

英華

**YINGHUA
ACADEMY**



Annual Report 2024-2025

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About Yinghua Academy

History and Mission

Yinghua Academy is Minnesota's first public full-immersion Chinese charter school, serving students in grades K–8 with a mission to cultivate bilingual, biliterate, and globally minded learners who are prepared to succeed academically and thrive in a multicultural world. Since its founding in 2006, the school has combined rigorous academics with a rich cultural curriculum, ensuring that students excel in core subjects while developing advanced Chinese language proficiency. Students consistently achieve academic recognition and awards, reflecting both rigor and confidence in their learning.

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.

Enrollment has steadily increased over two decades, reflecting the school's reputation for academic excellence and innovative programming. From its initial cohort of 76 K-3 students, Yinghua has expanded to more than 870 K-8 students today, making it one of the largest and most successful Chinese immersion programs in the nation. Families consistently choose Yinghua not only for its rigorous academics, but also for its unique bilingual, bicultural environment that prepares students for global citizenship.

The school's impact extends beyond academics through vibrant cultural and community initiatives. Annual events such as the International Festival, Grandparents' Day, and the Lunar New Year Celebration engage students, families, and the broader community, while student performances throughout the community, including during holidays like the Mid-Autumn Festival, promote cultural awareness and connection. Partnerships with organizations such as the Cook Center, the Chinese Heritage Foundation, and the U.S.–China People's Friendship Association further enrich student learning and extend the school's influence.



Yinghua Academy

Through its combination of rigorous academics, cultural enrichment, community engagement, sustainable practices, and visionary leadership, Yinghua Academy fulfills its mission to develop confident, culturally fluent, and globally aware students, serving as a model for immersion education that prepares learners to thrive in an interconnected world.

Innovation

Yinghua Academy, the first of its kind

Founded in 2006, Yinghua Academy will celebrate its 20th anniversary next school year (2025–2026) as the first public Chinese immersion school in the Midwest. What began as a bold experiment in language and cultural education has grown into a nationally recognized model—demonstrating both the feasibility and the profound impact of full immersion within a public charter school setting.

Yinghua Academy’s Tradition of Innovation

Yinghua Academy has been a pioneer in educational innovation in many ways. From its earliest years, Yinghua created a comprehensive Mandarin immersion curriculum that served as a pilot model for Mandarin immersion programs across the state. This curriculum was carefully designed to align with both Minnesota’s academic standards and the curriculum expectations of Chinese-speaking regions.

During Yinghua’s early developmental stages, the school faced many challenges but met them with creativity and determination, continuously striving to improve educational quality. The results of this innovative spirit are evident — Yinghua received two consecutive Innovation Awards from the Minnesota Association of Charter Schools (MACS) in 2016–2017 and 2017–2018.

- The first award recognized Yinghua’s partnership with Minnesota Online High School (MNOHS) to extend Mandarin immersion learning into high school. Together, the two schools created three online advanced Chinese immersion courses, supporting students’ long-term language learning beyond middle school.
- The second award honored Yinghua’s innovative approach to performance assessment, which outlined grade-level expectations in both Chinese and English language proficiency. This model integrated all subject areas and focused on the three modes of communication — presentation, interpretation, and interpersonal — allowing students to demonstrate their learning authentically in both languages.



Yinghua students taking part in a kung fu practice session at our sister school in China.

Innovation to Shape the Best Immersion Environment

Each year, Yinghua's Lunar New Year program features new scripts, characters, and performances that engage every student on stage. This annual tradition offers students a meaningful opportunity to apply their language skills in authentic, creative contexts while developing their stage presence and confidence.

This whole-school production is a hallmark of Yinghua's innovative spirit. It not only highlights our students' growth and achievements but also invites the entire community to celebrate and experience Yinghua's bilingual and bicultural environment. The Lunar New Year program serves as a powerful bridge between the school and the broader community, advancing Yinghua's mission and vision in a vibrant and inspiring way.

In later years, Yinghua has continued to build on this foundation of innovation. In the 2024–2025 school year, the school launched Small Group Learning (SGL) as its next major innovation program. This initiative enhances academic growth for all students while strengthening teacher-student interaction and individualized support.

Developing Global Citizens

In the 2024-2025 school year, Yinghua continued implementing strategies to follow the direction laid out in the 2023-2026 Strategic Plan. Supported by and based on Yinghua's mission and core values, the strategic plan identified three initiatives: world class Mandarin immersion, cultivate and equip students for the future world and global workforce, and partnerships and relationships. Throughout the year, students, staff and families took part in various activities and events which reflected these initiatives, with emphasis being placed on student development and preparing students to be global citizens.

Pathways to Bilingualism and Multiculturalism

According to the International Center for Language Studies, roughly 18.5% of the world's population speaks English and roughly 13.9% speaks a dialect of Mandarin. A 2025 study on bilingualism reported that approximately 43% of people worldwide speak two languages fluently, and another 17% speak three or more languages — meaning about 60% of the global population is bilingual or multilingual. (Source: "Bilingualism 2025: Key Stats from the US, UK & Worldwide")

A pillar of Yinghua's mission is to prepare students to be engaged and productive global citizens, which strongly relies on students developing key cultural competence and proficiency in language. When students graduate from Yinghua, they will be equipped with the bilingual skills to speak with 32.4% of the world's population. In order to provide the highest quality learning experience for students, Yinghua focuses on key areas of Mandarin and English development through the immersion environment, strong teachers, and engaging experiences. To support a quality foundation in Mandarin, Yinghua creates clear language zones within the building to help students have smooth transitions and focus on core subject areas.

In addition to Yinghua's annual celebrations of Chinese cultural events such as Lunar New Year, various opportunities are offered to all students to celebrate English proficiency. These events include promoting the Accelerated Reader (AR) program; the annual Battle of the Books, where students create teams to read books and participate in fun trivia-style competition; the Spelling Bee; and Yinghua's Storybook Character Parade, where students and staff dress up as characters from their favorite books to share with the community.



Confident, smiling Yinghua students

Expanding Students' Worldview

Yinghua often serves as a model of Chinese immersion education for schools around the world. Yinghua maintains meaningful relationships with a wide variety of other programs nationally and internationally.

Connecting with Sister Schools

The sister school relationships established last school year have been renewed. Taiwan's Sing-An Elementary School has reconnected with our fourth grade to continue the partnership, and Minzu Elementary School in Taipei has also reached out to maintain the sister school relationship. Additionally, a new sister school relationship has been formed with Taipei Xinmin Private Elementary to High School. A memorandum of understanding has been signed to facilitate further collaboration.

Hosting Guests from National and International Organizations

Yinghua has hosted various international university students, who are in the process of becoming teachers, to learn from Yinghua's unique educational environment. For the 2024-2025 school year, thirteen intern teachers from Beijing Normal University joined the Yinghua community for ten months.

Additionally, Yinghua has hosted numerous national and international visitors and organizations during the 2024-2025 school year. Presented in chronological order:

- October 21: Anne Gardon, Head of Primary School at Chinese International School in Hong Kong
- October 24: Barrington Middle School Chinese Immersion Program (Chicago)
- April 24: Four leaders from Denver Language School, including their school founder and Director of External Relations, Principal, Director of Curriculum and Instruction, and a Middle School teacher

- May 1: Dr. Shuhan Wang, President of ELE Consulting International, and Dr. Jiahang Li, Associate Professor at Michigan State University.



Dr. Shuhan Wang and Dr. Jiang Li with members of Yinghua's Leadership Team

Summer Trip to China

From June 10 to June 23, 2025, forty students and five chaperones completed a successful study abroad trip to China, visiting Beijing, Hangzhou, Suzhou, and Shanghai. During the trip, students had the opportunity to explore two of our sister schools: the High School Affiliated to Renmin University of China (RDFZ) in Beijing, one of the nation's top academic institutions known for its high-achieving students and diverse extracurricular offerings, and Taihu School in Suzhou, a private school grounded in traditional, human-centered education that emphasizes core values and the relationship between people and nature.

Students experienced both homestays and dormitory living, participated in field trips, and were fully immersed in everyday Chinese culture. This meaningful journey left a lasting, positive impact, broadening students' perspectives and deepening their understanding of Chinese society, education, and culture.



Experiencing a tea plantation in Hangzhou, China

Mandarin Excellence Nationally and Internationally

Yinghua students and staff were recognized for their academic experience and proficiency by a large number of conferences, competitions, and achievements. Throughout the 2024-2025 school year, Yinghua students participated in a wide variety of competitions and contests through different mediums such as speeches, essays and videos. Yinghua students received many awards and compliments to their language skills, as are noted below roughly listed in order of competition size. The Yinghua students, staff, and community also put together a Lunar New Year celebration each year to offer a unique stage experience to students, while practicing the cultural traditions common when welcoming the new year.

Lunar New Year Celebration

Yinghua held the annual Chinese New Year performances on Saturday, February 22, at Bethel University's Benson Great Hall. 2025 is the Year of the Snake. The performance theme was "Virtue Fulfilled: The White Snake's Millennium of Devotion." Students and staff embodied this theme throughout the performances—through songs, dances, dramatizations of cultural legends, and more. The Lunar New Year stage provided students with opportunities to shine and to showcase their bilingual abilities.

Attendance at the performances totaled 2,399, which included family, community members and visiting guests. Yinghua also partners with iDream.TV to offer a livestream of the performances for those unable to attend in person. The livestream had 211 online streaming purchases from all across the United States and around the world.



Sixth-Grade Ribbon Dance

Seeking Opportunities for Students to Practice Their Language Skills and Shine

During the 2024–2025 school year, the academic team continued to seek opportunities for our students to showcase their talents and promote Chinese language proficiency. We actively pursued opportunities for students to participate in Chinese competitions organized by various institutions, including the American Academy of International Culture and Education (AAICE), the Chinese Language Association of Secondary-Elementary Schools (CLASS), the University of Minnesota, the Maryland Chinese Language Institute, and the Consulate General of the People's Republic of China in Chicago, among others.

In total, 710 students participated in Chinese competitions and activities hosted outside of Yinghua Academy during the 2024–2025 school year. Among them, 410 students received awards ranging from 1st to 3rd place, and all participants strengthened their confidence in showcasing their Chinese proficiency.

These competitions encouraged students to organize and apply their learned skills, take initiative to seek support from teachers, collaborate with friends, and practice intentionally to deepen their learning. Students showcased their work in various forms—writing essays about sports, delivering speeches about their dreams, collaborating in groups to share reflections on their communities, and expressing themselves through dance or visual art. Through these events, students shared their talents with peers across different Chinese programs and gained invaluable learning experiences. These competitions, along with Yinghua students’ achievements at those events, are listed in Table 1 by date.

Among all competitions and events, three highlights stand out:

- **2024 Chinese Microfilm Festival:** Hosted by the Chinese Flagship Program at the University of Minnesota, this event brought exceptional recognition to Yinghua Academy. Twenty-four of our students, organized into six groups, received awards including Best Story, Best Film, Best Acting, Best Language, Best Creativity, and Above-and-Beyond Awards. Students were invited to the University of Minnesota to receive their awards and perform their language skills on stage. Sharing their Chinese proficiency alongside other immersion students and high school Chinese learners created a uniquely inspiring experience.
- **2024 Chinese Bridge Global Dubbing Competition:** This international competition for Chinese learners featured multiple winners from Yinghua Academy. All winners were invited to attend a summer camp in China, and five Yinghua students participated from August 25 to September 7 as part of their prize. Students were thrilled to have the opportunity to travel to China and further immerse themselves in the language and culture as recognition for their achievements.
- **7th-grade choir performing virtually in the AAICE Speech Contest competition:** In addition to these individual achievements, the Yinghua Academy 7th grade Choir was selected to perform in AAICE’s online performance showcase. Their beautiful voices and excellent pronunciation helped distinguish Yinghua students within the broader Chinese immersion community.



Award-winning Yinghua students with Dr. Lien and Wu Zhuren



Global Dubbing Show winners’ prize: a summer camp in China

Table 1*Yinghua students participating in Chinese language–related competitions and activities*

Date	Event	Achievement
9/16 - 10/18/2024	Chinese Microfilm Festival "Our Community, Our Stories" <ul style="list-style-type: none"> University of Minnesota 	51 students participated. 24 students received awards in the following categories: <ul style="list-style-type: none"> Best Story Best Film Best Acting Best Language Creativity Going Above and Beyond
9/29 - 10/31/2024	National Chinese Expo of Student Works <ul style="list-style-type: none"> 562 students participated from 35 states AAICE 	<ul style="list-style-type: none"> 332 students participated 30 outstanding works selected for online showcase 10 works were selected for the final ceremony
10/1- 10/27/2024	21st Annual CLASS Essay Contest "Sports and Me" <ul style="list-style-type: none"> CLASS 	<ul style="list-style-type: none"> 109 participants 6 students received the silver award 19 students received the bronze award 74 students received the participation award
12/10/2024	4th Annual Short Video Competition "My Story with China" <ul style="list-style-type: none"> Consulate General of the PRC 	<ul style="list-style-type: none"> 2 students received Outstanding Video awards
12/15/2024	Chinese-Bridge Chinese Proficiency Competition for Foreigners across the Globe - Dubbing Show <ul style="list-style-type: none"> Chinese Bridge 	<ul style="list-style-type: none"> Winners were invited to China to attend a summer camp Five students participated in the China Summer Camp during the summer of 2025
03/16 - 03/23/2025	National Chinese Speech Contest <ul style="list-style-type: none"> AAICE 	<ul style="list-style-type: none"> 41 students participated 19 students advanced to the finals
05/03/2025	Midwest Primary School Speech Contest <ul style="list-style-type: none"> Chinese Bridge 	<ul style="list-style-type: none"> 33 students were selected 10 students participated and achieved outstanding results
5/23/2025	5th Annual Chinese-Bridge Chinese Show for Primary School Students <ul style="list-style-type: none"> Chinese Bridge 	<ul style="list-style-type: none"> 5 students participated 1 student received gold 2 students received silver 2 students received bronze
5/23/2025	18th Annual Chinese-Bridge Chinese Proficiency Competition for Secondary Students <ul style="list-style-type: none"> Chinese Bridge 	<ul style="list-style-type: none"> students participated 3 student received silver 1 student received bronze

Table 1 (cont.)

