

**Charter School Annual Report for the 2010-11school year
International Spanish Language Academy
October 1, 2011**

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Introduction

Mission: 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.

Vision: International Spanish Language Academy (ISLA), a public elementary school located in the west-metro area, immerses students K-6 in the Spanish language. This method of instruction, along with a rigorous academic program, provides students with a high level of proficiency in both Spanish and English.

ISLA values our global community and strives to make connections by respecting the views, values, and traditions of the many individuals and cultures of our world.

ISLA provides a quality education that prepares critically thinking, socially capable, culturally aware young people to thrive in a diverse, global society.

ISLA promotes strong character through International Baccalaureate Organization Primary Years Programme, also referred to as PYP. PYP promotes the total growth of the developing child, touching hearts as well as minds. The program encompasses social, physical, emotional, and cultural needs in addition to academic welfare.

International Spanish Language Academy (ISLA), a Spanish immersion charter school located in Minnetonka, Minnesota, and has completed its fifth year of operation. It has been an exciting year for all of us. We have partnered with IQS as our authorizer, and have found a new, permanent space at 5959 Shady Oak Road. Application B has been submitted to the International Baccalaureate Organization, and we will receive an authorization visit from the IBO in December of 2011.

ISLA is proud of its academic and operational performance for 2010-2011. In the most recently available MCA report, ISLA achieved 92% Reading proficiency and 75% Math proficiency. 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. ISLA also maintained a positive fund balance and increased it during the operational year.

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 four Teaching Assistants during this past school year. These native Spanish-speaking TAs (one Colombian and three

Spaniards) 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 licensed 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.

School Governance

2010-2011 School Year Charter Public School Board

2010-11 Election Date was May 11, 2010

2011-12 Election Date was May 11, 2011

Name	Board Position	Group Affiliation	Date Elected	Date Seated	Term Expiration	Phone Number	E-Mail Address	Member Meeting Attendance Rate*
Richard Barnett	Director	Parent	05/11/10	06/30/20	06/29/13	612-669-9298	rbarnett@islacad.org	62%
Vanessa Bera	Director	Teacher	06/09/09	06/30/09	06/20/12	952-746-6020	vbera@islacad.org	77%
Briana Boeser	Director	Teacher	06/09/09	06/30/09	06/29/12	952-746-6020	bboeser@islacad.org	69%
Ron Clarke	Secretary	Parent	05/11/10	06/30/10	06/29/2011	952-250-9317	rclarke@islacad.org	100%
Mark Mathison	Director	Community Member	05/11/10	06/30/10	06/29/11	612-382-9430	mmathison@islacad.org	92%
Sonia Miller-Van Oort	Chair	Parent	05/11/10	06/30/10	06/29/13	953-210-7800	smiller@islacad.org	100%
Cindy Monturiol	Director	Parent	02/08/11	02/08/11	06/29/11	612-275-7218	cmonturiol@islacad.org	100%
Eric Peterson	Chair Elect	Parent	06/09/09	06/30/09	06/29/12	612-730-6432	epeterson@islacad.org	85%
Jill Prohofsky	Director	Parent	05/11/10	06/30/10	06/29/13	612-387-8361	jprohofsky@islacad.org	100%
Joe Rinaldi	Director	Community Member	05/11/10	06/30/10	06/29/13	953-303-6734	jrinaldi@islacad.org	38%
Steve Semler	Director	Parent	05/11/10	06/30/10	06/29/11	612-325-2684	ssemler@islacad.org	69%
Kate Shablott	Director	Parent	05/13/08	06/30/08	06/29/11	612-860-3302	kshablott@islacad.org	92%
Michael Valley	Treasurer	Parent	06/09/09	06/30/09	06/29/12	953-261-4225	mvalley@islacad.org	100%

*This attendance rate is based on the best information available at the time for both regular meetings as well as special meetings.

The Board met on the following dates during the 2010-2011 term to govern and manage the affairs of ISLA: July 13, 2010; August 10, 2010; September 14, 2010; October 12, 2010; November 9, 2010; November 16, 2010; December 14, 2010; December 21, 2010; December 23, 2010; January 11, 2011; January 25, 2011; February 8, 2011; March 8, 2011; April 12, 2011; May 10, 2011; June 14, 2011; and June 21, 2011.

