



2023-24 Annual Report

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Introduction

Escuela Éxitos opened in fall of 2021 in New Hope, Minnesota in response to a need and demand for immersion programs, particularly among immigrant families whose children were not making academic progress necessary to be on track to graduate and be college and career ready and who desired a two-way (English-Spanish) language immersion program to accelerate learning and ensure there was no loss of language or culture.

The mission of Escuela Éxitos is to develop bilingual, bi-literate and multicultural students who have an appreciation for diversity, equity, integration and inclusion and a perspective that will allow them to be successful as a workforce and community member in any global market or economy. By being globally aware and socially responsible, our students will be able to solve problems of the future by communicating and working collaboratively across multiple cultures and communities.

The vision is to create a community school that through bilingual education grants dreams, saves lives, and gives power and freedom to all stakeholders by developing future leaders ready to change the world.

Escuela Éxitos is meeting the primary purpose of improving all student achievement and all pupil learning by preparing students for success in an increasingly diverse and global economy.

We develop students who are globally aware and socially responsible, with the skills to communicate and collaborate across cultures and communities in solving the problems of the future.

- Dual Language Immersion
- Personalized Learning
- Inclusive School Culture
- Prepared for the Future

Escuela Éxitos is meeting the additional purposes for which it was chartered in the following ways.

Escuela Éxitos increased learning opportunities for all students by providing a two-way (dual) English and Spanish immersion language program equipping our students the tools to excel in English and in Spanish, unlocking a world of opportunities for them in an increasing global community.

Escuela Éxitos encouraged the use of different and innovative teaching methods by providing for professional learning community activities focused on facilitating sharing of effective, different and innovative teacher practices.

Escuela Éxitos created new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site by providing for an instructional leader to facilitate teacher leadership at the school.

The authorizer of Escuela Éxitos is Novation Education Opportunities (NEO). NEO oversees, monitors and evaluated the performance of Escuela Éxitos in the areas of academics, school climate, operations and compliance, governance and finance.

Authorizer Contact Information:
Novation Education Opportunities
(612) 889-2103
3432 Denmark Avenue
Eagan, MN
55123

School Enrollment

Escuela Éxitos opened its doors in 2021 with 101 students and ended its first year with 110. We started the 2022 year with 136 and ended that year with 157 students. Year 3 in 2023 we started the year with 206 students and ended the year with 238 students. We expect the trend to ending the year with more students that we started with to continue. We usually see an increase in student enrollment starting in January.

YR1	YR2	YR3	YR4	YR5
21-22	22-23	23-24	24-25	25-26
101	136	206	234	

It is also important to remember that this was our first year we had 8th graders move onto High School. We lost 24 students who were replaced with 32 new Kinder students, and yet for the first time we did not start the school year with more students than what we ended the prior school year with. This was not due to a lack of new enrollments as we enrolled 25 new students, however we lost 35 of our new Ecuadorian students, some who were deported, some whose families moved out of state and some whose family chose to enroll their children to a closer neighborhood school, despite the language barrier and what we know about ELL's achievement in traditional public schools.

Enrollment End of 2023-2024

Grade	Number of Students Served
KG	38
1	38
2	31
3	25
4	22
5	25
6	12
7	23
8	24
All Grades	238

Enrollment Start of 2024-2025

Grade	Number of Students Served
KG	32
1	37
2	39
3	31
4	23
5	25
6	18
7	10
8	19
All Grades	234

Escuela Exitos serves the following focus groups.

Focus Group	Percent
English learner	78.66%
Special education	9.21%
Free/Reduced-Price meals	93.3%
Homeless	13.81%
Hispanic or Latino	95.4%
Black or African American	4.18%
White	<1%
Two or More Races	7.53%

Student Attrition

Our student attrition once the school year begins is very low, in fact, once the school year begins most of our families that start the school year not only finish it, but become advocates of the school and refer other families. This pattern has been observed all 3 years as evident by the fact that we have ended each year with more students than what we began with.

Based on the March 2023 Parent Satisfaction Survey, we were expecting once again, a low attrition percent since nearly 95% of the families committed to return and re-enroll their students. We prepared for the loss of our 24 Eighth graders and successfully recruited and enrolled 25 new students to the school. What impacted us this year from EOY to the start was that we were not able to enroll 40 new Kinder students (missing our objective by 4) and we lost 25 students whose parents had informed us that they would return, however they were deported, moved to another state or selected a closer school since transportation is an issue for them. This increased loss of students is what made us begin the school year with 234 students, 4 less than what we ended the year with.