Yinghua students participating in Chinese language-related competitions and activities

Date	Event	Achievement
5/30/2025	2025 Chinese Language Association of Secondary -Elementary Schools Inaugural Chinese Talent Contest <ul style="list-style-type: none"> CLASS 	<ul style="list-style-type: none"> 19 students from K-G5 participated 42 students from G6-G8 participated Students took 1st place in multiple categories
5/30/2025	2025 Chinese Language Association of Secondary -Elementary Schools Poster Contest <ul style="list-style-type: none"> CLASS 	<ul style="list-style-type: none"> 38 students participated 4 students won gold 11 students won silver 11 students won bronze
5/31/2025	2025 Midwest Grades 7-12 Chinese Speech Contest <ul style="list-style-type: none"> Chinese Bridge 	<ul style="list-style-type: none"> 10 students participated 2 student received gold 2 students received silver 6 students received bronze
6/15/2025	2025 Chinese-Bridge Chinese Proficiency Competition for Foreigners across the Globe - Calligraphy and Painting Challenge <ul style="list-style-type: none"> Chinese Bridge World Cups 	<ul style="list-style-type: none"> 1 student won the Network Popularity award

Highlighting Students' Bilingual Success Across Competitions

Supporting research shows that bilingual students benefit academically as the strengthening of one language enhances the other. At Yinghua, students not only participate in Chinese competitions and earn recognition—they also leverage their bilingual skills to excel in other academic competitions. A few highlights include:

- *Battle of the Books*: Fifty-five students participated in the Battle of the Books competition organized and hosted by Friends of Education schools.
- *Spelling Bee*: Students in grades 4–8 competed in the schoolwide Spelling Bee, with one student advancing to represent Yinghua at the regional competition.



The winner of the Spelling Bee



Winners of the Minnesota Urban Debate League Tournament

- *After School Debate*: In our afterschool programs, especially Debate through the Minnesota Urban Debate League, students participated in tournaments, reached finals rounds, and achieved excellent results.

These accomplishments reflect how bilingualism strengthens students' overall academic performance and broadens their opportunities for success.

Community Partnerships and Relationships

During the 2024-25 school year, Yinghua staff created and supported many opportunities for families to engage with the school. These events ranged from small group discussions to informative sessions.

Tea & Talk with Dr. Lien

Tea & Talk sessions with Yinghua's Executive Director, Dr. Lien, continued this year. Throughout the year, Dr. Lien hosted eight one-hour informal conversations for parents and guardians to ask questions and discuss topics important to them. Five of the sessions focused on grade-specific themes, though families were welcome to attend any session regardless of their child's grade. The final three sessions, held in January, March, and April, were general sessions without grade-level focuses. Each session was limited to 10–15 participants. In total, 52 parents attended across all sessions, creating meaningful opportunities for community members to connect with one another and with Dr. Lien through direct, open dialogue.

Yinghua University

Returning for the 2024–2025 school year, Yinghua University offered a series of Parent/Guardian Education Sessions designed to provide families with timely and relevant information to support their children both at home and within the school community.

- November 7: FBI Outreach Specialist Luisana Pinales presented on internet safety and guiding children in responsible online use. *Attendees: 36*
- December 11: Author and educator Dave Edwards discussed supporting LGBTQ+ youth and fostering an inclusive school environment. *Attendees: 42*
- May 1: Dr. Shuhan Wang and Dr. Jiahang Li explored how generative AI is shaping the future of Chinese language learning. *Attendees: 25*

Second Annual International Festival

The Yinghua Academy Community Association (YACA) hosted the second annual International Festival in the fall of the 2024–2025 school year. The festival was a vibrant celebration of the many cultures

represented within the Yinghua community. Highlights of this entirely volunteer-run and organized event included 15 cultural booths, 18 food booths, a bake sale, a silent auction, a variety of games, and several cultural performances.

This event brought the community together by creating and strengthening relationships and served as a wonderful celebration of diversity at Yinghua.



International Festival team leads with Dr. Lien after the event



Volunteer support was needed to bring the International Festival to life

Enhancing Well-Being Through the Cook Center Collaboration

With generous support from the community, Yinghua has partnered with the Cook Center for Human Connection. The Cook Center provides staff and teachers with valuable social-emotional well-being resources, including suicide-prevention materials. The partnership also offers parents access to coaching services and online webinars on topics of interest to families.

Professional Outreach and Presentations

During the 2024–2025 school year, Dr. Lien was invited to speak at several professional seminars and conferences. She used these opportunities to highlight Yinghua Academy’s leadership in immersion education and often invited academic directors and teachers to co-present. Key presentations included:

- September 21, 2024 – Professional Development Session at AAICE: Dr. Lien and Academic Director Wu Fang led a session titled “*A Strong Beginning: Planning for the School Year, Curriculum Design, and Building Positive Teacher–Student Relationships.*” This workshop supported educators in designing effective learning experiences and fostering strong classroom communities.
- October 26, 2024 – Online Summit of U.S. Chinese Language Teaching Experts (AAICE): Dr. Lien was invited to serve as a panelist alongside national leaders in the field. Hosted by the American Academy of International Culture and Education (AAICE), the forum centered on the “*Promotion and Sustainable Development of Chinese Education in the United States.*” As CEO/Executive Director of Yinghua Academy, Dr. Lien contributed insights on immersion program leadership and sustainable language education.

Enrollment, Curriculum and Academic Performance

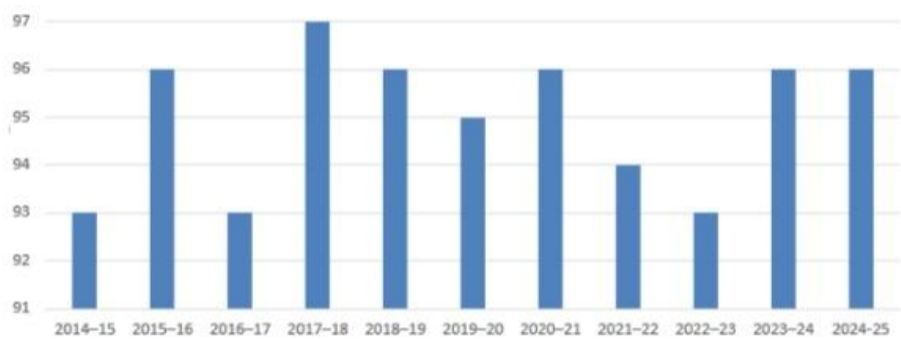
Enrollment

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 Policy 102 Equal Educational Opportunity. 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 2024-2025 school year, a student was required to be five years of age on or before September 1, 2024.

As of October 1, 2024, enrollment at Yinghua Academy was 852 students across 31 K–8 homerooms. The school operated four sections in kindergarten, 1st, 3rd, and 4th grades, and three sections in 2nd and 5th–8th grades, resulting in a student-to-teacher ratio of 10:1. The overall attrition rate for the year was 4%. For an idea of retention rates over the years, please refer to Figure 1.

During the 2025 Open Enrollment period, 143 applications were submitted for 65 available kindergarten openings, after seats reserved for siblings were filled.

Figure 1
Student Retention Rates, 2014–2025



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.

Enrollment Growth and the 2012–2014 Facility Expansion

In response to increasing demand, a fourth section of kindergarten was added in 2011, and the school operated an offsite kindergarten program for two years while the Buchanan Street campus underwent expansion. In 2012, enrollment capacity was further increased in kindergarten, first, fifth, and sixth grades.

This major construction project significantly enhanced and expanded the facility—adding a new gym, library, and cafeteria; two music rooms; a three-story middle school wing; as well as an art room, special education offices, and a science lab.

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 2024-25 school year ran from January 2 to February 15, 2024, for matriculation in the fall of 2024.

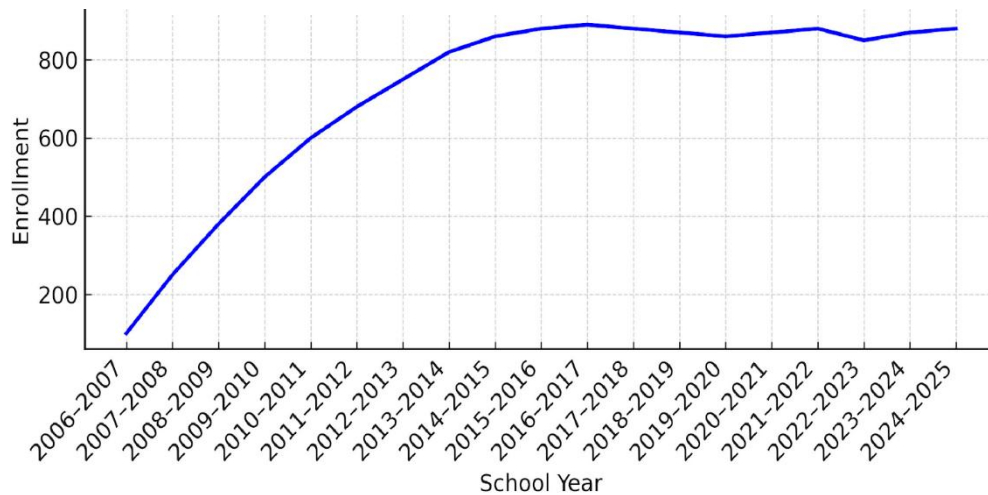
Enrollment applications are time and date-stamped upon receipt by the school. If more applications are received for a grade than space is available, the school holds a public lottery using a computerized random number generator to yield the list of admitted students and, if needed, a waitlist by grade.

Because the number of applications in 2024 was greater than the Board-approved grade-level capacities, the school held a lottery during a public meeting via Zoom on February 16 at 5:00 - 5:30 p.m. 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 124E. 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. The enrollment increase from the 2006-2007 school year to the 2024-2025 school year is shown in Figure 2.

Figure 2
Enrollment Growth at Yinghua Academy, 2006–2025



Demographics

Yinghua Academy has seen some changes in its enrollment subgroups. Since last year, the ratio of students who are English Language Learners increased slightly from 8% to 9%, and the percentage of students using special education services increased from 8% to 10% (see Table 2).

Table 2
Demographics of Yinghua Students: Comparison of 2023–2024 and 2024–2025

	2023-2024	2024-2025
Geography	79 Metro Zip Codes	81 Metro Zip Codes
	51% Minneapolis	58% Minneapolis
	6% St. Paul	6% St. Paul
Ethnicity*	45% Asian Pacific Islander	46 % Asian Pacific Islander
	67% Caucasian	65% Caucasian
	8% African American	11% African American
	6% Hispanic/ Latino	7% Hispanic/ Latino
	2% Native American	2% Native American
English Language Learners	8% ELL	9% ELL
	7% Speakers of Chinese	9% Speakers of Chinese
Free and Reduced Lunch Qualified	16%	16%
Special Education	8%	10%

*For demographic information, families self-identify and may select more than one ethnicity for their student. As a result, the total percentage exceeds 100%.

High School and University Placements

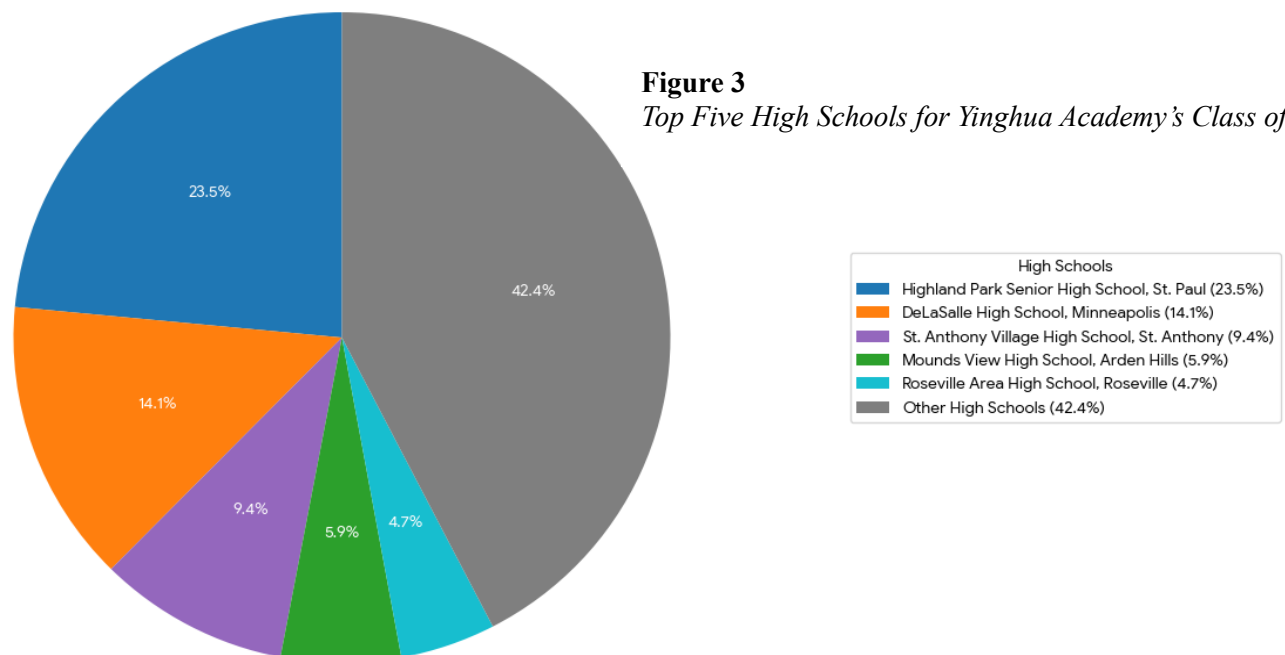
Just as Yinghua students hail from dozens of different Twin Cities ZIP Codes, Yinghua graduates go off to attend dozens of different high schools. Over the years, the school's 715 graduates have selected 80 different public, charter, and private schools for their high school education. Highland Park Senior High School (HPSHS) and Yinghua Academy have an agreement which allows Yinghua graduates to attend HPSHS even if they reside outside of the St. Paul Public School District. HPSHS offers Chinese Language Arts and Chinese immersion classes at a level that is fitting for Yinghua graduates.

