of Education to determine satisfaction with completion of Yinghua's current Strategic Plan and to prepare for the creation of a new plan.**
 - a. Update progress and finalize current Strategic Plan, detailing initiatives accomplished as well as ongoing initiatives.
 - b. Along with Board, develop a new 5-year Strategic Plan.

Human Resource Management

1. **Maintain a culture of effective collaboration that encourages input from everyone.**
 - a. Continue to capitalize on and reward the positive, flexible, unselfish attitudes exhibited by staff over the last challenging year.
 - b. Analyze salaries, benefits, and visa necessities versus opportunities to determine priorities for maintaining excellent teachers and staff with a keen eye to a charter school's budget constraints.
 - c. Provide clarity and detail about human resources practices and decisions with Board of Education
2. **Continue to cultivate collaborative decision-making and opportunities for leadership:**
 - 1) administrative team, and 2) Q-Comp teacher leadership team.
 - a. Maximize expertise of Instructional Coaches and Q-Comp leads to provide critical feedback to teachers regarding classroom management and relationship building with students focused on social-emotional wellbeing.
 - b. Seek opportunities for differentiated professional development for teachers based on needs, years of experience, initiatives, and personal interests.
3. **Implement a plan for staff, students, and families focused on equity and social justice.**
 - a. Build on best practices training by Equity Literacy Institute gained from last year's sessions.
 - b. Analyze the needs of our students and families to determine gaps.
 - c. Develop plans based on needs for additional opportunities already scheduled such as Character Challenge retreats for 7th and 8th graders.

Academics

1. **Plan/guide professional development opportunities focused on distance learning that capture content, student engagement, and assessment opportunities.**
 - a. Provide training for teachers on DEIY by providing a workshop entitled "Building a DEIY Curriculum: Examples from the Field" led by Lynn Lin from Courageous Dialogues with Chinese Educators (CDCE)
 - b. Capitalize on the expertise of Wu Fang, Chinese Instructional and Curricular Coach, who provides individualized observation and feedback for teachers who teach in Chinese throughout the year. Provide the opportunity for "bite-size" feedback and ongoing development.
 - c. Likewise, utilize the expertise of Danielle Jespersen, English Instructional and Curricular Coach to observe and give feedback for teachers who teach in English with a focus on guided reading and literacy.

2. Collaborate with Dr. Lien to analyze 2021 external test results, and plan strategies to improve Yinghua students' proficiency levels during this time of significant learning loss.
 - a. Study content and format of external exams to analyze topics and strategies necessary to demonstrate proficiency by these specific criteria.
 - b. Coordinate strong support for special needs students through Kenny Chan, Special Education Director.
 - c. Utilize extra staff made possible by federal funding to fill learning gaps.

Finance

1. Adjust budget based on lower enrollment to attain numbers that work financially, programmatically, and relative to space for the near and distant future.
 - a. Review 2021-2022 budget in October and on an on-going basis as we navigate another unusual year in close collaboration with Business Manager, CLA, board treasurer, and Finance Committee.
 - b. Fill remaining KG enrollment spots to attain full capacity.

Facilities

1. Update 5- year facilities plan with Facilities Manager. Provide additional detail as directed by the Finance and Facilities Committees so that the current plan can serve as a comprehensive institutional knowledge document moving forward.
 - a. Continue working partnership with YBC, with Dan Carson as point person and advisor.
 - b. Finalize the build out of the south courtyard for outdoor learning spaces once funds allow.
 - c. Complete enhancements to the library both in terms of the collection as well as the physical space to the extent the generous donation of an Yinghua family allows.

Board Collaboration

1. Address succession planning:
 - a. Identify critical roles.
 - b. Build leader's success profile by describing the talent composition required for each critical role.
 - c. Identify potential successors from within and from an outside applicant pool, if and when necessary or desired.
2. Continue strong partnership with Board Chair and board to maintain delivery of an excellent academic experience for students and families.
3. Reflect often on where we have been and where we want to go; listen to all stakeholders.

