



International Spanish Language Academy (ISLA)

2009-2010 Annual Report

*Adopted by the Board of Directors
June 2, 2010*

This Annual Report is prepared for presentation to the Minnesota Department of Education Commissioner, ISLA's authorizer, school employees, and parents and legal guardians of ISLA students, in compliance with Minn.Stat. § 124D.10, subd. 14.

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Executive Summary

International Spanish Language Academy (ISLA), a Spanish immersion charter school located in Hopkins Minnesota, is in the final days of its third full year of operation. It has been an exciting year to say the least. With the addition of another full section of kindergarten students, ISLA continues to move towards its goal of enrolling 350 students in a full immersion, International Baccalaureate Primary Years Programme (IB PYP) curriculum. With an end of year enrollment of 170 students, ISLA achieved a retention rate of 98.3% for the 2009-2010 school year.

ISLA is proud of its academic and operational performance for 2009-2010. In the most recently available MCA report, ISLA achieved a 100% Reading proficiency and an 87% Math proficiency. While our Math proficiency exceeds the state average, ISLA has implemented a number of strategies to improve its results in the future. Operationally ISLA was able to adapt to a rapidly changing education environment in the state of Minnesota. State budget constraints caused a dramatic decrease in funding to schools. Due to prudent fiscal planning and unlike many school districts in the state, ISLA was not required to use its line of credit to fund operations during the year.

There were modifications to Minnesota's Charter School statute regarding Authorizers that affected Hopkins School District's desire to continue serving as ISLA's authorizer after June 30, 2011. ISLA and the Hopkins School District currently have a sponsor agreement through June 2012. ISLA has already been in contact with several organizations interested in authorizing ISLA in the future, however, and it is confident it will have an agreement in place prior to the expiration of our current agreement.

ISLA is unique in that it combines a full immersion experience (all classroom curricula, extra curricular, and school facility is Spanish speaking) with the IB PYP curriculum in a Charter School environment. Our staff has been busy implementing the Responsive Classroom in addition to the development of our IB PYP curriculum and ISLA is on track to receive its IB certification. Our active parent community has led to the ISLA PTO being recognized by a national organization as one of the best of its size in the country. The fundraising ability of the PTO has funded three Teaching Assistants during this past school year. These native Spanish-speaking TAs (two Columbians and one Spaniard) have been vital in providing our students with a richer immersion experience and international perspectives.

With a commitment to small class sizes, the hiring of native Spanish speakers when possible, a rigorous IB PYP curriculum, and the fostering of a community where every child is greeted by name by every staff member in the school, ISLA continues to grow into a model public school.

Mission Statement

International Spanish Language Academy (ISLA), a K-6 Spanish immersion community, empowers the whole child by nurturing the development of personal growth, strong character, academic excellence, and global vision.

School Demographics

I. Enrollment and Student Attrition

ISLA is in its third year of operation. The school has experienced consistent and planned growth over those three years. During the first year of operation, 2007-2008, ISLA had 72 students in K-4. The following year, enrollment increased to 122 students in K-5.

Enrollment at ISLA has remained fairly stable over the course of the 2009-2010 school year. Enrollment for K-6 at the beginning of this school year consisted of 173 students. As of May 2010, ISLA's enrollment remains at 170 students, demonstrating attrition of only three students over the full school year and a retention rate of 98.3%.

II. Student Body

The grade-level composition for the school at the time of this report is:

Kindergarten	45
1 st	48
2 nd	25
3 rd	19
4 th	18
5 th	10
6 th	5

ISLA values diversity in culture, ethnicity, and life experiences and strives to attract students from varied backgrounds. This year, ISLA's student body was comprised of the following ethnic groups:

- Asian .5%
- Black 9.5%
- Hispanic 15.0%
- Caucasian 75.0%

Special education services were provided to approximately 7% of the student body.

Free and reduced-price lunch was utilized by approximately 12% of the students.

Approximately 62% of this student body resides within the Hopkins School District.