The 85 graduates of the Yinghua Class of 2025 selected the following high schools:

Eastview High School, Highland Park Senior High School, DeLaSalle High School, Blaine High School - Center for Engineering, Mathematics, and Science, St. Croix Preparatory Academy, Mahtomedi High School, Thomas Edison High School, St. Anthony Village High School, Minnesota Online High School, Minnetonka Senior High School, Armstrong High School, Roseville Area High School, Mounds Park Academy, Irondale High School, Visitation School, Cretin-Derham Hall, Washburn High School, East Ridge High School, Southwest High School, St. Paul Academy, Minnehaha Academy, Lakeville South High School, Osseo Senior High School, Hopkins High School, Camden High School, Anoka High School, and Saint Paul Conservatory for Performing Artists. A breakdown of the top 5 high schools chosen by Yinghua Academy's class of 2025 is shown in figure 3.

Higher education institutions attended by Yinghua alumni include Minnesota's Augsburg University, Bethel University, Carleton College, 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 University (CA), Princeton University (NJ), Purdue University (IN), 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 Dec. 5, 2024 Yinghua hosted a high school panel in person, featuring 13 area public, charter, and private schools. The event was well attended by our 7th and 8th grade students and their families.

Authorizer

Friends of Education (Friends) (improveK-12education.org) serves as the authorizer for Yinghua Academy and ten more Minnesota charter schools.

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

Contact Friends of Education:
11100 Wayzata Blvd, Suite 800
Minnetonka, MN 55305
www.improveK-12education.org

Dissemination of Information

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 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, social media, and flyers 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. At a December 10,

2024 open meeting, parents learned about the school and about immersion education practices. A sample immersion class held on January 25, 2025 allowed prekindergarten students and their parents or guardians to experience an immersion classroom.

Kindergarten Roundup was held on April 25, 2025 and allowed families to meet kindergarten teachers and experience a sample lesson, learn about transportation, talk with the Executive 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 on April 25, with eighth grade students and parent volunteers assisting administrators and teachers with activities for visiting children and parents.



Sample immersion class for prospective incoming kindergarteners

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.

Equity

- Continuing into the 2024–2025 school year, Yinghua Academy provided free breakfast and free lunch to all students—regardless of financial need—through Minnesota’s Free School Meals Program. The average number of lunches served per day increased from 600 in 2023–2024 to 621 in 2024–2025. Students were encouraged to take breakfast each morning upon arriving at school between 8:00 and 8:30 a.m.
- To support the 9% of Yinghua students who are English Language Learners (ELL), the school employs an ELL teacher who provides small-group instruction during the day. This support supplements—rather than replaces—the regular ELA classes offered five times per week in grades 2–8.

- Financial aid is available for families who express the need for help to cover expenses related to field trips, retreats, and other school activities. Aftercare discounts are offered to families who qualify for free or reduced-price meals as well as families who request financial support.
- Yinghua students wear uniforms. Used uniform sales provide gently used uniform pieces for a suggested donation of \$1 per item. Uniform requirements are adjusted as needed to accommodate religious and cultural considerations.
- Yinghua did not require families to have Wi-Fi at home during the 2024–2025 school year. Technology support was provided as needed. The school supplied iPads to students who required a device for schoolwork—15 iPads were distributed at family request. Every Middle School student receives a 1:1 laptop during the school year.
- Yinghua students represented 81 different Twin Cities ZIP codes during the 2024–2025 school year. To support accessibility, the school offered nine bus routes. Busing is free for students residing in Minneapolis and for students outside the city who can travel to a Minneapolis stop.
- A core principle of language immersion education is the celebration of diversity. Multilingualism helps students understand the world from multiple perspectives. By design, 100% of homeroom teachers are Chinese-speaking and typically of Asian heritage, reflecting the cultural and linguistic foundation of Yinghua’s immersion model. The school continues to strive for increased ethnic and socioeconomic diversity in its enrollment; however, change is gradual due to sibling preference (as permitted by Minnesota law) and full enrollment.



Students assembled in the gymnasium

Academic Performance and Charter Contract Goals

This report includes updates on Yinghua Academy’s Charter Contract Goals. In the Charter Contract Goals, “the School” refers to Yinghua Academy. 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).

Charter Contract Goals:

1: State Assessment tests

2: Chinese Acquisition

3: Nationally Normed Assessment

4: Ready for School

5: School Culture

Goal 1: State Assessments

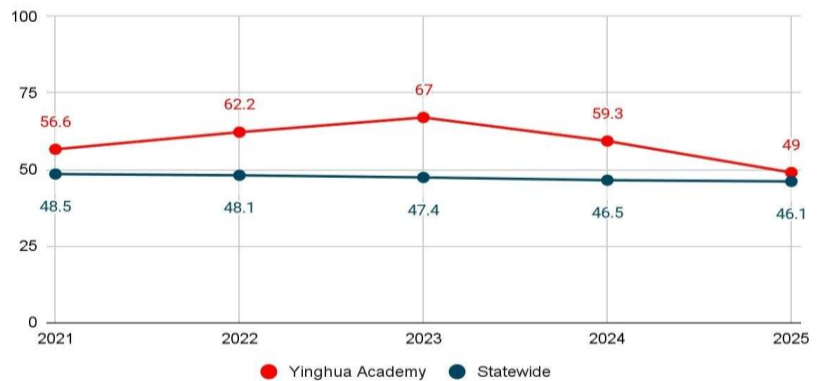
Sub Goal 1.1: Absolute Proficiency

Each year through FY 2028, the School's third-grade proficiency rates will be no less than 14 points higher than the state average third-grade reading proficiency rate. In addition, the School's third-grade proficiency rate at the conclusion of FY2028 will be no less than 20 points higher than the state average third-grade proficiency rate.

Results: 3rd Grade students at Yinghua Academy scored at 49.0% proficient in SY 2025, and overall, for the state, 3rd Grade students scored at 46.1% proficient. The students performed 11% lower than the goal for SY 2025.

Our data on other standardized tests such as the STAR, NWEA and mClass dibbles showed that 10% of the students who scored "did not meet" on the MCA typically perform within proficiency. These other data points also show that students in the lowest category of proficiency made significant growth over the year and are **on track** to proficiency in future years. See Figure 4 for 3rd Grade MCA Reading trends from the last 4 years.

Figure 4
3rd Grade MCA Reading Trends: Yinghua vs. Minnesota State Average



Each year through FY 2028, the school-wide proficiency rates will exceed the state average proficiency rate for the same grades served by the school combined, by at least 20 points in science and reading, and by at least 30 points in math.

Results: Students **exceeded** this goal in all three subjects. Compared with the state average, Yinghua students scored 20.65 points ahead in science (Figure 5), 24.9 points ahead in reading (Figure 6), and 41.7 points ahead in math (Figure 7).

Figure 5

MCA Science by Grade Level 2025

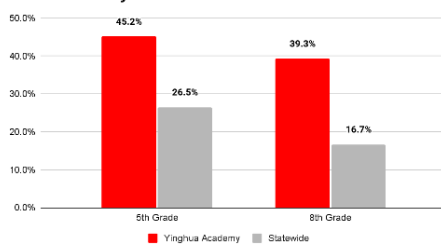


Figure 6

MCA Reading by Grade Level 2025

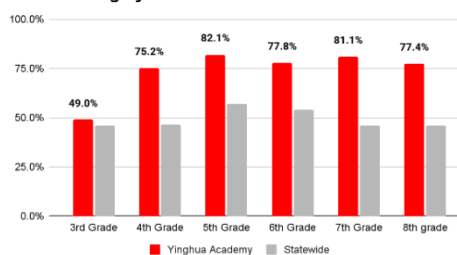
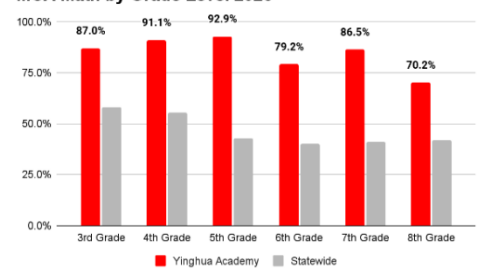


Figure 7

MCA Math by Grade Level 2025



Sub Goal 1.2: Comparative Proficiency

Each year through FY 2028, the School will demonstrate higher School-wide proficiency rates than:

- the Minneapolis school district, for the same grades served, for each reading, math, and science, and
- 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 (to reflect the research-based increase in native language acquisition over time in immersion programs).

Results: Students at Yinghua Academy **out-performed** 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: 11.7% in math, 2.8% in science, and 5.4% in reading. As shown in Figure 8 and Table 3, Yinghua Academy achieved higher school-wide proficiency rates than the Minneapolis School District in math, reading, and science.

Figure 8

2025 Comparative MCA Data

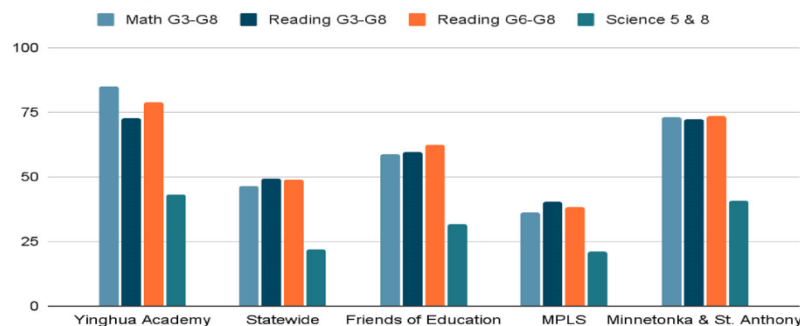


Table 3

Yinghua Comparison Data for Math, Reading, and Science, 2025

	Math 3-8	Reading 3-8	Reading 6-8	Science 5 & 8
Yinghua Academy	84.9%	72.8%	78.7%	43.2%
Statewide	46.6%	49.3%	48.8%	21.7%
Friends of Education	58.8%	59.5%	62.4%	31.9%
Minneapolis School District	36.3%	40.2%	38.4%	20.9%
Minnetonka and St. Anthony New Brighton	73.2%	72.2%	73.3%	40.8%

Sub Goal 1.3: Growth

At the conclusion of FY2028, the average number of progress points generated by all students based on changes in their achievement levels, for the three highest of the immediately preceding four years, will average no less than 2.75 combined reading and math, as published by the Minnesota Department of Education

Results: The average number of progress points generated by all students based on changes in their achievement levels for FY 2025 exceeded 2.75 combined math and reading: math progress points were 2.8 and reading were 3.0.

Sub Goal 1.4: Achievement Gap

World's Best Workforce Charter Contract Target: All racial and economic achievement gaps between students are closed.

Each year through FY 2028, for each subgroup other than English Learners, for which the School had publicly-reportable/sufficient counts in all the years: the average number of progress points generated by such School student subgroups based on changes in their achievement levels, as published by the Minnesota Department of Education, for each reading and math, for the three highest of FY2025, FY2026, FY2027, and FY2028, will average no less than 2.75.

Results: All subgroups in both reading and math averaged 2.75 or higher, with the exception of White students in math (2.6) (Figure 9) and Hispanic (2.3) and FRP students (2.6) in reading (Figure 10). Goal partially met and on track.

Figure 9

2025 Math Average Progress Score by Group

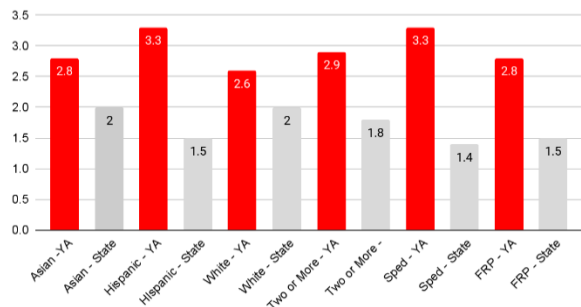
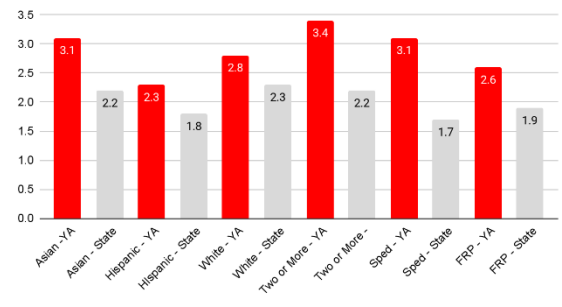


Figure 10

2025 Reading Average Progress Score by Group



English-Learners: 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.

Results: ELL students at Yinghua Academy scored an average of 1.4 points higher in math and 0.9 points higher in reading than the statewide average (Table 4). Goal met.

Table 4

Yinghua and State Comparison of EL Growth Points, 2025

EL Growth Points FY 2025	Math	Reading
State	1.5	1.8
Yinghua Academy	2.9	2.7

Goal 2: Chinese Acquisition

Sub Goal 2.1: Speaking and Listening

Each year through FY 028, 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

Results: Partially Met Goal. In the 2024–2025 school year, kindergarten students met the target, with **83.6%** achieving the Novice-High proficiency level. However, 2nd- and 4th-grade students did not meet the 80% benchmark for their respective proficiency goals. **54.8%** of 2nd graders reached Intermediate-Low or above, and **52.0%** of 4th graders achieved Intermediate-Mid or above.

Each year through FY 2028, 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 the following proficiency levels:

- 6th Grade: Intermediate – Mid and above
- 8th Grade: Advanced – Low and above

Results: In 2024-2025, Yinghua eighth grade students took the OPI and 14.8% (12/81) of them received Advanced-Low proficiency levels or above (Table 5). Of the sixth-grade students that took the OPI in 2024-2025, 90.4% (66/73) received Intermediate-Medium or above proficiency levels (Table 5).