Academic Director Professional Development Plan, 2021-2022

Goal 1: Study and be resourceful in the topics of equity, diversity, inclusivity, and justice, for teachers and for our immersion program. Reflect on how our daily activities can promote EDIJ practice to support and ensure each student has the opportunity to engage in a quality educational experience.

- Attend a workshop of “Building a DEIJ Curriculum: Examples from the field” led by Lynn Lin (CDCE) to learn and be familiar with the DEIJ concept and practice.
- Continue to enrich my understanding of the topics related to EDIJ by joining the Institute for Global Studies at the University of Minnesota. The theme for the first fall series is Seeking Racial Justice: Transformative Change from Local to Global. For this theme, I will work with field experts to pilot a book club aligned with this theme. The three sessions’ dates and books are:
 - November 9, [Patron Saints of Nothing](#) (Discussion will be led by Gail Erikson)
 - December 7, [The Color of My Words](#), (Discussion will be led by Tamara Ramirez-Torres)
 - December 21, [Front Desk](#) (Discussion will be led by Dr. Luyi Lien, Pin-Chen Huang, and Sara Chao)
- Work with the Courageous Dialogues with Chinese Educators(CDCE) organization to keep up-to-date on trends and knowledge associated with EDIJ topics and their implications at Yinghua Academy. Be educated on how other schools evaluate their curriculum and incorporate more diverse perspectives into their curriculum. Practical work will include: 1) Working side-by-side with the experts to prepare Professional Development Content in support of the DEIJ topics to gain understanding and make sure teachers are getting scaffolding support for learning about DEIJ topics. 2) Planning regular meeting times with the Professional Learning Community (PLC) team lead and CDCE leaders to discuss important topics on DEIJ education and curriculum to build depth of understanding, and learn to lead and guide discussions.
- I will be expanding my professional horizons by attending a series of four workshops titled DEI and A in Chinese Teaching from October 12th to November 30th. This series of workshops will focus on diversity, equity, inclusion, and accessibility in Chinese language and culture learning and welcome many distinguished presenters from diverse backgrounds. The first workshop, entitled “DEI: Moving From Acronym to Action” will be led by Dr. Keisha Brown, professor of Chinese history at Tennessee State University and co-founder of the Black China Caucus. Remaining workshop titles and presenters will be announced at a later date.

Goal 2: Adapt strategies for the post-covid focus on school’s reopening and ensure effective school-wide instructional strategies that promote quality education for our students.

- Intentionally ground academic work into three key areas: 1) Adult Resilience and Well-being; 2) Students’ Belonging, Relationships, and Well-being; 3) Universal and Tiered Support Across Academics and SEL.
- Pay close attention to teachers’ well-being and needs for support by attending weekly grade team meetings and working closely with instructional coaches, Mrs. Fang Wu and Mrs. Danielle Jespersion, to identify areas of need to support teachers.
- Implement the responsive classroom approach and reinforce the importance of building a class learning community and fostering a positive relationship with students, as well as adapting the effective classroom management strategies and teaching methods to support students’ academic and social-emotional learning.

- Close the existing academic performance gaps between different sub-groups of students, such as students in Free and Reduced Lunch, African-American students, and so forth. Study assessment data and form appropriate support groups and provide adequate support to all students.

Goal 3: Continue to connect with experts in immersion and language learning to develop new leaders in the field and promulgate the philosophy of immersion education.

- Continue work with immersion field colleagues and network with new eminent people in the field; provide mentoring and consultation support for new leaders in the Chinese immersion field. This mentoring and supporting process will be twofold (1) support new leaders in the field; (2) revisit and review known issues in the immersion field and find creative solutions and resources to improve immersion work.
- Join and serve on the Advisory Board of the American Academy of International Culture and Education (AAICE). AAICE is a new non-profit organization to lead the Chinese language and culture education, especially in the K-16 education areas. This network will keep Yinghua in the loop of new developments in language education and provide opportunities for immersion students to demonstrate aspects of their language and cultural learning.
- Collaborate with the University of Minnesota Chinese Flagship program leaders to promote a pathway to college and continued Chinese learning for immersion students.