Staffing

I. Personnel Composition

ISLA's staff during the 2009-2010 school year included the following personnel:

Name	Position	Licensed staff (13)	Non-licensed staff (6)	Full-time (12)	Part-time (7)
Corene Adams	Classroom teacher	X		X	
Vanessa Bera	Classroom teacher	X		X	
Briana Boesser	Classroom teacher	X		X	
Dayra De La Cruz	Classroom teacher	X		X	
Oscar Franco	Classroom teacher	X		X	
Jorge Gonzalez	Music teacher	X		X	
Emily Helgerson	Classroom teacher	X		X	
Amanda Lea	Classroom teacher	X		X	
Ximena Rayo	Asst. Director	X			X
Juan Carlos Ruiz	PE teacher	X			X
Judy Rupert	Special ed teacher	X			X
Pam Shrestha	Classroom teacher	X			X
Karen Terhaar	Director	X		X	
Carmen Higueros	Education Assistant		X		X
Jen Jouppi	Office staff		X		X

Name	Position	Licensed staff (13)	Non-licensed staff (6)	Full-time (12)	Part-time (7)
Carlolina Mardones	Special Education Assistant		X	X	
Emily Smith	Office staff		X	X	
Karen Speich	IB Coordinator		X		X
Scott Wetterland	Kitchen staff		X		X

In addition to the above personnel, ISLA (with the assistance and support of the ISLA PTO) was able to supplement its staff with three volunteer Teaching Assistants (“TA’s”). The TA program is coordinated through the international organization AMITY. The following TA’s, although not employees of ISLA, all provided useful assistance in the classrooms and further enriched students’ global awareness and learning by sharing their personal cultures and experiences:

Name	From	Educational Background	Primary Assistance Provided
David Herrero Vega	Spain	Engineering	Curriculum support through direct work with students
Giovanna Cajgas Silva	Colombia	Master’s Degree Student- Psychology	Curriculum support through direct work with students
Javier Enrique Diaz Araque	Colombia	Teacher of Spanish	Curriculum support through direct work with students

From time to time, substitute teachers were needed. All long-term substitutes were Spanish-speaking professionals. To the extent that substitute teachers were needed on a more urgent basis, those needs were also filled by Spanish-speaking professional a majority of the time. In certain limited instances when substitute teachers were needed at the last minute due to unexpected sickness, and where no Spanish-speaking teachers were available, those needs were filled by non Spanish-speaking substitutes.

II. Staff Development

The focus of staff development at ISLA has been IB training, curriculum development,

immersion best practices, and Responsive Classroom. This year’s Staff Development Plan was as follows:

Dates	Type of meeting	Topic
Aug. 17-19	New Teacher Orientation	<ul style="list-style-type: none"> • Responsive classroom • Intro IB PYP • Basics of Immersion • Curriculum Exploration/standards
Aug. 20, 21,24	All teachers back to school	<ul style="list-style-type: none"> • ISLA IB Journey • Future visioning • Responsive Classroom II • Communicating with Parents • Unit planner overview • Assessment Practice & Policy • Collaborative IB Unit writing • Inquiry: Reflections on NYC training • Planning “How do I plan a school day?”
Aug. 27 & 28	Returning Teachers	<ul style="list-style-type: none"> • Immersion Refresher • Language Policy • Unit Planner overview • Collaborative IB unit writing
Sept. 14	Staff meeting	<ul style="list-style-type: none"> • Recommitment to Essential Agreements • Elements of an IB classroom • Guidelines for Curriculum night • Criteria for Units of Inquiry/ Titles
Sept. 22	Late Start	<ul style="list-style-type: none"> • Evaluation of Central ideas/lines of inquiry • Technology Survey and plan • Reflections of curriculum night • Collaborative IB unit writing
Oct. 8	Staff meeting	<ul style="list-style-type: none"> • Revisit School procedures • Project Earth – Power Grant
Oct. 15	Professional Development Day (MEA)	<ul style="list-style-type: none"> • MAIN (Minnesota Advocates Immersion Network) Conference – Various Immersion Topics
Oct. 20	Late Start (8:15-1:00)	<ul style="list-style-type: none"> • Mentoring • Math at ISLA • ISLA Systems for POI file • Collaborative IB unit writing
Nov. 9	Staff meeting	<ul style="list-style-type: none"> • Reflections on MAIN Conference • Immersion Strategies • Responsive Classroom & behavior management
Nov. 17	Late Start (8:15-1:00)	<ul style="list-style-type: none"> • Collaborative IB unit writing time

