## Board Meeting Minutes
### Monday, November 8, 2010
ISM Multiuse Room
1720 Yosemite Street, Seaside, CA 93955

### 6:00-7:20 1. OPEN SESSION

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<td>6:00</td>
<td>1.2. Communications</td>
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<td>1.2.1. Correspondence</td>
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<td>1.2.2. Hearings and petitions</td>
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<td>The public may comment on items within the Board's jurisdiction but not on the agenda. The Board may not respond except to ask clarifying questions. The length of comments may be limited to 3 minutes by the Chair and total time allotted to nonagenda items will be 10 minutes. The public may comment on agenda items at the time each is considered by the Board with 10 minutes allotted per item.</td>
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<td>6:10</td>
<td>1.3. Consent</td>
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<td>1.3.1. Approve minutes from September 13, 2010 meeting</td>
<td>Motion to approve LC. Seconded SR. Approved 11-0, CS abstaining due to absence from 9/13 meeting.</td>
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<td>6:15</td>
<td>1.4. Discussion &amp; action items</td>
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<td>1.4.1. Officially adopt the District-approved 2011-2016 Charter Renewal Petition</td>
<td>Motion to approve VJ. Seconded CR. Approved unanimously. SM – since the ISM board gave me authorization to present the charter to MPUSD I ask the board to adopt the charter renewal. Each Board member has the exact version given that the MPUSD board approved. It incorporates the MPUSD amendments that further improved the charter. Thank you to Ann Kilty for her help. At the time of the charter renewal MPUSD was also busy promoting Measure P, so having MPUSD board review and approval during a busy time is appreciated. The area MPUSD board requested further clarification included: diversity and IB programming. ISM and MPUSD are taking a collaborative approach in researching IB (or IB-like) programs at the high school level. AR - concurred the exchange in communication with MPUSD board was good. LC - was told by a friend on the MPUSD board that the ISM charter presentation is exactly what they are looking for when considering charter schools. Lisa Wichel-Loomis (LWL) thanked SM for his time in creating the document and for giving an amazing educational opportunity for children on the Peninsula. PG - public comments from MPUSD Board were very positive. SM - thank you to the ISM Board, staff, and teachers for their support.</td>
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<td>1.4.2. Discuss standardized testing results, requirements, and intent</td>
<td>No motion to be made. CS - asked why ISM’s score dropped on the API report from 899 to 886. SM - many high-performing school scores dropped and it could be due to a recalibration of test results. In comparison ISM dropped less than other high-performing schools. Another reason could be due to the fact that ISM 8th grade students tested in algebra, a more rigorous standard than 8th grade math. ISM chose to test on algebra. SM – we should have a discussion as to the purpose of these tests for ISM. Do we test what ISM students are learning (note: the results are not returned in a timely manner to address low scores) or test students on basic levels to measure performance relative to other schools? EP - other states use STAR testing as a gatekeeper, not so in California. Sally Burns (SB) - how do we evaluate if students have mastered e.g. algebra at the time of STAR testing? EP - whatever is decided the tests must be ordered by mid-December. There isn’t sufficient time before the order is due to determine student’s level of subject understanding. AR - we seem to be having parallel conversations. We use the STAR testing to measure the school overall performance or as a measure for individual students. We have comprehensive, timely internal assessment</td>
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for students in place. Do we measure ISM against school’s we perceive to be in competition or against all schools in the district?
SR - what is the median API score to similar schools?
EP - ISM STAR results have been reported relative to similar schools; more affluent vs. other public schools as we haven’t done the federal aid reporting.
PW - Do results impact entrance into high school? SM – No. Do we use results to close achievement gaps or compare score as a whole year over year?
EP - 2010 STAR results indicate we are measuring student results year over year. In ELA our students are moving from proficient to advanced. ISM students do a bit better in ELA vs. math.
SM - AYP is a federal standard (NCLB); ISM met 15 of 15 criteria.

6:30 1.5. Information/discussion items

1.5.1. Administration report
SM – Average Daily Attendance (ADA) is ahead of budget. AR - requested clarification.
AR – when do we review the Revolution Foods renewal?
LWL - ISM is in contract until end of year and will evaluate in January. For reference we serve 85-95 lunches per day this school year in comparison to last year at 125 lunches per day. In her opinion this may be due to parents trying to save money in a tough economy. At present it appears that 56 children will qualify for lunch subsidy. A full price lunch is $3.50. A subsidized lunch will cost $.40 or free for some.
LC - do you verify that all kids have a lunch (bought or brought)?
LWL - there nothing formal in place to check. Last year I always strived to supply a fruit and a veg. Revolution Foods supplies either a fruit or veg. The Revolution Food meals are nutritionally appropriate, but she would like to see more fresh produce.
LWL is trying to move forward with Free & Reduced Price Lunch (FRPL). Ann Kilty will supply LWL with a contact to aid in moving this program forward.
SM - we will survey the ISM community regarding food service and the calendar. AR – please survey parents and students.
LWL - student feedback she’s heard is the portion sizes are too small. Ordering larger portions is available for additional fee, but in her opinion they don’t look much different from the standard size.
PG - After School International (ASI) is only serving 24 children, why? LWL - families are seeking cheaper alternatives. As staff leave ASI their positions are not being replaced.

1.5.2. Budget and finance update, including compensation analysis
SM – BKP is pleased with the reporting and information supplied.
Staffing and compensation – outsourcing financial management has resulted in savings. We did hire a recess supervisor and filled the vacant tech position.
We incurred a savings of $78.8k against the proposed 2010-2011 budget.
Medical Benefits – the approved changes made health insurance more affordable for staff and ISM, with actual costs being $58k less than the worst-case estimate. For Dental/Vision the approved changes resulted in actual costs $14.7k less than the worst-case estimate. Overall by optimizing we saved $158k vs. what we would have spent if we had stayed status quo.
SM - thank you Lisa Burns for work on the optimization.
PG - our programs have been cut to the bone for the last five years. Should we create a sub-committee to determine if previously cut programs can/should be re-introduced?
AR – the budget should be linked to the strategic plan when allocating spending.
SB – Please incorporate teacher’s feedback on these discussions. The loss of field trips is an issue.
SM - the ACLU is scrutinizing public school spending in relation to free education. If fees are associated with events i.e. fieldtrips it will come onto their radar. But, I agree we need to revisit field trips.
PG - when will we have the next financial discussion?
SM - during month-end financials which close the 20th of each month with Charter School Management Corporation (CSMC). Board members can access reports on CSMC’s Charter Vision. CSMC creates a Board report, showing spending in relation to budget. All CSMC reports are submitted to the finance sub-committee. If variations or anomalies show they can be addressed before Board meetings.
CS – Balances should state cash balance
CR – our line of credit is being paid off $10k per month and will be fully paid by Jan/Feb 2011.
PW – what is ISM’s investment policy vs. just earning bank interest?
SM - Money that comes from the county goes to Wells Fargo and we need to keep a reserve at the bank if the state has a deferral past one month, estimated $180k.
PW - what is the state’s longest deferral? SM five months, last year.
JT - we do have access to a $250k line of credit.
SM - for future ISM Board meetings we can have CSMC present.
### PW - a question for CSMC, what amount should we keep in reserve? What should we do with additional funds – invest?
Balance Sheet Summary
CS - why are the accounts receivable negative? SM - I’ll check with CSMC.

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<th>1.5.3. Foundation update</th>
<th>PW summarized year-to-date fundraising.</th>
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<td>SM – holiday fund drive 12/13-17.</td>
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#### 7:20  
1.6. New business
None

#### 7:25
1.7. Public comments on closed session items
None
The public may comment on closed session agenda items listed. The Board may not respond except to ask clarifying questions. The length of comments shall be limited to 3 minutes by the Chair, and total time allotted to closed agenda items shall be 10 minutes.

#### 7:25-7:55
2. RECESS TO CLOSED SESSION
In accordance with Government Code, Sections 54950 - 54962, the Board must disclose the items to be discussed in closed session. This may be done by referring to the closed session agenda items as listed on the closed session agenda or by number on the agenda. After closed session, the Board shall report out actions taken in closed session as required by law, including members’ vote and abstention.

#### 7:35
2.1. Conference with real property negotiators—Property: Manzanita Campus, 1720 Yosemite St., Seaside; Negotiator: Sean Madden; Negotiating Parties: ISM, MPUSD; Under Negotiation: use, lease

#### 7:45
2.2. Public employment—2011-2012 administration [Govt. Code Section 54957]

#### 7:50
2.3. Public appointment—International School of Monterey Board of Trustees [Govt. Code Section 54957]

#### 7:55-8:00
3. RECONVENE TO OPEN SESSION

#### 7:55
3.1. Report of action taken in closed session, if any
None

#### 8:00
4. ADJOURNMENT—NEXT REGULAR MEETING: DECEMBER 13, 2010

ISM works to make information and events accessible to all. Please direct requests for disability-related accommodation, including auxiliary aids or services, to info@ismonterey.org, 831-583-2165, or the school office.

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The mission of the International School of Monterey is to educate all children toward becoming conscientious, compassionate, and responsible citizens of the world.
Board Meeting

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<td>Christine Reed (CR)</td>
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<td>Lauren Cohen (LC)</td>
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<td>Valarie Josephson (VJ)</td>
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<td>Alastair Rodd (AR)</td>
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<td>Plasha Fielding Will (PW)</td>
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<td>Paul Gaucher (PG)</td>
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<td>Sean Madden (SM)</td>
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<td>Eric Pearlstein (EP)</td>
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1.5.3. Foundation update

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Discussion & Action Items
1.4.1. Charter

- Officially adopt the District-approved 2011-2016 Charter Renewal Petition
  - Unanimously approved by MPUSD Board on November 1
    - 6-0, 1 absence
    - Final revisions based on District review, input, and requests redlined in the attached version
- Next steps
  - Filing approved petition with California Department of Education
  - Negotiation of operational MOU with MPUSD, special education MOU with MPUSD or another entity, and Facilities Use Agreement with MPUSD
    - 90-day target set by District for all three (i.e. February 1)
  - Ensure systems and programs are put in place to ensure compliance with all terms of the new charter and MOUs
Charter Renewal Petition

2011-2016

Submitted August 31, 2010
The petition has been signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. [Education Code Section 47605(a)(I)(A)] The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. [Education Code Section 47605(a)(I)(B)] A petition shall include a prominent statement that a signature on the petition means that the parent or legal guardian is meaningfully interested in having his or her child or ward attend the charter school, or in the case of a teacher’s signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. [Education Code Section 47605(a)(3)]

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Monterey Peninsula Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the renewal of the International School of Monterey Charter School. The International School of Monterey Charter School agrees to continue to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's Charter. The petitioners listed below certify that they are parents or legal guardians who are meaningfully interested in having their children or wards attend the charter school, or that they are teachers who are meaningfully interested in teaching at the charter school.

