

# **Annual Report**

## **Lakes International Language Academy**



**Lakes International**  
LANGUAGE ACADEMY

AN IB WORLD SCHOOL

**Submitted by**

**Shannon Peterson**  
**Chair, Board of Directors**

**October 1, 2009**

## School Mission Statement

Lakes International Language Academy (LILA), a public elementary school, strongly emphasizes second language acquisition by immersing children in Spanish from kindergarten through sixth grade. The students of Lakes International Language Academy are held to a high standard in traditional elementary subjects and at the same time prove capable of establishing a high level of proficiency in both spoken and written Spanish and English.

The LILA community promotes a strong academic foundation, a safe and pleasant atmosphere, and health and physical activity for students. We value parents, faculty and staff not only for their hard work and dedication but for the gifts they share with children: knowledge, language, multi-cultural understanding, and a love of learning.

Lakes International Language Academy values individuality, and recognizes that everyone has a different set of strengths and needs. We value community, and strive to make connections with others in the school, the community, and beyond. Lakes International Language Academy will provide a quality education that prepares critically thinking, socially capable, culturally aware young people to thrive in a diverse, global society.

## Program Successes and Best Practices

- 1. Program successes and best practices**—Describe in detail any activities listed as program successes or best practices. Include data that supports each activity and describes it as a program success. Consider the class size by program or grade level and (if applicable) the percentage of students intending to enter some form of two or four-year higher education institution. Optional information: Highlight special honors/accomplishments of students (debate, drama, speech, journalism, music, etc.).

### International Baccalaureate Authorization

Since the inception of the school, LILA has been working toward world-renowned authorization to offer the International Baccalaureate's Primary Years Programme. In February 2009, after many years of hard work on the part of students, parents, and staff, authorization was awarded by the IBO Headquarters in Geneva, Switzerland. The entire LILA community is very proud of this achievement and look forward to decades of a strong, international learning culture based on the essential elements of the International Baccalaureate Organization.

### Enrollment and Attrition

Student enrollment in the 2008-2009 school year was 518, 73 more than had enrolled in 2007-2008, in accordance with the school's planned growth. In addition, at the enrollment lottery, more than 50 potential students had to be put on a waiting list, as applications exceeded available seats. Twenty-six students (5%) who were enrolled in grades K-5 in 2007-2008 did not return to the school for the 2008-2009 school year. In addition, 14 sixth graders did not return, as sixth grade is the highest grade offered at LILA. These numbers were well within projected attrition and enrollment goals.

### Class Size

The maximum class size for kindergarten was set at 20. The maximum class size for grades 1 – 6 was set at 23. The average class size in each grade at the end of the 2008 – 2009 school year was as follows:

Kinder	1 <sup>st</sup> grade	2 <sup>nd</sup> grade	3 <sup>rd</sup> grade	4 <sup>th</sup> grade	5 <sup>th</sup> grade	6 <sup>th</sup> grade
18.83	22	21	19.25	18	18	24

Part of our enrollment challenge is to plan for the natural attrition that will happen from kindergarten to sixth grade. As a language immersion school, students have such a high level of second language proficiency even after only one year of half-time kindergarten that the parents of monolingual students find enrolling after kindergarten an unattractive option. Therefore, we must plan for the inevitable family moves and withdrawals, making our class sizes such that collapsing grades, from, for example, four classes to three, makes sense both educationally and financially.

### Staffing

In 2008/2009, LILA employed 23 (FTE) classroom teachers, 4 specialists, support staff of 1.0 in enrichment and 1.0 in basic skills, as well as a 1.0 FTE media specialist. Our PYP coordinator position increased to 1.0 FTE, while our Q-Comp leadership has remained steady at 1.1 FTE. See Teaching Staff Roster attached.

We experienced our highest rate of turnover this year, with 8.1 teachers leaving during/after the school year, though we do not find this number troubling when we consider the reasons behind the turnover. One staff member was not offered employment at LILA for 2009/2010, two moved out of state for their spouses' careers, two took time off to stay home with infants, two chose a new school closer to their homes, and one left to follow a personal desire to work directly with an immigrant population. Also worthy of noting: two teachers who resigned in previous years for personal reasons will be "coming home" to teach at LILA in the coming (2009/2010) school year. Of the school she taught at in Europe last year, one of these returning teacher says: "It was a good school. It was an international school. But it just wasn't LILA." Moreover, this is not an isolated occurrence; fall 2009 is the second year running that we have welcomed former teachers back to LILA; we believe this reflects well on the school.

