



2021-22 WBWF/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 to the following small class sizes and has grown by almost 40 students to serve 145 students currently.

Enrollment 2021-22

Grade	Number of Students Served
KG	18
1	19
2	21
3	14
4	7
5	8
6	14
All Grades	101

Escuela Exitos serves the following focus groups.

Focus Group	Percent
English learner	73.3%
Special education	11.9%
Free/Reduced-Price meals	69.3%
Homeless	1.0%
Hispanic or Latino	85%
Black or African American	7%
White	5%
Two or More Races	3%

Student Attrition

The school opened under challenging circumstances including statewide staffing shortages, full pandemic restrictions with masking, transportation shortages, and families scared of the uncertainties of a new school following a year of distance learning and what the 2021-2022 year would bring.

The above conditions as well as need to redirect its focus on student enrollment and not recruitment (due to an unforeseeable situation), impacted enrollment which was originally projected and budgeted to be higher (165 students).

Escuela Éxitos opened the first day of school with 121 students on the roster and even though it experienced a loss of 17 students in its first month (due to circumstances noted above and families changing their minds last minute and not withdrawing their students from their prior school), we had 3 students enroll.

After becoming fully staffed in December and having stabilized student transportation, student enrollment was maintained at 111 throughout the year. It is however important to note that despite improving pandemic conditions and a quality academic immersion program, our small school still lacked the ability to offer programs and courses that the bigger districts can offer and some of our families wanted for their children (orchestra, band, sports), thus prior to the start of the 2022-2023 school year, we lost 17 of our enrolled students and another 8 new students (that had registered and enrolled) when RSI decided to open another Kinder cohort and some of our families last minute decided not to send their children to our school.

The demand for an Immersion School, word of mouth, as well as our marketing efforts allowed us to open this year with 130 students. That is 45 more new students or an increase of 51% enrollment from where we ended the year after all the students we lost over the summer.

Since the beginning of the current school year (22-23) we have not lost any students and have enrolled 15 more, which puts our enrollment total at 145.

Governance and Management

Escuela Éxitos has been governed by a Board of Directors elected in accordance with policies and procedures in the School's Bylaws and consistent with statutory requirements.

The Escuela Éxitos Board of Directors decides matters related to operation 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
Andrea Cortes	Treasurer	Community Member
Angie Peña		Parent
Ingris Orozco	Co-Treasurer	Teacher
Sam Pfeifer	Chair & Secretary	Community Member
Nate Zell		Community Member

Board Members in 2021-22

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

Training Board Members Attended

Name	Training Attended 2021-22
Andrea Cortes	Has completed all MN Charter Board Training Modules
Angie Peña	Has completed all 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
Nate Zell	Has completed all MN Charter Board Training Modules

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 20 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 nation wide teacher shortage, Escuela Éxitos partners with the Minnesota Department of Education Overseas Teacher program and Amity to recruit qualified bilingual teachers.

2021-22 Staffing

Name	Position	Teacher License Number (if applicable)
Ingris Orozco	Kindergarten	1012804
Beatriz Hauth	First Grade	1012094
McKenna Stackhouse	Second Grade	1000202
Fernando Pineda	Third/Fourth Grade	517385
Lisa Hill	Fifth/Sixth Grade	511589
Gabriela Garcia	Physical Education	1013184
Stephanie Drymalski	Music	1008832
Colleen Klein	Special Education	466193
Guadalupe Montano	Secretary	
Patricia Belaunde	Instructional Asst.	
Luis Vanegas	Executive Director	474677

Finances

Escuelas Éxitos success in the management of its limited finances was due to a conservative and diligent management of school funds. This careful management of expenses (that was not without challenges), along with an ability to form strong partnerships with multiple vendors is what allowed the school to end the first year of operations with a positive general education fund balance of \$116,389 which was 10% of the \$1,180,800 annual expenditures.

Successful Partnership

Novation Education Opportunities (NEO) for its support pre-operational and all through this first year and waiting for payment until EOY.

Charter School Development Corporation (CSDC) for its support in securing our location and working with the school financially (specifically around our building lease) when we were not able to meet our targeted enrollment goal of 165 (as outlined before).

Bille Bus Transportation for providing transportation (this first year of operations) at a significantly reduced price. Without them, we would not have been able to provide transportation to 90% of our students as only 10% of our families have opted to transport their children.

Bergan KDV for providing pre-operational support and guiding us to a successful first year through its mentorship and management of our critical business areas.

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.

Propel for Non-Profits for allowing us a line of credit to ensure payment to our vendors for items and services while we wait for state and federal funding and reimbursements.

Hope Community Academy for its donation of school furniture that included enough furniture to successfully support all parts of operating a school. This donation of student desks, chairs, and cafeteria tables allowed us to direct all our revenues to pay for the services and other items needed for the operation of the school.

CKC Food and other vendors for understanding that

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 nation wide 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. In the purchase of the building from New Hope Church, the school was able to negotiate a donation of office furniture that once again contributed in a positive way our ability to keep expenses at a minimum.
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

There were two challenges that impacted finances this year and these are areas that the school will work on improving.