Despite a quality academic immersion program and a safe teaching and learning environment, our small school with its 96% minority student population struggles in the recruitment of monolingual non-minority students and this along with the misbelief by many out there that assimilation is the best way to learn English, despite what the data says about Two-Way Dual Language Programs. Additionally, we still lack the ability to offer programs, courses and sports that the bigger districts can offer. Though the demand for an Immersion School is there, families are still not convinced this is the best choice school for their children.

Since the beginning of the current 24-25 school year, we have lost 7 students who but have enrolled an additional 11 students for a total of 238. We predict to have enrolled 250 by end of School year.

Governance and Management

Escuela Éxitos has been for the past 5 years governed by its initial Board of Directors selected to ensure the start and successful management of the school for its first 3 years. In accordance with policies and procedures in the School’s Bylaws and consistent with statutory requirements. Board elections were held for the 1st time this past May and new board members were elected as we said our “Thank You” and “Good Bye” to our initial transitioning board members.

The Escuela Éxitos Board of Directors decides matters related to operations of the school, including, but not limited to, budgeting, curriculum, and operating policies.

All meetings of the Escuela Éxitos Board of Directors have complied with the Minnesota Open Meeting Law, Minnesota Statutes, Chapter 13D.

The Escuela Éxitos Board of Directors as demonstrated good governance practices of a viable organization as measured by indicators including but not limited to: ongoing training for the Board of Directors, proper oversight by the Board of Directors, active participation by members of the Board of Directors, adopting of required policies, self-evaluation, and evaluation of the school administrator(s).

Current Board Members

Name	Officer Position	Seat
Carmen Sarmiento	Board Member	Parent
Colleen Klein	Treasurer	Teacher
Ingris Orozco	Co-Treasurer	Teacher
Sam Pfeifer	Chair & Secretary	Community Member
Dana Cork	Student Data	Parent

Board Members in 2023-24

Name	Officer Position	Seat
Andrea Cortes	Treasurer	Community Member
Angie Peña		Teacher
Ingris Orozco	Co-Treasurer	Teacher
Sam Pfeifer	Chair & Secretary	Community Member
Dana Cork		Parent

Training Board Members Attended

Name	Training Attended since elected in 2023
Carmen Sarmiento	Has initiated MN Charter Board Training Modules
Colleen Klein	Has initiated MN Charter Board Training Modules
Ingris Orozco	Has completed all MN Charter Board Training Modules
Sam Pfeifer	Has completed all MN Charter Board Training Modules
Dana Cork	Has commenced MN Charter Board Training Modules

Results of Annual Assessment of Board Performance

The school board will be adopting a new Board Self-Evaluation that will assess the Individual Board Member Performance and the Performance of the School Board as a whole with the following areas of focus:

- Board Relationship with the Executive Director
- Board Relationship with the Community
- Board Relationship between Member during Meeting
- Board Relationship with Staff and Personnel
- Board Relationship with Financial Management of the School

Professional Development Plan of Leadership

The Executive Director of Escuela Éxitos, Luis Vanegas, has a Master’s Degree in Educational Administration and Supervision, a Bachelor’s Degree in Elementary Education and Teacher, and a Dual Language and Immersion Certificate from the University of Minnesota. He also has more than 21 years successful experience and expertise in bilingual education and is proficient with 5 languages.

He engages in the following professional development plan.

- a) *instruction and assessment;*

The Executive Director meets weekly with the Instructional Leader to improve academic oversight and evaluation of student achievement and learning.

b) *human resource and personnel management;*

The Executive Director

c) *financial management;*

The Executive Director meets monthly with the Board Treasurer and financial service provider to improve financial oversight and evaluation of school financial performance.

d) *legal and compliance management;*

The Executive Director meets quarterly with the school's legal counsel and monthly with the school's authorizer to improve legal and compliance management.

e) *effective communication; and*

The Executive Director meets weekly with the school's staff and with the parents of students to improve student academic achievement when required. Effective communication is ensured through the school website, the SIS and notes home. In addition, the Executive Director analyzes the results of staff and parent surveys to identify strengths and opportunities for improvement and creates an action plan in response to the survey results.

f) *board, authorizer, and community relationships.*

The Executive Director meets monthly with the school's board and monthly with the school's authorizer and parents to improve relationships.