During the 2010-2011 year, the Board of Directors took action and accomplished the following:

- Approved a lease agreement with a new landlord for 2011-2012 and beyond.
- Contracted with a new authorizer for 2011-2012 and beyond.
- Adopted policies on Discipline, Code of Conduct, Student Dismissal, and a Visitor policy.
- Revised bylaws to comply with current law and to create a Past Chair position.
- Engaged the services of a professional fundraiser to conduct a fundraising feasibility study.
- Engaged the services of a professional fundraiser to begin a capital campaign.

This was a busy year for the Board, necessitating that a few special meetings be called. ISLA made a number of long term decisions this year, most notably finding a permanent location and a new authorizer. The Board, PTO, and Administration hosted the second annual joint State of the School event in March 2011, to keep the ISLA community informed of all the exciting developments.

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

Executive Committee

- Acted between regularly scheduled meetings to finalize details, as directed by the Board.
- Met with HSD administrators several times to discuss authorizer issues.
- Finalized terms of lease of new space.
- Finalized terms of contract with new authorizer.

Members: Sonia Miller-Van Oort (Chair); Eric Peterson (Chair Elect); Ron Clarke (Secretary); Michael Valley (Treasurer); and Karen Terhaar (Executive Director)

Facility Committee

- Partnered with Charter Schools Development Corporation (CSDC) to find and renovate a building for ISLA's future.
- Worked with the ISLA Board to approve a lease with CSDC.
- Helped CSDC select and purchase the building at 5959 Shady Oak Road (through bond financing that fell through, and then through a direct sale).
- Worked with CSDC to help them secure additional sub-debt options for the building.
- Planned and approved the new interior and exterior spaces at ISLA in partnership with CSDC and ISLA staff.
- Supervised demolition and construction of the new space.
- Ensured the new space met code and met ISLA's needs.

Members: Kate Shablott (Chair); Cindy Monturiol (Board Member); Andy Babula (Parent); Carey Brendalen (Parent); Dan Swedberg (ISLA Grandparent); Brian Kirk (Parent); Dave Starr (parent); Tony Podtburg (Parent); Karen Terhaar (Executive Director); Michael Valley (Board Member); and Richard Barnett (Board Member).

Finance Committee

- Developed and recommended internal control policies to the Board.
- Proposed annual budget for 2011-2012 school year which was approved by the board in May 2011.
- Recommended changes to the accounts payable policies to the Board.
- Revised 5 year budget
- Secured line of credit and other sources of funding to ensure financial stability and cash flow in the face of an increased holdback and anticipated expenses with a new facility.
- Worked with professional fundraiser to help define capital campaign priorities and goals.
- Created a 6 year financial projection to help the Board make decisions about moving to a different facility.
- Redesigned the Monthly Financial Reporting to increase understandability.

Members: Michael Valley (Chair); Natalie Wobbema (Parent); Jen Jouppi (ISLA Bookkeeper); Eric Peterson (Board member); Karen Terhaar (Executive Director); and Josh Mahlen (ISLA Business Manager).

Governance Committee

- Recommended policies, including a Code of Conduct, Student Discipline Policy, Student Dismissal Policy, and Visitor Policy.
- Oversaw compliance with board training requirements.
- Drafted all proposed bylaw amendments and several policies which were submitted to the Board for approval.
- Oversaw grant compliance.
- Oversaw the Board nomination and election process.

Members: Mark Mathison (Chair); Sonia Miller-Van Oort (Board member); Jill Prohofsky (Board member); Melody Brombacher (community member); Pam Shrestha (ISLA teacher and parent).

Human Resources Committee

- Reviewed school HR policies
- Conducted staff satisfaction and retention survey
- Developed combined staff development, teacher observation/evaluation, career ladder, incentive compensation, and compensation recommendations in preparation for Q Comp application to MDE
- Prepared and submitted Q Comp application to MDE for SY 2011-2012

Members: Steve Semler (Chair); Karen Terhaar (Director); Briana Boeser (Teacher/Board member); Emily Helgerson (teacher); Amanda Lea (teacher)

Marketing & Communications Committee

- Formulated and presented a Marketing Plan and Marketing Strategy to the board.
- Prepared a rapid response campaign aimed at attracting students at the grades above k-1.
- Prepared press releases announcing school related achievements.
- Website redevelopment remains ongoing.