Goal 4: Advocate for the concept of Chinese immersion programs and best practices on supporting Chinese immersion programs, teachers, and promote language opportunities for our K-8 immersion program.

- Join a bilingual/Bicultural Education Teacher Standards Revisions committee to represent various Chinese immersion programs' viewpoints. The committee is formed with university professors, other language educators, district language program principals and leaders. This committee will focus on revising the teacher certification requirement and will provide various forms of support to sustain the quality of our immersion education program.
- Continue to mentor key staff for best practices in immersion programs and ideas to support students and help them thrive in an immersion environment.
- Support school activities (e.g. Daily Chinese journal, Chinese book clubs, and new approaches for working on Chinese characters) that create opportunities for our students to practice their Chinese language and demonstrate their bi-lingual ability.

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 2021-2022

The audited FY2021 books showed a fund balance of 26% of expenditures and the unaudited FY2022 books forecast a fund balance of 25%.

With the school going back to in-person learning for the fiscal year 2022 school year the food service program (FD 02) and the school’s community after-school programs (FD 04) resumed normal operations. Yinghua used \$218,946 of the COVID relief related federal awards they received to help support lost instructional time caused by the pandemic, summer school related programs, and the COVID-19 testing program. Yinghua also saw a large increase compared to previous years in cleaning/sanitation expenses to ensure a safe learning environment for students which effected its general fund surplus.

There was a slight dip in enrollment numbers from the previous fiscal year due to parent concerns about in-person learning. Enrollment has plateaued and is predicted to remain stable in the coming school year due to the addition of a fourth kindergarten section and consistent retention numbers. 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 to be used for any budget shortfalls.

Table 6: General Fund (FD 01) Balance History

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Audited	Audited	Audited	Audited	Unaudited	Projected*
29%	31%	28%	26%	25%	25%

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



Members of the Yinghua community in Washington, D.C. for a rally supporting Public Charter Schools.

Table 7: Balance Sheet as of June 30, 2022 (unaudited)

		Description	
Assets	Cash		\$2,184,631
	Accounts Receivable		\$12,971
	State Aid Receivable		\$638,930
	Federal Aid Receivable		\$238,741
	Prepaid Expenses and Deposits		\$155,757
	Prior Year State Receivables		\$0
	Due from Other Funds		\$115,644
	Total Assets		\$3,346,674
Liabilities	Salaries and Wages Payable		\$426,616
	Line of Credit		\$0
	Accounts Payable		\$234,004
	Payroll Deductions and Benefits Payable		\$90,260
	Unearned Revenue		\$120,389
	Total Liabilities		\$871,269
Fund Balance			\$2,475,405

Table 8: Statement of Revenue and Expenditures

	Description	Un-Audited
Revenues	State Revenues	\$8,574,530
	Federal Revenues	\$372,885
	Other Revenues	\$424,017
	Donations and Gifts	\$132,433
	Food Service	\$452,196
	Total Revenues	\$9,956,061
Expenditures	Salaries and Benefits	\$6,288,544
	Building Lease and Operating Expenses	\$1,267,922
	Programming, General Administrative	\$1,928,562
	Food Service	\$307,933
	Community Service (Yinghua Care)	\$133,025
	Total Expenditures	\$9,925,986
	Surplus (Deficit)	\$30,076
Fund Balance	Beginning Fund Balance	\$2,445,329
	Committed Fund Balance	
	Add Surplus (Deficit)	
	Ending Fund Balance	\$2,475,406
	Combined Fund Balances Percentage	25%

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 Communication and Development Coordinator 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.