## Professional Development

Again, we sent new staff to “Immersion 101,” a week-long summer institute that attracts teachers from all over the world to this program held at the University of Minnesota. The seminar is presented annually by the Center for Advanced Research on Language Acquisition (CARLA). New staff members were also provided training in Responsive Classroom, through a week-long summer training offered by Origins, to develop an understanding of some common techniques for classroom management that reflect our school vision.

Several of our returning teachers were able to attend Primary Years Programme training, while others went to Responsive Classroom 2 training, with funding provided through our 3-year Foreign Language Assistance Program grant.

## Grants

In the last months of the 2007/2008 school year, LILA was awarded a \$500,000 Minnesota Facilities Incentive Grant (MFIG) for a renovation project. The purpose of the project was to transform three oddly shaped interior classrooms, formerly used as Operating Rooms when the building was a hospital, into a large media center with abundant natural light coming from clerestory windows in the center of the room. The project was completed in November, 2008.

The 2008/2009 school year also marked the second year of a three-year \$824,000 grant from the US Department of Education’s Foreign Language Assistance Program. The purpose of the grant is to strengthen our Spanish program, to coordinate the addition of an immersion extension into grades 7 – 12 in cooperation with the Forest Lake Area Schools, and to add Chinese as a third language option for our students, among other things. These components of the grant are successfully underway.

Art Courses for Educators (ACE) Grant: In the spring of 08, LILA was awarded a two-year ACE grant to develop theater arts at LILA. During the two-year program, school teams from across the state attend workshops at the Perpich Center and receive on-site consulting from experienced theater educators. Participating schools also receive a grant to cover expenses associated with the program. Our fourth grade teachers attended training over the summer, and began implementing the program during the 2008/2009 school year.

## Finances

LILA has a healthy fund balance of more than 20%, has had a clean audit each year since incorporation, receiving commendations for prudent financial practices from the auditors, and has earned the Finance Award from the Minnesota Department of Education for the past three years. All financial audits are on file in the school’s office and are available for public review upon request.

## Legislative Change Regarding Enrollment of Staff Children

A specific challenge to our staff retention involved allowing their children to enroll in LILA without being subject to the enrollment lottery. Without a guarantee that their children would be allowed to attend LILA, we were at risk to lose teachers to non-charter Spanish immersion schools, where the state law allows enrollment preference for children of teachers. The solution to this problem required legislative action. Over the past two years, many LILA parents and staff have contacted their legislators about this matter; we are very happy to report that the law was changed in 2009. Teachers' children are now allowed preferential enrollment in Minnesota charter schools.

## **Program Challenges**

Our main program challenges are long-term funding and the retention of excellent teaching staff.

### Funding

*Charter Schools Unable to Access Levy Funding*--Three years ago, we were asked by the geographical school district in which our building is located to support its positions in the excess operating levy vote. The levy passed. While we do support the education of all Minnesota students, we are frustrated by our inability to access these funds. The district's schools will receive over \$800 additional funding per pupil unit with the passage of that levy. As a charter public school, we receive no levy money. School funding equations in the state of Minnesota do a disservice to students attending charter public schools.

Adding to the financial problem caused by ongoing public school funding discrepancies is the 27% holdback the State of Minnesota will implement for 2009-2010 in order to balance its own budget. This holdback will cause LILA, despite having a healthy fund balance, to have to borrow money, then pay it back with interest when the state allots the 2009-2010 funding to the school in the 2010-2011 school year. The interest alone is nearly that of a teacher's salary.

### Teacher Retention

Our teacher retention has fluctuated somewhat, starting with 88% from year one to year two, going up slightly from year two to year with 89%, falling somewhat from year three to year four, to 79%, then rising back to 90% from year four to year five and 76% from year five to six. We're satisfied with these numbers, but are not optimistic about future staff retention, knowing that as our staff matures, LILA will face challenges in keeping our maturing, experienced staff due to our current inability to keep mid-career teacher salaries competitive. As the majority of LILA teachers progress from entry level, they will need to be compensated for their additional skills and contributions to the school. Q Comp will help fund this area to a point, but we must continue to look for additional funding for this purpose. This brings us back to the challenge listed above, that of not having access to local levy funding, which puts charter schools at a distinct disadvantage when compared with district public schools when competing for the same teaching

candidates. We hope to ameliorate this issue with the recent establishment of the LILA Foundation, a non-profit organization dedicated to establishing an endowment, the interest of which will be available for use by LILA.

## **2008-2009 Academic Accountability Data**

**ACADEMIC GOAL 1:** To have 50% of student body reading and comprehending at or above their grade level by the end of the academic year.