1. The school’s only grant for operations was the Charter School Program (CSP) grant. Without it, the school would not have been able to purchase curriculum and technology needed to operate the school and provide students a quality education. With that said, there were changes to the administration of allowable expenses that impacted the school in a negative way. These expenses were approved during the application period and original budget, but were then denied at the implementation due to regulation changes. Examples are:
 - a. Monthly expenses for equipment rental no longer allowed
 - b. Monthly expenses for telecommunication and internet no longer allowed
 - c. Payment for Assessment software and services critical to monitor student growth no longer allowed
 - d. Securing a digital library of Spanish reading books at 1/3 the cost of purchasing hardcover books and a library that gave access to all students to a library of over 3,500 books. Not allowed
 - e. Denial of payment as a consequence for not fully knowing the ins and out of the rules and lack of guidance and support to the school.
2. Seek future grant opportunities and apply for them. This could require the hiring of or partnering with someone that can work on a commission basis.

In conclusion it is also important to recognize all the work done by the staff that could under normal circumstances require funding. Such as:

1. Collecting classroom garbage and keeping their classroom clean
2. Cleaning general areas and bathrooms
3. Removing/Shoveling snow from entryway, playgroun court and sidewalks
4. Marketing campaigns that require site visits and neighborhood walks

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

Goals and Results

All Students Ready for School

Goal	Result	Goal Status
<p>The established SMART goal for the 2021-22 SY is as follows:</p> <p>At least 60% of Kindergarten students meet the NWEA MAP Kindergarten learning targets in the combined school years of 2021-22 through 2025-26.</p>	<p>The result for the 2021-22 SY that directly ties back to the established goals is as follows:</p> <p>The school opened in FY 2022. The results of the first year are that no Kindergarten students yet met the Kindergarten learning targets in math and 6% of the Kindergarten students met the learning targets in reading.</p> <p>This is baseline data for the school and the school plans to increase the percent meeting the target each year by at least 10 percentage points in math and 10 percentage points in reading to make progress and meet the targets.</p>	<p>2021-22 SY is baseline data.</p>

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>The established SMART goal for the 2021-22 SY is as follows:</p> <p>Escuela Éxitos will exceed the resident district in the percent of all students achieving grade-level literacy in the combined school years of 2021-22 through 2025-26.</p>	<p>The number of third grade students tested in 2021-22 was too small to report.</p> <p>The school collected baseline data and has plans for meeting this goal.</p>	<p>2021-22 SY is baseline data.</p>

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>The established SMART goal for the 2021-22 SY is as follows:</p> <p>Escuela Éxitos will exceed the resident district and statewide average in the percent of students achieving grade-level MCA state test proficiency in math and reading for the focus groups of English Learner and Free/Reduced Lunch in the combined school years of 2021-22 through 2025-26.</p>	<p>The result for the 2021-22 SY that directly ties back to the established goals is as follows:</p> <p>For the focus group English Learner, 8% of students achieved grade level proficiency at Escuela Éxitos compared to 12% statewide in reading.</p> <p>For the focus group English Learner, 8% of students achieved grade level proficiency at Escuela Éxitos compared to 13% statewide in math.</p> <p>For the focus group Free/Reduced Price Meals, 13% of students achieved grade level proficiency at Escuela Éxitos compared to 31% statewide in reading.</p> <p>For the focus group Free/Reduced Price Meals, 13% of students achieved grade level proficiency at Escuela Éxitos compared to 24% statewide in math.</p> <p>For the focus group English Learner, 8% of students achieved grade level proficiency at Escuela Éxitos compared to 9% in the Robbinsdale Area Schools district in reading.</p> <p>For the focus group English Learner, 8% of students achieved grade level proficiency at Escuela Éxitos compared to 9% in the Robbinsdale Area Schools district in math.</p> <p>For the focus group Free/Reduced Price Meals, 13% of students achieved grade level proficiency at Escuela Éxitos compared to 29% in the Robbinsdale Area Schools district in reading.</p>	<p>2021-22 SY is baseline data.</p>

Goal	Result	Goal Status
	For the focus group Free/Reduced Price Meals, 13% of students achieved grade level proficiency at Escuela Éxitos compared to 16% in the Robbinsdale Area Schools district in math.	

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

Goal	Result	Goal Status
<p>The established SMART goal for the 2021-22 SY is as follows:</p> <p>At least 60% of all students below grade level will meet the numeracy and at least 60% of all students below grade level will meet literacy targets identified by NWEA MAP national norms to ensure students become proficient in math and reading in the combined school years of 2021-22 through 2025-26.</p>	<p>For the focus group of students below grade level, 30% of students met numeracy targets identified to ensure students become proficient in math at Escuela Éxitos.</p> <p>For the focus group of students below grade level, 40% of students met literacy targets identified to ensure students become proficient in reading at Escuela Éxitos.</p> <p>This is baseline data for the school and the school plans to increase the percent meeting the target each year by at least 10 percentage points in math and 5 percentage points in reading to meet the targets.</p>	2021-22 SY is baseline data.

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 implemented in SY 2021-22 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 reported that they had experienced the following challenges to academic achievement:

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

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, monority 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 shortate, we commit to continue using the same recruitment strategies to ensure a diverser, highly qualified licensed teaching workforce that is representative of our students and speak both langages. Having an effecive teacher leaders is essential to our success.

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 lear 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 promotin 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 Sate 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