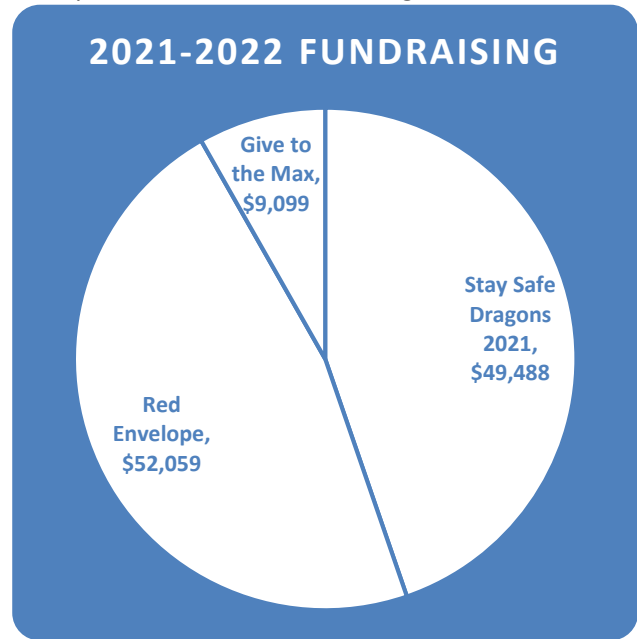
The school has traditionally organized four annual fundraising campaigns. This year, the fall Read-A-Thon was replaced once again by the Stay Safe Dragons campaign. The 2021 Stay Safe Dragons campaign was a joint fundraiser between the school and YACA raising

funds to cover the costs of renovations to turn Yinghua's South Courtyard into an outdoor learning and gathering space. The space will feature permanent picnic tables, natural benches, and landscaping, to create a welcoming space that can be used for a wide variety of purposes. Yinghua plans to use this space as an outdoor classroom, space for Middle School students to eat lunch outside if they choose, and a gathering space for Yinghua's community. An additional part of this renovation will be the creation of a gaga ball pit, as was requested for students by students. The funds for the gaga ball pit were generously donated by local Girl Scout Troop #52891, specifically by the fourth, seventh, and eighth grade level troops which have Yinghua students as members.



Minnesota's day of online giving, Give to the Max Day, was part of the school's fall fundraiser, Stay Safe Dragons 2021. The day was used to encourage and remind members of the Yinghua community to donate by sharing a donation video filmed with students, and edited by a Yinghua parent.

Graph 2: 2021-2022 Fundraising



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 2022 Ying Fling event was cancelled due to the pandemic.

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. Yinghua held an alumni event following the 2022 Commencement, where alumni were invited to come celebrate the new graduates and reconnect with each other. The event was well attended and Yinghua plans to host more alumni events in the future.

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 110 in the 2021-2022 school year with a student-to-teacher ratio of 11:1. Teacher retention between the 2020-2021 school year and the year of this report was 76%.

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 66) teachers served in full-time positions. Alongside Yinghua teachers, Educational Assistants and Special Education Paraprofessionals (14 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 76% is significantly lower than those in prior years. COVID-19 played a role in teachers' decisions to make a change in employment. Several teachers left to pursue further education, and a few returned to their home country or home state to be closer to family. 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/1jbvGbKBsBej6t184fAzMVR2fzkwOQQI-Mdlo_kpnND8/edit?usp=sharing

Curriculum

Yinghua's K-8 academic curriculum references 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.

2022: Visit from Chinese Ambassador Qin Gang

2020: Multiple first-place rankings through [Niche.com](https://www.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 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 students demonstrate their project at the Science Expo.

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.

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.

Students may also choose vocal music and participate in a choir where professional singing techniques are taught. After fourth grade, students who elect to continue in orchestra meet twice a week for practice before school and during recess; Yinghua has two orchestral groups. A Conservatory of Music offers after school lessons to more than 100 students in Western instruments such as violin and piano as well as Chinese instruments such as erhu, pipa, dizi, and hulusi.