**MEASURE:** NWEA Measures of Academic Progress (MAP) Test

**ACCOMPLISHMENT:** Academic Goal 1 was met, with 55.8 % of LILA students in grades 2 – 6 score at or above grade level norm. Our second and third graders followed national trends in immersion schools, and performed somewhat below national norms. Typically, immersion students perform below the average set by their monolingual counterparts on national exams until 4<sup>th</sup> or 5<sup>th</sup> grade, when immersion school averages tend to meet or exceed norms set by monolingual students. This initial lag in scores can be attributed to the fact that immersion students have learned nearly all content, as well as how to read and write, in Spanish only, yet are tested in (and on) English. Again, following immersion national trends, LILA 4<sup>th</sup> and 6<sup>th</sup> graders performed above national norms. Our 5<sup>th</sup> grade scores are somewhat troubling, but are based on a smaller group of students than any grade but sixth, a group we have noticed underperforming their monolingual peers for longer than we would like. We will redouble our efforts with this class when they reach sixth grade in the 2008-2009 school year, striving for more demonstrated academic success. See chart below for specifics. The highlighted boxes denote LILA scores at or above the national norm.

### **2007/2008 NWEA Reading Results, Spring Testing Period**

Grade	LILA Reading	National Spr. Norm Reading
2	189.4	189.6
3	196.8	199.0
4	209.8	205.8
5	209.3	211.1
6	224.8	214.8

**ACADEMIC GOAL 2:** Over 50% of the student body will perform math skills at or above their grade level by the end of the academic year.

**MEASURE:** NWEA Measures of Academic Progress (MAP) Test

**ACCOMPLISHMENT:** Academic Goal 2 was met, with 63.1 % of LILA students in grades 2 – 6 score at or above grade level norm. Even in mathematics, which is usually

less reading-dependent, immersion students typically perform below the average set by their monolingual counterparts until 4<sup>th</sup> or 5<sup>th</sup> grade, when immersion school averages tend to meet or exceed norms set by monolingual students. This initial lag in scores can be attributed to the fact that immersion students have learned nearly all content, as well as how to read and write, in Spanish only, yet are tested in English. We are happy to report that LILA students seem to be following the national trends for outperforming their monolingual peers, and seem to be starting early, already showing academic talents in grade 2. The troubling exception, again, is in grade 5. Again, we will need to increase our efforts with this group so that they may achieve academic success along with the rest of the school. See chart below for specifics. The highlighted boxes denote LILA scores at or above the national norm.

Grade	LILA Math	National Spr. Norm Math
2	194.8	190.8
3	204.2	202.4
4	217.3	211.4
5	217.8	219.2
6	239.0	223.8

**ACADEMIC GOAL 3:** Over 50% of students tested will increase their oral proficiency ratings by one level per year of full language immersion education.

**MEASURE:** Student Oral Proficiency Assessment (SOPA).

**ACCOMPLISHMENT:** Our pool of students interviewed using the Student Oral Proficiency Assessment (SOPA) was modified this year because of the number of students in grades 2 and 5. Because we had more Second Graders, we interviewed more students this year at that grade level (36 total students/18 pairs). In Fifth Grade, there were 20 total students interviewed (10 pairs). Each Second and Fifth grade teacher ranked his/her students using the Foreign Language Oral Skills Evaluation Matrix (FLOSEM); once the students received a score, an unbiased third party created pairs based on the FLOSEM scores. Low, medium and high pairs were interviewed.

Of the 36 Second Graders interviewed, the average rating after three years of immersion schooling was 6.0 – placing them at the Junior Intermediate High level. The Second Graders continue to exceed at two levels higher than our academic goal.

Of the 18 Fifth Graders interviewed, the average rating after four years of immersion school was 5.9 – also placing them at the Junior Intermediate High level. The Fifth Grade students are performing right at the expected level. (Note: this group of Fifth Grade students began their formal immersion education in First Grade).

## American Council of Teachers of Foreign Languages Oral Proficiency Rating Scale

Junior Advanced	9: Advanced High
	8: Advanced Mid
	7: Advanced Low
Junior Intermediate	6: Intermediate High
	5: Intermediate Mid
	4: Intermediate Low
Junior Novice	3: Novice High
	2: Novice Mid
	1: Novice Low

### 2008-2009 Other Accountability Data

NON-ACADEMIC GOAL 1: Over two-thirds of parents responding will report that their child(ren) attending LILA read for pleasure at least three hours per week.

MEASURE: Annual “Reading for Pleasure” survey.