Staffing

Escuela Éxitos follows the intent of all federal, state, and local employment laws and is committed to equal employment opportunity.

To that end, the Board of Directors and Executive Director of Escuela Éxitos will not discriminate against any employee or applicant in a manner that violates the laws.

Escuela Éxitos has been committed to providing equal opportunity for all employees and applicants without regard to race, color, religion, national origin, sex, age, marital status, sexual orientation, disability, political affiliation, personal appearance, family responsibilities, matriculation, or any other characteristic protected under federal, state, or local law.

Each person is evaluated on the basis of personal skill and merit.

Escuela Éxitos' policy regarding equal employment opportunity applies to all aspects of employment, including recruitment, hiring, job assignments, promotions, working conditions, scheduling, benefits, wage and salary administration, disciplinary action, termination, and social, educational, and recreational programs.

The Executive Director acts as the responsible agent in the full implementation of the Equal Employment Opportunity policy. To address the nationwide teacher shortage, Escuela Éxitos partners with the Minnesota Department of Education Overseas Teacher program and Amity to recruit qualified bilingual teachers. The recruitment of 3 Specialists (music, art, and Spanish/English literacy) was our priority.

With the growth of enrollment, the loss of 6 teachers and the need to expand our 2nd and 3rd grade classrooms to two each, this year we recruited 11 new teachers. Two from Mexico through the MDE teacher exchange program, three local teachers, four through Amity (from Colombia, Ecuador and Guatemala), and two recent residents from Cuba.

2024-25 Staffing

Name	Position	Local	Licensed In	Tenure	Teacher License #
Ingris Orozco	Kindergarten	Y	Guatemala	3 yrs	1012804
Vanessa Villaran	Kindergarten	N	Peru	2 yrs	1013304
Priscilla Barrientos	First Grade	Y	USA	First Yr	1036556
Marian Aranguren	First Grade	Y	Venezuela	1 yr	1025810
Grace Navratil	Second Grade	Y	USA	First Yr	1016956
Maria Beltran	Second Grade	N	Colombia	First Yr	1036980
Maria Moscoso	Third Grade	N	Ecuador	First Yr	1036981
Maylin Soto	Third Grade	N	Guatemala	First Yr	1036979
Claudia Juarez	Fourth Grade	N	Mexico	First Yr	1036812
Allan Chavez	Fifth Grade	N	Mexico	First Yr	1036541
Patricia Belaunde	MS – 6 Sci. + ELA	Y	Bolivia	First Yr	1036417
Patricia Ramirez	MS – 7 Math + ELA	N	Mexico	1 yr	1029331
Silvia Taipe	MS – 8 S.S. + ELA	Y	Ecuador	2 yrs	1019628
Gabriela Garcia	Physical Education	N	Ecuador	3 yrs	1013184
Ruth Tacha	Spanish/English	N	Colombia	First Yr	1036540
Hansel Perez	Music	Y	Cuba	First Yr	1036811
Aliosky Garcia	Art	Y	Cuba	First Yr	1020511
Colleen Klein	Special Education	Y	USA	3 yrs	0466193
Theresa Mahowald	Special Education	Y	USA	First Yr	255536
Kelly Valero	Gen. Ed. EA	Y	Venezuela	3 yrs	Staff
Mercedes Balmaceda	SPED EA	Y	Nicaragua	2 yrs	Staff
Megan Dillon	SPED EA	Y	USA	First Yr	Staff
OPEN	SPED EA				Staff
OPEN	Title III Staff				Staff
Edglys Muñoz	Secretary	Y	Venezuela	1 yr	Staff

Luis Vanegas	Executive Director	Y	Nicaragua	5 yrs	0474677
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Exchange teachers here anywhere from 1 – 5 years

Finances

Escuela Éxitos success in the management of its finances is due to a conservative and diligent management of school funds. This careful management of expenses that continues to be without challenges has been achieved because of strong partnerships with multiple vendors and our continued support from our families who have been instrumental in our growth in enrollment.

Today at the end of our third year of operations we once again ended with close to a 13% positive fund balance which puts us in line to exceed our total of 20% by the end of the 5th year of operation. The board can be assured that as funding becomes available, it will be spent first in our most valuable asset, our teachers and with students best interest in mind.