Members: Chair = Eric Peterson (Board member); Bryce Flory (ISLA parent); Richard Barnett (Board member); Lee Prohofsky (ISLA parent).

Strategic Planning Committee

- Discussed and identified fundamental school characteristics to guide decisions regarding potential school structure possibilities with district school.
- Reviewed current 5 year strategic plan to ensure ISLA was meeting its goals and objectives.
- Engaged in brainstorming efforts regarding new revenue generation ideas, including fundraising.
- Continued to define relationship between ISLA and ISLA's Parent Teacher Organization.

Members: Sonia Miller-Van Oort (Chair); Eric Peterson (Board member); Vanessa Bera (Board member); Jill Prohofsky (Board member); Theresa Aleckson (PTO Chair); Mary Kruse (Board member); Melody Brombacher (Community member); and Karen Terhaar (Executive Director).

School Management and Administration

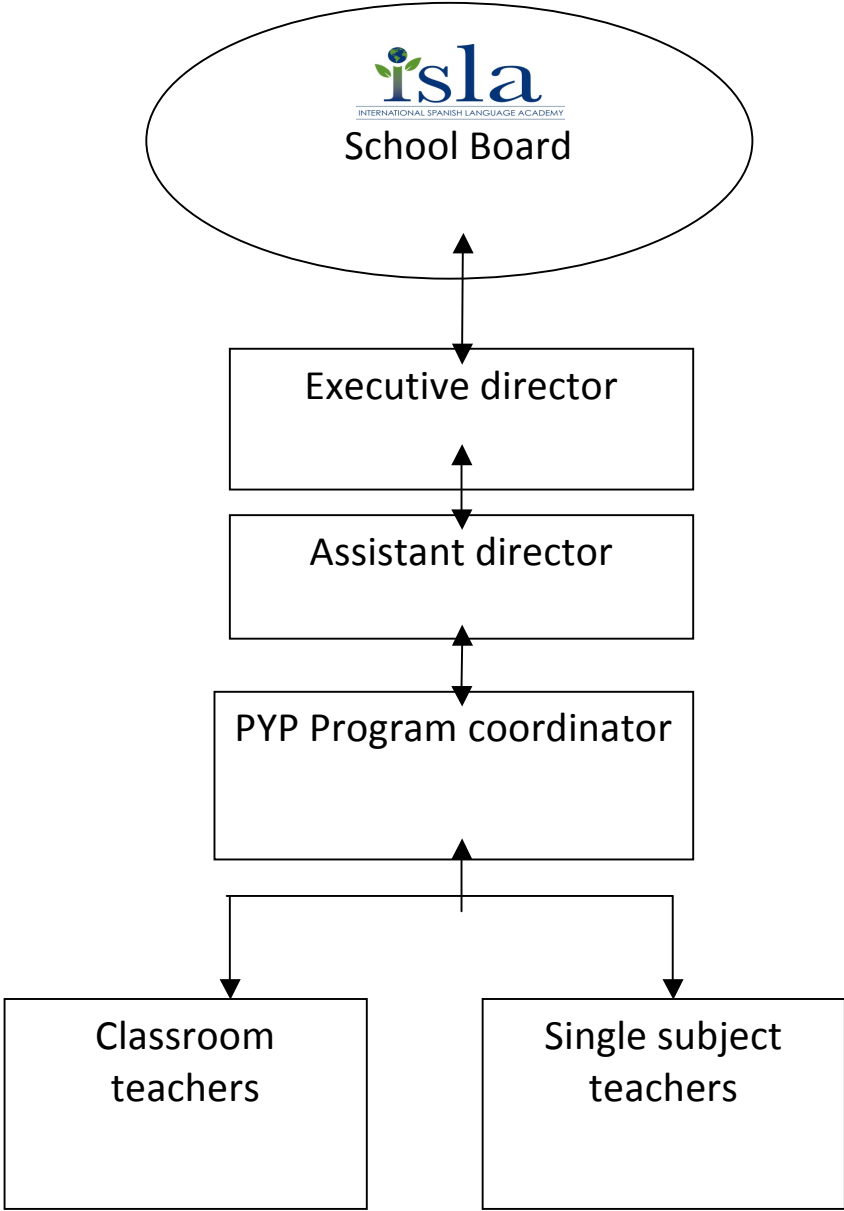
Karen Terhaar was the Executive Director of ISLA for the 2010-11 school year and sat on the following committees: the facility, marketing, finance, strategic planning, HR, and Executive committees. She also oversaw all curriculum and instruction, reporting, compliance, staffing, contracted services and was an ex-officio member of the School Board. General operation of the school and facility has been her responsibility. She has worked in immersion education for 23 years. Ms. Terhaar is bilingual, has been a Spanish immersion classroom teacher, and has worked as a school administrator for 7 years. She holds a MN elementary education license as well as a MN K-12 Principal license.