ACCOMPLISHMENT: Non-academic goal 1 was met. Throughout the year, teachers placed a clear emphasis on reading for pleasure, with each class getting a minimum of 15 minutes per day to read for pleasure at school. Kindergarten and grade 1 teachers adjusted this expectation, and read aloud to their students. Parents were surveyed regarding whether their child read more or less than three hours per week for pleasure. Of the 119 surveys returned, 82% of parents reported their children read for pleasure at least 3 hours per week, with many parents noting that their children read more than that minimum standard. The percentage of children reading at least three hours per week for pleasure exceeds the goal.

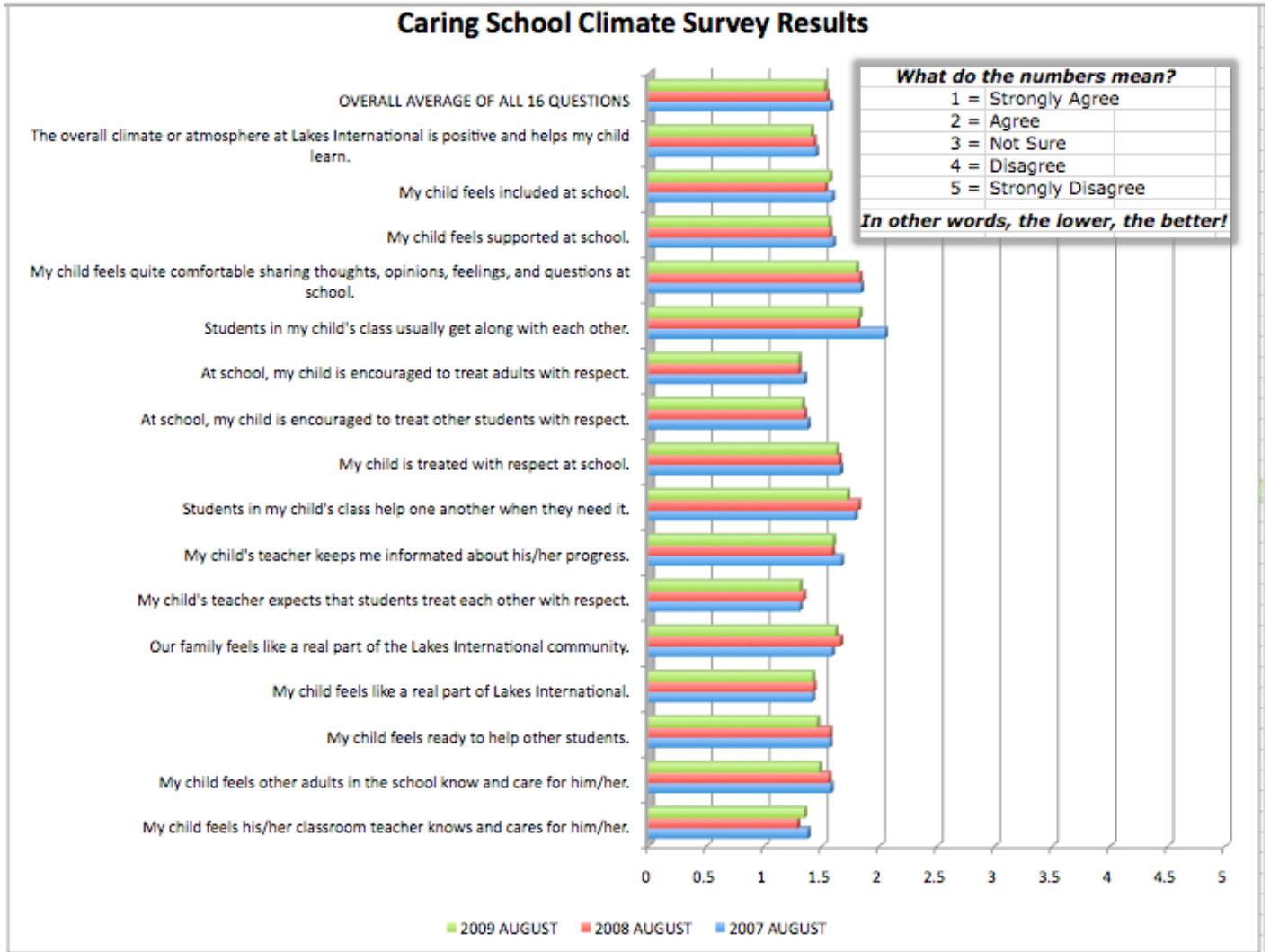


NON-ACADEMIC GOAL 2: Over two-thirds of parents responding will report that they and their child find LILA to have a caring school climate.

MEASURE: Annual “Caring School Climate” survey.