Successful Partnership

Novation Education Opportunities (NEO) for its continued support and guidance through this third year and for not giving up on us.

USFAAF and its entire staff who work diligently for us, every day. We could have easily been telling another story had they not agreed to do our accounting and payroll.

CLA for believing in us and for keeping us as a client despite the challenges of our first audit. Today at the conclusion of our 3rd audit, we expect all reports to be turned into MDE on time.

Charter School Development Corporation (CSDC) for its support in working with the school financially (specifically around our building lease) as we were still under our targeted enrollment goal but are meeting new growth projections. We look forward to our continued collaboration and new lease that benefits all.

Bille Bus Transportation for a second year in a row provided transportation at a significantly reduced price. Without them, we would not have been able to provide transportation to 92% of our students as only 8% of our families have opted to transport their children. Thought transportation is our second biggest cost/expense, with only a 10% increase this coming year, we are still paying less than other districts or schools.

Highland Bank and all other banks who believed in our Mission and Vision and our ability to close the achievement gap for minority students in a state where this has not been able to be accomplished.

CKC Food and other vendors for understanding that a third year charter school still faces many challenges and need support in different ways.

Successful Strategies

1. The decision and initiative of the school to seek and hire Highly Qualified Teachers from out of country has contributed in a positive way to two key areas, ensuring a successful first year of school.
 - a. This strategy has allowed us to find and recruit teachers during a nationwide teacher shortage
 - b. Allowed us to hire and retain teachers at an annual salary that is within budget.

The J1 Visa teacher exchange program is one that we will continue to utilize.

2. Using collaborative strategies to increase student engagement and learning using all four domains of language acquisition (Reading, Listening, Speaking and Writing).
3. Form community partnerships with business and use a positive approach to in these partnerships with a “glass half-full” mentality and the belief that if you don’t ask you never know and that worst they can say is “no” as is relates to supporting the school in multiple aspects.

Challenges

This past year, the biggest challenge was the denial of payment by MDE of nearly \$192,000.00, which we can still decide to take action against MDE and the sole coordinator of the funds.

Moving forward and every year we will continue to face challenges in the areas of:

1. **Enrollment** – Retaining students and recruiting new students is the key to our success. We need to maintain a healthy growth to reach the buildings capacity of 420 students, but ensure that growth is not too fast that we are not able to hire Highly Qualified teachers.
2. **Achievement** – Increased enrollment means new students, who for the most part are not at grade level and not meeting standards. We need to keep track of student performance by years of length they have been with us an in our program.
3. **Staffing** – We must retain our best teachers, and keep hiring new staff. There is a potential that eventually we will have all our teachers be from here, but must weight that against all a teacher from an exchange program can bring to our school and students.
4. **Read ACT** – Though the Read Act has the best intentions in mind, considering that public school in Minnesota have not been able to close the achievement gap or Minority and ELL learners. It is a challenge because you can’t fit a square peg in the circle. Our Two-Way Dual Language Immersion program is the best model for language acquisition and we know that two languages can be learned simultaneously. We hope our data can do the talking for us and that MDE realizes that we allowing us to implement our approach to literacy, students will meet academic goals and they will achieve to a level where the achievement gap will be narrowed.

Academic Performance, Student Achievement Goals and Success in Realizing the Goals and Related Benchmarks, and Local Assessment Outcomes

All Students Ready for School

Goal	Result	Goal Status
<ul style="list-style-type: none"> ● Specific: <p>The goals target the achievement of Kindergarten students on the NWEA MAP for Primary Math.</p> <ul style="list-style-type: none"> ● Measurable: <p>Exemplary: More than 75% of Kindergarten students meet the learning targets. Satisfactory: 60-75% of Kindergarten students meet the learning targets in the combined fiscal years 2022-FY 2025. Not Satisfactory: Less than 60% of Kindergarten students meet the learning targets.</p> <ul style="list-style-type: none"> ● Achievable: <p>The goals are set with clear percentage-based targets for student achievement.</p> <ul style="list-style-type: none"> ● Relevant: <p>The goals are relevant to early numeracy, a critical component of early childhood education.</p> <ul style="list-style-type: none"> ● Time-Bound: <p>The goals are framed within a specific timeframe, culminating in the fiscal year 2025.</p>	<p>For the fiscal year 2022-2023, 9 out of 32 Kindergarten students met the targets, resulting in a proficiency rate of 28.13%.</p> <p>The combined proficiency rate over the years 2021-2026 is 18.75%.</p> <ul style="list-style-type: none"> ● 85% of our students know their letter names and sounds in both languages ● 85% of our students can count to 100 in both languages ● 85% of our students recognize and can name shapes and colors in both languages. ● 85% of our student can read open ended syllables and two open ended syllable words. ● 85% of our students read Spanish Power Words and English High Frequency words. 	<p>On Track (multi-year goal)</p>