Ximena Rayo worked as Assistant Director during the 2010-11 school year as FTE .8. She oversaw lunch and recess, scheduling, student discipline, bussing, technology, assessment, extra-curricular activities, summer camp, and the Language Ambassador and playground committees. Ms. Rayo has been an elementary PE teacher and technology teacher in a Spanish immersion school, she has worked in a high school International Baccalaureate program and holds a MN K-12 Principal license.

This table contains information for ALL members of the school management/administrative team and also includes faculty employed by the school that did not serve as a classroom teacher (e.g. curriculum coordinators, social workers, counselors, administrative assistance, paraprofessionals, custodial, technology, librarians, etc.)

Name	File Folder Number	Assignment	Years Employed by the School	Left During 10/11	Not Returning 11/12
Ximena Rayo	361266	Assistant Director, PT	2	<input type="checkbox"/>	<input type="checkbox"/>
Karen Terhaar	309570	Director	4	<input type="checkbox"/>	<input type="checkbox"/>
Karen Speich		IB Coordinator, PT	3	<input type="checkbox"/>	<input type="checkbox"/>
Emily Smith		secretary	4	<input type="checkbox"/>	<input type="checkbox"/>
Jen Jouppi		Bookkeeper, PT	1.5	<input type="checkbox"/>	<input type="checkbox"/>
Jan Binstock	296020	School nurse (PT) (contracted service)	3	<input type="checkbox"/>	<input type="checkbox"/>
Christa Erickson	373424	Speech therapist (PT) (Contracted service through <i>By Word of</i>	1	<input type="checkbox"/>	<input type="checkbox"/>

		<i>Mouth</i>			
Allison Egner		OT (contracted service) (PT)	4	<input type="checkbox"/>	<input type="checkbox"/>
Karen Roehl	201299	School Psychologist (PT) (contracted service)	1.5	<input type="checkbox"/>	<input type="checkbox"/>
Wendy Schreiner	356068	School Counselor (PT) (Contracted service)	.5	<input type="checkbox"/>	<input type="checkbox"/>



Staffing/Teaching Faculty Information

This table contains information for ALL teachers employed by the school or providing services contractually (e.g., special education teacher, reading specialist, speech therapist).

Name	File Folder Number	Assignment/ Subject	Left During 10/11	Not Returning 11/12
Corene Adams	438970	3 rd grade	<input type="checkbox"/>	<input type="checkbox"/>
Brenna Backstrand	357750	Part-time 6 th grade	<input type="checkbox"/>	x
Vanessa Bera	438930	1 st grade	<input type="checkbox"/>	<input type="checkbox"/>
Briana Boeser	437057	4 th grade	<input type="checkbox"/>	<input type="checkbox"/>
Dayra De La Cruz	446889	1 st grade	<input type="checkbox"/>	<input type="checkbox"/>
Oscar Franco	447033	2 nd grade	<input type="checkbox"/>	x
Jorge Gonzalez	436072	music	<input type="checkbox"/>	<input type="checkbox"/>
Emily Helgerson	447652	2 nd grade	<input type="checkbox"/>	<input type="checkbox"/>
Amanda Lea	441906	5 th grade	<input type="checkbox"/>	<input type="checkbox"/>
Paola Patiño-Johnson	451326	kindergarten	<input type="checkbox"/>	<input type="checkbox"/>
Juan Carlos Ruiz	447390	PE	<input type="checkbox"/>	<input type="checkbox"/>
Judy Rupert	129409	Part time Special Education	<input type="checkbox"/>	x
Pam Shrestha	446577	kindergarten	<input type="checkbox"/>	<input type="checkbox"/>
Angela Tix	371418	Part-time 6 th grade Math	<input type="checkbox"/>	x

Student Enrollment and Attrition Rates

This table identifies the number of students enrolled at the school during the 2008-09, 2009-10, 2010-11 and estimated 2011-2012 enrollment. Data based on October 1 Average Daily Membership (ADM).