ACCOMPLISHMENT: LILA collected a 16-question School Climate Survey from returning students and their parents at our Bienvenidos (welcome) conferences in late August. We received 269 surveys. LILA families’ average ratings were between “Strongly Agree” or “Agree” for each of the 16 questions, as well as overall. All

questions were phrased positively with response choices on a 5-point scale (strongly agree = 1, agree = 2, unsure = 3, disagree = 4, strongly disagree = 5). Our overall average score for all 16 questions was 1.50. This is the third year in a row, despite ongoing growth and the possible impersonal feel that comes with a larger school, that we have improved our overall score on this survey. See survey questions and results for the past three years below, noting that lower numbers are more desirable.



**Parents, please complete the following survey with  
your Lakes International student(s).**

*(One survey for each child, por favor.)*

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. My child feels his/her classroom teacher knows and cares for him/her.					
2. My child feels other adults in the school know and care for him/her.					
3. My child feels ready to help other students.					
4. My child feels like a real part of Lakes International.					
5. Our family feels like a real part of the Lakes International community.					
6. My child's teacher expects that students treat each other with respect.					
7. My child's teachers keep me informed about his/her progress.					
8. Students in my child's class help one another when they need it.					
9. My child is treated with respect at school.					
10. At school, my child is encouraged to treat other students with respect.					
11. At school, my child is encouraged to treat adults with respect.					
12. Students in my child's class usually get along with each other.					
13. My child feels comfortable sharing thoughts, opinions, feelings, and questions at school.					
14. My child feels supported at school					
15. My child feels included at school.					
16. The overall climate or atmosphere at Lakes International is positive and helps my child learn.					

## Academic Goals for the 2009 – 2010 School Year

Lakes International Language Academy has had similar school-wide academic goals over the five years we have been operating. The rationale for maintaining fixed goals from year to year has to do with the nature of grade level enrollment in a new school and the testing trends in language immersion schools. While our students have been performing better each year, the numbers of students in the younger grades, who, in immersion schools, tend to show a lag in test scores, far outnumber the numbers of students in older grades, who tend to achieve at or above average in immersion schools. In our fifth year of operation, our numbers were still quite lopsided toward the younger grades. For example, in the 2008 – 2009 school year, LILA had 113 kindergartners but only 24 sixth graders. In the grades who were tested by NWEA, our large group of second graders dragged down the average our small group of successful 6<sup>th</sup> graders. Eventually, these enrollment numbers will even out some. In the 2011/2012 school year, when we anticipate a full cohort at all 7 grades, we will be ready to begin increasing the percentages of our goals. Until then, while our students are performing better each year, the large numbers at the lower grades require conservative school-wide goals.

### 2008-2009 ACADEMIC GOALS

1. **Student Academic Outcome:** To have 50% of student body reading and comprehending at or above their grade level by the end of the academic year.

**NRT – NWEA Measures of Academic Progress (MAP) Test**

2. **Student Academic Outcome:** Over 50% of the student body will perform math skills at or above their grade level by the end of the academic year.

**NRT- NWEA Measures of Academic Progress (MAP) Test**

3. **Student Academic Outcome:** Over 50% of students tested will increase their oral proficiency ratings by one level per year of full language immersion education.

**Measurement or Test – Student Oral Proficiency Assessment (SOPA)**

### 2008-2009 NON-ACADEMIC GOALS

1. **Student Nonacademic Outcome:** Over two-thirds of parents responding will report that their child(ren) attending LILA read for pleasure at least three hours per week.

**Measurement or Test – Annual “Reading for Pleasure” survey**

2. **Student Nonacademic Outcome:** Over two-thirds of parents responding will report that they and their child find LILA to have a caring school climate.

**Measurement or Test – Annual “Caring School Climate” survey**

In addition to school wide goals, LILA educators also set goals and perform ongoing assessment for their grade levels, their classrooms, and for individual students.

At LILA, assessment is an integral part of the learning process, not just a culminating activity at the end of an assignment, a unit of inquiry, or a year of study. As such, assessments prompt students toward action; they don't simply reflect what they've done. We use assessment to identify what students know, understand, can do, as well as what they feel at different stages in the learning process. At LILA, we evaluate both the process and product. We are mindful of learning outcomes and instruction before designing the method of assessment, and we include students in assessment development. We believe that effective assessments allow students to participate in reflection. Further, we believe that communication among adults (staff and parents) and between adults and students regarding assessment is important. It's important that all involved know what is being assessed, as well as when, why, and how. This communication will help us maintain a sense of trust among stakeholders, growing from the consistency we will demonstrate as each LILA student is given the same opportunities, exposed to the same concepts, and assessed on the same attributes as any other child in his/her grade level.