Dates	Type of meeting	Topic
Nov. 24	Staff meeting	<ul style="list-style-type: none"> • Report cards • MN standards
Nov. 25	Workshop day	<ul style="list-style-type: none"> • Prepare for NWEA • Collaborative IB unit writing
Dec. 9	Staff meeting	<ul style="list-style-type: none"> • Preparation for John Barell • Internationalism
Jan. 11	Staff meeting	<ul style="list-style-type: none"> • Plan for next year's staff • Spanish Expectations • Student led conferences
Jan. 19	Late Start (8:30-1:00)	<ul style="list-style-type: none"> • Teachers visited LILA (Lakes International Language Academy)
Jan. 26	Staff meeting	<ul style="list-style-type: none"> • School Traditions/ Community building • Project Earth • Peer observations • Preparation for John Barell's visit
Feb. 12	John Barell at ISLA (8:00-5:00)	<ul style="list-style-type: none"> • Modeled Inquiry strategies in all grade level classrooms
Feb. 16	Late Start	<ul style="list-style-type: none"> • "View –reflect- choose" watch 2 video segments from John Barell's visit • Collaborative IB unit writing
Feb. 17	Staff meeting	<ul style="list-style-type: none"> • Revisiting inquiry and John Barell's insights • Watching 2 more video segments
Mar. 9	Late Start	<ul style="list-style-type: none"> • Where do we go from here? Inquiry • intriguing situation, personal inquiry inventory, Observe, Think, Question • Writing Reflections/ units
Mar. 17	Staff meeting	<ul style="list-style-type: none"> • Literacy and comprehension in Spanish Immersion
Mar. 18	Professional Development Day (8:30-12:00)	<ul style="list-style-type: none"> • Unit planning checklist • KWHLAQ-SQCAAP • Collaborative unit writing • Report cards (12:00-4:00)
Apr 7	Staff meeting	<ul style="list-style-type: none"> • ISLA Appreciation Week
Apr 20	Staff meeting	<ul style="list-style-type: none"> • PTO Presentation on John Barell's visit • Last 6 weeks of school-behavior expectations & Responsive Classroom
May 12	Staff meeting	<ul style="list-style-type: none"> • School-wide Expectations
May 25	Late Start	<ul style="list-style-type: none"> • IBPYP reflection on Units of Inquiry
May 26	Staff meeting	<ul style="list-style-type: none"> • EpiPen training, school nurse • Staff Development planning for 2010-11

Dates	Type of meeting	Topic
June 7 and 8	Professional Development and Curriculum mapping	<ul style="list-style-type: none"> • Language Arts Curriculum mapping
Summer	Responsive Classroom Training	<ul style="list-style-type: none"> • 4 teachers will get trained this coming summer
Year 09/10	IB Training: Inquiry, Assessment, Written Curriculum, Level 1, Administrator	<ul style="list-style-type: none"> • 10 staff members attended various IB trainings
June 15,16	Math Roundtable	<ul style="list-style-type: none"> • 4 teachers will attend

ISLA does not have non-licensed administrators. Accordingly, there was no need for staff development for non-licensed administrators and no report to be made on this issue.

ISLA’s Innovative Practices

There are two primary ways in which ISLA is innovative in its core teaching methodologies that distinguish it from other public elementary schools. First, ISLA’s curriculum incorporates and follows the International Baccalaureate Organization Primary Years Programme. Second, ISLA is a Spanish-immersion school.