Table 5
Yinghua Students’ Grades 6 and 8 OPI Testing Result Trends, 2021–2025

Grade	OPI Level Goal	Goal	2021-2022	2022-2023	2023-2024	2024-2025
Grade 6	Intermediate-Mid & Above	50%	98.9%	87.6%	87.8%	90.4%
Grade 8	Advance-Low & Above	50%	28.4%	24.1%	34.9%	14.8%

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 Academy began using this assessment eight 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 Academy’s SOPA and OPI expectations are intentionally set higher than those of peer immersion schools, as Yinghua leaders believe that ambitious goals drive strong instructional planning and teaching. Yinghua used Lower School rates of progress to project Middle School performance, setting targets based

on the established pattern of students increasing by one proficiency level per grade. This was done despite the reduced Chinese instructional minutes and fewer informal language-use opportunities in grades 6 and 8. Yinghua Academy **partially met** Goal 2.1.

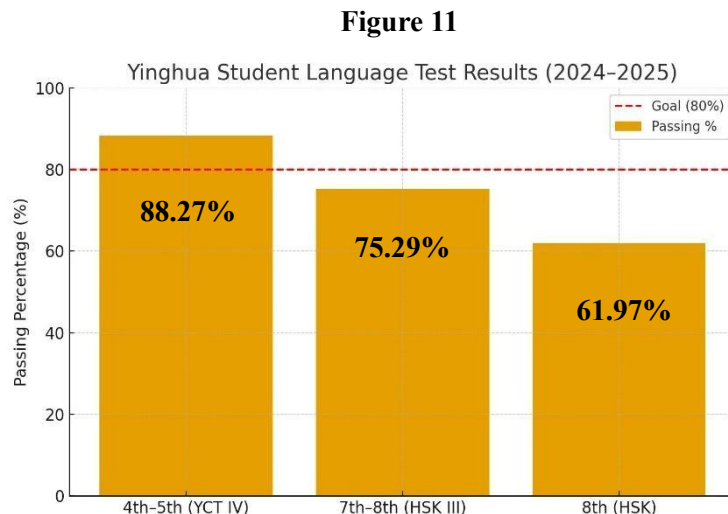
Sub Goal 2.2: Reading and Writing

Each year through FY 2028, 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.

Each Year through 2028, 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.

Result: In 2024–2025, Yinghua Academy expanded its language assessment system by having all fourth- and fifth-grade students take the YCT Level IV, adding meaningful data points to monitor language proficiency growth. Of the 179 students who took the YCT Level IV, 88.27% (158/179) passed, successfully meeting the goal for these grade levels (see Figure 11).

Among Middle School students, 75.29% of seventh graders and continuing eighth graders who took the HSK Level III passed (64 out of 85). For students taking the HSK Level IV, 61.97% of eighth graders (44 out of 71) achieved passing scores. Although this falls short of the 80% benchmark, the results provide valuable insight into student progress and will guide ongoing curriculum refinement to support continued growth in advanced language proficiency. Yinghua Academy partially met Goal 2.2.



Goal 3: Nationally Normed Assessment

World's Best Workforce Charter Contract Target: All students are ready for career and college.

Each year through FY 2028, the School will administer NWEA Measure of Academic Progress (MAP) at least two times per year to all students enrolled at the time the assessments are administered and who are not formally excused from testing; the NWEA MAP projects ACT College Readiness.

At the conclusion of FY 2028, the percentage of all 8th grade students who took the NWEA MAP assessment and are projected to be college-ready will average no less than 64% in reading and 60% in math for the immediately preceding four years.

Results: Students are on track in both reading and math to be college ready on the ACT and SAT:
Reading: 58% On Track (ACT); 82.9% On Track (SAT)

Math: 66% On Track (ACT); 69% On Track (SAT)

At the conclusion of FY 2028, the percentage of the School students who exhibit growth exceeding the 60th percentile will increase each year in each math and reading. In 2023, 48% of the School students exhibited reading growth exceeding the 60th percentile, and 44% of the School students exhibited a growth rate exceeding the 60th percentile in math.

Result: (FY 2025) Yinghua Academy made steady progress toward its multi-year goal of increasing the percentage of students whose growth exceeds the 60th percentile in both reading and math.

In FY 2025, 53% of students exceeded the 60th percentile in reading, an increase from 48% in 2023. In math, 49% of students exceeded the 60th percentile, up from 44% in 2023. These gains reflect continued growth across both subjects and indicate that Yinghua remains on track toward meeting the FY 2028 target.

Goal 4: Ready for school

World's Best Workforce Charter Contract Target: All children are ready for school

Each year, 100% of incoming kindergarten students with parental consent will be screened utilizing a kindergarten readiness assessment in their home district.

Result: Yinghua Academy received screening results for incoming kindergarten students whose families provided consent. 100% of parents consented, and all eligible students were successfully screened through their home district's kindergarten readiness assessment.

Goal 5: School Culture

Sub Goal 5.1 Professional Development

At least 100% of all staff employed for at least one academic year shall receive professional development each year, as demonstrated by school records.

Result: Yinghua Academy met the goal. 100% of staff employed for at least one academic year received professional development, as verified through school training records.

Sub Goal 5.2 Attendance

Each year through FY2028, the School will achieve a higher rate of consistent attendance than the state average. Consistent Attendance means students who attend more than 90 percent of the time the student is enrolled.

Result: Yinghua Academy exceeded the goal. Yinghua's overall consistent attendance rate for the 2024–2025 school year was **96.31%**, significantly higher than the **state average of 75.5%**. This demonstrates strong student engagement and consistent attendance well above the statewide benchmark.

Sub Goal 5.3 Chinese Culture

Each year through FY2028, 100% of students not previously excused will participate in both the School's Chinese New Year Performance and the spring Chinese Academic performances.

Result: Yinghua Academy met the goal. 100% of students not previously excused participated in both the Chinese New Year Performance and the spring Chinese academic performances, demonstrating full engagement in these core cultural and academic events.



Students perform at the 2025 Lunar New Year event

Curriculum

Yinghua's K–8 academic program is grounded in a rich, standards-based curriculum that draws from the Minnesota State Standards, Common Core Standards, national standards for foreign language education, and the Core Knowledge Sequence. The Core Knowledge Sequence provides a coherent, sequential framework in which each grade level builds intentionally on the knowledge and skills acquired in previous years. While the world continually evolves with new events and technologies, this structured progression ensures that students master a foundation of essential, enduring knowledge.

Under the leadership of Executive Director Dr. Luyi Lien, Yinghua has developed and refined its own customized curriculum. Dr. Lien oversees all aspects of curriculum design to ensure that Mandarin-delivered instruction aligns with both the Core Knowledge Sequence and Minnesota Standards while simultaneously advancing students' Mandarin proficiency. This internally crafted curriculum has enabled Yinghua students to achieve strong bilingual fluency and deep academic understanding across content areas.



Student deeply focused on their work

In addition to core academic subjects, Yinghua integrates social-emotional learning and innovative small-group instruction to further support student growth. These practices help ensure that each child receives personalized learning opportunities and develops the skills needed for both academic and personal success.

Chinese Language Arts

Yinghua's Mandarin Chinese immersion program integrates both content-based instruction (CBI) and thematic instructional approaches. The school's full early-immersion model was developed 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 strong and dynamic example of immersion best practices.

The Chinese Language Arts curriculum encompasses modern and classical literature, informational texts, and the foundational skills of listening, speaking, reading, and writing. Instruction integrates topics from history, social studies, science, and technical subjects. Classical literacy is embedded across all grade levels to strengthen students' linguistic development and deepen cultural understanding. In Middle School, Chinese Language Arts teachers intentionally expand students' exposure to classical Chinese literature to broaden their language proficiency and enhance cultural literacy.

Additionally, small-group Chinese Language Arts instruction is provided in Middle School to support students in meeting both language-proficiency and content-learning goals.

Math

Yinghua Academy implements Singapore Math, an internationally recognized applied mathematics curriculum that emphasizes deep conceptual understanding. Although mathematics is taught in Chinese at all grade levels, the Singapore Math textbooks and workbooks are in English, allowing parents to more easily support their children at home. The curriculum follows a concrete–pictorial–abstract progression: students first explore concepts using tangible materials, then represent ideas visually, and ultimately apply them using formal mathematical notation.

In Middle School, mathematics is delivered in smaller, mixed-level groups. This research-based approach to flexible grouping is designed to meet students at their individual levels of readiness and promote steady, personalized progress.



Students receiving support from teachers for their work

English Language Arts

In English Language Arts, Yinghua Academy implements research-based instructional practices aligned with the Science of Reading. In grades 1–4, instruction emphasizes phonics and phonemic awareness, grammar, vocabulary development, and engagement with a variety of texts, including short stories, novels, nonfiction, poetry, and other primary sources. The program meets the requirements of the READ Act and is structured around Scarborough’s Reading Rope, supporting the development of background knowledge, vocabulary, language structures, verbal reasoning, and literacy skills.

To prioritize early Mandarin immersion, Yinghua intentionally delays formal English instruction until grade two, allowing kindergarten and first-grade students to build a strong foundation in Chinese language acquisition. As a result, the English Language Arts curriculum has been carefully designed to support an accelerated “ramp-up,” enabling students to make rapid progress once formal instruction begins.

At the Middle School level, the integration of novel studies, essay writing, and project-based learning provides a comprehensive approach to strengthening comprehension, vocabulary, and writing proficiency in both English and Chinese. Novel studies immerse students in complex narratives and themes, enhancing analytical and interpretive skills. Essay writing builds students’ capacity to express ideas clearly and logically, fostering critical thinking and the ability to construct sophisticated written work in both languages.

Science

Yinghua Academy’s science curriculum aligns with the Minnesota State Science Standards and the National Research Council’s national standards, while also integrating Core Knowledge content. In grades K–4, science is taught in Chinese within the immersion classroom; in grades 5–8, science instruction shifts to English. Elementary and Middle School science teachers collaborate closely to ensure a coherent and developmentally appropriate K–8 curriculum sequence. Across all grade levels, the standards emphasize the nature of science and technology, the relationship between science and engineering, and core concepts in earth, life, and physical sciences.

In Middle School, the science program includes Biology, Ecology, Geology, Meteorology, Astronomy, Chemistry, and Physics. Instruction focuses on both scientific practices and conceptual understanding. Students engage in inquiry-based learning, asking questions informed by hands-on investigations, academic texts, and multimedia resources. They complete research projects, design and conduct experiments, and build scientific knowledge by connecting classroom learning to real-world experiences.

Each year, Yinghua hosts a Science and Technology Expo, providing students with opportunities to showcase their learning, deepen their scientific understanding, and strengthen their skills through hands-on exploration.



Students engaged in science learning

Social Studies

In Social Studies, Yinghua Academy emphasizes critical thinking, inquiry, and evidence-based understanding of historical events. Students learn to analyze how and why events occurred, consider multiple perspectives, and understand the broader significance of citizenship, government, economics, geography, and history.

In kindergarten through grade five, Social Studies is taught in the Chinese immersion classroom. Teachers address Core Knowledge topics such as the Thirteen Colonies, U.S. presidential biographies, landforms and geographic terminology, European history, and the Inuit and Anasazi cultures. Instruction also includes Chinese historical and geographic studies, including the Qin Dynasty and Emperor Qin Shi Huang; the Han, Tang, and Song Dynasties; the Great Wall; and major Chinese inventions.

In grades six through eight, Social Studies instruction is delivered in both Chinese and English, depending on the unit. Coursework covers a broad range of topics including Chinese history from mythology and the pre-Qin period to modern times; major Chinese philosophers; 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 multiple perspectives; U.S. immigration; the Great Depression; the Sino-Japanese War; World War II and the Holocaust; global citizenship; human impact on the environment; and current events at the local, national, and global levels.

Social-Emotional Learning and ADSIS Interventions

During the 2024–2025 school year, Yinghua Academy continued to receive the Alternative Delivery of Specialized Instructional Services (ADSI) grant, which supports student growth in three key areas: reading interventions, math interventions, and behavior/organizational skills. Through this funding, students benefited from targeted small-group instruction tailored to their specific needs. Yinghua employed four additional intervention staff members who worked closely with students to promote academic success, skill development, and positive learning behaviors.

Feedback from both students and teachers emphasized the importance of integrating social-emotional learning into daily school experiences. As a result, morning meeting time was intentionally protected to allow teachers to build classroom community, strengthen teacher–student relationships, and support students’ social-emotional well-being. ADSIS interventions provided additional academic and behavioral support to help students thrive in both areas.

ADSI funding also advanced the schoolwide implementation of social-emotional learning (SEL) through the Second Step Social-Emotional Learning curriculum. SEL activities included goal-setting, identifying and managing emotions, collaborative problem-solving, and addressing conflict—all designed to foster social-emotional growth and a positive school culture. The primary aim of the program is to ensure that every student feels connected to a caring adult at school and supported by a consistent peer group where they can learn, grow, and build meaningful relationships.

New Initiative: 2024–2025 Small Group Learning Program

During the 2024–2025 school year, the school launched the Small Group Learning initiative for students



Small Group Learning: Strengthening Reading Skills in Both Chinese and English

in grades 2 through 8. Under this model, students met three to five times per week in small groups led by subject-area teachers or interventionists. The initiative was designed to provide more individualized instruction and address students’ specific academic needs in math, English, and Chinese. The smaller group settings allowed teachers to offer targeted guidance, promote active participation, and closely monitor student progress.

improvements in both student achievement and engagement. Students demonstrated measurable gains in Math, English, and Chinese reading proficiency, with the most significant progress observed in the lower grades.

In Figure 12, MCA Math Proficiency increased from 81.8% in 2024 to 84.4% in 2025, reflecting a continued upward trend over the past several years. Figure 13 shows gains in reading proficiency for grade 3 and 4 students on the YCT sample test, with scores rising from week 31 to week 41 and demonstrating steady literacy growth. Figure 14 further illustrates that the school has consistently maintained strong reading performance across multiple years.