Assessment at Lakes International Language Academy is extensive and multi-faceted. Thought of not only in terms of formative and summative, assessments fall all along the following ranges:

Prompt for Assessment: Mandated, voluntary

Who assesses: Classroom teacher, outside expert, student, parent

Purpose: Formative, summative

Method: Paper/pencil, computer, performance (music, PE, presentation, oral proficiency)

Creation: Teacher designed, student designed, purchased exam

Content: Content knowledge, Transdisciplinary skills, Learner Profile, Attitudes

Informs decisions on: Students, Unit of Inquiry revision, programme revision

## **Other Student/School Goals for the 2008-2009 School Year**

**STUDENT GOAL:** Q-Comp Growth Goal: From Fall 2008 to Spring 2009, 55.4% of LILA students will meet their reading growth targets

**MEASURE:** Northwest Evaluation Association (NWEA) RIT scores.

**ACCOMPLISHMENT:** LILA's Q-Comp goal was met, with 61.5% of students meeting their reading growth targets.

**SCHOOL GOAL:** School Finance Award

**MEASURE:** Minnesota Department of Education Finance Award Rubric

**ACCOMPLISHMENT:** For the third year in a row, LILA earned a School Finance Award.

## Sponsor Information

The Department of Education of the State of Minnesota sponsors Lakes International Language Academy. Our sponsor liaison is Stephanie Olsen, always available at 651-582-8348 and stephanie.olsen@state.mn.us.

Regretfully, our relationship with our sponsor will end by June 30, 2010, when the MDE will no longer sponsor charter schools. We are in the midst of a state-wide search for a new and appropriate sponsor.

## State Report Card

### Adequate Yearly Progress

This school meets AYP requirements for 2009. Title I in 2010.

Reading and Mathematics requirements are: All student groups of 40 or more must have a 95% participation rate in the accountability tests and all student groups of 20 or more must be proficient or on track for 100% proficiency by 2014.	Reading		Mathematics		Attendance
	Participation	Proficiency	Participation	Proficiency	
All students	Yes	Yes	Yes	Yes	This school has met requirements for Attendance. Schools must have a 90% Attendance rate from 2008 or show improvement when compared to previous years.  AYP Attendance Rate            95.92
American Indian/Alaskan Native	-	-	-	-	
Asian/Pacific Islander	-	-	-	-	
Hispanic	-	Yes	-	Yes	
Black, not of Hispanic origin	-	-	-	-	
White, not of Hispanic origin	Yes	Yes	Yes	Yes	
Limited English Proficient	-	-	-	-	
Special Education	-	-	-	-	
Free and Reduced-Price Meals	-	Yes	-	Yes	

## School's Non-Profit Status

Lakes International Language Academy is a registered with Minnesota's Office of the Secretary of State.



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**BUSINESS ORGANIZATIONS INQUIRY - VIEW ENTITY**

<b>Filing Number:</b>	2B-982	<b>Entity Type:</b>	Non-Profit Corporation
<b>Original Date of Filing:</b>	5/22/2003	<b>Entity Status:</b>	Active
<b>Duration:</b>	Perpetual	<b>Good Standing:</b>	2009
		<b>(date of last annual filing)</b>	
<b>Name:</b>	Lakes International Language Academy		
<b>Registered Office Address:</b>	246 11th Ave SE Forest Lake, MN, 55025		
<b>Agent Name:</b>	Cameron Hedlund		

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## Governance and Management

Our school board consists of nine elected members. The school held its board elections in March 2009, at which two teachers and two parents were elected to two-year terms. In addition to these nine members, the school director holds an *ex officio* board position.

Our next elections will be held between February 1 and April 1 of 2010, in accordance with our bylaws. Board composition has included a teacher majority in accordance with past MN state law.

The school director is hired by the school board and serves at the pleasure of the board. LILA's school director, Cam Hedlund is a licensed professional, who holds Minnesota principal licensure (MN File Folder 210145), though Minnesota charter law does not currently require this endorsement. All other school employees are hired by the director, to whom they report.