I. The International Baccalaureate Organization Primary Years Programme

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. At the heart of the International Baccalaureate Organization Primary Years Programme (“PYP”) philosophy is a commitment to structured inquiry as the leading vehicle for learning. Six transdisciplinary themes provide the framework for the exploration of knowledge under the PYP curriculum model:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

ISLA teachers and students are guided by these six themes as they design curricular units for exploration and study. As a result, students explore subject areas through the transdisciplinary themes, often in ways that transcend conventional subject boundaries. In the process, they develop an understanding of important concepts, acquire essential skills and

knowledge, develop particular attitudes, and learn to take socially responsible action.¹ World knowledge, global-mindedness, and thematic teaching are integral parts to a comprehensive education at ISLA.

An important aspect of the ISLA mission includes nurturing the child in the development of strong character. PYP focuses on developing students who have the following personal characteristics: inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, well-balanced, and reflective. Another way that development of strong character is accomplished at ISLA in conjunction with PYP is through implementation of certain strategies of the Responsive Classroom® (“RC”) approach. Inherent in RC activities is the focus on teaching children social skills and respect, as well as building community. Some staple RC strategies that are used school-wide include a morning meeting in every classroom, monthly school-wide “spirit” assemblies, consistent expectations, academic choice in learning, and a daily all-school closing led by the director. These activities, when implemented universally in our school, help children develop socially and emotionally, as stated in ISLA’s vision.

The RC activities focus on learning to interact appropriately and respectfully with one another as well as developing a sense of belonging in the school community. These activities complement what is done in the classroom through the PYP, on a daily basis. While the Primary Years Programme is curriculum- and methodology-focused, the RC techniques are implemented in daily and occasional activities.

II. The Spanish-Immersion Experience

In addition to the unique and innovative PYP approach to learning, a keystone feature of ISLA is the Spanish-immersion aspect. With the exception of the English language arts block in grades 2-6, all classroom curricula is instructed in the Spanish language. Spanish surrounds the students at lunch, in the hallways, and the playground. This vigorous approach to language learning has proven to be a highly effective way to learn a second language. ISLA students not only master the subject content of the regular elementary school curriculum, but they become bilingual in that learning process.

ISLA’s immersion teachers must use innovative teaching methods daily to make immersion work. For instance, ISLA immersion teachers use the Total Physical Response (TPR) technique to ensure students understand the material presented in class.² Using this method of instruction means there is much more action going on in the immersion classroom. Combined with TPR, ISLA immersion teachers use much repetition during instruction. While cognitive

¹ Research has also shown that thematic learning, such as the PYP units of inquiry, aids in the development of vocabulary, a vital area to language learning.

² Researchers Carol Ann Pesola and Helena Curtain tell us, “Attention to cognitive processes has resulted in a new appreciation of the variety of learning styles and learning rates present in every classroom. James Asher (1986) developed his Total Physical Response (TPR) approach to language teaching as a response to the different tasks performed by the right and left hemispheres of the brain. Students respond with physical activity to increasingly complex teacher commands, and they are not expected to speak until they feel ready. TPR was intended to encourage use of right-hemisphere processes, which some have theorized to be more open to new habits that foreign language study requires.”

processes become automatic with repeated use in one's first language, this is especially important in a second language. Like the parent of an infant or toddler, the teacher naturally uses varied language, repetition, acting out, and detailed explanation in the everyday exchanges in the classroom. Much song and poetry is used in class to encourage language learning. The learning experience is often presented in a way that relates to the lives of children living in the Spanish-speaking world. Because ISLA is devoted to the development of the whole child, teaching techniques are geared toward different and innovative teaching methods to successfully stimulate diverse learning styles.