School Year	K	1	2	3	4	5	6	Total	Attrition / Retention Rates
2008-09	50	22	18	18	9	4	0	121	
2009-10	46	48	25	19	18	10	5	171	100% retention
2010-11	50	43	44	25	19	18	9	208	96% retention
2011-2012 est.	50	50	42	39	24	21	14	237	96% retention

ISLA Enrollment Process

To be included in the open enrollment of ISLA, all families must submit an application by the open enrollment deadline of February 13, 2012 at 4:00 p.m. ISLA gives preference for enrollment of the following students: a sibling of a currently enrolled pupil or a foster child of the pupil's parents, or the child of an ISLA licensed staff member.

After the open enrollment period ends, if the number of student applications exceeds the space available, a lottery will be held the day following the enrollment deadline. In 2012 it will be held on February 14th at 10 am. If the number of applications does not exceed the space available at a given grade level, all applicants will be admitted, and the enrollment process will continue.

Applications will continue to be accepted after the open enrollment period, admitting students at grade levels with space available and placing students on the wait list once the lottery has been completed for grade levels already at capacity.

Lottery Process:

1. Students are randomly drawn in the lottery process. If the name of a twin is drawn, the sibling will automatically follow. If a twin is drawn for the last available space, the sibling will be

first on the wait list. This lottery is for a slot in one of ISLA's kindergarten programs. If more families are interested in the all-day program than the half-day program, a second lottery will be held for the all-day kindergarten slots. Those students not being awarded an all-day slot will be enrolled in the half-day program and placed on the waiting list for the all-day program. Should an all-day slot become available, these students will be offered the slot prior to the regular wait list students.

2. Parents of students admitted to ISLA during the lottery process will be notified via e-mail or via post card within 10 business days. Students not chosen in the lottery will be placed on a wait list by the same lottery process and parents will be notified of their child's number on the waiting list. If anyone declines the opportunity to enroll, the next child on the waiting list will be offered the spot.

3. After the enrollment lottery, names will continue to be added to the bottom of the waiting list, in the order they are received.

4. When a vacancy occurs during the school year, it may or may not be filled, at the discretion of ISLA. Such vacancies will be filled, if at all, in order from the wait list.

Attached find the ISLA enrollment form.

Academic Program/Performance

Because of the timing of reporting, the most recent MCA results available at the time of this report are those available on the MDE website.

The NWEA MAP test was given in the winter with the following mean RIT scores.

2 nd grade:	Reading- 193	Math- 191
3 rd Grade:	Reading- 203	Math- 202
4 th Grade:	Reading- 208	Math- 212
5 th Grade:	Reading- 223	Math- 230
6 th Grade:	Reading- 229	Math- 241

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, beginning in second grade. ISLA students have thirty minutes of English language arts instruction beginning in October of second grade. The most recent results available are those for spring of 2010. ISLA students scored overall 92% Mastery in Reading and 75% Mastery in Math. Fifth graders scored 44% mastery in Science. (See attachment *School Report Card* and *ISLA School Improvement Plan*)

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

IBO 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

How we express ourselves

How the world works

Where we are in place and time

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.

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

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 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.

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.”

Program Challenges

Currently the primary challenge facing ISLA today is managing cash flow in light of the variable appropriations funding schedule set up by the state. Given that the timing of payments to the school does not always coincide with its monthly obligations, it was necessary to obtain a line of credit and to delay certain purchases in order to maintain a positive fund balance. To minimize the financing challenges, ISLA has embarked on a capital campaign to address various needs of the school and to ensure future competitiveness.

Competition from neighboring districts is also a challenge. ISLA is surrounded by wealthy districts with expanding immersion programs. Those districts have the ability to offer more in terms of salary and benefits to potential teachers and more resources and technology to prospective students. Despite this, ISLA was able to recruit and retain excellent teachers and staff due to its innovative recruitment, solid programming and teacher training opportunities. In the future, ISLA plans to participate in Q-Comp, which will further enhance opportunities for its teachers, while putting a program in place to continue to work on student achievement. As the school is able, it is upgrading the technology and resources for students with an eventual goal of achieving par with other districts in those areas.

A third challenge is the need to increase awareness of the school in the local community. Now that the school has a permanent location, it is time to make a push to let even more people know of its existence. This will be explored using various avenues.