By the Lead Petitioner

Sean E. Madden

NAME (PLEASE PRINT) SIGNATURE DATE

August 31, 2010

The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached Charter necessary to secure approval by the Monterey Peninsula Unified School District governing board.

By the Petitioners

[See Appendix 1: Endorsements & Signature Pages (originals on file)]
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A HISTORY OF SUCCESS

Success According to California Charter Law

Commencing on January 1, 2005, renewal petitions for schools must meet at least one of the following criteria from Education Code Section 47607 (b) prior to receiving a charter renewal. The International School of Monterey has met all three of the listed criteria.

1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.

   By scoring above the statewide performance target of 800 each of the years since its last charter renewal, the International School of Monterey has automatically met the growth target every year. Moreover, ISM’s Base API scores increased each year from 2006 through 2009 as reflected in the following growth chart. (NOTE: 2010 scores had not yet been released at the time that ISM submitted this charter renewal petition.)

   [See http://api.cde.ca.gov/reports/API/ and Appendix 2: Standardized Test Reports]

   ISM Academic Performance Index 5-Year Trend

2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

   ISM ranked in decile 9 from 2006 through 2009.

3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.


Additionally, ISM has met all criteria and standards specified in its 2006-2011 Charter.
## Other Marks of Success

### Individual Student Progress

ISM’s charter has specified a goal of at least 70 percent of students achieving a grade level of progress each academic year as evidenced by retaining the same proficiency level or progressing to a higher proficiency level on the STAR tests. ISM has exceeded this minimum. Year-over-year analysis of 2010 testing relative to 2009 testing indicates that 83.3 percent achieved the target in English Language Arts and 80.4 percent in Mathematics. [See Element 3 for detail]

### Accreditation

In 2008, ISM earned joint accreditation by the Western Association of Schools and Colleges and the Council of International Schools. ISM joined 630 schools with the prestigious CIS accreditation, one of just nine such schools in the United States and the first public charter school to earn this recognition. The combined WASC/CIS accreditation shows that the school has “achieved high standards of professional performance in international education and has a commitment to its continuing improvement.” [See Element 1 for further details]

### Exceptional Financial Health

ISM’s “exception-free” 2008-2009 audited financials follow reports for fiscal years 2005-2006 through 2007-2008 where the independent auditors included no more than two minor findings per year related to attendance reporting or compliance with the audit filing date.

The same four audited financial reports show that—on the strength of three straight years of positive net changes of assets ($173,491 in 2006-2007, $162,011 in 2007-2008, and $332,232 in 2008-2009)—from June 30, 2006 to June 30, 2009 ISM has increased its balance of cash and cash equivalents by 324 percent from $159,466 to $516,927; its net assets by $667,735; and its available reserves as a percentage of total outgo from 5.87 percent to 23.66 percent. By all measures, ISM has achieved a remarkable level of fiscal health. [See Appendix 18: Audited Financial Statements]

Also over that timespan, through tremendous public support for the school and its mission, the fundraising efforts of the ISM Foundation have grown revenues from special events and donations from $270,224 in 2005-2006 to $378,364 in 2009-2010.

Meanwhile, ISM has landed thousands of dollars in grants from the Monterey County Weekly Community Fund, William McCaskey Chapman and Adeline Dinsmore Chapman Foundation, HSBC, Gilbert M. Neill Math Fund of the Community Foundation for Monterey County, Office of National Marine Sanctuaries, and Monterey Peninsula Regional Parks District among others. These grants have funded fieldtrips, competitions, professional development, technology, specialist salaries, school gardens, and much more.

### Ongoing Demand

As two signs of demand for the education that it provides, each year ISM draws an even larger applicant pool while retention of current students continues at 95 percent or higher. As a result, the number of students on the waitlist regularly exceeds the number enrolled. Of nearly 600 applicants in 2010, 67 filled 52 new spots and 15 seats that opened due to nonreturning students, while 432 have actively confirmed their desire to remain on the waitlist.
Conscientious, Compassionate Service Learners

In keeping with ISM’s mission to educate all students toward becoming conscientious, compassionate, and responsible citizens of the world, teachers and staff involve students in a variety of service learning activities such as the following:

ISM fourth graders take part in a yearlong study and restoration of the Monterey Dunes in Seaside. Field experiences include studying the dune ecosystem and it’s connections to the ocean. Students collect native plant seeds, propagate the seeds in cells on campus, then plant the seedlings at the dunes. Each field trip includes beach cleanup, and separation and investigation of trash on the beaches. Experts from the Beach Garden Project team with ISM teachers to ensure learning and reflection through classroom presentations and hands-on instruction.

During an annual holiday food drive, ISM students have collected approximately 100 barrels of food for the Monterey County Food Bank over the past four years. That comes to an estimated 22,500 pounds of food collected for Monterey County neighbors in need. As a reward for gathering the most cans, one class takes a fieldtrip to the Food Bank as volunteer help.

Seventh and eighth graders participate in community service activities on the ISM campus throughout the school year as part of their Advisory class activities. As the oldest students and leaders of our student body, they “buddy” as tutors with students in the primary and intermediate grades, aide teachers in developing creative lessons and activities, help with office tasks such as copying and organizing, and assist with restoration and upkeep of the school grounds. Their teachers then guide them through related discussions of world citizenship and individual reflection.

Responsible Citizens

The past two springs, ISM seventh graders have participated in Advocacy Day, sponsored by the California Charter Schools Association, at the State Capital in Sacramento. After weeks of preparation, the students have met with Assemblymember Bill Monning and Senator Abel Maldonado to advocate support of education and to describe the value of charter schools and ISM. Both years the ISM students received praise from the organizers and from the lawmakers for the quality of their presentations. The opportunity to see government in action, meet legislators in person, tour the Capital, and speak on behalf of all students has made this an amazing hands-on learning experience for ISM students.

Ocean Guardian School

In November 2009, the Office of National Marine Sanctuaries selected ISM as one of the National Oceanic and Atmospheric Administration’s first Ocean Guardian Schools. ISM became one of just 13 schools throughout the watersheds of Santa Barbara, Monterey Bay, and San Francisco Bay to earn this honor, which came with a grant award to support science instruction, fieldtrips, and activities focused on learning Ocean Literacy Principles and protecting the ocean. All nine grade levels (K-8) and all 18 classes in the school participate as active and committed “Ocean Guardians.” ISM has also integrated the Ocean Literacy Principles into the curriculum to create a meaningful connection with our regional environment that deepens science and social studies learning connections. [See Element 1]

Success Formula for Science

Annually, ISM sixth and eighth graders present projects in a school science fair, then compete in county and state science fairs. Most recently, ISM students earned 21 awards—seven firsts, seven seconds, and seven thirds—at the Monterey County Science Fair among 559 total students entering 354 projects.
Math Success to Count On

ISM competes each year in the Monterey County Mathletics competition. Most recently in May 2010, ten students represented ISM among 393 competitors from 44 schools with the fifth grade team finishing first, the sixth and seventh grade teams finishing second, and individual competitors racking up three 2nd place awards and seven Honorable Mentions.

Since 2006, ISM has participated in World Math Day, where K-8 students compete against students their same age from around the world in online games of mental arithmetic. In 2010, an ISM seventh grader ranked among the top ten in the world and top three in the USA for amassed points.

For the past two years, ISM has hosted a schoolwide math festival put on by the Lawrence Hall of Science from UC Berkeley. Challenging and creative tasks have built student understanding of the real-world applications of math and their affinity for the subject.

A History of Social Studies Success

Each year, ISM fifth graders participate in History Day, and, each year, at least one team has qualified for the state finals. In 2007-2008 and 2008-2009 ISM teams finished first in the state in the junior poster division. ISM students usually win several special awards including the Primary Source Award. For example, one ISM winner did a poster on local cartoonist, Bill Bates, based on a personal interview. The curator of the California Research Room at the Monterey Library subsequently requested a transcript of the interview to add to their permanent files.

For the past two years, all 50 ISM seventh graders have participated in the World Affairs Challenge competition administered by World Savvy at San Francisco State University. This event culminates a year of study in current events and global affairs that intertwines with internationalism and state standards. The ISM team finished first overall in 2009 and third in 2010 among 450 students from 18 schools.

A majority of ISM eighth graders participate in Model United Nations, a program built into the curriculum and intertwined with internationalism and state standards through the Schoolwide Enrichment Model [See Element 1.]

Storied English Language Arts Success

ISM has consistently had winners at the National Steinbeck Center's Day of Writing held each spring. All sixth graders read *The Red Pony* and write a multiparagraph essay on how Jody grows in responsibility throughout the story. A team of educators then selects two students from the sixth grade to attend the Day of Writing. Once there, students write an additional essay, which is entered into a contest. Over the years at least one and often both ISM students have won awards in three categories: The Billy Buck Award, for writers learning English; The Jody Award, for proficient writers; and the Gabilan Award, for emerging writers.

Reading gets broad emphasis from K-8, particularly through the annual ISM Read-A-Thon. In fall 2009, 418 students read a combined total of 117,426 minutes over the 12-day event—an average of 281 minutes each and over 23 minutes per day. Proceeds from the Read-A-Thon and the followup book fairs get split between book credits for the students and building the collections in the ISM Library and individual classrooms.
A Run of Sports Success

As one mark of a school dedicated to physical fitness, more than 370 ISM entrants participated in the 2010 Big Sur Marathon Just Run 3K, earning the school a $1,000 cash award based on percentage of students participating.

As another mark, ISM has established a middle school sports program with both boys and girls teams competing in soccer, volleyball, flag football, basketball, and track against other area middle schools. Most importantly, the ISM teams have become noted for their sportsmanship. They’ve also experienced competitive success. For example, in the 2010 Mission Trails Track Championship at Carmel Middle school, where 400 athletes from Carmel Middle, Pacific Grove Middle, Junipero Serra, San Carlos, Santa Catalina, Palma, La Paz, North County Middle, Gavilan View, Buena Vista, San Benancio, Madonna, Sacred Heart, and ISM competed, ISM runners finished first and second in the boys seventh-grade mile, and the seventh-grade girls won the 4x100 relay. The anchor of that team also won the 100 meters, 200 meters, and long jump.

A Culture of Family Involvement

One of the primary reasons for the success of ISM students, and a special accomplishment in its own right, is the involvement of parents/guardians. The school expects them to support their children’s learning at home and asks them to provide hours of family service to the school. During the 2008-2009 school year, 284 families contributed 12,600 hours of service, with 99 percent participating and 95 percent meeting the minimum goal of three hours per month. The 2009-2010 totals got even better with a final total of 14,800 hours and 96 percent meeting the minimum.

Campus beautification stands out as one notable impact of family volunteer efforts. Through Saturday Site Workdays, regular work by grandparents and other family members, and generous parental donations of native plants and trees, ISM’s Manzanita campus gets extra attention that makes the landscape stand out. This benefits the ISM community and the children and families from the surrounding neighborhood who use the campus during non-school hours.