The implementation of Small Group Learning contributed to notable

Figure 12

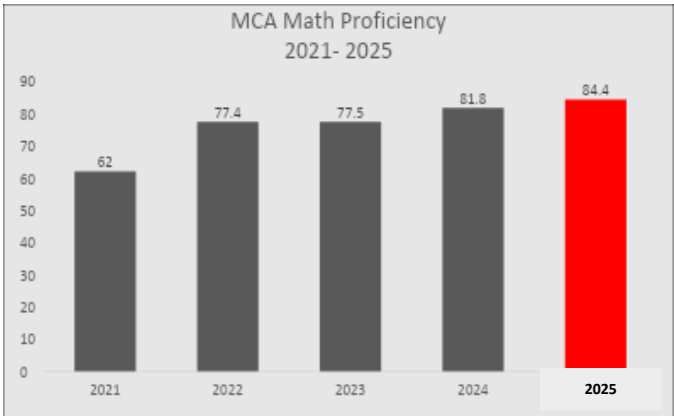


Figure 13
Grade 3 and Grade 4 YCT Sample Reading Test Progress

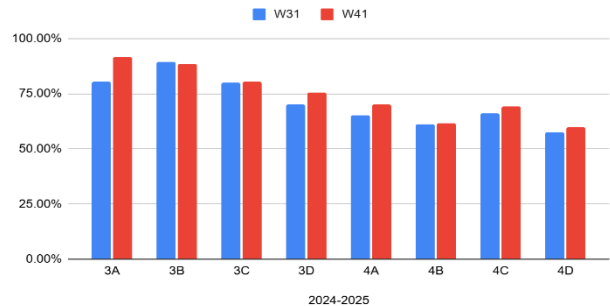
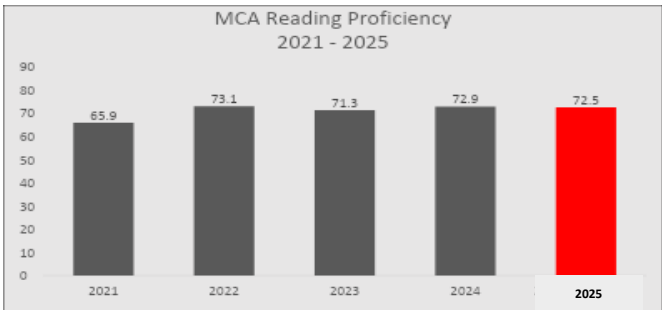


Figure 14



These results highlight the effectiveness of differentiated instruction and the personalized attention provided through small group sessions. Students demonstrated increased confidence and motivation, with noticeable growth in participation and enthusiasm for learning. Due to its success, the Small Group Learning program will continue in the 2025–2026 school year, maintaining the same structure of frequent small-group sessions to reinforce skills and deepen understanding.

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. Kindergartners have 50 minutes per week of music; grades one through eight each have two 50-minute periods per week. Every fourth grader makes a music instruction choice—they may choose a string instrument (violin, viola, cello, or bass) and receive instruction during music class. Students may also choose vocal music and participate in a choir where professional singing techniques are taught. After fourth grade, students elect to participate in choir, orchestra, or general music and meet twice a week for practice during music class. 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 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. Kindergartners have two 30-minute periods per week of art while students in grades one through eight each have 50 minutes per week.

Physical Education

Physical education (PE) at Yinghua aligns with National Association for Sport and Physical Education standards and emphasizes participation, sportsmanship, skills, character education, and safety. Students exercise in a 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 nutrition and healthy choices taught by science and PE faculty in fifth and eighth grades. Kindergartners have three 30-minute classes while all other students enjoy two 50-minute periods. A staff member and student per week.



Students in PE class practiced circus pyramids

Technology

Technological learning is integrated into classroom learning and also is taught as a distinct discipline. Middle school students have school-issued laptops. Assignments in science, English and social studies may be issued via laptop, and texts often are provided via this medium. Students learn keyboarding and learn to use websites for research in class. At all ages, Chinese teachers use web-based tools such as iChinese Reader and VoiceThread. Students used technology to communicate with sister schools in China and Taiwan. They either utilized apps for real-time interaction or exchanged video stories to share their experiences.

Extracurricular Activities

Yinghua Academy offers a rich and diverse array of after-school programs (typically from 3:30 p.m. to 6:00 p.m. on school days) designed to extend learning, deepen student interests, and promote personal growth beyond the regular classroom. These extracurricular offerings are intentionally developed as strategic extensions of the school's mission—not simply as after-school activities. The programs are designed to:

- Reinforce student engagement, curiosity, and creativity beyond the academic day
- Support student well-being through structured, safe after-school environments
- Promote the school's immersion model by integrating language, culture, and community
- Foster balanced development—academic, social, emotional, physical, and creative

These programs are organized into four main categories:

1. Aftercare & Extended Learning – Yinghua’s after-school Aftercare Program provides a supervised, fee-based environment where students can choose from *Homework First*, playground time, crafts and games, and structured social interaction. The setting ensures safety while supporting productive use of time and reinforcing student routines.
2. Enrichment Classes – In addition to the core Aftercare offering, Yinghua provides a robust catalog of enrichment opportunities each term. These include nature crafts, chess, theater, dance, sewing, sports, robotics, and more. Classes are taught by school staff, community instructors, and partner organizations.
3. Conservatory of Music – Yinghua’s after-school Conservatory of Music offers weekly 30-minute private lessons taught by professional musicians in instruments such as viola, piano, percussion, guitar/ukulele, double bass, and cello. The program culminates in a year-end recital, giving students an opportunity to perform and showcase their growth.
4. Athletics – Yinghua maintains a strong athletics program for students in grades 1–8. In the Lower School (grades 1–4) students participate in in-house sports such as soccer, floor hockey, basketball, track and field, and sports sampler programs. In the Middle School (grades 5–8) students can join competitive teams (travel or home-based) including soccer, volleyball, basketball, cross-country, cross-country skiing, track & field, badminton, and pickleball.



Yinghua Students Connect Through Sports: A strong curriculum fosters confident learners who collaborate harmoniously with international friends.

Overview of Language Instruction by Grade

Yinghua Academy’s immersion model is intentionally designed to develop high levels of bilingualism, biliteracy, and cross-cultural competence. The structure of language allocation evolves across grade levels to support students’ developmental needs and academic progression.

In kindergarten and grade one, Yinghua implements a full Mandarin immersion model, in which all core subjects—mathematics, science, social studies, and language arts—are taught entirely in Mandarin Chinese. This approach provides young learners with a strong linguistic foundation during the years when language acquisition is most naturally accelerated.



Continue strengthening Mandarin immersion in the middle school to further promote bilingualism.

In grades two and three, the full immersion model continues for core content areas, while students begin formal English Language Arts instruction for approximately 250 minutes per week. Students transition from the Mandarin immersion classrooms to designated English instruction spaces, reflecting the immersion best practice of strict language separation. Classrooms are intentionally equipped to reinforce the target language: Mandarin-only materials, visuals, and texts in the immersion classrooms, and English-language materials in the English classrooms. This purposeful design strengthens language boundaries and promotes authentic language use.

As students enter middle school, the proportion of English instruction gradually increases to prepare them for high school and beyond. By grade eight, students experience an even split, with 50% of instruction in Mandarin and 50% in English. Middle school courses taught in Mandarin include Chinese Language Arts, mathematics, music, orchestra, and selected social studies units. Courses taught in English include English Language Arts, science, art, physical education, and additional social studies topics.

The instructional ratios shift progressively as follows:

- Grade 5: ~70% Mandarin / 30% English
- Grades 6–7: ~60% Mandarin / 40% English
- Grade 8: ~50% Mandarin / 50% English

This carefully sequenced model ensures that students continue developing strong Mandarin proficiency while building advanced academic English skills, culminating in well-prepared, confident bilingual learners.

Excellence in Rankings and Recognition

Yinghua Academy continues to be recognized as a top-rated school. Highlights of recent rankings and awards include:



- 2015 National Blue Ribbon School for Overall Academic Excellence
- Minnesota Department of Education: High-Quality Charter School (2016–2022, 2024)



Niche.com Rankings:

- #1 Best Public Middle School Teachers in Minnesota
- #1 Best Charter Elementary School in Minnesota
- #1 Best Charter Middle School in Minnesota
- #2 Best Public Elementary School Teachers in Minnesota



SchoolDigger:

- #4 District in Minnesota (2024)

Governance and Management

Strategy and Governance

As a Minnesota public school, Yinghua operates under state licensure and adheres to all applicable public education requirements. As a charter school, it is governed by an independent School Board, also referred to as a Board of Directors. Yinghua complies with the Minnesota Open Meeting Law, and all meeting dates and details are available on the school's master calendar on the website. Approved School Board meeting minutes are also posted online for public access.

The primary responsibilities of a School Board are to:

- *Establish policy and ensure regular review to support the school's mission and long-term viability.*
 - *Work with the executive director and community to develop a shared vision and advocate for students and public education.*
 - *Select, support, and evaluate the executive director, ensuring alignment with board policy and professional standards.*
 - *Oversee both monthly and long-term financial management to maintain the school's fiscal health.*
 - *Ensure effective governance, including a unified board voice, a clear process for addressing complaints, and adherence to legal and ethical standards.*
-

School Board

Yinghua Academy is governed by a distinguished Board of Directors, composed of up to thirteen members elected by the school's parents and staff. During the 2024–2025 school year, the Board included 11 dedicated directors. Collectively, these individuals bring a wealth of experience and insight to their roles and represent one or more of the following constituencies:

- **Teacher:** A licensed teacher employed by Yinghua Academy.
- **Parent/Guardian:** A parent or guardian of a student enrolled at the school who is not employed by the school.
- **Community Member:** An individual who is neither a Yinghua Academy teacher nor a parent/guardian of a currently enrolled student.

In alignment with the academy's bylaws, the Board must always include at least one representative from each of these three groups, ensuring balanced governance and diverse perspectives.

Meeting Calendar and Minutes

Regular School Board meetings are held in person in Yinghua's Library, fostering thoughtful dialogue and collaborative decision-making. Committee meetings convene via Zoom, and meeting links can be found on the school's Google Master Calendar. For the best virtual experience, we recommend downloading the Zoom app prior to joining; no Zoom account is required. As a public charter school, Yinghua Academy adheres to all transparency requirements. Board meeting minutes are public documents and may be accessed online.

Committees

Each Board member is required to serve on or chair at least one committee. Though committees do not hold decision-making authority under school bylaws, they function as active advisory bodies, conducting research and presenting well-informed recommendations to the Board at its regular meetings. Committee chairs are encouraged to recruit members from the Yinghua parent and teacher community, and in certain cases, may also invite individuals from outside the school when specialized expertise is needed.

All committee meetings are open to the public in accordance with the Minnesota Open Meeting Law, with the exception of the Personnel Committee, which is limited to Board members.

Committee Mission Statements

- **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).
- **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.
- **HR/Personnel Committee:** Assist the Yinghua School Board and the CEO/Executive Director 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.

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. Biographies of board members can be found on the Yinghua website at yinghuaacademy.org/about/board-of-directors/board-members.

2024–2025 School Board Election Timeline

- March 7: Governance Committee issues the call for candidates (60 days prior to the election).
- April 14: Deadline to file as a candidate.
- May 15: Ballots sent to voters. Voting is open electronically or in person at school from May 15 to May 22.
- May 15: Annual Board Meeting with candidate introductions at 5:15 p.m.; candidate videos posted for voters.
- May 22 at 6:00 p.m.: Voting closes.
- May 23: Results announced to candidates.
- May 24: Results announced to the public.
- July 1: New board members are seated once training is complete; three-year term begins.

The 2024–2025 Yinghua Academy School Board included: Nathan Bode (parent, Secretary), Colleen Ebinger (parent, Board Chair beginning January 2025), Paul Haller (community member), Bryan Huang (parent), Barbara Knott (parent), Paul Landahl (parent), Cindy Moeller (community member, Board Chair through December 2024), Charles Robinson (parent, Treasurer), Pamela Stommes (licensed teacher, #6593), Yinglu Zeglin (community member), and Ying Zhang (parent).

Monthly Board Meeting Attendance

The attendance rates of School Board Members at the School Board Meetings are summarized in Table 6.

Table 6
2024–2025 Attendance Rates of School Board Members at School Board Meetings

<i>Jul</i>	<i>Aug</i>	<i>Sept</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>March</i>	<i>April</i>	<i>Annual Meeting</i>	<i>May</i>	<i>June</i>
83%	100%	100%	91%	83%	83%	83%	75%	92%	92%	58%	83%	75%

2023–2026 Strategic Plan Implementation Overview

The 2023 strategic planning process generated strong participation and thoughtful dialogue across the Yinghua community. The School Board and Executive Director work together to develop strategic priorities, assess progress, and ensure effective implementation of initiatives. Updates on strategic work are provided by the Executive Director during monthly School Board meetings. Although the most recent strategic plan outlines goals for 2023–2026, many of the identified priorities are long-term and require ongoing attention. Yinghua remains committed to continuous, forward-looking strategic action.

2023-2026 Strategic Plan

Initiative 1: World Class Mandarin Immersion

Initiative 2: Cultivate and Equip Students Potential

Initiative 3: Partnerships and Relationships

Yinghua Academy’s 2023–2026 Strategic Plan serves as a guiding blueprint for advancing the school’s long-term vision through thoughtful, step-by-step strategies. This plan strengthens the foundational pillars of our mission: delivering world-class immersion education, nurturing the whole child, and building strong partnerships across our community and beyond. At its core, the plan aims to create an environment where every student and staff member feels supported, valued, and inspired. Teaching at Yinghua is a point of pride —grounded in excellence, collaboration, and a shared belief in the power of immersion learning.

For students, our strategic priorities emphasize cultivating confidence, well-being, global awareness, and the mindset needed to set ambitious goals and pursue them with purpose. Our focus on internal, domestic, and international partnerships expands the learning community around each child, widening perspectives and strengthening connections to the world. Together, the three strategic goals set a clear direction for Yinghua’s future: a commitment to high-quality education, global competence, meaningful community collaboration, and the continual growth and success of every student.