Visual Art

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



Middle School students work on patterned projects in art class.

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, 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 2021-2022 school year. In other creative endeavors, Yinghua students participated in a wide variety of enrichment opportunities including various forms of dance, drama, sewing, and classes using clay. All of these activities align with the school's strategic goal to reinforce self-directed, critical thinking and curious learning.



Students wearing their completed pants from a sewing enrichment class.

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 skiing, 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, kindergartners 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 and three, 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, math, social studies, music, and orchestra. Classes taught in English include English language arts, science, social studies, art and physical education.



A student presents how they solved a math problem in class.

Academic Performance and Charter Contract Goals

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.

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 2021-2022 school year, Yinghua is on track to achieve this goal as the third grade student proficiency rate is 62.2%, which is 14.1 points higher than the Minnesota statewide average of 48.1%.

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 2022, students did exceed the twenty percentage point target in math with a difference of 32.6 percentage points above the Minnesota state average of 44.8%. In science, the goal was also achieved as the student proficiency rate was 65.6% which was 24.3 percentage points above the state average. Similarly, in reading, the student proficiency rate was 73.1% which was 22 percentage points above the state average, fully meeting the annual goal

Results: The school 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
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%
2022	77.4%	33.5%	76.2%	40.5%	65.6%	31.9%

- 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
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%
2022	77.4%	70.3%	76.2%	71.9%	65.6%	63.9%

As the scores above show, Yinghua Academy successfully achieved higher school-wide proficiency rates in comparison to the Minneapolis school district in math, reading, and science by more than 33 percentage points in each subject. When compared to the combined average of the St. Anthony/New Brighton Public Schools and Minnetonka Public Schools, Yinghua students achieved higher proficiency rates by a smaller margin, ranging from 1.7 to 7.1 percentage points above.

Results: The school met Goal 1.2

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.** In math, Yinghua students achieved this goal with an average percentage of students who improved or maintained at 89.3%, 62.3 percentage points higher than the Minnesota state average. Similarly, Yinghua students exceeded the state average in reading with an average of 84.6% over the state average of 63.2%.

Results: The school met Goal 1.3

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 2022, both subgroups achieved higher proficiency rates than the state average in math and reading. In math, the Free/Reduced Price Lunch subgroup was 20.2 percentage points above the state average and the Special Education subgroup was 27.5 percentage points above the state average. In reading, the Free/Reduced Price Lunch subgroup achieved a higher proficiency rate than the state average by 9.5% with a proficiency rate of 41%, and the Special Education subgroup was above the state average by 10.2% with a proficiency rate of 35.9%.

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. Yinghua's English Learners achieved this goal in both parts, as students averaged 75.1% progress toward the target, 22 percentage points higher than the state average, and 59.2% of students met or exceeded their targets which is 31.3 percentage points above Minnesota state average.

Results: The school met Goal 1.4.

Goal 2: Chinese Acquisition

Sub Goal 2.1: Speaking and Listening

Goal 2.1 has two parts that contribute to assessing the Chinese speaking and learning of Yinghua students. The first part states: Each year, the school will administer a Student Oral Proficiency Assessment (SOPA) in at least kindergarten, 2nd grade, and 4th grade, and at least 80% of students will achieve the following proficiency goals:

- Kindergarten: Novice-High
- 2nd grade: Intermediate-Low
- 4th grade: Intermediate-Mid

In the 2021-22 school year, Yinghua students in kindergarten and 2nd grade were slightly below the 80% goal for their respective proficiency goals, with 61.9% of kindergartners achieving the Novice-High level, and 68.9% of 2nd graders achieving the Intermediate-Low level. Yinghua's 4th grade students exceed the goal with 91.4% of 4th graders achieving the Intermediate-Mid proficiency level.