A Diverse Community

The ISM community is richly diverse. Overall, 24.76% of students report two or more races. Using the simplest aggregate of three ethnicity/race categories, 20.24% of students report Hispanic ethnicity, 38.33% identify as non-Hispanic white only, and 41.43% report one or more of 13 other race options and non-Hispanic ethnicity. Specifically, 11.67% report black/African American heritage, 12.62% American Indian, 4.52% Asian Indian, 5.95% Chinese, 5.95% Japanese, 2.86% Korean, 1.90% Vietnamese, 2.38% other Asian, 11.90% Filipino, .95% Samoan, .71% Guamanian, and .95% other Pacific Islander. [See Element 7 for details]

ISM families speak 14 different primary languages at home, and the number of languages doubles when including second languages spoken.

Powerful Partnerships

ISM has established partnerships with the Monterey Institute of International Studies for federal work-study students to serve as reading tutors, translators, and technology service providers; and with California State University, Monterey Bay for after-school program service learners, technology tutors, technology project leaders, and student teacher placements.
Health & Safety

ISM takes the health and safety of students very seriously as marked by the following:

ISM has secured the necessary authority to fingerprint and run California Department of Justice and FBI background checks on all employees and all volunteers who come into contact with students.

ISM also requires that all fieldtrip drivers complete a Volunteer Driver Application & Pledge as well as an online defensive driving course focused on the added responsibilities and safety measures associated with transporting children.

Long before the current focus on quality school lunches, in the absence of any healthy lunch options, ISM developed its own fresh lunch program on campus. Now that quality lunch programs have become available through outside vendors, the school has contracted with Revolution Foods to expand choices for students and to fully align with federal lunch program requirements.
AFFIRMATIONS/ASSURANCES

The International School of Monterey (ISM or “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- ISM shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- ISM shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- ISM shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- ISM shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- ISM shall admit all students who wish to attend the charter school, and who submit a timely application; unless ISM receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to ISM shall not be determined according to the place of residence of students or their parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- ISM shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- ISM shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- ISM shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- ISM shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- ISM shall at all times maintain all necessary and appropriate insurance coverage.
- ISM shall, for each fiscal year, offer, at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
If a pupil is expelled or leaves ISM without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

ISM shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

ISM shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]

ISM shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]

ISM shall comply with all laws establishing the minimum and maximum age for public school enrollment. [[Ref. California Education Code Section 47612(b), 47610]

ISM shall comply with all applicable portions of the No Child Left Behind Act.

ISM shall adopt a policy specifying its compliance with the Public Records Act.

ISM shall comply with the Family Educational Rights and Privacy Act.

ISM shall comply with the Ralph M. Brown Act.

ISM shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
REQUIRED CHARTER ELEMENTS

Educational Program (Element 1)

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. [Education Code Section 47605(b)(5)(A)(i)]

The International School of Monterey (ISM) is a nonprofit, coeducational English-language, public charter school, located in the Monterey Peninsula Unified School District (MPUSD) on the Manzanita campus at 1720 Yosemite Street in Seaside. ISM provides an exceptional international academic and extracurricular program for children in grades K-8.

First opened in September 2001 serving grades K-4, ISM added one grade each year, extending to include grade 8 in the 2005-2006 academic year. That same year, ISM expanded from one class per grade level to two classes in grades K-4. With the progression of those students, enrollment continued to expand through the 2009-2010 year when the school reached its targeted capacity of 418 students with two classes in each grade K-8. The school’s first fourth graders graduated from ISM in 2006 and from high school in 2010. The pioneer kindergarten class graduated from ISM in 2010.

The mission, philosophy, and curriculum of the International School of Monterey fulfills for school-age children what Monterey represents for adults through its unique higher education institutions and its international and multicultural businesses. ISM offers a unique educational option for families that recognize the need for global awareness and skills that will allow students to succeed in a world that steadily continues to become more interconnected. As such, ISM naturally draws applicants from the large number of families in the Monterey area where parents/guardians, and often the children, have international travel and living experience. The school particularly connects with parents/guardians employed by institutions engaged in international business, language training, and international education.

Mission & Shared Purpose

In pursuit of its vision of a world of understanding, the mission of the International School of Monterey is to educate all students toward becoming conscientious, compassionate, and responsible citizens of the world. The daily commitment to this mission includes:

- Creating a strong sense of self-motivation in all students to discover and develop their uniqueness while striving to reach their full potential
- Incorporating proven standards and effective practices using a recognized and innovative international curriculum
- Generating a multicultural environment that promotes respect, understanding, and appreciation of diversity
- Building a strong partnership with home and community
- Developing the whole child including adaptability, self-confidence, autonomy, and creativity.

Students personalize the mission in a motto developed by ISM’s founding students:

- The world is our home. We will make it better.
They have replicated this motto on T-shirts, posters, and other artwork, and they repeat it often. For example, many teachers use the motto to get the attention of students by calling out “the world is our home” with the students repeating in unison “we will make it better.” More importantly, the students strive to live by this motto in their interactions with each other and in their commitment to learning.

Altogether, as partners pursuing the mission and vision of the school, the ISM community comprises:

> A successful school created to…
> - Bring worldclass international education to a public school setting.
> - Integrate best practices, established standards, and an international curriculum.
> - Maintain a multicultural environment that advances understanding of and respect for all.
> - Promote strong partnerships among school, home, and community.

> Outstanding teachers who…
> - Foster the holistic growth of each student.
> - Apply learning to the real world.
> - Maintain high expectations in the classroom.
> - Continue professional development.

> Thriving students who…
> - Think freely and believe in self.
> - Develop personal potential.
> - Respect everyone.
> - Connect with the world.

> Involved parents who…
> - Maintain high expectations at home.
> - Express enthusiasm for learning.
> - Participate in each child’s learning every day.
> - Support the school.

Together, we believe that…

> - An educated person in the 21st century must be internationally minded and internationally skilled.
> - Learning best occurs through student inquiry.
> - Students become self-motivated, competent, and lifelong learners through a focus on achieving understanding and success.

Thus, ISM builds its programs around four academic commitments: internationalism, inquiry, understanding, and success. These commitments serve as the glue that connects the curriculum and pedagogy as described below.

[See Appendix 3: ISM Mission & Strategic Plan]
21st Century Learning

In the 21st century, the world’s nations are more than ever politically and economically interdependent. Therefore, a distinct need exists for well educated, open-minded, tolerant citizens who are good communicators in two or more languages, able to cooperatively solve problems, and competent in using today’s rapidly growing technology.

The International School of Monterey provides an educational program that produces this specific type of person, using a challenging international curriculum based on that of the International Baccalaureate Organization. The ISM curriculum is composed of two parts: the International Primary Curriculum and the Middle School Program.

Philosophy & Objectives

The following statement of our philosophy, objectives, and defining characteristics serves as the bedrock of our programming, the litmus for our internal decision-making, and the core for our external relations and communications.

Chartering International Education

Public Charter School

The founding trustees and parents of the International School of Monterey shared a collective vision of making a worldclass education available to all regardless of socioeconomic situation. Thus, they created our school as the world’s first tuition-free public International School by securing a charter from the Monterey Peninsula Unified School District. As a charter school, an application-based lottery system ensures equal opportunity for all District families to place their children in open positions. Though demand has far exceeded available space, we continue to seek publicity and exposure that will make all families in our region aware of our school as an option available to all who share our ideals.

International School

We base our K-5 curriculum on the International Primary Curriculum (IPC) developed by Fieldwork Education. This program helps children develop knowledge, skills, and understanding across a wide range of subjects, in their personal development, and in their international understanding. As our students progress to grades 6-8, the curriculum builds on the base provided by the IPC and the framework of the International Baccalaureate Middle Years Program through our own unique middle school program. This program provides a framework of academic challenge and life skills appropriate to this stage of adolescence by including personal/social education, community service, art, drama, music, physical education, and technology in addition to the core subjects.

Shaping Deep Character

International Mindedness

Our emphasis on caring, conscientious, and compassionate global citizens aligns with the United Nations Declaration of Human Rights and its values of “promotion of universal respect” and “development of friendly relations” between all people. Beyond instilling international mindedness in our own students, we work to inspire all children and the broader community by promoting awareness of other countries, languages, and cultures in active and visible ways.
Character Development
We believe that children must accept responsibility for their own actions. Teachers ask students to be “Prompt, Prepared, Participative, and Respectful,” and a school anthem sung at weekly assemblies honors these points. We consistently stress the value of integrity and compassion, and accentuate the importance of character, which we define for students as “your behavior when no one else is there to stand in judgment—only you.”

Celebration of Difference
We root the social development of students in value and respect for individuals from all creeds, cultures, economic backgrounds, nationalities, races, and social groups. We openly celebrate the differences among our own students, and teach that those differences equate to valuable assets. This social awareness lies at the heart of our mission. The earth is small, but the differences among its inhabitants vast. We bridge these differences through knowledge, empathy, and respect.

Fostering World Connection

Tools for Understanding
We help children acquire knowledge, skills, abilities, and attitudes that will allow them to connect with the larger world throughout their lives. This includes development of broad tools for self-expression, positive interaction, and human understanding including communication, drama, human movement, language, mathematics, music, reading, science, visual art, and writing.

Bilingual Proficiency
We emphasize bilingual proficiency as an important product of our primary and middle school education, because it establishes a foundation for lifelong language acquisition and global communication. Students begin the study of Spanish in Kindergarten, with conversation skills being of primary importance. In the higher grades, we place more emphasis on writing, literature, and grammar. We expose students to other languages through cultural familiarizations throughout their years in our school.

Challenging Curious Minds

High Expectations
We challenge students through a rigorous curriculum encompassing traditional core subjects and much more. While we primarily measure success by how students feel about themselves and how they view the world, we also focus students on their academic achievement as measured by proficiency in reading, writing, math, science, and communication skills. Our teachers and administrators have high expectations of each student, and high expectations of themselves to arm those students with academic skills that equal or exceed grade level.

Inquiry and Understanding
We apply the principles of inquiry-based learning and teaching for understanding. Inquiry-based learning calls for beginning thematic units with guiding questions; facilitating student questions about the subject matter; and empowering students to research, explore, and present on the answers to their own questions. Teaching for understanding implies putting multiple intelligence theory into effective practice, and designing units with a reverse-engineering approach that involves identifying the central idea and methods for assessment of learning before developing guiding questions and classroom activities. These approaches reflect years of practice and refinement in international schools around the world.
Schoolwide Enrichment

We implement a Schoolwide Enrichment Model by providing Friday afternoon clusters for all students during regular school hours. SEM provides opportunities for students to participate in a broad array of co-curricular activities such as French, gourmet cooking, Mexican crafts, nature hiking, swimming, and Taiko drumming.