Initiative One: World-Class Mandarin Immersion

Throughout the 2023–2025 implementation period, Yinghua Academy has advanced its vision of delivering a world-class Mandarin immersion education. Student academic achievement has remained strong, supported by innovative strategies designed to recover and exceed pre-pandemic proficiency levels. Staff development continues to serve as a critical driver of academic quality. Weekly meetings

with direct reports, bi-weekly leadership and administrative team meetings, and comprehensive performance evaluations ensure coordinated, data-informed instructional leadership across the school.

In the 2024–2025 school year, Yinghua Academy strengthened teacher retention and morale by implementing a 4% salary increase pool along with a 1% recognition bonus. The school also expanded its fundraising capacity by hiring a dedicated development professional, enabling Yinghua to exceed its annual fundraising goal of \$120,000.

Yinghua’s national and international reputation continues to rise, drawing visits and inquiries from immersion leaders and educational institutions across the United States, Hong Kong, Taiwan, and China. Visitors consistently commend the school’s strong curriculum, thoughtful instructional design, rich cultural integration, and the collaborative, supportive environment cultivated within the Yinghua community.



Staff shared joyful moments together at a staff meeting.

A teacher’s testimony after receiving the recognition:

Thank you so much for your kind words and support—receiving the recognition bonus and your message truly means a great deal to me. Being part of this community, serving our students, and working alongside my colleagues have all helped me grow as a teacher. I am deeply grateful for the connections and encouragement that make this journey so meaningful.

Initiative Two: Cultivating and Equipping Students’ Potential

Yinghua’s dedication to supporting students’ intellectual, social, and emotional development is reflected in their increasing confidence, engagement, and global mindset. Alumni frequently express appreciation for how Yinghua shaped their academic paths and personal growth, while current students demonstrate strong motivation to learn and fully engage with the opportunities offered to them. To deepen this support, we strengthened implementation of Responsive Classroom and Second Steps, ensuring consistent and inclusive social-emotional learning across all grade levels. In partnership with the Cook Center for Human Connection, families also receive valuable resources—including access to a Parent Coach—to strengthen the home–school relationship and support student well-being.

To expand students’ global awareness, we integrate United Nations learning materials into the curriculum, promoting cross-cultural understanding and global citizenship. Over the past year, Yinghua students participated in a wide range of cultural, linguistic, and academic enrichment experiences—from hosting visiting students from Beijing to participating in the AAICE and CLASS competitions, the Minnesota microfilm contest, and international letter exchanges. Students also took part in the

China/Taiwan Trip and embraced community-building initiatives such as the Dragon Life Organization and the Big Sister/Brother Program.

Notably, three Yinghua students represented the United States in the Chinese Bridge Speech and Talent Competition, showcasing both linguistic proficiency and cultural competence. Internal data indicates increasing student confidence in advocating for themselves, applying for scholarships, enrolling in advanced coursework, and independently seeking out meaningful learning opportunities.



Students traveled to Chicago to participate in the Chinese Bridge Speech and Talent Competition

Initiative Three: Strengthening Partnerships and Relationships

Yinghua Academy continues to build a culture of collaboration, connection, and mutual support—within the school, across the state, and internationally. Internally, we have cultivated a positive and cohesive school environment in which every staff member models global citizenship through collaboration, professionalism, and respect. Initiatives such as Employee of the Week and Employee of the Term reinforce a culture of recognition and pride in excellence.

Family and alumni engagement have strengthened significantly. The newly formalized Alumni Association has planned its annual activities, resulting in alumni participation increasing from 250 to more than 400 in a single year. Efforts are now underway to identify class representatives and create class-based reunions, with the long-term goal of building a mentoring network between alumni and current students. Yinghua University continues to offer meaningful learning opportunities for families, while Tea and Talk sessions provide accessible and personal channels for parent–school communication.



Forty Yinghua 7th- and 8th-grade students, along with five staff members, visited our sister school in Beijing.

Beyond Yinghua’s campus, the school remains an active advocate within the charter school sector, participating in statewide efforts to secure equitable funding and support. As a recognized leader in immersion education, Yinghua contributes to national and international immersion initiatives and collaborates with emerging immersion programs.

On the international stage, Yinghua maintains vibrant partnerships with ten sister schools across China and Taiwan, engaging in monthly communication, language and cultural exchanges, and collaborative projects. These partnerships, along with the Taiwan and China trips, create transformative global learning experiences for students—broadening their worldviews and strengthening their cultural competence.

Together, these connections continue to prepare students to thrive as confident, informed, and globally connected learners.



Greeting photos from our 4th-grade sister school in Taiwan, with students holding their favorite books.



4th Grade Sister School Collaboration with Taiwan: Students shared their thoughts through a book introduction project. Using online platforms, students exchanged their favorite book selections and shared their reviews and opinions with one another.

School and Community Partnerships

Yinghua Special Education Advisory Council (SEAC)

The Yinghua Special Education Advisory Council (SEAC) plays a vital role in strengthening communication, collaboration, and advocacy around special education. SEAC advises the Special Education Department on current issues, program development, and family concerns, creating a positive forum where families, educators, and community members work together to enhance the quality of services for all students.

Following a pause during the COVID-19 period, SEAC resumed meetings on April 19, 2024, featuring a presentation by the school's Occupational Therapist on sensory and emotional regulation strategies to support students at school and at home. Meeting invitations and information were shared with the community through flyers and newsletter announcements.

During the April 2024 meeting, SEAC introduced a parent survey to identify topics of interest for the 2024–2025 school year. Results were reviewed at a follow-up meeting on May 10, 2024, and were used to inform planning for future sessions and presentations.

SEAC Meeting Schedule for 2024–2025:

- November 1, 2024 — 12:00–1:30 p.m. (Zoom)
- February 28, 2025 — 12:00–1:30 p.m. (Zoom); review of SEAC By-laws draft
- May 2, 2025 — 2:30–3:30 p.m. (In person)

To prepare for the 2024–2025 council agenda, two planning meetings were held on August 13, 2024, and August 30, 2024. In March 2025, a SEAC Membership Application was shared with the school community via Google Form, resulting in three applications—one community member, one teacher, and

one parent—each expressing interest in serving on the council. The continued work of SEAC helps build a strong, informed community and deepens our collective understanding of special education programs and student needs. This shared understanding fosters meaningful collaboration and ensures that students receive support designed with their individual strengths and needs in mind.

Yinghua Academy Community Association (YACA)

The Yinghua Academy Community Association (YACA) is the school’s parent-led organization dedicated to strengthening community engagement and supporting students, teachers, and staff. Although YACA does not hold governance authority, it plays a critical role in advancing the Executive Director’s vision of cultivating a nurturing and connected school environment.

Founded by parent volunteers during Yinghua’s first year, YACA initially focused on promoting enrollment and raising funds. In 2011, the group incorporated as a Minnesota nonprofit to expand its fundraising capacity. Today, YACA continues to enrich school life by coordinating book fairs, organizing meals for teachers during conferences, supporting classroom volunteers, managing merchandise sales, and leading key fundraising initiatives.

YACA is also the proud founder of Yinghua’s International Festival, an event created to celebrate cultural diversity and bring the entire community together. The 2024–2025 school year marked the festival’s second year, achieving excellent outcomes in both community building and fundraising.



YACA collaborated with the Yinghua team to host Grandparents Day.



Yinghua Academy Leadership Team Structure

Yinghua Academy’s leadership structure has continued to evolve under Dr. Lien’s guidance and is designed to ensure strong governance, efficient operations, and high-quality teaching and learning across all grade levels. The leadership team is organized into five key functional areas—Academics, Student Affairs, Business/HR, Communications & Marketing, and Facilities & Transportation—each led by directors or coordinators who report directly to the Executive Director (Figure 15).

These five departments form the core pillars of Yinghua Academy’s organizational operations. While each area carries distinct responsibilities, they work in close collaboration, creating an integrated system that supports the whole child. Together, the departments uphold a shared commitment to student well-being, academic excellence, and a strong, inclusive school community.

The 2024–2025 school year marked the first full year of implementing the formally restructured leadership model. This new structure enhanced collaboration, clarified roles and responsibilities, and fostered a strong sense of collective purpose. Through aligned goals, shared decision-making, and consistent role modeling, the leadership team strengthened community belonging and set a positive example for students, staff, and the broader Yinghua community.

Figure 15

2024–2025 Organizational Chart: Newly Restructured Departments and Teams



Academic and Student Development Leadership Team

Yinghua Academy's Academic and Student Development Leadership Team is composed of the Executive Director, Academic Directors, Special Education Coordinator, and the Student Behavior and Family Liaison. Together, these leaders form the core of the school's academic and student support operations.

The Executive Director provides strategic vision and ensures faithful implementation of the school's mission, philosophy, and policies. Reporting directly to the School Board, the Executive Director oversees all school operations, with all staff members ultimately reporting through this role.

Each member of the leadership team brings significant expertise, a deep understanding of child development, and a strong commitment to Yinghua's mission. As the primary point of contact for students' daily academic and social-emotional experiences, the Academic and Student Development teams play an essential role in shaping student success. Through high-quality instruction, responsive support systems, and close collaboration, they ensure that every student's academic growth and overall well-being are nurtured with care and professionalism.

Luyi Lien, Ph.D. 连校长 (Lien Xiaozhang), CEO/Executive Director

Dr. Luyi Lien, Executive Director at Yinghua Academy, has been an integral part of the school since its inception in 2006. Her journey at Yinghua Academy spans a myriad of roles, including classroom teacher, curriculum writer, textbook author, and Academic Director.

Before joining Yinghua, Dr. Lien was a published author and essayist in her native country, Taiwan. With an unwavering commitment to excellence, Dr. Lien's remarkable 19-year tenure has played a pivotal role in shaping Yinghua's robust immersion curriculum.

Dr. Lien consistently strives to provide exceptional educational opportunities to students. Always looking ahead, she develops innovative programs that not only expand students' horizons, but also enhance their collaborative skills.

Dr. Lien is internationally renowned within the immersion education community. She has been a distinguished speaker at prestigious conferences, including the National Chinese Language Conference (NCLC), ACTFL, and the STARTALK conference. She has been invited to address audiences in China, Taiwan, Singapore, and Canada. Dr. Lien shares her expertise by consulting with new immersion schools, guiding them in the development of their curricula, and serving on the advisory boards of multiple language learning organizations. Her collaborative leadership style serves as a model, fostering a community of learning that combines excellence with well-being and happiness. Dr. Lien's leadership promises to further elevate Yinghua Academy's renowned reputation and enduring impact on the world of immersion education.



Fang Wu, 吴主任 (Wu Zhuren), Middle School Chinese Academic Director

Wu Zhuren has been a devoted member of the Yinghua Academy community for more than 17 years. A graduate of Tianjin Normal University with extensive training in education, she taught second grade at Yinghua for eleven years before transitioning to teach middle school students. She prepares students to seize learning opportunities and embrace moments where they can shine, inspiring many to strive for their personal best. Wu Zhuren takes great pride in witnessing students grow both academically and personally. She is especially moved by their developing love of the Chinese language and their confidence when presenting on stage—growth that is nurtured through the strong partnership between teachers and families. In her leadership role, she mentors teachers, strengthens instructional quality, and champions innovative practices and technologies. Working closely with Dr. Lien and the Academic Director team, Wu Zhuren remains committed to ensuring that every student receives an exceptional and enriching educational experience at Yinghua Academy.



Lori Magstadt, English Academic Director



Lori Magstadt, Yinghua Academy's English Academic Director, brings a wealth of experience and a deep commitment to authentic student learning. She holds a Master's degree in English as a Second Language from Hamline University and a Bachelor's degree in Elementary Education. Throughout her career, she has served in roles such as Learning and Development Specialist at Imagine Learning and as a founding educator and academic leader at Cologne Academy. Her work as an Educational Consultant further strengthened her expertise in standards-based assessment, curriculum design, and instructional development. Mrs. Magstadt is dedicated to supporting teachers, elevating instructional quality, and ensuring that students receive a rich and engaging educational experience at Yinghua Academy.

Shu-Mei Lai 賴主任 (Lai Zhuren), Lower School Chinese Academic Director



Shu-Mei Lai has devoted more than twenty years to education, inspiring students with her enthusiasm, compassion, and commitment to high-quality learning. Since joining Yinghua Academy in 2008 as a third-grade teacher, she has nurtured a love of learning in her students and later expanded her impact by teaching seventh and eighth graders during formative years of their growth. Over time, she has served as a team lead, curriculum developer, mentor, and instructional coach, strengthening instructional practices and supporting teacher development. As the Lower School Chinese Academic Director, Ms. Lai believes every child deserves a rigorous and caring education. She works closely with teachers to enhance curriculum, integrate academic and social-emotional learning, and deepen students' engagement with Chinese language and culture. Dedicated to educational excellence and continual growth, she also cherishes time with her family and enjoys nature, reading, and gardening.

Sherry Edwards, Student Development and Family Liaison

Ms. Edwards (Ms. E) has been a valued member of the Yinghua Academy staff since 2019. A former elementary teacher with experience teaching grades 4 through 7, she brings a deep passion for working with children and empowering them to succeed. She supports students in developing self-discipline, making positive choices, and feeling understood with her compassion and kindness. Ms. Edwards led the Yinghua Aftercare Program for four years before transitioning into her current role as Student Development and Family Liaison. In this role, she works closely with students to transform challenging behaviors into meaningful learning opportunities and partners with families to provide guidance and support. As Yinghua's building safety officer, she also oversees the planning and implementation of all fire and lockdown drills throughout the school year, ensuring a safe and well-prepared school environment.



Ting-Wen Chen, Ph.D., Special Education Coordinator



Dr. Chen has been an integral member of the Special Education team at Yinghua Academy since the 2014–2015 school year. She began her career as a special education teacher after graduating from National Changhua University of Education in Taiwan in 2005 and later earned her Ph.D. in Educational Psychology from the University of Minnesota–Twin Cities in 2014, specializing in Special Education with a minor in Quantitative Methods in Education. Over the years, Dr. Chen has case-managed students with a wide range of needs, including Specific Learning Disabilities, Other Health Disabilities, Developmental Cognitive Disabilities, and Autism Spectrum Disorder. Before becoming Special Education Coordinator, she spent five years conducting comprehensive special education evaluations. Through this work, she developed a deep understanding of each student receiving services and supported case managers in creating Individualized Education Programs (IEPs) that reflect students’ strengths and learning needs. Her high-quality work has elevated the special education department and strengthened its service to students and families.