A unique aspect of the immersion experience is that every classroom shares a TA from a Spanish-speaking country who spends some time each day with students. These highly qualified TAs bring a new dialect, unique experiences, and personality to the classroom. They often assist in reading groups, give cultural presentations, teach children songs and dances from their native lands, and teach grammar in creative ways in the upper grades. In addition, the TAs staff extracurricular offerings. ISLA students had the opportunity to participate in dance, soccer, basketball, and art classes offered after school – all taught by the TAs in Spanish. Their contribution is invaluable.

Academic Performance

Because of the timing of reporting, the most recent MCA results available at the time of this report are those reported for 2009. (See Appendix A)

Full language immersion is a model that has been practiced in Minnesota for more than twenty years, and many more decades world-wide. Students learn Spanish at an accelerated level at ISLA, and are quite proficient in the language before leaving our school. ISLA students take the Minnesota Comprehensive Assessments (MCA) every spring. The most recent results available are those for spring of 2009. Within weeks the 2010 results should be in.

Appendix A includes two graphs showing the Math and Reading test results. ISLA students overall scored with 100% student mastery in Reading, and 87% mastery in Math. A school-wide goal this past year was to improve the math test scores in two specific areas: Math Reasoning, and Spatial Sense, Geometry and Measurement. While many students performed well in these areas, they were the two areas where more students missed a larger number of questions. Teachers spent more time teaching these two chapters in the math books, and individual practice activities were prepared for students in the area of math. Although the overall test results are good, ISLA will continue to place an emphasis on Math in the 2010-11 school year.

Operational Performance

1. Hours of Operation

The 2009-2010 school year began on August 31, 2009 and ended on June 4, 2009. The school hours for ISLA were from 8:58 a.m. to 3:30 p.m.

ISLA offered both a half-day kindergarten program and a full-day kindergarten program. The half-day program ran in the afternoon from 12:55 p.m. to 3:30 p.m.

2. Facility

For its third year, ISLA remained located in Faith Presbyterian Church (“Faith”) at 12007 Excelsior Blvd., Minnetonka, MN 55343. In addition to two administrative offices and a teachers’ lounge, ISLA also occupied ten classrooms. ISLA also utilized separate cafeteria and gym space within Faith. There were six bathrooms available to students and teachers. Outdoor play space consisted of paved recreational area and use of a city park located on Faith’s property across the street from the facility.

The current ISLA facility will be modified to accommodate students enrolled for 2010-2011. A new permanent space, other than Faith as it exists, will be necessary for the 2011-2012 school year.

3. School Care Program

For the second year, ISLA provided a before and after-school program for students: “Compañeros School Care.” ISLA subcontracted these services from a local Spanish-immersion preschool, Mis Amigos. All of the care providers in ISLA’s school care program are fluent native Spanish speakers. This enhances and continues the Spanish-immersion environment for ISLA’s students.

4. IB Accreditation

ISLA is in the middle of the IB accreditation process. ISLA had an IB consultant come and review ISLA’s progress this year, and it was determined that ISLA is on track to meet the accreditation standards.

Under its 5-Year Strategic Plan, ISLA has intended to obtain full accreditation as an IB school by the beginning of its fifth year of operation. ISLA intends to apply for full accreditation in June 2011, and will therefore likely meet this strategic objective.

5. School Administration and Management

The senior administration model of ISLA changed this year from being solely managed by an Executive Director to being managed by both an Executive Director and a part-time

Assistant Executive Director. This was a positive and beneficial change for the school and allowed needed delegation of management duties.

The Executive Director was responsible for carrying out the ISLA mission and vision and overseeing day-to-day operations of the school, overall financial management, including budgeting, payroll and cash flow. In addition the Executive Director is responsible for ensuring that all state and federal reporting is correctly completed on a timely basis, thereby ensuring that all appropriate funds are expedited to ISLA. On the academic side, the Executive Director was charged with ensuring that the IB PYP operated effectively and that ISLA appropriately fulfilled its commitment to Spanish immersion. The Executive Director also recruited and hired teachers and staff as needs dictated. Lastly, the Executive Director developed and fostered a caring school climate and personally knew ALL of the students at ISLA.