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<ul style="list-style-type: none"> ● Specific: The goals are for the school's MCA-Reading proficiency rate in Grades 3-8 as compared to the Robbinsdale district average for the EL group. ● Measurable: Exemplary: School's proficiency rate is more than 10 percentage points above the Robbinsdale district average. Satisfactory: School's proficiency rate exceeds the Robbinsdale district average by up to 10 percentage points. Not Satisfactory: School's proficiency rate does not exceed the Robbinsdale district average. ● Achievable: The goals are realistic, with a structured comparison to the district's proficiency rates. ● Relevant: The goals are directly relevant to improving student reading proficiency, a fundamental academic skill. ● Time-Bound: The results are reported annually, providing clear benchmarks for each school year. 	<p>For the school year 2022-2023, "Escuela Éxitos" had 7 out of 60 students from the EL group proficient, resulting in a proficiency rate of 11.67%.</p> <p>The school's combined proficiency rate for students in the EL group and MCA Reading test from 2021 to 2025 is 10.59%, which is marginally higher (by 0.87 percentage points) than the Robbinsdale district's combined proficiency rate of 9.72%.</p> <p>Our program is a 90/10 program and teaches student how to read by 3rd grade in Spanish. Proficient readers in 3rd grade are able to transfer learned skills and become proficient readers in English.</p> <p>With 21% of our student reading at grade level or slightly below grade level, we more than triple the state avg. as it relates to the same demographics of students tested.</p>	<p>On Track (multi-year goal)</p>

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<ul style="list-style-type: none"> ● Specific: The goal is set for the school's EL focus group's proficiency rate in MCA-Math as compared to the Robbinsdale district average. ● Measurable: Exemplary: School's proficiency rate is more than 10 percentage points above the Robbinsdale district average. Satisfactory: School's proficiency rate exceeds the Robbinsdale district average by up to 10 percentage points. Not Satisfactory: School's proficiency rate does not exceed the Robbinsdale district average. ● Achievable: The goal is structured, aiming for a proficiency rate that is competitive with or exceeds the district average. ● Relevant: The goal is relevant to the academic success of English Learners, focusing on a core subject area of math. ● Time-Bound: The data is reported annually, allowing for yearly tracking 	<p>In the 2022-2023 school year, "Escuela Éxitos" had 4 out of 60 EL students proficient in math, with a proficiency rate of 6.67%.</p> <p>The school's combined proficiency rate over the years 2021-2025 for the EL focus group is 6.98%, which is 1.66 percentage points lower than the Robbinsdale district's combined proficiency rate of 8.64%.</p> <p>With <1% of our students tested being white and African American and/or having Two or More races, and the majority (83%) of the students tested being Hispanic and ELL's. There are no students to close a gap with. However we need to recognize that our minority, Hispanic, ELL's are experiencing significant growth and our student growth in grades 4th – 8th is outperforming the National Average.</p> <p>With that in mind:</p> <ul style="list-style-type: none"> ● In Math we are 2% below state and only 1% below NEO ● In Reading we are also 2% below state but above NEO by .4% 	<p>On Track (multi-year goal)</p>

Goal	Result	Goal Status
and comparison.		