Professional Growth and Leadership Development Plan

In Minnesota, charter school leaders who do not hold an administrative license are required to include their professional development plans in the school's annual report. Presented below is the professional development plan that the Executive Director followed during the 2024–2025 school year.

Professional Development Plan
Academic Year 2024-2025
Dr. Luyi Lien, CEO/Executive Director

Objective: To strengthen the Executive Director's leadership by enhancing knowledge in school law, governance, and finance; deepening expertise in immersion education; engaging in ongoing executive mentorship; and ensuring effective support for staff through high-quality resources and collaborative practices.

Goal 1: Stay Current on School Law, Governance, and Finance

- Attend trainings on school law, governance, and state/federal requirements.
- Strengthen financial knowledge through workshops on budgeting and long-term planning.
- Apply updated learning to maintain compliance, operational clarity, and fiscal sustainability.

Goal 2: Engage in Immersion Education Networks

- Participate in immersion conferences, professional networks, and MACS Director meetings.
- Bring new research and best practices back to academic teams to strengthen instruction.

Goal 3: Receive Monthly Mentorship from an Experienced Superintendent

- Meet monthly with a seasoned superintendent for guidance on strategic planning and leadership.
- Use mentorship to improve organizational effectiveness and strengthen cross-department communication.

Goal 4: Support Leadership, Teachers, and Staff Through Effective Resource Use

- Utilize high-quality training tools, SEL supports, and professional expertise to build staff capacity.
- Provide targeted coaching and professional development to ensure staff feel supported and prepared.
- Foster a collaborative, well-being-focused culture where all staff can thrive.



Dr. Lien focuses on developing group leads and fostering an exceptional leadership team.

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 133 in the 2024-2025 school year with a student-to-teacher ratio of 9.3:1. Licensed teacher retention between the 2024-2025 school year and the year of this report was 88%.

Yinghua's teachers and educational staff participate in three performance reviews each school year. They submit weekly lesson plans to the Academic Directors, forming the foundation for collaborative curriculum development across grade levels. Teachers also engage in weekly planning meetings with their grade-level and subject-area teams to coordinate instruction and strengthen alignment.

All Yinghua teachers are either fully licensed or actively progressing toward licensure, meeting state requirements for public educators. Every staff member participates in professional development, and 82% of teachers hold advanced degrees, including four with doctoral degrees. Of the 68 teachers, 64 served in full-time roles. In addition, 23 instructional support staff—such as interventionists, educational assistants, and special education paraprofessionals—contributed to the learning environment. Yinghua also employed 20 full-time and 20 part-time non-teaching staff members. For the 2024–2025 school year, the school had five administrators. The licensed teacher retention rate last year was 88%, influenced by a variety of employment-related factors, with a five-year average retention rate of 82.6%.

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/1OUwBJfJ5xZzp-Xpyo_WG8FD6ZPrezj8QVdEZmw0fuQs/edit?gid=1566566055#gid=1566566055

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 works 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 2024-2025

The audited FY2024 books showed a fund balance of 29% (Table 7) of expenditures and the unaudited FY2025 books forecast a fund balance of 27% (Table 9).

Enrollment increased by about 14 ADM when comparing FY24 to FY25. There is also a projected increase of approximately an additional 15 ADM in FY26. Yinghua's Academy fund balance has remained stable with a projected decrease in FY26 due to the 20th Anniversary Celebration.

Yinghua Academy continued normal operations in fiscal year 2025 with an increase in both expenses and revenues due to economic factors along with the increase in students. Both the Food Service and

Community Education Funds saw increased activity due to the increase in participation. The largest increase was in the Community Education Fund, primarily due to study abroad trip payments from participants, higher Yinghua care fees, and increased student enrollment in the aftercare program.

Yinghua Academy also paid out recognition bonuses to staff in FY25 to help with staff retention and morale. There was also an increase in staff and benefit expenses related to the enrollment increase, economic factors, and premium increases.

Table 7 is a comparison of the General Fund (FD 01) balance percentage from fiscal year 2020-2021 to fiscal year 2025-2026. The fiscal year 2024-2025 percentage is currently unaudited with the audit report being unavailable at the time this report was completed. The fiscal 2025-2026 general fund balance percentage is a projection based off of the approved budget.

Table 7

General Fund (FD 01) Balance History

FY2020-2021	FY2021-22	FY2022-23	FY2023-24	FY2024-25	FY2025-26
Audited	Audited	Audited	Audited	Unaudited	Projected
26%	25%	30%	29%	27%	26%

Table 8 shows the current fiscal year 2024 -2025 unaudited balance sheet for all funds excluding the Affiliated Building Company. The audit report was unavailable at the time this report was completed.

Table 8

Balance Sheet as of June 30, 2025

Description		
Assets	Cash	\$2,081,373
	Accounts Receivable	\$6,782
	State Aid Receivable	\$1,566,925
	Federal Aid Receivable	\$306,197
	Prepaid Expenses and Deposits	\$120,106
	Prior Year State Receivables	\$0
	Due from Other Funds	\$0
Total Assets		\$4,081,383
Liabilities	Salaries and Wages Payable	\$499,658
	Line of Credit	\$0
	Accounts Payable	\$194,569
	Payroll Deductions and Benefits Payable	\$123,566
	Unearned Revenue	\$45,326
Total Liabilities		\$863,119
Fund Balance		\$3,218,264

Table 9 shows the current fiscal year 2024–2025 unaudited Statement of Revenue and Expenditures excluding the Affiliated Building Company. The audit report was unavailable at the time this report was completed.

Table 9
Statement of Revenue and Expenditures

	Description	Un-Audited
Revenues	State Revenues	\$9,831,530
	Federal Revenues	\$263,527
	Other Revenues	\$1,179,701
	Donations and Gifts	\$273,770
	Food Service	\$721,401
Total Revenues		\$12,269,929
Expenditures	Salaries and Benefits	\$6,820,515
	Building Lease and Operating Expenses	\$1,286,844
	Programming, General Administrative	\$2,502,136
	Food Service	\$721,539
	Community Service (Yinghua Care)	\$899,261
Total Expenditures		\$12,230,295
Surplus (Deficit)		\$39,634
Fund Balance	Beginning Fund Balance	\$3,218,264
	Committed Fund Balance	
	Add Surplus (Deficit)	
Ending Fund Balance		\$3,257,898
Combined Fund Balances Percentage		27%

Fundraising

The 2024–25 school year marked a new chapter for Yinghua Academy’s development and fundraising efforts with the hiring of Corey Magstadt to lead the fundraising efforts. Mr. Magstadt’s leadership has brought both structure and vision to the school’s fundraising strategy, emphasizing a balance between transactional fundraising—efforts focused on specific, tangible needs—and transformational fundraising, which seeks to grow long-term philanthropic support through Friends of Yinghua Academy (FOYA) and other mission-aligned initiatives. This two-pronged approach ensures that while immediate needs are met, Yinghua’s future sustainability and growth are also secured.

Our overall fundraising goal for the 2024–25 school year was \$120,000. Through three major fundraising events and several successful grant applications, Yinghua surpassed that goal, raising a total of \$214,099 (See Figure 16).

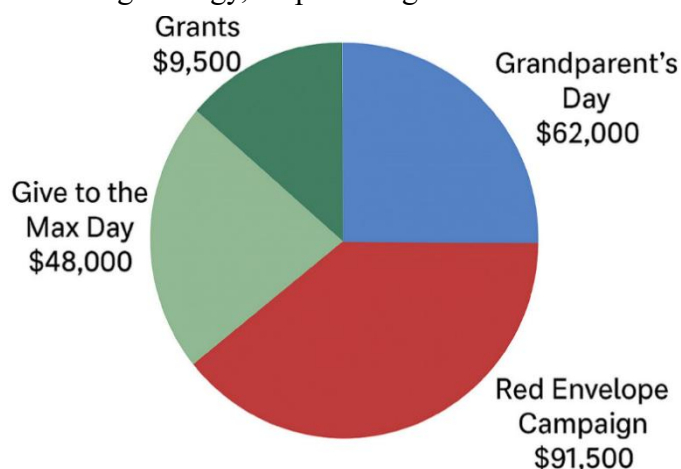


Figure 16
2024–2025 Fundraising

This was a significant increase over the 2023-24 fundraising totals of \$91,705. Note: These fundraising totals only reflect the amounts raised through Yinghua Academy. YACA fundraising is reported separately.

Grandparent's Day – \$62,000

This year marked the first time Grandparent's Day included a fundraising component. The event invited grandparents to financially support Yinghua through special giving opportunities that honored their role in the school community. The initiative resonated deeply, raising \$62,000 and demonstrating the strength of our extended Yinghua family.

Give to the Max Day – \$48,000

Yinghua's 2024 Give to the Max Day campaign focused on funding social-emotional learning resources. The effort received an incredible boost from a \$20,000 annual matching gift pledged for three consecutive years, significantly multiplying the impact of each donation. The campaign also featured fun student incentives and donor drawings throughout the day, helping to engage the entire school community.

Red Envelope Campaign – \$91,500

Our Lunar New Year Red Envelope Campaign, the largest fundraising effort of the year, blended cultural celebration with philanthropy. This year's event introduced a new VIP experience, expanded business sponsorship opportunities, and dynamic fundraising elements, including merchandise sales. The campaign raised \$91,500 while strengthening community connections and further elevating Yinghua's reputation as a leader in Chinese immersion education.

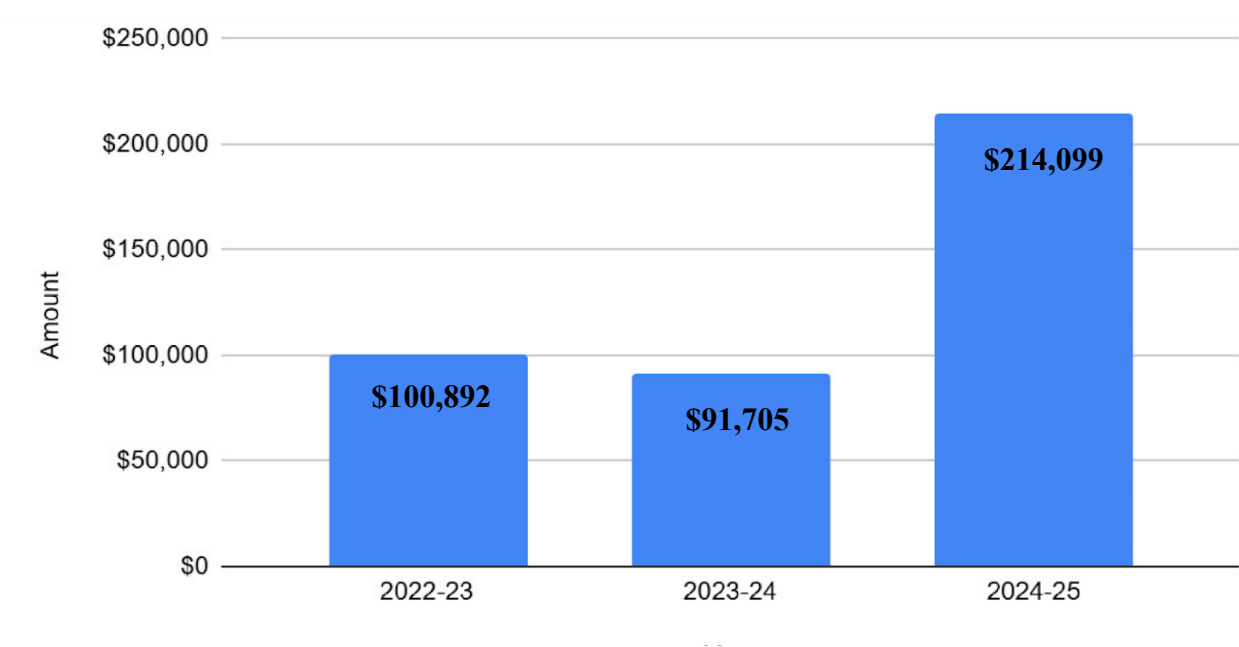
Grants – \$9,500

In addition to our event-based fundraising, Yinghua secured \$9,500 in grant funding to support key initiatives, including farm-to-school programming and a Native American History focused field trip.

Total Fundraising: \$214,099

Yinghua’s 2024–25 fundraising success reflects growing community enthusiasm, deepened donor relationships, and the effectiveness of our new development strategy. We are grateful for the support of the Yinghua development committee members for their support in the fundraising efforts. With momentum building, the school is well-positioned to expand both annual giving and long-term philanthropic support through FOYA in the years ahead (See Figure 17).

Figure 17
Fundraising Trends at Yinghua Academy



Alumni

Staying connected with Yinghua graduates has become increasingly important as the alumni community expands and many former students complete their university studies and enter the workforce. Supporting alumni in continuing to develop their Chinese language skills remains an ongoing focus of the school.

Yinghua hosted its third annual Alumni Reunion on January 4, 2025, from 5:00–7:30 p.m., bringing graduates together to reconnect, share post-Yinghua experiences, and celebrate their continued growth. Alumni enjoyed a shared meal and participated in various activities. The event was highly successful, with more than 400 alumni in attendance, and Yinghua plans to continue expanding alumni engagement opportunities in the years ahead.

Future Plan

Continuing Innovation and Advancing Yinghua Academy's Mission

As Yinghua Academy enters its 20th anniversary year and the second phase of the 2023–2026 Strategic Plan, we are positioned for significant growth and opportunity. Our future work focuses on strengthening academic excellence, enhancing staff and teacher well-being, deepening students' social-emotional development, refining the immersion model, and cultivating partnerships that expand learning opportunities. Guided by our mission, we aim to create a school environment where every child feels supported, every teacher feels valued, and every family feels connected. With a renewed emphasis on global citizenship and student motivation, our efforts will continue to shape confident, resilient, and internationally minded learners.