The second piece of Goal 2.1 is as follows: 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 2021-2022, Yinghua eighth grade students took the OPI and 28.4% (25/88) of them received Advanced-Low proficiency levels or above. Of the sixth grade students that took the OPI in 2021-2022, 100% (88/88) received Intermediate-Medium or above proficiency levels.

The OPI assesses Chinese-language speaking and listening. 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 SOPA and 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.

In 2021-2022, 80.4% (74/92) fifth graders passed the YCT Level IV. This number is lower than pre-pandemic scores for this goal, as fourth grade students usually take the YCT Level IV and will retake it in fifth grade if they do not pass. With this in mind, Yinghua fifth graders did successfully achieve this part of the goal.

Of the 84 eighth grade students that took the HSK, 55 students passed which is equivalent to 65.48%. Completion of the HSK requires students to be in-person, and as such four eighth grade students did not participate. This passing percentage falls short of the 80% goal, which Yinghua will use as a marker for student progress post-pandemic and adjust curriculum accordingly.

Results: The school partially met Goal 2.2.

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 2021-2022 school year, Yinghua's fourth and eighth grade students achieved these goals in both subjects by a range of 20.7 to 41.5 percentage points.

Percent of Students Who Met or Exceeded the National Norm (NWEA)				
	2021		2022	
	Math	Reading	Math	Reading
4 th Grade	72.9%	62.0%	91.5%	70.7%
8 th Grade	85.5%	69.8%	88.5%	79.3%

Results: The school met Goal 3.

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 87% 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 2021-2022, Yinghua provided training and development opportunities for faculty and staff. The 2021-2022 Professional Development Plan focuses on two topics: equity and best practices to support students. Teacher professional development included the following: Addressing Middle School Challenges and Strategies to Prevent Bullying (Responsive Classroom professionals), and Building a DEI (Diversity, Equity, Inclusion, and Justice) Curriculum: Examples from the Field (Lynn Lin, Courageous Dialogue with Chinese Educators). Professional Learning Community meetings were held throughout the year focused on topics such as "Representation Matters", a discussion on studies and relevant literature on the positive effects of inclusive representation in the classroom and best practices for teachers to implement these ideas in the immersion classroom. 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 2021-2022, the attendance rate was 97% by Yinghua students.

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. The 2022 CNY performances were a highlight, as the Yinghua community was able to return to Bethel University's Benson Great Hall for the performances. For the spring Chinese Academic Performances, Yinghua family members were invited into the Yinghua school building to watch their students perform in their classrooms.

Result: The school met Goal 5.3.



Seventh grade students rehearse their lines as hosts before Chinese New Year performances.

Future Plans

- Yinghua is working to ensure continued steady enrollment in the future by taking part in local cultural events and various school fairs. The school is working on increasing awareness of events and tours for prospective families in targeted areas within the Twin Cities through flyers, newspaper ads, and social media. Documentation is being completed of all efforts to ensure efficiency and effectiveness.
- The Board of Directors is working closely with Yinghua's Executive Director to create and complete a new strategic plan for the next five years. They will collaborate to take responsibility for setting and evaluating strategic initiatives and monitor strategy implementation. The process is expected to yield positive community engagement and discussion.
- Global citizenship is an incredibly important part of Yinghua's values and community. The school plans to continue supporting students as they become global citizens by providing opportunities outside the classroom to engage with others worldwide. Plans are being made to resume annual study abroad trips for students, beginning with a two-week trip to Taiwan in the summer of 2023. Current 7th and 8th grade students are invited to participate, along with alumni from the past three graduating classes.
- The school is working to strengthen connections with Yinghua's sister schools in China and Taiwan. These relationships allow students to interact with others their age in different cultures and practice their language skills. Yinghua continues to share its outstanding language-immersion curriculum and expertise with the world.
- Yinghua is working to develop an alumni association to keep in contact with graduates and learn about their path after graduation from Yinghua. The launch of alumni into the collegiate and professional world is important to track, as Yinghua can begin to see the impact of a nine-year Chinese immersion education on graduates' life choices in terms of career or other pursuits.