All Students Graduate and are Career and College-Ready by Graduation

Goal	Result	Goal Status
<ul style="list-style-type: none"> ● Specific: The goals are specific to students below grade level in reading, aiming to meet growth targets on the NWEA MAP assessment. ● Measurable: Exemplary: More than 60% of students below grade level achieve their expected NWEA growth target. Satisfactory: 50-60% of students below grade level make their expected NWEA growth target. Not Satisfactory: Less than 50% of students below grade level reach their expected NWEA growth target. ● Achievable: The goals are established with clear thresholds that can be met with appropriate educational support. ● Relevant: The focus on reading growth is highly relevant, as literacy is a fundamental educational benchmark. ● Time-Bound: These are annual targets, aiming for growth from the fall to the 	<p>In the 2022-2023 school year, 24 out of 63 students met their growth targets, which is 38.10% of students.</p> <p>The school's combined rate of students meeting the NWEA MAP targets from 2021-2026 is 37.50%.</p> <p>25% of our students were admitted/accepted in Cristo Rey and De La Salle, two of the best High School's in Minnesota and schools that have 100% graduation rates with 100% of students being College or Career ready.</p> <p>With a state average of 60% Hispanic students graduating, we can expect that 11 more of our students that went to High School with graduate. In total 17 of our students are on track to graduate which exceeds the state average by 11%</p>	On Track (multi-year goal)

Goal	Result	Goal Status
spring within a single academic year.		

Improvement Plans Leading to the World’s Best Workforce

All Students Ready for School

Escuela Éxitos provided a two-way English-Spanish immersion program with small class sizes which afforded individualized instruction to accelerate student learning so that all students have the literacy and numeracy skills to achieve grade-level proficiency and be ready for school in the following years.

All Students in Third Grade Achieving Grade-Level Literacy

Escuela Éxitos provided a two-way English-Spanish immersion program with small class sizes which afforded individualized instruction to accelerate student learning so that all students have the literacy skills in listening, speaking, reading and writing to achieve grade-level literacy.

Close the Achievement Gap(s) Between Student Groups

Escuela Éxitos provided a two-way English-Spanish immersion program with small class sizes which afforded individualized instruction to accelerate student learning so that achievement gaps between student groups in Minnesota are eliminated.

All Students Graduate and are Career and College-Ready by Graduation

Escuela Éxitos provided a two-way English-Spanish immersion program with small class sizes which afforded individualized instruction to accelerate student learning so that all students have the language and other academic skills to be on track to graduate career and college ready and proficient in English and Spanish.

Innovative Practices and Implementation

Escuela Éxitos provided a two-way English-Spanish immersion program. Rather than one Spanish language class, Escuela Éxitos provides instruction two ways in all subject areas- in Spanish and English.

In addition, Escuela Éxitos provided a program for parents who want to learn Spanish and English.

Escuela Éxitos combined several elements to create a unique model that provided opportunity for children from underserved populations and began equipping them with the tools and knowledge

to succeed and lead in the 21st century, while providing a culturally and linguistically competent learning environment.

Foundational to the Escuela Éxitos program structure are the three core goals of dual language education: grade level academic achievement, bilingualism and biliteracy, and sociocultural competence.

Key dimensions of our model that continued to be implemented in SY 2023-24 include:

- Personalized student-centered learning, including individual learner profiles and paths, a flexible learning environment, progress based on mastery of learning, student ownership of learning and significant opportunity for both voice and choice by students.
- Two-way dual language immersion for language and literacy learning that ensures all students emerge as bilingual and biliterate.
- Global curriculum and related experiences that ensure students have an understanding of world issues and the confidence and skills to contribute solutions to global problems.
- 21st century skill development that provides students with the tools and abilities to thrive in a global society.
- Academically rigorous content and high expectations that ensure students can thrive in a global economy.
- Significant community and family engagement with authentic involvement in shaping the school model.

Plans, Strategies and Practices for Improving Curriculum and Instruction and Cultural Competency

Escuela Éxitos improved curriculum and instruction and cultural competency with a leadership team that includes the school leader who is proficient in the primary home languages of the families of the students and an instructional leader who is an expert in curriculum and instruction. Together, this leadership team connected and engaged families with the instruction and curriculum and student learning.

Diversity training was incorporated into the professional development, prior to the start of school and in one of the early professional development days.

Escuela Éxitos encouraged staff members to talk about issues of diversity, values, and social justice within their Professional Learning Community. We regularly discussed strategies and practices that were implemented to enhance our ability to respond to issues of diversity, values, and social justice.

Escuela Éxitos modeled equity beliefs for staff members. The school leadership attitudes toward equity not only affect policy but also influence teachers' beliefs and practices. In modeling those beliefs through daily interactions with staff members, students, and parents, school leaders must be willing to confront racist language and racial stereotypes and by also treating all stakeholders- students, staff, and parents- with respect.