Targeting Specific Results

We have articulated our learning objectives as Expected Schoolwide Learning Results. These ESLRs define the intellectual, personal, social, physical, and affective characteristics to be nurtured by our curriculum and staff. Our staff developed the ESLRs after considering a range of profiles from various sources including the International Baccalaureate Organization, the International Primary Curriculum, and leading educators. The resulting categories represent a three-legged stool, with all having equal value to the educational foundation provided to each student.

Expected Schoolwide Learning Results

We will prepare all students and graduates to be:

1) Thoughtful lifelong learners who…
   a) are inquirers
   b) are open-minded
   c) are creative
   d) are passionate about their own intellectual and artistic interests
   e) are metacongnitively self-motivated, self-regulating, and self-reflective

2) Good-hearted individuals who…
   a) are conscientious
   b) are caring
   c) are compassionate
   d) are managers of positive relationships
   e) are respectful and understanding of diversity

3) Academically-excellent students who…
   a) are literate, and able to speak, read, write, listen, and think effectively in English and another language
   b) are technologically literate
   c) apply mathematical, social, and scientific skills in real-life situations
   d) appreciate and participate in the arts

Building Strong Partnerships

Parental Commitment

Consistent parental involvement lies at the heart of our educational model, with each home becoming an extension of our school. As a charter school, we strongly encourage parental commitment of time and energy that is not always found in non-chartered public schools. Based on extensive supporting research, we believe that parents who invest their time and energy in our
school and its learning processes will greatly increase the likelihood that their children will take full advantage of the unique learning opportunities available.

**Experienced and Committed Faculty**
Our faculty includes many extraordinarily experienced teachers with impressive international teaching backgrounds as well as a few young teachers with incredible enthusiasm and international education of their own. Peer mentor and team teaching relationships create dynamic exchanges that maximize instructional effectiveness.

**Local and International Network**
We network with like-minded community entities including Chapman Foundation, Chapman University, Chartwell School, CSU Monterey Bay, Defense Language Institute, Monterey Bay Aquarium, Monterey Institute of International Studies, and other California charter schools. We also work with global agencies such as the Council of International Schools, Fieldwork Education, and the International Baccalaureate Organization. Through this broad networking, we trade best practices and share resources, approaches, and expertise. The mutual enrichment guarantees that we will become increasingly empowered to positively impact students and the community beyond.

**Thoughtful Infrastructure**

**Model Funding**
Though working to minimize administrative overhead to keep the overall costs of education as low as possible, we refuse to skimp on the spending required to fully implement our ambitious academic model. While public schools generally must limit their programming based on available state funding, our Board of Trustees and ISM Foundation have committed to augmenting government allocations at a level that guarantees delivery of the comprehensive programming described here. Overall funding sources include federal and state allocations, parent contributions, grants, special event proceeds, and private donations. In support of our vision of access to International School education for all regardless of financial means, our parent community believes that those who can afford to donate the difference between the state allocation and the actual costs of education should do so for their own children, and that fundraising efforts should bridge the gap for those who cannot afford to contribute.

**Open Exchange**
All members of our ISM family have engaged in notable educational innovation. There is a pervasive sense throughout our community that the success of this endeavor stems from working toward common goals including funding and continuous school improvement. Toward this end, we encourage communication and exchange of ideas among students, parents, faculty, staff, and Trustees. As a work in progress, we remain open to fresh concepts and methodologies, and we nurture a culture that invites such input. During meetings held monthly during nonschool hours, our Board of Trustees welcomes comment and input from all interested parties.

**Learning Environment**

**Inquiry**
The curriculum for kindergarten through grade 8 focuses on the total growth of the developing child. ISM advocates inquiry-based learning, a student-centered method of teaching focused on the asking of questions. The inquiry method is motivated by the recognition that the activities and behaviors of a good learner, at all stages in life, are grounded in knowing what I know, knowing what I need to know, and knowing how to find out.
Context
In grades K-5, ISM stresses that what children learn should respect the past while also preparing them for the world in which they will live in the future. Teaching focuses on academic growth, personal development, and global awareness. Learning is active, engaging, and, above all, meaningful to children.

Connections
In grades 6-8, the curriculum continues to nurture inquiry. At this age, students experience a dramatic shift in their cognitive abilities as they move from a concrete mode of thought to a more abstract way of thinking. To foster this growth, the ISM curriculum guides students in making connections and seeing relationships among subject areas and with the world beyond the classroom.

Accreditation
The International School of Monterey became the first public school to be granted candidate status for joint accreditation by the Western Association of Schools and Colleges (WASC) and the Council of International Schools (CIS) in February 2005. Subsequently, the school engaged in the exhaustive self-analysis and self-improvement that serves as the greatest benefit of the accreditation process. This, coupled with the valuable input of the WASC-CIS visiting teams and subsequent requirements and reports, has led to extensive refinements and improvements to the ISM educational program as well as the school’s operations.

ISM ultimately became the first public school to earn joint accreditation from WASC and CIS in spring 2008. ISM has met all subsequent requirements to secure that accreditation status through June 2013, at which time the school will engage in the renewal process.
[See Appendix 4: Accreditation]

The staggering of the five-year accreditation period with the five-year charter period ensures that ISM engages in a process of continuous renewal by thoughtfully preparing for each.

International Primary Curriculum (IPC)—Grades K-5
The International Primary Curriculum (IPC), developed by Fieldwork Education in the United Kingdom (internationalprimarycurriculum.com), serves as the foundation of ISM’s K-5 curriculum. The IPC was created with consideration of what it means to have an international mindset, and of the lessons learned as a result of a decade of research into the brain and the development of brain-friendly learning and teaching strategies. Given these emphases, the ISM curriculum, in practice, involves a great deal of inquiry-based, hands-on work, plus a number of internationally oriented projects. We view the curriculum as the sum total of all experiences—academic, social, artistic, implicit, and explicit—that a student experiences at school. ISM offers music, drama, art, PE, and Spanish classes. The IPC includes its own set of learning targets and established units. Because these units do not fully align with California State Standards, we use them as a model, and sometimes a starting point, as we create our own units based on the IPC model that are aligned with California State Standards.

We constantly make our units even better by asking teachers to have a greater role in expanding or replanning them. The ISM unit-planning template forces us to take a hard look at assessment before we get too deep in activity planning.

Staff development sessions have focused on instilling inquiry-based instruction in the school. We thus place an emphasis on the students’ own original questions, and feel that these should influence curriculum design. Students are often asked to create projects based on their original
questions (as distinct from mere topics). We have also worked with a curriculum design methodology called Backwards Design, which considers assessment at the beginning of the planning process. All teachers use this methodology and other training to write their own original thematic units based on the IPC model.

ISM uses schoolwide portfolios, with a belief that a variety of assessment strategies are desirable. Many grades conduct student-led conferences centered on discussion of the portfolio contents and personal strengths and areas for improvement.

Aims of the IPC are expressed as Personal Throughlines, a series of desired attributes and dispositions, that characterize successful students. We have adopted and added to these as our Expected Schoolwide Learning Results (ESLRs) as listed under Philosophy and Objectives above. Thus, the curriculum has been developed around the goal of producing globally minded young people who are:

- Thoughtful lifelong learners
- Inquiring
- Open-minded
- Creative
- Passionate about intellectual and artistic interests
- Self-motivated, self-regulating, and self-reflective
- Good-hearted
- Conscientious, caring, compassionate
- Managers of positive relationships
- Respectful and understanding of diversity
- Literate and able to speak, read, write, listen, and think effectively in English and another language
- Technologically literate
- Able to apply mathematical, social, and scientific skills in real-life situations
- Students who appreciate and participate in the arts

**Transdisciplinary Inquiry**

A commitment to structured inquiry as an ideal vehicle for learning lies at the heart of the IPC philosophy. Teachers and students are guided by a series of basic organizing themes based in Ernest Boyer’s similar core commonalities:

- The Life Cycle
- The Use of Symbols
- Response to the Aesthetic
- Membership in Groups
- A Sense of Time and Space
- Producing and Consuming
- Connections to Nature
- Living with Purpose
The Curriculum Framework

The framework incorporates five essential elements: concepts, skills, attitudes, actions, and knowledge. The transdisciplinary questions or themes form the context in which the curriculum operates. Students explore academic subjects through these themes and often in ways that transcend conventional disciplinary boundaries.

- **Concepts**
  Key concepts are expressed as questions—What is it like? How does it work? How is it connected to other things?—that propel the process of inquiry and lie at the heart of the curriculum model.

- **Skills**
  Sets of cross-curricular skills—thinking, communication, and social behavior—are acquired in the process of structured inquiry.

- **Attitudes**
  The program as a whole promotes and fosters a set of attitudes including tolerance, respect, integrity, and confidence.

- **Actions**
  Students are encouraged to reflect, choose wisely, and to act responsibly with their peers, school staff, and in the wider community.

- **Knowledge**
  The program identifies a body of significant knowledge for all students in all cultures in six principal domains: languages; social studies; science and technology; mathematics; arts; and personal, social, and physical education.

The Middle School Program—Grades 6-8

An important part of the school is our leading edge—the middle school. The IPC ends with grade five and does not have a complementary middle years program. The International Baccalaureate Organization does have a Middle Years Program; however, it spans grades 6-10, so it, too, is not a perfect fit for ISM’s 6-8 needs. Thus, in 2003-2004, a Middle School Committee met numerous times and decided that ISM would create its own unique middle school program. The committee identified the need for a sort of glue to hold all of the disparate parts of a middle school together, and it was decided that this glue would be the Core Commonalities created and endorsed by renowned educator Ernest Boyer. Therefore, visitors see these on the wall of each middle school classroom, as teachers have agreed to refer to them as often as possible in the context of lessons aligned with California state standards. It was also decided that a major component of the middle school, like the elementary school, would be the personal portfolio. A final component of the ISM middle school program is a yearly project.

Unique Pedagogical Frame

The ISM middle years program is envisioned as four strands, surrounded by a three-tiered frame of 1) fine arts and physical education, 2) internationalism/languages, and 3) portfolio documentation. First, we believe that fine arts and physical education should be integrated with and frame our identity as a school. We therefore choose to offer music, drama, visual arts, and PE as core. Second, as an international school, we believe that internationalism and foreign language instruction should frame the entire curriculum.

Recognizing that internationalism is a difficult term to operationalize, the ISM Board of Trustees officially adopted a Standards-Based Definition of Internationalism in 2008 in order to guide the embedding of internationalism in all aspects of the school’s academics and operations. It declares
that ISM will—through its mission, curriculum, policies, and practices—provide opportunities for learners to develop ethics, global perspective, diversity, communication, community, and leadership as essential elements of an international perspective. [See Appendix 5: Internationalism at ISM]

Finally, we ask students to document their holistic learning in a personal portfolio that creates a complete picture for the student of *who I am as an individual learner*.