Finances

The 2010-2011 school year has been financially challenging for all schools who rely on state funding to operate and make lease payments. The state continued and increased the holdback of funds from 27% to 30%. 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 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 and its active oversight of expenses. ISLA established a line of credit in the event it was needed from a cash flow perspective. ISLA accessed the line of credit for less than one month.

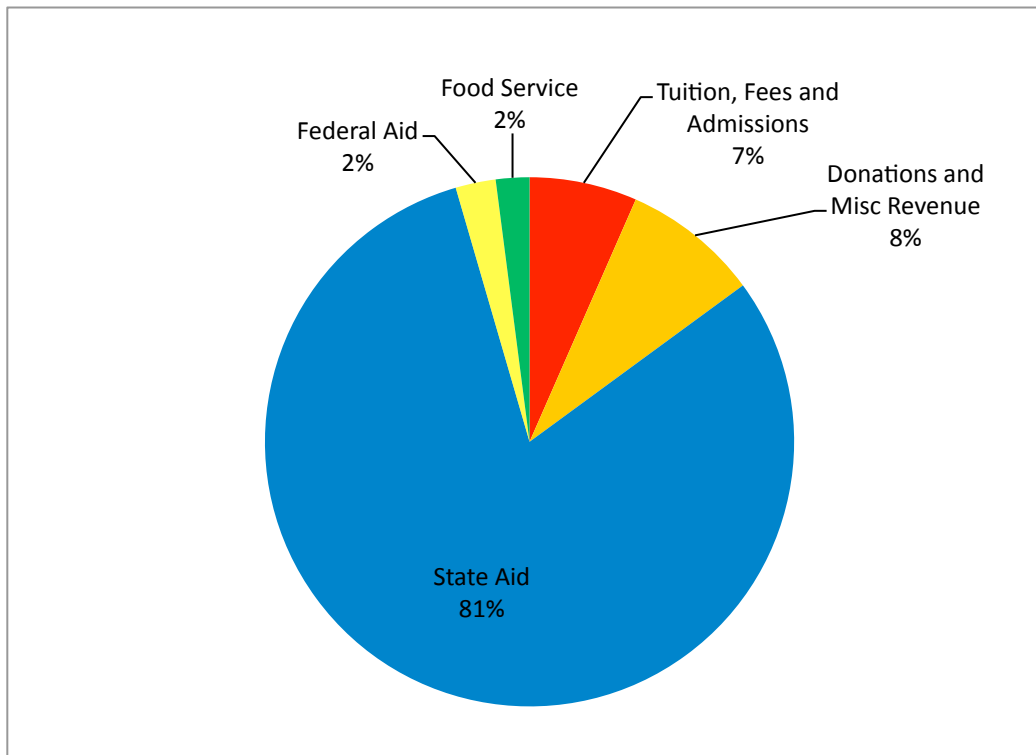
FINANCIAL HIGHLIGHTS

- ISLA's assets exceeded its liabilities at June 30, 2011 by \$431,884 (net assets). ISLA's total net assets increased by \$98,583 during the fiscal year ended June 30, 2011.
- ISLA's revenue was \$1,687,995 for the year and total expenses were \$1,589,412 which resulted in the positive net asset increase as stated above.
- At June 30, 2011, ISLA had a receivable of \$447,425 from the Minnesota Department of Revenue.

The largest share of the ISLA's revenue is received from the state and federal government, including most general and operating grants. This significant reliance on the state for funding has placed tremendous pressure on local schools as a result of unpredictable and inconsistent funding from the state.

ISLA's total revenues were \$1,687,995 for the year ended June 30, 2011, which is an increase of \$316,182 from the prior year. The increase was due to the ISLA serving more students during the year and receiving a MDE Magnet Schools Grant.