The new Assistant Executive Director position was instrumental in relieving some of the Executive Director's full plate of responsibilities. In particular, the Assistant Executive Director assisted in handling student disciplinary issues, some facility issues, and curriculum development and coordination.

The school also benefitted this year from hiring a part-time office bookkeeper. This person was able to coordinate the lunch program and to handle payments related to day-to-day receivables and payables.

6. Authorizer

Since ISLA's beginning, the Hopkins School District ("HSD") has served as ISLA's authorizer (formerly referred to as "Sponsor"). As set forth in the parties' most recent contract entered into in June 2009, HSD continued to serve as ISLA's authorizer this year. ISLA's Sponsorship Contract with ISLA requires HSD to serve as ISLA's authorizer until June 30, 2012.

On January 8, 2010, HSD notified ISLA of its desire to terminate its authorizer relationship effective June 30, 2011. This notification related to HSD Board action on December 17, 2009. Under Minnesota Statute §124D.10, subdivision 23, ISLA timely objected to HSD's notice of intention to terminate and requested an informal hearing on this matter. (See attached 1/25/10 letter at Appendix B.)

ISLA formed an "Authorizer Task Force" to identify and evaluate potential replacement authorizers. This Task Force intends to offer recommendations to the ISLA Board of Directors regarding future authorizer options in the fall of 2010.

Governance & Management

This year, ISLA's governing body, its Board of Directors, included the following individuals:

Board Seats/Election Cycle	Seat Type	Name	Seat Term
Seat # 1 (A)	Elected Director	[vacant]	6/30/08- 6/29/11
Seat # 2 (A)	Elected Director	[vacant]	6/30/08- 6/29/11
Seat # 3 (A)	Elected Director	Kate Shamblott	6/30/08- 6/29/11
Seat # 4 (A)	Elected Director	[vacant]	6/30/08- 6/29/11
Seat # 5 (B)	Elected Director	Vanessa Bera	6/30/09- 6/29/12
Seat # 6 (B)	Elected Director	Briana Boesser	6/30/09- 6/29/12
Seat # 7 (B)	Elected Director	Eric Peterson	6/30/09- 6/29/12
Seat # 8 (B)	Elected Director	Michael Valley	6/30/09- 6/29/12
Seat # 9 (C)	Interim Director	Melody Brombacher	Thru 6/30/10
Seat # 10 (C)	Interim Director	Sonia Miller-Van Oort	Thru 6/30/10
Seat # 11 (C)	Interim Director	Mark Mathison	Thru 6/30/10
Seat # 12 (C)	Interim Director	Steve Semler	Thru 6/30/10
Seat # 13 (C)	Interim Director	Kerry Krawczyk-LeMieux	Thru 6/30/10

The Board met on the following dates during the 2009-2010 term to govern and manage the affairs of ISLA: July 14, 2009; August 11, 2009; September 8, 2009; October 20, 2009; November 10, 2009; December 8, 2009; December 15, 2009; January 12, 2010; February 9, 2010; March 9, 2010; March 13, 2010; April 13, 2010; May 11, 2010; and June 8, 2010.

During the 2009-2010 year, the Board of Directors took action and accomplished the following:

- Entered into Lease Agreement with landlord for 2009-2010
- Adopted 5-Year Strategic Plan relating to Facility, Finance, Relationship with Sponsor, Relationship with PTO
- Authorized creation of .5 FTE position and hiring of Assistant Executive Director position to assist Executive Director in management of school
Amended By-Laws re: board composition
- Adopted Interim Discipline Policy
Defined Scope of Advisory Committees: Human Resources, Strategic Planning, Facility, and Marketing
- Adopted Remote Meeting Policy
Revised and extended admission policy beyond kindergarten
Amended ISLA Enrollment Process
- Established performance-based criteria for Executive Director's bonus compensation

- Performed monthly review and approval of financial reports
- Adopted Budget for 2010-2011
- Authorized and directed procurement of line of credit contingency (without need for personal guarantees from board members)

The Board also focused on enhancing its relationship with the PTO and providing better communications to the ISLA Community. This was achieved by sending periodic newsletters to parents, providing committee updates in school newsletter, having liaison members attend the PTO meetings, and collaborating with the PTO to host a joint State-of-the-School event in March 2010.