Escuela Éxitos clarified misconceptions about equity.

Escuela Éxitos created a safe, affirming school environment. School leaders must move beyond legal compliance to create an environment in which all students feel welcomed and valued. This involved creating support networks for students who may be subject to harassment because of cultural, sexual, disabilities, or gender identity. Taking a moral stand on issues such as these models expected behaviors and sets the standard for professionals.

Students in racial and ethnic groups and/or with disabilities who transferred to Escuela Éxitos from other schools continue to reported that they had experienced the following challenges to academic achievement:

- Systematic policies, practices and stereotypes work against children and youth of color to affect their opportunity for achieving educational success.
- Failure to have high expectations of students
- Failure to listen to students
- Failure to recognize and accommodate cultural differences of students
- Failure to accommodate parents of students
- Failure to value languages and other assets of students and their families
- Access to resources
- Access to instruction and assessment

In response, Escuela Éxitos adopted the equity and inclusion plans for addressing these challenges to academic achievement.

We developed and reviewed school policies and practices through an equity lens. The first issue that needed to be addressed was accessibility to the policies and practices, such as those included in the parent/student handbook. We translated the handbook into the primary languages of the students served and worked with translators to ensure families could access school information.

We required that all staff participate in equity and inclusion staff development where we addressed the issues of high expectations, listening, recognizing and accommodating cultural differences, and respecting language and other assets of the families served.

We coordinated services with community organizations to help ensure that families and students who needed food, clothing, shelter, medical assistance, and other supports could access them.

We have begun to develop bilingual, bi-literate and multicultural students who have an appreciation for diversity, equity, integration and inclusion and a perspective that will allow them to be successful as a workforce and community member in any global market or economy.

We valued a student's language and allowed them to use it in class and viewed multilingualism as an asset which helped deepen the student teacher relationship and set the stage for academic equity and equality.

We ensured our instructional techniques included effective multi-lingual strategies and culturally relevant instruction.

We engaged families in their own language (through our Language Focused Parent Engagement and Early Family Literacy plan) and provided them with the tools to help their children in early literacy. We acknowledged that a student's proficient oral skills in English, does not equate to proficiency in Reading, Writing and Comprehension. Respect, tolerance and equity are part of our foundation.

Escuela Exitos utilized the Equity-Focused Charter School Authorizing Toolkit prepared by Research for Action, November 2019, to create an Equity Plan Framework for monitoring and adjusting to ensure an equity focus.

Finally, we focused on the biggest reason why students transferred to our school this year. Student safety and feeling of belonging.

Efforts to Equitably Distribute Diverse, Effective, and In-field Teachers

Escuela Éxitos employs a school leader, teachers and staff who are representative of the students the school serves and speak the targeted languages of immersion (Spanish and English) and who also speak the primary home languages of 85% of the students and families we serve. This allows for effective communication with all stake-holders.

The fact that 93% of the staff are biliterate, minority and come from (origin) different Latin American countries contribute to the diverse, and effective operation of the school and allows us to take full advantage of the bilingual curriculum, and facilitates the ability to provide effective professional development to the teachers.

To deal with the teacher shortage, we commit to continue using the same recruitment strategies to ensure a diverse, highly qualified licensed teaching workforce that is representative of our students and speak both languages. Having effective teacher leaders is essential to our success. Especially when they understand that in a small school as ours, they have to wear multiple hats.

Future Plans

Escuela Éxitos has a board-adopted World's Best Workforce Strategic Plan. In addition to this plan, we will continue to focus on:

1. Engaging parents in the education process and hold parent accountable to the higher standards of expectation
2. Implementing personalized interventions that will allow each student to learn the required strategies they need to close their academic gap
3. Promote, communicate and hold students and parents accountable for attendance and the development of good school habits that transfer as life skills in the workplace.

4. Maintain fidelity to the 90/10 Two-Way Dual Language Immersion program that will ensure readers by 3rd grade in both languages
5. Personalized learning so that all students succeed
6. Increase parent engagement and keep promoting biliteracy for all by maintaining and providing English classes for our Spanish speaking parents and Spanish classes for our English speaking parents
7. Maintain a Safe Teaching and Learning Environment where all are respected and building relationships is a priority
8. High Expectations for all: Staff, Students, Parents and Community Partners