**Curricular Strands**

The first of the four strands inside this frame is entitled “Curricular Throughlines.” These throughlines are the Core Commonalities endorsed by renowned educator Ernest Boyer. They include organizing themes such as:

- The Life Cycle
- Living with Purpose
- Membership in Groups
- Producing and Consuming
- Connections to Nature
- The Use of Symbols
- A Sense of Time and Space
- Response to the Aesthetic

As teachers develop lessons guided by the California State Standards, they seek to express the lesson concepts in terms of these themes, over and over again, throughout the year. The Core Commonalities, then, become a sort of “glue” that holds the otherwise potentially disparate parts of a middle school experience together.

Consistent with the IPC in grades K-5, the second middle school strand comprises the Expected Schoolwide Learning Results as Personal Throughlines, with the curriculum developed around the goal of producing globally minded students and graduates who are:

- Thoughtful lifelong learners
- Inquiring
- Open-minded
- Creative
- Passionate about intellectual and artistic interests
- Self-motivated, self-regulating, and self-reflective
- Good-hearted
- Conscientious, caring, compassionate
- Managers of positive relationships
- Respectful and understanding of diversity
- Literate and able to speak, read, write, listen, and think effectively in English and another language
- Technologically literate
- Able to apply mathematical, social, and scientific skills in real-life situations
- Students who appreciate and participate in the arts
Such qualities may be best assessed in a qualitative manner, which is why the portfolio is an important part of the “frame” of the middle school.

The ISM Middle Years Program, Grades 6-8

Will be documented in large part by the Portfolio, which is...
...a collection of work samples and/or documentation of work (performances of understanding)
...an expression of our emphasis on understanding and depth (vs knowing and scope)

The What and the How

Grade-level curriculum content is consistent with California State Standards.

In accord with the ISM mission, the middle school values inquiry-driven, understanding-based curriculum. Students have ample opportunity/encouragement to explore their own questions, and are provided with the tools necessary to do so effectively. Units of study are designed around understanding goals in accord with well respected frameworks such as Grant Wiggins’s *Understanding by Design* and Harvard Project Zero’s *Teaching for Understanding*. 
The third strand in the middle school is community, action, and service. ISM emphasizes community action and service as an important part of an ISM middle schooler’s experience, and builds this community service to the curriculum through scheduled Advisory periods and on-campus and off-campus partnerships. ISM continues to explore a full-fledged collaborative service learning partnership with the Service Learning Institute at California State University, Monterey Bay.

The final strand in the middle school is the Yearly Project that involves an in-depth exploration and presentation of an area of personal passion. As currently constructed, sixth graders complete a science fair project; seventh graders research, write about, and personally present themselves as a favorite historical figure through Night of the Notables; and eighth graders complete another science fair project.

**Common Subjects**

ISM teaches English Language Arts, Social Studies, Mathematics, Science, Spanish, Arts (visual arts, music, and drama), and Physical Education at all grade levels, and has a fully developed curriculum for each that meets international school and California state standards.

At the encouragement of its accrediting agencies—the Council of International Schools and the Western Association of Schools and Colleges—from 2008 through 2010, ISM completed extensive curriculum refinement work with intra-grade teams collaborating to integrate the instruction of the seven common subjects within each grade level. Likewise, inter-grade subject-matter teams worked to articulate each subject across all grades K-8 ensuring alignment with the California state standards. This work has generated a fully integrated and articulated curriculum map.

During the 2010-2011 school year ISM is translating this curriculum map into a comprehensive online presentation that will allow staff, parents/guardians, and students to access:

- Unit topics and unit essential questions (i.e. unit focus)
- California State Standards addressed through each unit of study
- Unit activities that integrate other subject areas
- Unit activities that address concepts related to character development and internationalism
- Assessments used to measure student level of mastery of concepts and skills addressed by each unit
- Teacher-developed lesson plans

The curriculum mapping ensures that ISM students experience cohesive inquiry-based, hands-on learning throughout their ISM careers even as they transition from the IPC-based K-5 curriculum to the middle school model. Throughout the curriculum, ISM provides students with opportunities to demonstrate the understanding they have gained, the skills they have learned, and the concepts they have mastered in all subject areas in real-world contexts.

**English Language Arts Curriculum**

In kindergarten through eighth grade, English Language Arts is taught both as a core class and as an integrated strand with skills practiced as an integrated part of all other ISM curricula. In the primary grades (K-3) students follow a spiral curriculum where they learn and practice the fundamental skills associated with becoming good readers and writers: phonemic awareness, phonics, word recognition, vocabulary development, comprehension, fluency, and sentence and paragraph development. As they engage in activities during Social Studies, Science, Mathematics, Drama, Music, PE, and Art they practice using the fundamental skills of good readers and writers.
In grades four through six, students continue to practice the fundamental skills associated with becoming good readers with a specific focus on vocabulary development, comprehension, and fluency. Grade 4-6 students also continue regular instruction in the formal process of writing. During English Language Arts, students often work with literature that is selected because it provides an opportunity for them to develop their vocabulary, comprehension, and fluency. The literature is also selected because it addresses information and concepts related to other subject areas, (Social Studies, Science.) As grade 4-6 students receive projects and assignments in their Social Studies, Science, Mathematics, Drama, Music, PE, and Art classes, they are expected to use the skills of good readers and writers that are appropriate to their age and grade.

In grades 7-8, English Language Arts is taught as a formal subject with fiction and nonfiction literature and poetry used as the focal point for teaching and learning. Students focus on character development, receive direct instruction from the teacher, and are given opportunities that allow for guided and independent practice and work on group and independent projects that allow them to advance their reading and writing skills.

Social Studies Curriculum

The International School of Monterey's Social Studies curriculum provides students with an age-appropriate inquiry-based learning experience that allows students to consider local, state, national, and international events from the perspective of historians. They look at these events and consider how they have shaped history. The study of local, national, and international current events is an integral part of the curriculum. Teachers ask students to use the study of the past to better understand the present and to help them gain an informed understanding of world events from a global perspective.

Because of ISM’s commitment to inquiry-based learning, ISM’s proximity to the ocean, the influence that the ocean has had in shaping the history of the region, and the ocean’s continued influence on the lives of the people who live and work on the Monterey Peninsula, ISM has made the study of the ocean a central focus of its Social Studies curriculum. The many ocean-related businesses, historical sites, and research institutions on the Monterey Peninsula, and the professionals available to our students affords ISM the opportunity to provide a rich inquiry-based Social Studies curriculum that challenges students to learn through real-world experiences.

Mathematics Curriculum

Algebra is so important that during the Clinton administration the Department of Education made algebra by eighth grade a national goal. Research supports this. The 2005 National Assessment of Educational Progress study of high school transcripts found that, if students complete one course beyond Algebra 2 in high school, they double their odds of earning a bachelor’s degree. The NAEP also found that an early start greatly increases the chance of completing that advanced course, with 83 percent of ninth graders taking Geometry doing so compared to 34 percent of those taking Algebra 1 in ninth grade and only 6 percent of those taking Prealgebra.

Unfortunately, research summarized in the 2008 Brown Center Report on Education has found that simply pushing students into Algebra in eighth grade doesn’t work. Carpenter (2005) found that discontinuity between elementary school arithmetic and algebraic thinking makes algebra success elusive, and Ghazi (2000) concluded that algebra needs to be demystified through exposure at earlier ages.

Based on the research, ISM has developed an Enhanced Math program that introduces algebraic thinking starting in kindergarten—asking students to go beyond simple arithmetic to begin real problem solving—and then ensures the opportunity for all students to take and succeed in Algebra 1 by grade eight.
In grades K-5, we employ *Everyday Mathematics*, a research-based curriculum developed by the University of Chicago. Based on research on the development of the adolescent brain, the authors begin laying the groundwork for math literacy at an earlier age than traditional programs knowing that children are capable of learning a great deal more than previously expected. Each grade level’s curriculum is designed to teach students the skills and concepts that their developing adolescent brains are capable of mastering. Each year the spiral curriculum revisits the same content strands to expand upon the concepts, strategies, and skills mastered in previous years, allowing students to gain a higher level of understanding and mastery. Through the spiral curriculum, students gain age-appropriate experience in algebraic thinking and inquiry, the use of variables, data and chance, geometry and spatial sense, measures and measurement, numeration and order, patterns and functions, and operations.

In grades 6-8, we divide students into three math classes at each grade level. The resulting average class size of 17 ensures individual attention that fosters success. In grade six, students displaying readiness take Prealgebra, while others complete the Everyday Math spiral curriculum. In grade seven, those mastering Prealgebra continue into Algebra, while others repeat Prealgebra or take it for the first time. In grade eight, those mastering Algebra take Geometry, while others repeat Algebra or take it for the first time. All students make the target of Algebra by eighth grade. This approach, based on individual readiness, positions a small group of students to take Algebra 2 in ninth grade, a large group to enroll in Geometry for the first time or as a repeat, and another smaller group to repeat Algebra 1.

**Science Curriculum**

In kindergarten through eighth grade, Science is taught using an inquiry-based approach that stresses student use of the real world to learn science through discovery, investigation, discussion, and experimentation. Science units often include a culminating project or a student presentation.

As part of their science studies, students explore how local decisions based on scientific principals affect real-world situations. Through the study of historic scientific discoveries (the cause) and the understanding of the impact of those discoveries (the effect), students gain an understanding that decisions made in the name of science may have both positive and negative consequences for individuals and that they may also have consequences for local, statewide, national, and global communities. Through science, students are given opportunities to think as conscientious, compassionate, and responsible citizens of their class, their school, their community, and the world as they are asked to consider science-related current events from a global perspective.

**Spanish Curriculum**

The ISM Spanish curriculum goal is to develop students who are literate in the Spanish language. The concept of Spanish literacy includes the ability to understand what is heard, to speak comprehensively (with accurate grammar and pronunciation), read with understanding, and write with clarity and accuracy. Becoming literate in Spanish is a developmental process. In the primary grades students begin to speak Spanish. They are introduced to and practice using common Spanish vocabulary and simple common Spanish phrases. Students learn Spanish songs, stories, and holidays that, along with helping students to learn and practice vocabulary, provide an introduction to many different Spanish-speaking cultures. As students progress through the primary grades, they practice and present teacher-designed skits and give simple presentations in Spanish that allow them to practice pronunciation and grammar.

In the intermediate grades students continue to expand their Spanish vocabularies. They begin to learn and practice reading and writing in Spanish. Students continue to learn songs and about holidays as a means to expand vocabulary and learn about other Spanish-speaking cultures. In the intermediate grades, students work in groups to develop their own skits, which they present in
Spanish. They also research aspects of Spanish cultures, write about them, and make simple presentations that demonstrate their ability to communicate information and ideas in Spanish.

In grades 6-8, students speak, read, and write in Spanish. Classroom activities and assignments provide students with opportunities to gain greater fluency. Activities and assignments continue to require students to research and learn about the many Spanish-speaking cultures that are a part of their world. Students follow the current events of Spanish-speaking countries, discussing the cause and effect of those events both locally and internationally.