The Executive Committee (comprised of the officers and the Executive Director) and six advisory committees reported and made recommendations to the Board of Directors. The following describes the composition and general work of those committees this year:

Executive Committee

- Reviewed and handled early admission appeal
- Met w/HSD re: authorizorship
- Prepared for State of the School Address

Members: Sonia Miller-Van Oort (Chair), Kate Shamblott (Vice-Chair), Michael Valley (Treasurer), Karen Terhaar (Exec. Director)

Finance Committee

- Completed work on enhancing ISLA's segregation of duties with regard to bank reconciliations
- Developed and recommended to ISLA Board policies that describe components of our internal controls, including governance-level controls
- Established \$100,000 line-of-credit to ensure financial stability and cash flow for school in face of increased holdback of state aid
- Created a cash-flow document for ISLA, separate from its annual budget and monthly financial reports that allowed us to better estimate and anticipate our cash flow needs
- Proposed annual budget for 2010-2011 school year
- Began work on 5-year budget

Members: Michael Valley (Chair), Steve Semler (Board Member), Eric Peterson (Board Member), Karen Terhaar (Exec. Director)

Governance Committee

- Reviewed new charter school law and identified changes for compliance
- Recommended governance and policy changes

- Oversaw board training
- Drafted and vetted all proposed Bylaw Amendments and several school policies put before the Board
- Oversaw the nomination and election process

Members: Mark Mathison (Chair), Steve Semler (Board Member), Melody Brombacher (Community Member), Sonia Miller-Van Oort (Board member), Jill Prohofsky (Parent)

Marketing & Communications Committee

- Oversaw search engine optimization work to ensure ISLA ranks highly when someone performs a web search for “Hopkins Spanish immersion.”
- Made admission applications available online
- Added photos to ISLA’s landing page on internet
- Began work on revamped ISLA website

Members: Eric Peterson (Chair), Lee Prohofsky (Parent), Richard Barnett (Parent), Melissa Adrian (Parent), Bryce Flory (Parent), Emily Helgerson (Teacher), Karen Speich (Staff)

Human Resources Committee

The Human Resources Committee was dormant during 2009-2010 due to difficulty recruiting committee members. All personnel-related policies were addressed directly by the Board of Directors. All other human resource-related issues, including but not limited to hiring, compensation, complaints, and evaluations were handled either by ISLA administrators, the Executive Committee, or the Board of Directors. The Board of Directors appointed Director Steve Semler to chair the Committee on May 11, 2010.

Facilities Committee

- Worked with two different real estate brokers
- Called numerous building owners/facilities/talked to every city in school district re: zoning issues and facilities
- Visited various potential sites in district.
- Researched potential investors
- Made recommendations to the Board regarding pursuit of permanent facility space (having considered 5 sites in Golden Valley, 5 sites in Hopkins, 6 sites in Minnetonka, and 6 sites in Plymouth)
- Communicated extensively with ISLA’s current landlord and continued to negotiate space options at its current facility.

Members: Kate Shablott (Chair), Michael Valley (Board Member), Karen Terhaar (Executive Director), Andy Babula, (Parent), Carey Brendalen (Parent), Mike Utt (Parent), and Dave Starr (Parent).

