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
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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:

2026 School Climate Survey Results: Yinghua Academy's May–June 2026 school climate survey received 672 responses from 324 students in grades 5–8, 93 staff members, and 255 parents and guardians. Participation reached 98.5% among eligible students and 69% among staff. The family survey was offered in five languages.

Survey group	Key findings	Areas for improvement
Students	**75%** reported being happy or very happy at Yinghua, and **68%** said friendships and the school community mattered most to them. Students reported high participation in academic, cultural, athletic, arts, and community events. Popular events included Lunar New Year performances, Grandparents Day, Field Day, and the International Festival.	School lunch was the most common concern, followed by homework and workload, then testing.
Families	**93%** were satisfied with their family's experience. Families valued Yinghua's close-knit community and cited Mandarin immersion and strong academics as leading reasons for choosing the school. Among respondents with a Yinghua graduate in high school, **94%** said their child was well or extremely well prepared.	Families called for clearer communication, stronger support for student well-being and belonging, and improvements to activities, events, and aftercare.
Staff	Staff highlighted supportive leadership, teamwork, and strong relationships with colleagues. They reported feeling valued and respected in their roles and said that Yinghua's Mandarin immersion program and school mission aligned with their beliefs about education.	Compensation and benefits were the leading areas for improvement. Staff also asked for more professional development opportunities.

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

Goals and Results

All Students Ready for School

Goal	Result	Goal Status
Provide the established SMART goal for the 2025–26 School Year. Each year, 100% of incoming kindergarten students with parental consent will be	Provide the result for the 2025–26 School Year that directly ties back to the established goal.	*Check one of the following:* _X_ Goal Met (one-year goal)

screened utilizing a kindergarten readiness assessment in their home district.	Yinghua received the results of 100% of Early Childhood Screenings completed by incoming kindergarteners with parental consent.	

Close the Achievement Gap(s) Between Student Groups

Goal	**Result**	**Goal Status**
Provide the established SMART goal for 2025–26 School Year. 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.	Provide the result for the 2025–26 School Year that directly ties back to the established goal. Only the following subgroups did not average 2.75 or more on the average number of progress points: <u>Math</u> Hispanic: 2.5 SpEd: 2.4 Free and Reduced: 2.6 Reading results were unavailable due to the first implementation of the Reading MCA-IV assessment. State officials emphasized that these results cannot be compared to previous years.	*Check one of the following:* ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) _<u>X</u>_ On Track (multi-year goal) ___ Not On Track (multi-year goal)

Results: All subgroups for math averaged 2.75 or higher except Hispanic (2.5), SpEd (2.4), and FRP (2.6).

2026 Progress Points - Math	Yinghua	Statewide
Asian	2.8	2
Hispanic	2.5	1.4
White	2.8	2
Two or More	2.9	1.8
SpEd	2.4	1.4
FRP	2.6	1.4

Goal	**Result**	**Goal Status**
Provide the established SMART goal for 2025–26 School Year. 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.	Provide the result for the 2025–26 School Year that directly ties back to the established goal. English-Learners at Yinghua Academy averaged 1.1 points higher than the state in math. Reading results were unavailable due to the first implementation of the Reading MCA-IV assessment. State officials emphasized that these results cannot be compared to previous years.	*Check one of the following:* _X__ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal)

Results: ELL students at Yinghua Academy averaged 1.1 points higher in math than the statewide average. Reading results were unavailable due to the first implementation of the Reading MCA-IV assessment. State officials emphasized that these results cannot be compared to previous years.

ELL Growth Points FY 2026	Math	Reading
State	1.4	N/A
Yinghua Academy	2.5	N/A

All Students Ready for Career and College

Goal	Result	Goal Status
Provide the established SMART goal for the 2024–25 School Year. 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.	Provide the result for the 2025–26 School Year that directly ties back to the established goal. Based on NWEA results, 44.3% of students were *On Track* for the ACT and 77.1% were *On Track* for the SAT in Reading. In Mathematics, 77.5% of students were *On Track* for the ACT and 69% were *On Track* for the SAT.	*Check one of the following:* ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) _X_ On Track (multi-year goal) ___ Not On Track (multi-year goal)

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2025–26 School Year. Yinghua Academy is a K-8th grade school. Graduation does not apply.	Provide the result for the 2025–26 School Year that directly ties back to the established goal. N/A	*Check one of the following:* ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal _X_ N/A (no 12th grade enrollment)

All Students Prepared to Be Lifelong Learners

Goal	Result	Goal Status
Provide the established SMART goal for the 2025–2026 school year school year. 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	Provide the result for the 2025–2026 school year that directly ties back to the established goal. The events that met the goal: 1. During the 2025–2026 school year, Yinghua students continued connecting with peers at sister schools, and Yinghua Academy	*Check one of the following:* _X_ Goal Met (one-year goal) __ Goal Not Met (one-year goal)

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. 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.	established relationships with two new partner schools in China. Fourth-grade and middle school students exchanged messages through online apps, shared what they were learning in class, and mailed greeting cards and packages containing items that reflected their cultures. These exchanges gave students opportunities to use Mandarin and learn about their peers' school experiences and traditions. 2. On September 26, Yinghua Academy welcomed a group of 14 performers from the Taiwan Acrobatic Troupe of the National Taiwan College of Performing Arts, along with accompanying community members. The visitors spent time interacting with students in classrooms and presented a short performance that captivated and impressed our students. Through this cultural exchange, students gained insight into the dedication and practice required for such high-level performances. The visit from a professional international troupe enriched our school community with a vibrant cultural experience. 3. On Friday, October 24, a delegation visit by three representatives from the Taipei Economic and Cultural Office (TECO) in Chicago occurred at Yinghua Academy. They observed kindergarten classrooms, interacted with students, and attended a period-2 welcome assembly in the gym featuring student performances with middle school students in attendance. 4. During Kindness Month in October 2025, Yinghua invited magician Curtis Hed to present *The Magic of Being Kind*. Through storytelling, magic, and audience participation, students explored how their words and actions can help prevent bullying	

	and make classmates feel included. Students and staff also created a Kindness Tree in the cafeteria, adding leaves with messages of encouragement, empathy, and gratitude. Yinghua shared bullying prevention resources with families in English and Spanish. 5. On the evening of April 30, Illustrator Julia Kuo, creator of the new book Bing's Cherries, visited Yinghua Academy. Approximately 15 families attended the event. Wild Rumpus Bookstore was on-site to provide copies of Julia Kuo's books for purchase and book signing. During the event, Ms. Kuo shared her journey as a book illustrator, discussed her work and the story behind Bing's Cherries, and met with students and families. Yinghua families provided very positive feedback about the event, and several parents generously purchased and donated copies of Ms. Kuo's books to the Yinghua library. 6. From June 12 to June 26, 2026, 31 students and four chaperones completed a successful study abroad trip to Taiwan, visiting Taipei, Taichung, Kaohsiung, Hengchun Township, Chishang Township, Hualien City, and Dongshan Township. During the trip, the students had the opportunity to explore three of our sister schools: Minzu Elementary School, Taipei Municipal Yangming High School, and Kaohsiung Municipal Nanlong Junior High School. Students experienced both homestays and dormitory living, participated in field trips, and were fully immersed in everyday Taiwanese culture. This meaningful journey left a lasting, positive impact, broadening students' perspectives and deepening their	

	understanding of Taiwanese society, education, and culture.	