An ISM student having participated in Spanish classes for nine years should graduate from ISM as a Spanish speaker with a strong understanding of the customs and cultures of many Spanish-speaking countries.

Visual Arts, Music, and Drama Curriculum

The ISM Arts curriculum provides students with an age-appropriate background, exposure, and experience in the following areas:

- **Artistic Perception:** Processing, analyzing, and responding to sensory information through the language and skills unique to the arts.

- **Creative Expression:** Students apply artistic processes and skills, using a variety of media to communicate meaning and intent through art.

- **Historical and Cultural Context:** Students analyze the role and development of the arts in past and present cultures throughout the world, noting human diversity as it relates to the arts and artists. The rich art and culture of Spanish-speaking countries is an important part of the ISM art curriculum.

- **Aesthetic Valuing:** Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of the art form, the principles of design, and the aesthetic qualities.

- **Connections, Relationships, Applications:** Students apply what they learn in the arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the arts.

Physical Education Curriculum

The focus of the ISM Physical Education curriculum is to provide students with an opportunity to actively develop their endurance, coordination, balance, physical strength, and athletic skills. The K-8 physical education curriculum also places an equal importance on the development of student understanding of the rules of the game, and on sense of fair play, sportsmanship, and teamwork.

The Physical Education curriculum is spiral in nature. Each year, as students mature (i.e. develop physically, emotionally, and intellectually) they revisit the core skills. Each year students are provided with more sophisticated instruction and additional opportunities for practice. And each year students enhance their physical, intellectual, and emotional ability to participate in sports and other physical games and activities.

Integrated Subjects

Rather than teaching them as separate subjects, ISM integrates the following subjects into the seven curricular areas listed above.
Technology

ISM integrates technology learning into all other subjects. Following a spiral model, the integrated content focuses on effective use of technology for learning; age-appropriate development of technology-related skills; and appreciation for the potential, limitations, impacts, and dangers of technology in our lives. As a mark of ISM’s academic commitment to internationalism, technology is particularly leveraged to connect ISM students with other students, teachers (often past ISM faculty members who have moved on to other International Schools), and learning resources across the globe.

Internationalism & Character Development

ISM integrates internationalism and character development into all other subjects, and also provides for specific emphasis through Advisory periods and assemblies. The teaching of internationalism is based on the Standards-Based Definition of Internationalism adopted by the ISM Board of Trustees in 2008, which focuses on helping students develop the characteristics of a successful international citizen. ISM also uses the Wise Skills curriculum to shape the integration of internationalism and character development. [See Appendix 5: Internationalism at ISM]

Ocean Literacy

Because of our proximity to the ocean, many of our current inquiry units and grade-level fieldtrips are closely tied to the ocean. The Ocean Literacy Network, an outgrowth of the National Oceanic and Atmospheric Administration (NOAA), has created the Ocean Literacy Essential Principles and Fundamental Concepts. Each of these Essential Principles is correlated and comparable to those concepts underlying the National Science Education Standards (NSES).

ISM’s science and social studies curriculums have been aligned with these Ocean Literacy Essential Principles and Fundamental Concepts to:

- Provide high-quality, hands-on learning experiences for our students.
- Integrate learning through real-world experiences.
- Provide service-learning opportunities for students.
- Integrate concepts related to internationalism and the responsibilities of individuals who choose to be “citizens of the world.”
- Provide students with a context for real-world opportunities to demonstrate their knowledge, abilities, and commitment to their local and world communities.

As our ISM teaching staff has worked to develop clear and complete, user-friendly curriculum maps for each subject area, they have also integrated the Ocean Literacy Essential Principles and Fundamental Concepts at each grade level and in each subject area where an academically appropriate connection can be made.

Schoolwide Enrichment Model (SEM)

Another hallmark of the ISM curriculum is the Schoolwide Enrichment Model Friday workshop. Each Friday afternoon, we offer specialist-taught workshops to all students. We strive to tailor the sessions to children’s interests. Past topics have included Taiko drumming taught by an ISM parent, zoology taught by a CSUMB (California State University, Monterey Bay) faculty member, swimming taught by an administrator, as well as slam poetry, soccer, and guitar, just to name a few. We are always looking for committed volunteers to present workshops in areas reflecting their personal passions. A hope is that these lead to long-term student projects.
All material/information presented by any non-International School of Monterey employee (parents, guests, or other volunteers) on the International School of Monterey campus whether under the auspices of the Schoolwide Enrichment Model (SEM) or otherwise must be approved by the Director or designee prior to delivery/dissemination.

**Future Development**

Now that ISM has a fully developed curriculum with all subjects vertically articulated across grades K-8 and horizontally integrated at each grade level, and with California State Standards covered throughout, the school will circle back during the term of this renewal charter to reconsider the alignment with the International Baccalaureate Organization’s Primary Years Programme and Middle Years Programme. The administration and board will conduct a full analysis to determine whether or not ISM should adopt the PYP and MYP, and become an IB World School.

[Full curriculum documentation is available from the Principal & Head of Academics at the ISM site]

**Additional Supports for Targeted Students**

ISM has committed to the following structures that enhance the school’s ability to support all students at their unique individual levels, including targeted populations:

- Small class sizes ranging from 20 in the lowest grades to 25 in the highest
- Instructional aides available to push in or pull out for differentiated instruction
- A fulltime school counselor dedicated to coordinating all student support services and providing guidance to individual students and their families
- Classroom volunteers to supervise learning stations
- Response to Intervention software for individualized assessment and instruction
- Teacher and counselor availability for families through our Student Support Program
- An average of two periods of teacher planning time per day that allows development of differentiated instruction and individualized intervention strategies

**Students Achieving Above Grade Level**

While performance on standardized assessments, whether state tests or parent-reported screenings, may be considered in identifying students achieving above grade level, the primary means of identification at ISM is teacher observation of students as they engage in everyday classroom learning.

ISM teachers employ instructional strategies and structures that promote high engagement and challenging learning opportunities for all students. ISM’s inquiry-based learning model emphasizes the importance of providing a broad range of advanced-level experiences to all students so that the opportunity to engage in investigations grounded in student talent, interest, and ability is enjoyed by all. Students are required to demonstrate mastery of skills and concepts in all subjects. Because learning at ISM is integrated, students are expected to make connections and use skills and concepts acquired in all subjects to the best of their ability at all times.

ISM requires students to do inquiry-based individual and small-group projects at all levels. Teachers assess students using rubrics that identify attributes deemed above grade level to encourage and expect all students to work to their highest level of ability. They work to differentiate instruction to meet advanced students where they start, and to push them further in their level of inquiry, understanding, and application.
In some cases, where appropriate, teachers group students by ability for small group projects to provide challenge and motivation from similar peers, and then provide differentiated enrichment and support to each group. Likewise, teachers might create enrichment program clusters on a weekly, biweekly, or daily basis. These offer a highly flexible structure that can be shaped to meet the needs of each specific group of students.

The Schoolwide Enrichment Model (SEM)—borrowed from a holistic model for teaching advanced students—particularly connects with students performing above grade level by engaging them in exploration of special topics, content, themes, skills, and interests that will further stimulate their inquiry outside of the usual subject matter. While all students enjoy the unique SEM content, those performing above grade level often run with the content to create their own learning challenges.

**Students Achieving Below Grade Level**

**Student Support Teams (SST)**

Students not working to academic standard in any of the core subject areas enter into ISM’s Intervention program. ISM teachers track the performance of each student’s academics and behavior throughout the school year. When a teacher, in any class, notices that a student is not working to academic standard, struggling, or missing assignments, the teacher will first address the concern with the student. The teacher will then work with and assist that student to provide an opportunity for the student to bring assignments current by providing directed instruction in targeted skills or concepts, and strategies for organization and study skills. Teachers also seek information from prior-year teachers and teachers of other subjects who may be familiar with the student’s academic performance. The teacher contacts the student’s parents/guardians describing the nature of their child's academic struggles and the intervention strategies that have been employed. The teacher provides the parents/guardians with strategies that they can employ to help their child work to academic standard. The teacher maintains records that describe the student's level of participation and progress during the intervention.

If, after a minimum of four weeks, a student continues to not work to academic standard, parents/guardians are contacted and informed that their child continues to have academic difficulty with the subject (or subjects, if more than one). A formal Student Support Team (SST) meeting is convened. Members of the Student Support Team include the student's teachers, parents/guardians, the school counselor, and, if age-appropriate, the student. Data is collected and presented in the form of work samples, benchmark scores, and written observations. Individualized assessments may be performed to determine the student's academic performance level. The Student Support Team develops an Action Plan for the student. The plan outlines specific interventions, modifications, or accommodations that will be put in place to help the student meet grade-level appropriate standards. The Action Plan also establishes how progress will be assessed and a timeline for assessment. Following the Student Support Team meeting teachers remain in contact with parents/guardians regularly so that they are aware of ongoing issues and missing assignments and can provide a support system at home until the student’s performance level is brought up to acceptable grade level. All teachers involved with a student who is falling behind academically continue to dialogue regularly with the student's homeroom teacher, as well as with the parents/guardians.

The SST process lasts from 6 to 8 weeks. Material is collected for further evaluations during the SST process. The SST process can be repeated (extended) to implement additional modifications. If the SST process is proving unsuccessful, ISM refers the student’s case to the special education psychologist for evaluation review and consideration of assessment.

Parents have the right to request Independent Evaluations if they present, in writing, areas of disagreement with the District Evaluation. The District will review requests and determine if the IE...
Parents have the option to request academic evaluations outside the school district that may identify learning difficulties. [See Appendix 6: Student Support Team Process]

**Serving Students with Disabilities**

**Overview**

ISM shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEIA).

ISM shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

**Section 504 of the Rehabilitation Act**

ISM recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any ISM program. Any student who has an objectively identified disability which substantially limits a major life activity, including but not limited to learning, is eligible for accommodation by ISM.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation data shall be reviewed by the 504 team which will determine the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program or activities. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the
student receives a free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, utilizing a variety of sources, including, but not limited to, assessments conducted by the school’s professionals.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that they review the 504 Plan with long-term substitutes. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

**Services for Students Under the IDEIA**

ISM complies with all applicable state and federal laws for special education. ISM also complies with applicable Special Education Local Plan Area (SELPA) policies on special education.

As a charter school authorized by the Monterey Peninsula Unified School District, for special education purposes ISM may operate as a public school of the District under the Monterey County SELPA in accordance with Education Code Section 47641(b), or ISM may become a local educational agency (LEA) for special education purposes by providing legal verification of participation in another state-approved SELPA in accordance with Ed Code Section 47641(b).

Given these choices, while reserving the right to exercise either option in the future, ISM has elected to enter into an MOU with the District to operate as a public school of the District for special education purposes through the end of the 2010-2011 school year, and will seek renewal of that MOU upon renewal of this Charter. Thus, students eligible for special education who are enrolled in ISM receive special education services in accordance with their IEPs and in the same manner as any other student enrolled in the District. The District, as the local education agency for special education purposes, offers a full continuum of special education instruction and related services to ensure that all special education students receive a free appropriate public education. Not every service on the continuum of options is offered at the ISM school site. Accordingly, an ISM student requiring special education services may receive such services from the District at another site in the District or as otherwise arranged by the District in accordance with the student’s IEP and the policies of the District and special education local plan area (SELPA).