Strategic Planning Committee

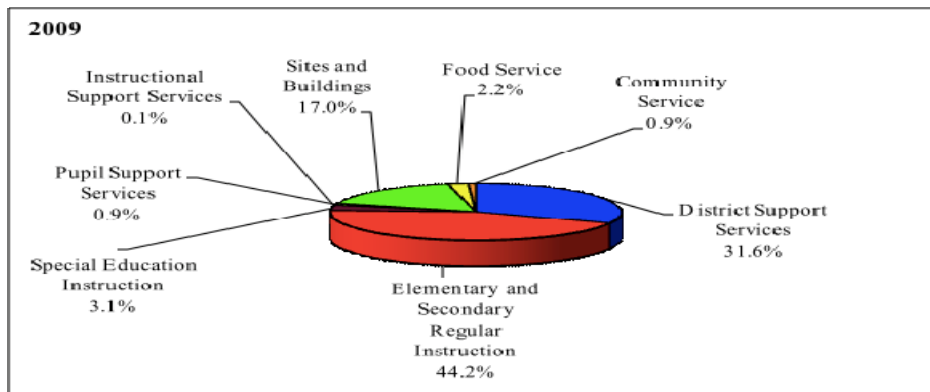
The Strategic Planning Committee, who drafted and recommended the 5-year strategic plan in 2008 and supplemented that plan in 2009, was not charged with developing additional strategic planning during this reporting period. There were consequently no meetings of this committee in 2009-2010.

Finances

The 2009-2010 school year has been especially financially challenging for all schools who rely on state funding to operate and make lease payments. The state increased the holdback of funds from 10% to 27% - a significant amount in real dollars. It is reported that many schools needed to access a line of credit to make up for the increased amount of holdback this year.

Notwithstanding the difficult financial times for public schools in Minnesota, ISLA remained in a reasonable financial position throughout this school year, largely as a result of the amount of money it had built up in its reserve over just the last two years. Although ISLA made provisions and established a line of credit in the event it was needed from a cashflow perspective, as of the time of this report, ISLA had not accessed the line of credit.

Assuming the types of ISLA's operating expenses remain consistent with last year's, ISLA's annual expenses break down as follows:



Given the reporting timeline for this Annual Report, the final year-end financial reports have not yet been prepared. As of March 31, 2010, the budgeted and anticipated revenue for this school year was \$1.239M. The budgeted and anticipated expenses for this school year were \$1.194M, resulting in a surplus of approximately \$44,000. (See ISLA Statement of Profit & Loss as of 3/31/10 attached at Appendix C)

Future Plans & Goals

ISLA is in the middle of a 5-Year Strategic Plan that extends through June 30, 2013. (See Strategic Plan attached at Appendix D) In sum, ISLA's future plans and goals, including those within the strategic plan include:

- Continue to educate each ISLA student and advance them at least one grade-level from the beginning-of-the-year assessment to the end-of-the-year assessment in math, reading, writing, and Spanish proficiency.
- Obtain full accreditation as an IB school by the 2011-2012 year
- Grow to full school capacity of 350 students in the 2015-2016 school year
- Find a new Authorizer for ISLA
 - Identify Potential Authorizers 7/15/10
 - Finish Discussions with Authorizer Candidates 10/15/10
 - Make Recommendation to Board 12/15/10
 - Finalize Contract with Authorizer 2/15/11
- Develop at least three innovative programs, partnerships, products, services, or ideas that could yield additional non state-aided funding to ISLA
- Fill all Board seats for FY 2010- 2011
- Complete New State-Required Board Training
- Develop Policy on Unified Communications
- Find and contract for permanent space for ISLA starting the 2011-2012 school year
- Implement Q-Comp system, or alternative evaluation/compensation system, for
- staff

Respectfully Submitted,

ISLA's Board of Directors:

Sonia Miller-Van Oort, Chair
Kate Shablott, Vice-Chair
Michael Valley, Treasurer
Vanessa Bera
Brianna Boesser
Melody Brombacher
Kerry Krawczyk-LeMieux
Mark Mathison
Eric Peterson
Steve Semler

ISLA's Administration:

Karen Terhaar, Executive Director
Ximena Rayo, Assistant Executive Director