Major Priorities Guiding Our Work in the Years Ahead

1. Expand Small Group Learning (SGL) in Grades 3–8

Building on the success of the second-grade pilot, Yinghua will extend the Small Group Learning model across grades 3–8. The pilot demonstrated that SGL:

- Provides targeted support for students needing additional help
- Offers meaningful challenges for advanced learners
- Improves academic performance and narrows learning gaps
- Increases focused teacher attention and personalized instruction
- Strengthens student confidence, engagement, and well-being

By expanding SGL to upper elementary and middle school, Yinghua aims to accelerate academic growth in mathematics, English Language Arts, and Chinese Language Arts while fostering student motivation and confidence.

2. Strengthen Social-Emotional Learning and Family–School Partnerships

Yinghua will continue prioritizing students' well-being through:

- High-quality resources from the Cook Center for Human Connection
- Workshops, coaching, and support for students, staff, and families
- Strong relationships among school, home, and the broader community
- Decision-making that centers student well-being and positive communication

Ongoing professional development and family education will help sustain a supportive and connected learning environment for all.

3. Focus on Essential Academic Skills and Immersion Best Practices

To ensure strong academic foundations, Yinghua will continue to:

- Support implementation of the Minnesota READAct
- Promote balanced literacy in both English and Chinese
- Reinforce core immersion education principles
- Apply research-based instructional practices across subjects

This focus ensures students develop the skills needed for long-term academic mastery and bilingual success.

4. Expand Enrichment, Afterschool, and Extended Learning Opportunities

To nurture curiosity, independence, and lifelong learning habits, Yinghua will:

- Enhance afterschool and extended learning programs
- Strengthen middle school electives, clubs, and competitions
- Increase opportunities for students to participate in academic and cultural events
- Deepen immersion experiences to strengthen Chinese language use

These initiatives broaden students' horizons and help them explore their interests and passions.

5. Foster a Positive School Culture and Model Collaborative Leadership

Yinghua Academy will continue cultivating a school culture in which:

- Departments collaborate to support one another
- Staff model positive communication, teamwork, and professionalism
- Adults embody the values we seek to instill in students
- The working environment remains uplifting, supportive, and mission-driven

A strong school culture enhances student learning, supports staff retention, and creates a nurturing environment for all.

6. Deepen Relationships with Sister Schools and Community Partners

To strengthen global understanding and community engagement, Yinghua will:

- Deepen partnerships with sister schools in China and Taiwan
- Engage students in cultural exchange and global learning
- Strengthen community partnerships and support networks
- Support fundraising efforts that benefit students, staff, and families
- Welcome and support new and returning staff and families

These connections enrich students' global awareness and reinforce Yinghua's leadership in immersion education.

7. *Advance Strategic Fundraising and Build Long-Term Sustainability*

To ensure Yinghua's continued success, we will:

- Launch and strengthen the Friends of Yinghua Academy (FOYA), whose mission is to support Yinghua's long-term sustainability
- Develop annual fundraising events that engage families, alumni, and community partners
- Build a lasting philanthropic culture that honors our history and invests in our future
- Support teacher and staff development, program innovation, and student opportunities
- Grow both the FOYA Longevity Fund and the FOYA Active Fund to balance long-range stability with immediate needs

The formation of FOYA represents a major milestone. Growing and supporting this new foundation will be a central focus in the year ahead.

Conclusion

Through these forward-looking initiatives—rooted in our Strategic Plan and aligned with Yinghua Academy's mission—our school will continue to inspire bilingual scholars, confident learners, and globally minded citizens. Our future work reflects the collective dedication of teachers, staff, families, alumni, and community partners, all committed to ensuring that every Yinghua student thrives.

Additional Reports and Policies

Comprehensive Achievement and Civic Readiness

2024-2025 Comprehensive Achievement and Civic Readiness Report

Each Minnesota school district and charter school is required to set goals related to each of the components of the Comprehensive Achievement and Civic Readiness, formerly known as the World's Best Workforce, and to report on their progress towards those goals with data and short narratives.

Yinghua Academy achievements, strategies, goals, and results from the 2024-2025 school year are summarized in the Comprehensive Achievement and Civic Readiness 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 17, 2025.

The Comprehensive Achievement and Civic Readiness Report also is published as a section of the annual report on www.yinghuaacademy.org >About Us > Our Team & Administration > School Management > 2024-2025 Annual Report.



Comprehensive Achievement and Civic Readiness (CACR) Annual Summary Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Minnesota Education Grant System](#) (MEGS). You can copy your responses from this template into MEGS.

If your district or charter does not utilize Every Student Succeeds Act (ESSA) funds and complete ESEA reporting within MEGS, please submit an electronic copy of this form to CACR.MDE@state.mn.us.

District or Charter Name: Yinghua Academy
CACR Contact Name: Dr. Luyi Lien
CACR Contact Title: CEO/ Executive Director
CACR Contact Email: luyi.lien@yinghuaacademy.org
CACR Contact Phone Number: (612)788-9095

Annual Public Meeting

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

CACR 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.

Provide the direct website link to the district's CACR annual report. If a link is not available, describe how the district disseminates the report to families and community partners:

<https://www.yinghuaacademy.org/ourteamadministration/school-management/>

Survey(s) of Staff, Students, and Families

CACR Requirement: Each school district must periodically survey affected constituencies, in their home language(s) where appropriate and practicable, about their connection to and level of satisfaction with school.

Summarize the results of your most recent survey(s) of staff, students, and families:

The most recent parent survey was conducted in April 2024 and distributed to parents, staff, and middle school and fourth-grade students. From the community, 108 parents responded out of approximately 580 families. The School Climate Survey assessed nine key areas of school experience, rated on a scale of 1 to 5, with 5 indicating the highest satisfaction. Results showed that the highest satisfaction was in the area of community relationships, as parents recognized that the school provides regular and useful communication, that athletic and fine arts events are well attended due to intentional promotion, and that volunteer efforts are well coordinated, plentiful, and genuinely appreciated.

Yinghua will continue to build on these strengths by enhancing communication, celebrating community engagement, and fostering even stronger connections among families, staff, and students.

Physical Environment	Faculty Relations	Student Interactions	Leadership Decisions	Discipline Climate
3.92	3.85	3.83	3.80	3.83
Learning Environment	Social-Emotional Culture	Community Relations	Project Learning	
3.89	3.80	4.31	3.88	

Goals and Results

All Students Ready for School

Goal	Result	Goal Status
Provide the established SMART goal for the 2024-25 School Year. Each year, 100% of incoming kindergarten students with parental consent will be screened utilizing a kindergarten readiness assessment in their home district.	Provide the result for the 2024-25 School Year that directly ties back to the established goal. Yinghua received the results of 100% of Early Childhood Screenings completed by incoming kindergarteners with parental consent.	<i>Check one of the following:</i> <u> X </u> Goal Met (one-year goal)

Repeat table for additional school readiness goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status																																										
<p>Provide the established SMART goal for 2024-25 School Year.</p> <p>Each year through FY2028, for each subgroup other than English Learners, for which the School had publicly-reportable / sufficient counts in all the years: the average number of progress points generated by such School student subgroups based on changes in their achievement levels, as published by the Minnesota Department of Education, for each reading and math, for the three highest of FY2025, FY2026, FY2027, and FY2028, will average no less than 2.75.</p>	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p>Only the following subgroups did not average 2.75 or more on the average number of progress points:</p> <p>Math: White: 2.6</p> <p>Reading: Hispanic: 2.3 Free and Reduced: 2.6</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>																																										
<p>Results: All subgroups for each reading and math averaged 2.75 or higher except White (2.6) in math and in reading Hispanic (2.3) and FRP (2.6).</p> <p>Reading</p> <table> <tr> <th>2025 Progress Points - Reading</th><th>Yinghua</th><th>Statewide</th></tr> <tr> <td>Asian</td><td>3.1</td><td>2.2</td></tr> <tr> <td>Hispanic</td><td>2.3</td><td>1.8</td></tr> <tr> <td>White</td><td>2.8</td><td>2.3</td></tr> <tr> <td>Two or More Races</td><td>3.4</td><td>2.2</td></tr> <tr> <td>SPED</td><td>3.1</td><td>1.7</td></tr> <tr> <td>FRP</td><td>2.6</td><td>1.9</td></tr> </table> <p>Math</p> <table> <tr> <th>2025 Progress Points - Math</th><th>Yinghua</th><th>Statewide</th></tr> <tr> <td>Asian</td><td>2.8</td><td>2</td></tr> <tr> <td>Hispanic</td><td>3.3</td><td>1.5</td></tr> <tr> <td>White</td><td>2.6</td><td>2</td></tr> <tr> <td>Two or More Races</td><td>2.9</td><td>1.8</td></tr> <tr> <td>SPED</td><td>3.3</td><td>1.4</td></tr> <tr> <td>FRP</td><td>2.8</td><td>1.5</td></tr> </table>			2025 Progress Points - Reading	Yinghua	Statewide	Asian	3.1	2.2	Hispanic	2.3	1.8	White	2.8	2.3	Two or More Races	3.4	2.2	SPED	3.1	1.7	FRP	2.6	1.9	2025 Progress Points - Math	Yinghua	Statewide	Asian	2.8	2	Hispanic	3.3	1.5	White	2.6	2	Two or More Races	2.9	1.8	SPED	3.3	1.4	FRP	2.8	1.5
2025 Progress Points - Reading	Yinghua	Statewide																																										
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Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status									
<p>Provide the established SMART goal for 2024-25 School Year.</p> <p>English-Learners: 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>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p>English-Learners at Yinghua Academy averaged 1.4 points higher than the state in math and 0.9 higher in reading.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>									
<p>Results: ELL students at Yinghua Academy averaged 1.4 points higher in math and 0.9 points higher in reading than the statewide average.</p> <table border="1"> <thead> <tr> <th>EL Growth Points FY 2025</th><th>Math</th><th>Reading</th></tr> </thead> <tbody> <tr> <td>State</td><td>1.5</td><td>1.8</td></tr> <tr> <td>Yinghua Academy</td><td>2.9</td><td>2.7</td></tr> </tbody> </table>			EL Growth Points FY 2025	Math	Reading	State	1.5	1.8	Yinghua Academy	2.9	2.7
EL Growth Points FY 2025	Math	Reading									
State	1.5	1.8									
Yinghua Academy	2.9	2.7									

All Students Ready for Career and College

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024-25 School Year.</p> <p>At the conclusion of FY2028, the percentage of all 8th grade students who took the NWEA MAP assessment and are projected to be college-ready will average no less than 64% in reading and 60% in math for the immediately preceding four years.</p>	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p>Based on NWEA results, 58% of students were <i>On Track</i> for the ACT and 82.9% were <i>On Track</i> for the SAT in Reading.</p> <p>In Mathematics, 66% of students were <i>On Track</i> for the ACT and 69% were <i>On Track</i> for the SAT.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2024-25 School Year. NA	Provide the result for the 2024-25 School Year that directly ties back to the established goal. NA	<i>Check one of the following:</i> <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Goal Met (multi-year goal) <input type="checkbox"/> Goal Not Met (multi-year goal) <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> N/A (no 12 th grade enrollment)

All Students Prepared to be Lifelong Learners

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024–25 school year.</p> <p>While the following goal is not written in full SMART format, it is aligned with our Strategic Plan. A key objective is to foster students’ self-confidence and well-being while preparing them to meet future challenges with a global mindset. To track progress toward this objective, the school will design and facilitate meaningful learning opportunities that broaden students’ understanding of the world.</p> <p>Each year, Yinghua Academy will organize at least five special learning events—such as cultural exchanges, academic competitions, guest presentations, or global learning experiences—to expand students’ perspectives and strengthen their global competence.</p>	<p>Provide the result for the 2024–2025 school year that directly ties back to the established goal.</p> <p>2024–2025 Five Special Learning Events Offered to Students</p> <p>Sister School Partnerships (Taiwan) Yinghua partnered with three sister schools in Taiwan, offering grades 3–5 meaningful cultural exchange experiences. Each grade connected with its partner school approximately twice during the year, strengthening global friendships and deepening cultural understanding.</p> <p>Visit from The High School Affiliated to Renmin University of China On January 28, Yinghua welcomed 65 student performers and 14 staff from this distinguished school. They presented an exceptional program of dance, martial arts, and music. Eighth graders participated in 交流 activities, and 22 Yinghua student tour guides led campus tours for the visitors.</p> <p>First Grade Night Market On May 2, first-grade students engaged in nine hands-on activity stations inspired by</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal)</p>

	<p>a traditional Asian night market. Through games such as fishing, ring toss, and beanbag toss, students learned cultural traditions in an interactive and joyful environment.</p> <p>National Taiwan University of Sport Visit On May 19, the Dance Department from the National Taiwan University of Sport performed for K–8 students and participated in cultural exchange activities. Yinghua’s 8th graders also presented their Lunar New Year dance, demonstrating how movement and culture can bring communities together.</p> <p>“Yinghua Voice” Competition Students in grades 6–8 participated in a three-month Chinese singing competition, with the final round held on January 9. By learning and performing popular Chinese songs, students strengthened their language fluency and cultural appreciation through music.</p>	
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Compliance with Minnesota Statutes

This document fulfills two requirements: By Minnesota Statute, charter schools must publish an annual report, approved by the school's board of directors, covering enrollment, attrition, governance, management, staffing, finance, academics, innovation, and future plans; and charter schools must submit the Comprehensive Achievement and Civic Readiness 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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Dr. Luyi Lien

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Reports Submitted

The Yinghua Academy School Board (Board of Directors) voted to approve the 2024-2025 Annual Report and 2024-2025 Comprehensive Achievement and Civic Readiness report on November 17, 2025. On November 28, 2025, the Annual Report was posted to the Friends of Education portal, and the Comprehensive Achievement and Civic Readiness Report was uploaded to the Minnesota Department of Education report site.

On November 28, 2025, Yinghua Academy published its 2024-2025 Annual Report and 2024-2025 Comprehensive Achievement and Civic Readiness Report on the school's website. On December 1, 2025, the school digitally distributed both reports to its stakeholders, including the board, staff, and current parents.