Special education placements and related services available on site at ISM may include general education inclusion, a resource specialist program, speech and language therapy, and other designated instructional services. Other special education placements and services are available off-site in the District as called for in a student’s IEP.

Both ISM, via the Student Support Team process, and parents may request evaluation of students to determine if they qualify for special education services. The District maintains responsibility for setting all processes and timelines for determination, initiation, and provision of services once a request for evaluation has been made.

ISM provides physical space at the school for special education purposes, identifies students who may qualify for special education services, makes referrals for evaluation in accordance with District and SELPA policy, holds Individualized Education Program (IEP) meetings at the school, and ensures that the general education teachers carry out their responsibilities as assigned in an IEP. ISM shall cooperate with the District in ensuring compliance with applicable law and SELPA and
District policies and procedures. ISM shall further ensure compliance with the MOU agreed upon by the District and Charter School.

[See Appendix 7: Memorandum of Understanding & Special Education Services Addendum]

**English Learners**

**Overview**

ISM will meet all applicable legal requirements for English Learners (EL) as they pertain to annual notification to parents/guardians regarding program options and placement of English Learners, student identification, placement, program options, EL and core content instruction, teacher qualifications and professional development, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. ISM will implement policies and practices to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Because ISM has not applied for or received Title III funding directly or as part of a consortium, the school currently shall meet the minimum legal requirements for English Learners established under the California Education Code for all LEAs. At such time that ISM does apply for and receive Title III funding, the charter school shall fully comply with any additional associated requirements.

The program options for placement of EL students communicated to parents/guardians include:

- **Structured English Immersion (SEI)**
  
  Students who score at less than reasonable fluency on the CELDT (levels 1, 2, or 3 overall) are placed in an SEI program where they are taught overwhelmingly in English. This instruction is specially designed to help the student increase English proficiency and access grade level standards. Students receive daily ELD lessons.

- **English Language Mainstream (ELM)**
  
  Students who score at reasonable fluency on the CELDT (levels 4 and 5 overall) are placed in an ELM program in a program of study with native speakers of English. Students receive daily ELD lessons. Parents may request this program at any time.

- **Alternative Program (primary language instruction)**
  
  This option requires approval of a Parental Exception Waiver. If available, students may transfer to a public school in their home district that offers instruction in their primary language and English and receive daily ELD.

To ensure compliance with all state and federal requirements and to promote best practices in the administration of EL programs and the teaching of EL students, the ISM Director or Principal will meet annually each spring with District staff overseeing EL programs to review and revise ISM's policies and practices. Where deficiencies are identified, ISM shall take all steps possible to rectify them by the start of the ensuing school year. When this is not possible, ISM and the District shall establish a mutually agreeable timeline for necessary changes to occur.

**Home Language Survey**

ISM administers the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).
**California English Language Development (CELDT) Testing**

All students who indicate that their home language is other than English will be CELDT tested within 30 days of initial enrollment and at least annually thereafter between July 1 and October 31 until redesignated as fluent English proficient. ¹

ISM will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving them from the publisher. This notification will include identification of program options and student placement as described above. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

**Identification and Reclassification Procedures**

ISM uses CELDT results for newly enrolled students to initially identify students as English Learners who need to develop their skills in listening, speaking, reading, and writing in English. ISM also uses the initial test results to identify students who are Initial Fluent English Proficient (IFEP).

Students are classified as EL if they score intermediate or below on any part of the CELDT test.

Students classified as EL are tested each year to determine progress. The school uses the results of the annual followup CELDT assessments to see how well English Learners are acquiring English. In accordance with Education Code Section 313(d), annual results also are one of four general criteria used to determine if English Learners possibly are ready to be reclassified as Redesignated Fluent English Proficient (RFEP). The three other general criteria are teacher evaluation, including a review of the pupil’s curriculum mastery; parental opinion and consultation; and, grades of C or better in all core subjects as a comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills. ISM maintains specific criteria aligned with these general categories and communicates them as part of detailed information provided to the parents/guardians of EL students.

For each EL student, a Language Review Team (LRT) shall meet at least once per year to review and discuss student progress, placement for the following year (matriculation), and reclassification as FEP (prior to matriculation). The LRT shall be composed of the Principal, ELD teachers, the student’s ELA teacher, the student’s math teacher, and the school counselor. Parents/guardians shall be invited to meet with the LRT. LRTs shall also meet at least two times per year to review/monitor reclassified students, and additionally as needed for EL students who are not progressing.

**Strategies for English Learner Instruction and Intervention**

ISM employs several teachers who are certified EL instructors. These teachers provide in-service and consult with the rest of the ISM teaching staff regarding strategies to best meet the needs of individual EL students.

ISM students identified as English Learners receive instruction in the regular classroom setting following the ELD Framework and SDAIE strategies.

Many ISM teachers hold a BCLAD or CLAD certification, and many are bilingual. Whenever possible and to the extent required by state or federal regulations, EL student are assigned to classrooms where these teachers can provide support. ISM also provides ongoing professional development for teachers regarding how to use appropriate strategies to ensure that English Learners progress in their English Language Development (ELD) skills and have access to the core curriculum with strategic support. ISM will ensure that all state and federal requirements for CLAD

¹ The 30-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment. **ISM students indicating a home language other than English who have not been previously CELDT tested will be tested annually until classified as Fluent English Proficient (FEP).**
or BCLAD certification and training are met to ensure that each EL student receives the appropriate number of daily instructional minutes in ELD.

Students-At ISM, EL students learn English as part of a meaningful social context as they experience highly motivating, interesting content taught in authentic, meaningful contexts employing a hands-on inquiry-based curriculum. Within this context, EL students are provided many opportunities to communicate about what they know as well as about their feelings and attitudes. Learning language in context allows students to experience and practice the formal and functional characteristics of language. This integrated language and content model provides a wide variety of opportunities in which students can use their own language to experience and gain proficiency in English.
Measurable Pupil Outcomes (Element 2)

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. [Education Code Section 47605(b)(5)(B)]

Schoolwide Outcomes

ISM continually seeks to challenge both its students and itself through outcomes that raise the bar for performance. Toward that end, the school will pursue the following annual schoolwide outcomes during the term of this charter:

- At least 70 percent of students will show one grade or skill level’s worth of progress each academic year as evidenced by scores on the California STAR tests. A student retaining the same proficiency level or progressing to a higher proficiency level will serve as evidence of one grade or skill level’s worth of progress.
- At least 70 percent of ISM graduates responding will report that they were “very well prepared” or “extremely well prepared” (4 or 5 on a 5-point Lichert scale) for the overall academic demands of high school, as measured on a survey administered after their first two months of high school.
- ISM will maintain a minimum score of 850, while striving to achieve the 900 mark, on the California Academic Performance Index (API).
- ISM will continue to achieve its API growth target.
- ISM will close the achievement gap on the API by narrowing the margin between each measurable population subgroup and the top-scoring subgroup by 5 percent each year.
- ISM will further implement data analytics systems [See ZOOM! Data Source description under Element 3] and related practices in order to further embed a data-driven culture and refine its assessment practices as objective measurements. A 10 percent increase in the average teacher rating of the extent and importance of using data to guide planning and delivery of instruction, as captured on annual teacher satisfaction surveys, will serve as evidence of increasing depth of a data-driven culture.
- ISM will review existing assessment data on an ongoing basis, and specifically each fall, to further refine the assessment practices delineated under Element 3 as objective measurements and to align specific formative and summative measures with the Graduation Outcomes outlined immediately below. The creation and maintenance of an increasingly detailed table showing alignment of objective measures with each outcome will serve as evidence of this refinement.

Graduation Outcomes

International School of Monterey students will demonstrate the following skills upon graduation from eighth grade:

Core Academic Skills

English

- Pupils will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g. written, oral, multimedia), with communication skills appropriate to the setting and audience.
Pupils will listen actively to presentations and discussions.
Pupils will participate orally in cooperative groups and discourses.
Pupils will read poetry, fiction, and nonfiction and write their own works in these genres, publishing them among their peers.
Pupils will explore a range of international issues and events, questioning what they read, view, and hear in the media, conducting their own inquiries with increasing independence and presenting a case or argument with growing complexity.

**Geography**
Pupils will describe and explain patterns of settlement, population, and economic activity at local, regional, national, and global levels.
Pupils will select and use a range of geographical sources as a means of communicating about the interaction of peoples and environments.
Pupils will identify on globes and maps local places, places that are in the news, and other places that they are studying and identify the political and physical features of places they study.

**Health Education**
Pupils will demonstrate understanding of the relationship between diet, health, and fitness; examine the effects of financial, social, and cultural influences on diet; and understand the various effects that exercise, sleep, and diet have on physical and mental wellbeing.
Pupils will learn about the human reproductive system, menstrual cycle, fertilization, and the role of the placenta; relate to the emotional changes which take place during puberty, and show sensitivity to differences in maturation; and discuss how labeling and stereotyping has negative effects on mental health.
Pupils will understand the responsibilities and risks of sexual activity, including the possibilities of contracting sexually transmitted diseases and the HIV virus.

**History**
Pupils will demonstrate knowledge of the past by focusing on particular features of past societies identified in their programs of study.
Pupils will account for the development of different beliefs and attitudes of different groups and cultures in different societies.
Pupils will have personal links with children in other countries via letters, tapes, videos, electronic mail, fax, and other means.
Pupils will develop understanding of the historical, geographical, cultural, social, economic, and scientific backgrounds and of achievements of a range of countries around the world.

**Mathematics**
Pupils will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects that the staff and school governing board deem appropriate.
Pupils will convert standard weights and measures to metric weights and measures and vice versa; Fahrenheit degrees to Celsius and vice versa; and apply these measurements to student-created scientific projects.
Pupils will understand and use bearings.
• Pupils will follow a chain of mathematical reasoning, spotting inconsistencies.

• Pupils will carry out mathematical tasks in which the information given leaves an opportunity for choice of operation and approach.

Modern Language
• Pupils will gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, of the second language.

• Pupils will communicate and socialize with native speakers of another country in the classroom and outside of the classroom, through receiving visitors who originate from countries in which a different language is spoken, and where possible, through visits abroad.

• Pupils will work with others in pairs, groups, and whole classes, using the target language.

• Pupils will show an understanding of the importance of international relationships as they prepare for the world of work and continuing education, including the possibility of work or study abroad.

Music
• Pupils will listen with attention to detail and describe and compare music from different times, places, and cultures, using musical knowledge and vocabulary to express their tastes, opinions, and ideas of the music heard.

• Pupils will improvise and participate vocally and instrumentally in a variety of musical styles.