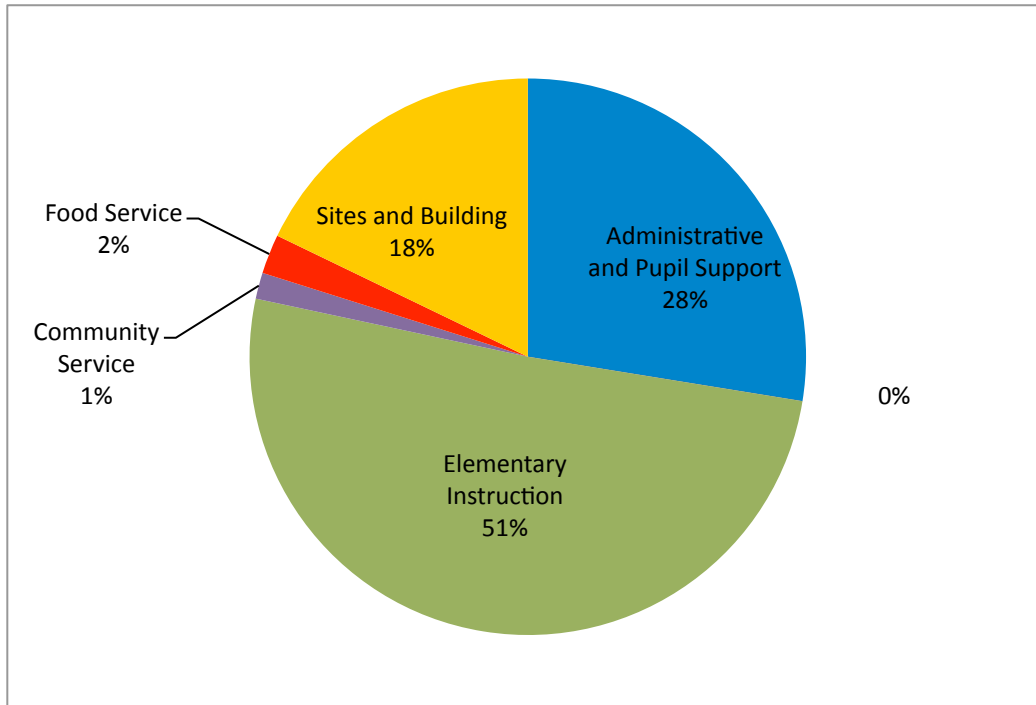
ISLA's annual revenue break down for the year ended June 30, 2011 was follows:



ISLA's cost of all governmental activities for 2011 was \$1,589,412, which is an increase of \$323,634 over the prior year. This increase, like the increase in revenues, was mainly due to ISLA serving more students in 2011 than in 2010.

ISLA's expenses are predominately related to educating students. The majority of ISLA's expenses were in categories directly related to providing classroom instruction, which includes: elementary instruction, special education instruction, and instructional support services. The remaining programs support instruction or are related to leasing and maintaining the ISLA's school site.

ISLA's annual expense break down for the year ended June 30, 2011 was follows:



ISLA is required to adopt an operating budget prior to the beginning of its fiscal year, referred to as the original budget. The school has the ability to amend that budget for known significant changes in circumstances, such as: updated enrollment estimates, legislative funding changes, additional funding received from grants or other local sources, or staffing changes. However, ISLA did not amend its budget during the year ended June 30, 2011.

Revenues exceeded budget by \$214,908 in part to the magnet school grant, increase in students for summer camps, NFL Play 60 grant and increase in Special Education services.

Expenses exceeded budget by \$142,274 because of costs associated with the magnet school grant, increase in summer camp attendance and increased Special Education services.

Authorizer

Hopkins School District served as authorizer of ISLA through June 30, 2011, when Innovative Quality Schools took over as authorizer of ISLA.

Hopkins school district, as part of the contract with ISLA, was to regularly attend ISLA Board meetings. During the 2010-11 school year this did not happen. Hopkins personnel did meet with ISLA to discuss and prepare the change of authorizer, as well as to discuss potential programmatic partnerships. ISLA has regularly submitted annual reports to Hopkins School District. The authorizer liaison during the 2010-11 school year was Diane Schimelpfenig, Director of Teaching and Learning in Hopkins Schools. (diane_schimelpfenig@hopkins.k12.mn.us)

Future Plans

ISLA has just moved into a new facility, so much will be needed in terms of future planning and change. ISLA hopes to complete a playground in phases in the next two years. A long-term goal is to construct a gymnasium for PE use. Currently the facility has a large multi-purpose room, which doubles as a lunch cafeteria.

It is the intention of ISLA staff to implement Professional Learning Communities in the 2011-12 school year. There is a strong desire on the part of staff to be more data-driven. The teaching staff is committed to common assessments, and intervention to address the individual needs of students.

Non-profit status

International Spanish Language Academy is a non-profit 501 c 3 . (See attachment)