## 2008 – 2009 Board Membership Roster

Name	Address	Email	Group	Status	Attendance 2007-2008
Bloomberg, Chad	7610 231 <sup>st</sup> St. N. Forest Lake, MN 55025	Chad.bloomberg@wdemail.com	Parent	Term ends June 2010	16/17
Donnay, Julene	17763 Oakland Drive Ham Lake, MN 55304	Julenedonnay@aol.com	Parent	Vice Chair Term ends June 2011	15/17
Callahan, Jeanie	NEW in 2009		Parent	Term ends June 2011	n/a
Hedlund, Cam	Lakes International 246 11 <sup>th</sup> Ave SE Forest Lake MN 55025	chedlund@lakesinternational.org	School Director, <i>ex officio</i>	<i>Ex Officio</i> , Active	16/17
Hylden, Jocelyn	NEW in 2009		Licensed Teacher	Term ends June 2011	n/a
Kucinski, Richie	13118 Jackson St. NE Blaine MN 55434	rkucinski@lakesinternational.org	Licensed Teacher	Term ends June 2010	16/17
Lundgren, Julie	6831 267 <sup>th</sup> St. Wyoming, MN 55079	Julie@lilacademy.org	Parent	Treasurer, Term ended June 2009	17/17
Martyr-Wagner, Melissa	24607 Greenway Ave N Forest Lake, MN 55025	mmw@umn.edu	Parent	Chair, Term ended June 2009	15/17
Peterson, Shannon	9646 215 <sup>th</sup> St. N. Forest Lake, MN 55025	speterson@lakesinternational.org	Licensed Teacher/parent	Term ends June 2011	16/17
Rodriguez, Kaari	2431 4 <sup>th</sup> St. White Bear Lake, MN 55110	kbergrodriguez@lakesinternational.org	Licensed Teacher/parent	Secretary Term ends June 2010	15/17
Swenson, Becky	NEW in 2009		Licensed Teacher	Term ends June 2011	n/a
Thorp, Amy	203 Virginia St. Apt D St. Paul, MN 55102	athorp@lakesinternational.org	Licensed Teacher	Term ended June 2009	15/17
Thomas, Christine	NEW in 2009		Parent	Term ends June 2011	n/a
Wilkey-Diez, Gail	4800 261 <sup>st</sup> St. Wyoming, MN 55092	gwilkey- diez@lakesinternational.org	Licensed Teacher	Term ended June 2009	15/17

## Teaching Staff Roster

Name	File Folder	Assignment 08/09	Assignment 09/10
Cedron, Maru	426646	.8 Kindergarten / .2 Team Leader (through December 2008)	Not returning
Swenson, Julie	439243	FT Kindergarten (beginning December 2008)	FT Kindergarten
Ramirez, Claudia	446866	--	FT Kindergarten
Henk, Katie	444090	--	.5 Kindergarten/.5 Basic Skills
Nelson, Laura	399860	.5 Kindergarten	Not returning
Kirchoff, Elle	443320	FT Kindergarten	Not returning
Swenson, Becky	423203	FT Grade 1	FT Grade 1
Thorp, Amy	394469	FT Grade 1	FT Grade 1
Hylden, Jocelyn	417216	FT Grade 1	FT Grade 1

Bohada, Nancy	433942	FT Grade 1	FT Grade 1
Nelson, Mandy	442382	FT Grade 1	FT Grade 1
Dieter, Janet	417092	FT Grade 2	FT Grade 2
Wittrock, Jeff	432400	FT Grade 2	FT Grade 2
Anderson, Lauren	436719	FT Grade 2	Not returning
Romero, Coti	429791	FT Grade 2	Not returning
Givens, Felicia	420136	--	FT Grade 2
Larson, Brita (Boehm)	447692	--	FT Grade 2
Lee, Kendra	450469	Long term sub Grade 5 (beginning May 2009)	FT Grade 2
Wilkey-Diez, Gail	424361	.8 Grade 3/.2 Team Leader	.8 Grade 3/.2 Team Leader
Zitzer, Angela	427139	FT Grade 3	FT Grade 3
Nyre, Emily	425139	FT Grade 3	Not returning
Howard, Andrea	409663	FT Grade 3 (through April 2009)	Not returning
Cuddy, Melissa	415312	Long term sub Grade 3 (beginning April 2009)	FT Grade 3
Eikenbary, Abbe	430510	FT Grade 4	FT Grade 4
Kucinski, Richard	410342	FT Grade 4	FT Grade 4
Kofski, Kristina	415685	FT Grade 4	FT Grade 4
Sierra, Tina	437790	FT Grade 4	Student Teaching Grade 3
Moreno, Fred	394127	FT Grade 5	FT Grade 5
DeFelice, Tabitha	444718	--	FT Grade 5
Gilbert, Claire	450003	--	FT Grade 5
Ramos, Tania	436919	FT Grade 5 (through May 2009)	Not returning
McAlpine, Stefanie	415595	.8 Grade 6/.2 Team Leader	Fall: Student Teacher Co.2 Team Leader/.4 CoTeacher/.2 Tech Lead
Aschim, Ellen	430669	resigned	FT Grade 6
Nelson, Jessica	450012	--	FT Grade 6
Dahl, Kathie	406625	.2 K/.2 Grade 3/.2 Grade 6	Not returning
Youso, Barb	432501	FT Media Specialist	FT Media Specialist
Gómez, Ismael	998382	FT PE	FT PE
Foree, Allison	440203	FT Music	FT Music
Liu, Yuping	439270	FT Chinese	.2 Chinese
Liang, Ying	998196	FT Chinese	FT Chinese
Du, Xiaoqing (Sally)	420505	--	.4 Chinese/.6 Special Ed.
Walther, Brenda	341418	--	.3 Technology
Erickson, Seth	998pending	--	.5 Technology
Hawkinson, Nancy	398275	.5 Enrichment	.6 Enrichment
Pellant, Chris	358564	FT Special Ed/Enrichment Director	FT Special Ed/Enrichment Director
Rodriguez, Kaari	417269	FT Basic Skills	FT Basic Skills
Arredondo, Aaron	384787	.5 Building Instructional Leader/.3 Teacher Mentor	.5 Building Instructional Leader/.3 Teacher Mentor
Dunbar de Martinez, Kelley	415351	FT PYP Coordinator	FT PYP Coordinator