World's Best Workforce

2021-2022 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 2021-2022 school year are summarized in the World's Best Workforce Report in accordance with Minnesota Statutes, section 120B.11. The Yinghua Academy School Board approved this report for submission to the Minnesota Department of Education on November 21, 2022. The 2021-2022 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.

District or Charter Name: Yinghua Academy

WBWF Contact: Dr. Luyi Lien

Title: CEO/Executive Director

Phone: 612-788-9095

Email: luyi.lien@yinghuaacademy.org

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020–21 school year (SY)?

Yes No

What year of your Achievement & Integration plan are you reporting on?

Year 3 (3-year plan spans 2020–22 SY)

Year 2 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2021–22 SY?

Yes No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020–21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020–21 SY. No charter schools should complete this section.

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders: Annual Reports are published on the school website and distributed electronically to school stakeholders. Find the Yinghua Academy 2021-2022 Annual Report at <https://www.yinghuaacademy.org/about/school-management/>.

Provide the direct website link to the A&I materials: Not applicable.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2021–22 SY: The 2021-2022 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 in person at 6 p.m. on Thursday, April 29, 2022, in the Yinghua Academy library and was well attended.

Goals and Results

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal 1	Result	Goal Status
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.	Yinghua received the results of 87% of Early Childhood Screenings completed by incoming kindergartners.	<u>X</u> Goal Not Met (one-year goal)

Goal 2	Result	Goal Status
Before the school year begins, the school has on file immunization records or notarized waivers for 100% of kindergarten students.	Yinghua received 99% of immunization records or notarized waivers for incoming kindergartners. The school nearly meets this goal each year, and continues to strive for 100%	<u>X</u> Goal Not Met (one-year goal)

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
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.	Yinghua's third-grade proficiency rate is on track to be ahead of the state average reading level by a minimum of two points. In the 2021-2022 school year, Yinghua third-graders were above the state average by 14.1 percentage points.	<u>X</u> On Track (multi-year goal)

Close the Achievement Gap(s) Between Student Groups

Goal 1	Result	Goal Status
<p>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.</p>	<p>In 2022, both subgroups achieved higher proficiency rates than the state average in math and reading. In math, the Free/Reduced Price Lunch subgroup was 20.2 percentage points above the state average and the Special Education subgroup was 27.5 percentage points above the state average. In reading, the Free/Reduced Price Lunch subgroup achieved a higher proficiency rate than the state average by 9.5% with a proficiency rate of 41%, and the Special Education subgroup was above the state average by 10.2% with a proficiency rate of 35.9%.</p>	<p><u>X</u> Met All (multiple goals)</p>

Goal 2	Result	Goal Status
<p>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.</p>	<p>Yinghua's English Learners achieved this goal in both parts, as students averaged 75.1% progress toward the target, 22 percentage points higher than the state average, and 59.2% of students met or exceeded their targets which is 31.3 percentage points above Minnesota state average.</p>	<p><u>X</u> Goal Met (one-year goal)</p>

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>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%.</p>	<p>In the 2021-2022 school year, Yinghua's fourth and eighth grade students achieved these goals in both subjects by a range of 20.7 to 41.5 percentage points. In fourth grade, 91.5% of students met or exceeded the nationally normed average and 70.7% in reading. In eighth grade, 88.5% met or exceeded the nationally normed average in math and 79.3% achieved it in reading.</p>	<p><u>X</u> Met All (multiple goals)</p>

All Students Graduate

Goal	Result	Goal Status
<p>Not applicable. Yinghua serves students in kindergarten through grade 8.</p>	<p>N/A.</p>	<p>N/A.</p>

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 2021-2022 Annual Report and 2021-2022 World's Best Workforce report on November 21, 2022. On November 30, 2022, 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 November 30, 2022, Yinghua Academy published its 2021-2022 Annual Report and 2021-2022 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.