## **Enrollment Policy**

**Approved: September 10, 2007**

1. Annually, Lakes International Language Academy establishes the number of sections to be offered at each grade level the following school year, and the maximum number of students to be allowed in each section.
2. The Lakes International Language Academy application period runs from January 16 (the day after the annual enrollment lottery) to 4 pm on the last school day prior to the January 15 enrollment lottery.
3. During the year-long application period, the application deadline and lottery date are advertised on the Lakes International Language Academy website and during monthly school tours.
4. In the months leading up to the application deadline, Lakes International Language Academy reminds parents of current students that sibling preference is available to younger siblings only if the applications are received prior to the application deadline. After that date, any further applicants, siblings or not, are placed on the bottom of the waiting list.
5. Prior to the lottery date, the school registrar and one or more Board Members create a list with the number of open seats. Names of siblings are entered, and the remaining open seats are counted.
6. On January 15, the names of all students for whom Lakes International Language Academy has received timely applications are put in a hat. All twins/triplets envelopes are marked so that if one application is pulled, the puller knows to enroll the sibling(s) too.
7. At 6 pm, the lottery is held at Lakes International Language Academy. In front of an audience of any parents or prospective parents who choose to attend, names are pulled from the hat, one at a time, and entered on the list of available kindergarten seats.
8. When all seats are filled, the remaining names are pulled from the hat, one at a time, to create a waiting list.
9. After the enrollment lottery is complete, all seated students and waiting list students are asked to complete an enrollment form.
10. Lakes International Language Academy checks all applicants to ensure kindergarteners will have turned 5 prior to Sept 1 of the following year. If not, they are asked to follow the “early entrance” request procedures.
11. As applications continue to come in after the lottery date, names are added to the bottom of the waiting list.
12. As any admitted students drop from the enrollment, all prospective students on the waiting list move up one position, and the student at the top of the list is enrolled.



**Lakes International**  
LANGUAGE ACADEMY

**Student Application Form**  
For the 2009-2010 School Year

Parents please note:

Students entering kindergarten in September, 2009 must have had their fifth birthday by September 1, 2009.

Student name: \_\_\_\_\_

Grade in September 2008:  Kinder  1  2  3  4  5  6

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone number: (\_\_\_\_\_) \_\_\_\_\_

Parent/guardian names: \_\_\_\_\_

\_\_\_\_\_

Student is eligible for sibling preference enrollment. Sibling: \_\_\_\_\_

**DUE DATE:** Applications must be received by 4 pm on the last school day prior to January 15 to be included in the lottery. Enrollment preference is given only for siblings of LILA students, in accordance with Minnesota State Law.

Lakes International Language Academy will hold its annual enrollment lottery on January 15 at 6 pm. Prospective LILA parents are welcome to attend the lottery drawing.

After all open seats have been filled, names will continue to be drawn to establish a waiting list. Applications received after 4 pm on the last school day prior to the lottery date will be added to the end of the waiting list in the order received.

*Lakes International Language Academy is an equal opportunity school.*

## **Future Plans**

LILA plans to continue to offer a strong educational program, based on a foundation of Spanish immersion and the International Baccalaureate. In addition, we will work with Forest Lake Area Schools to continue to offer a program that meets our students' needs after they leave LILA.