Science
• Pupils will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.

• Pupils will relate scientific knowledge and understanding to familiar phenomena and to things that are used every day.

• Pupils will present qualitative and quantitative data clearly, using graphs where appropriate.

• Pupils will discuss the benefits and drawbacks of scientific and technological development in the environment locally, regionally, and globally.

Information Technology
• Pupils will compare their own use of Information Technology with the use given IT in the outside world.

• Pupils will use IT-based tools to model, measure, and control physical events.

• Pupils will consider the ethical and social impact of IT on daily life.

Lifelong Learning Skills
Students will develop skills that will enhance their pursuit of learning throughout their adult lives, including:

Study Skills
• Pupils will learn to take notes, use electronic recording devices, and access information (in libraries, through computers, by interviews, etc.) in order to research various subjects.
Pupils will plan, begin, and carry out projects in different subjects.

Pupils will evaluate their own work and consult with peers and instructors to develop a plan to grow through improving on their work in their next project.

**Reading**

- Pupils will continue to develop their personal reading interests, responding to the suggestions of others for widening their choice of reading materials and genres, as well as making suggestions to others.

**Social and Interpersonal Skills**

- Pupils will demonstrate self-awareness and responsibility for their own learning and behavior.
- Pupils will show empathy and sympathy for other people’s points of view, emotions, and feelings.
- Pupils will explore the roles and relationships of different groups and cultures, and question stereotypes.
- Pupils will undertake responsibility on behalf of others and for their own surroundings, carrying out a community service project that benefits others or the environment.

**Life Skills**

Students will develop skills necessary for a healthy adult life:

- Pupils will be aware of opportunities for travel, study, and work that are available to young people outside of the United States.
- Pupils will be able to cooperate with partners in the international community.
- Pupils will explore factors involved in setting up and maintaining a home, planning, and having a family.
- Pupils will know the factors which influence decision-making and be aware of the long-term and short-term consequences of decisions on their health, safety, and economic wellbeing.
- Pupils will acquire a basic understanding of the place of religion in the world and its relevance to personal, social, and cultural issues.

**Progressive Benchmarks**

Individual student progress toward achieving the graduation outcomes will be measured by certain benchmarks. Since charter schools are legally required to "meet statewide performance standards" (Education Code Section 47605 (c)(1)), pupil outcomes at individual grade levels have been developed to align to state and national standards. As a sample, below we list benchmarks for three of the different subject-area outcomes listed above. These highlight the International School focus that differentiates the ISM curriculum from a traditional public school curriculum.

**English**

Pupils will explore a range of international issues and events, questioning what they read, view, and hear in the media, conducting their own inquiries with increasing independence and presenting a case or argument with growing complexity. The ways in which these skills shall manifest at the different grade levels will be the following:
In the primary grades (K-2) children will listen to stories and poetry from countries around the world, talk about this literature, and respond to the stories and discussion with their own writing.

In the primary grades children will experience a diversity of cultures and customs through music and song, dance, art, festivals and celebrations, food, costumes, sports and games, responding by active participation, discussion, and the writing process.

In the intermediate grades (3-5) children will meet and interview visitors from a variety of national and ethnic backgrounds in order to challenge stereotypes and develop attitudes of acceptance and appreciation toward cultural, religious, social, linguistic, and geographic diversity, reflecting these attitudes through discussion, analysis, and writing.

In the intermediate grades children will engage in active contact with children from other countries through group joint curriculum projects, electronic teleconferencing, and mail.

In the middle school grades (6-8) students will read about current affairs in other continents, maintain correspondence through electronic mail with students from around the world, and analyze information gathered through these means and the public media to develop their own ideas of events, writing about them and presenting them to their peers and through public media.

Geography

Pupils will identify on globes and maps local places, places that are in the news and other places that they are studying and identify the political and physical features of places they study. The development of these skills will take place at the different grade levels in the following manner:

In the primary grades children will talk about the local area by identifying simple physical features, buildings, human activities and weather patterns.

In the primary grades children will make use of simple maps and plans and create their own.

In the intermediate grades children will understand simple relationships between land-use, buildings, and human activities as well as between human activities, climate, and vegetation.

In the middle school grades students will understand some of the conflicts that arise as people attempt to use, manage, or protect the environment and the resources located in various places.

In the middle school grades students will be able to use various kinds of maps and globes to identify physical features, elevations, natural resources, and habitats, as well as weather patterns, distances, and time zones around the world.

Mathematics

Pupils will convert standard weights and measures to metric weights and measures and vice versa; Fahrenheit degrees to Celsius and vice versa; and apply these measurements to student-created scientific projects. The development of these skills shall take place beginning at early grade levels and progressing through intermediate in the following ways:

In the primary grades students will learn to measure lengths in inches, feet, and yards as well as in centimeters and meters.

In the primary grades students will learn to keep track of their own weights in pounds and in kilograms.

In the intermediate grades children will learn to measure various items in their environments at school and at home in ounces and in grams.
In the intermediate grades children will learn to measure volume in standard measurements (ounces, cups, pints, quarts, and gallons) as well as in metric (milliliters, liters, and metric gallons).

In the middle school grades students will learn to apply formulas for converting standard weights and measures to metric and to make conversions from metric to standard, as well as formulas for converting degrees Fahrenheit to Celsius and from Celsius to Fahrenheit; students will make judgments when it is advantageous to convert from one measurement to another standard.

**IPC Outcomes**

For K-5 we use the IPC learning goals as desirable pupil outcomes, which are aligned with the California State standards curriculum framework. These learning goals are broken down into three parts:

1) Subject Goals
   a) Art
   b) Geography
   c) History
   d) Information and Communication Technology
   e) Language Arts
   f) Mathematics
   g) Music
   h) Physical Education
   i) Science
   j) Society
   k) Technology
   l) Additional Language (Spanish)

2) Personal Goals

3) International Goals

These goals may be referenced in the publication "The International Primary Curriculum: The Learning Goals." In order to best serve our students and community, the International School of Monterey will continue to examine and refine its list of student outcomes over time to reflect the school’s mission and any changes to state or local standards that support such mission.
Methods to Assess Pupil Progress (Element 3)

The method by which pupil progress in meeting those pupil outcomes is to be measured. [Education Code Section 47605(b)(5)(C)]

Assessment Philosophy and Purpose

Assessment is a process that tells us about what the student knows, feels, understands and can do. ISM believes it is critical that assessment methods be varied in order to respond to different student learning styles and the context of varied instructional methods. Methods of assessment should be a reflection of the established curriculum and an integral part of teaching and learning. This section provides an overview of what the assessment of student outcomes looks like at ISM.

We use assessment methods to:

- Guide the planning of stages of learning and instruction.
- Evaluate teaching strategies (subject to continuous review and improvement).
- Inform the teacher as to the progress, needs, and learning style of each student.
- Inform each student regarding personal progress, needs, and learning style.
- Inform each student’s parents as to the progress, needs, and learning style of the student.
- Provide students, teachers, and parents with information useful in promoting all areas of learning and development.

ISM assesses students in each of the core academic skill areas by a combination of ongoing "authentic" assessments, such as portfolios and public exhibitions, and standardized tests, including the California Standards Tests as required by the Charter Schools Act (Section 47605(c)). The goal is for all International School of Monterey students to demonstrate academic mastery in all of the core academic areas.

State Assessments

ISM administers tests required by California’s Standardized Testing and Reporting (STAR) program in each year and subject as required by the state in Education Code Section 60602.5. These tests demonstrate student mastery of grade-level content standards in each tested content area.

ISM appoints a testing coordinator each year to manage the STAR assessment process. The statewide testing program currently centers on the California Standards Tests (CSTs)—criterion-referenced assessments administered each spring. The CSTs test student proficiency relative to the California state standards. ISM analyzes the CST results to determine the effectiveness of the curriculum and instruction in addressing state standards, to guide modifications to the curriculum and instruction to better integrate state standards, and to evaluate the progress of individual students relative to the state standards.

The 2006-2011 ISM Charter targeted the outcome that at least 70 percent of students show one grade or skill level’s worth of progress each academic year as evidenced by scores on the STAR tests. Specifically, a student retaining the same proficiency level or progressing to a higher proficiency level serves as evidence of one grade or skill level’s worth of progress. Performance standards and assessments for students with special needs or limited English proficiency are adapted as appropriate to their IEPs or English proficiency levels.
ISM has consistently exceeded the minimum goal of 70 percent by a significant margin. Year-over-year analysis of spring 2010 testing relative to spring 2009 testing, as displayed in the following charts, indicates 83.3 percent achieved the target in English Language Arts and 80.4 percent in mathematics.
### 2010 CST Math Proficiency Level Relative to 2009 CST Math Proficiency Level

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<th>-2</th>
<th>-1</th>
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<th>+1</th>
<th>+2</th>
<th>+3</th>
<th>+4</th>
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<td>Total Percentage</td>
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<td>62.0%</td>
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</table>

**2010 CST Math Proficiency Level**

![Diagram showing distribution of students by proficiency level]
Though no specific outcome was specified, the 2006-2011 Charter did reference the school’s API score as a mark of success. Since the last Charter renewal, as reflected in the chart below, ISM’s API score has risen each year. Moreover, when compared to the District and County as benchmarks, the increase in ISM test scores has outpaced general trends.

**ISM Academic Performance Index Growth Relative to Area Benchmarks**

![Chart showing ISM Academic Performance Index Growth Relative to Area Benchmarks](chart.png)

**School Assessments**

Recognizing that no single assessment provides a comprehensive picture of student progress and that individual students perform differently on various assessments based on their learning styles and other factors, ISM promotes the use of a range and balance of school-based assessment strategies. The goal is to get an accurate picture of each student’s progress through a selected combination of formative and summative assessments.

Teachers always establish what they will assess during planning to reflect the concepts, skills, knowledge, attitudes, and actions identified in our curriculum. They also identify the assessment methods they will use, and develop and distribute any related rubrics in advance. ISM teachers employ rubrics extensively as:

- Authentic assessment tools used to measure student work
- Means to transform assessment from subjective and inconsistent to objective and consistent
- Means to directly embed California state standards in assessment
- Scoring guides that evaluate student performance based on the sum of a full range of criteria rather than a single score or grade
- Guides for students, handed out before the assignment begins, to help focus their effort and learning
Visual representations of what teachers expect from students

Means to guide parental involvement in the learning process by allowing them to assess their children’s work and assist them in meeting all the requirements.

Means to simulate real life where work is typically assessed against multiple criteria

Formative assessments that become an ongoing part of the whole teaching and learning process at ISM

Means to involve students in the assessment process through both peer-assessment and self-assessment, and sometimes in the design of the rubrics themselves

Means of empowering students through focused and self-directed learning

Assessment Methods

ISM teachers regularly employ all of the following assessment methods:

- **Portfolios**
  A portfolio is a purposeful collection of student work that exhibits the student’s efforts, progress, and achievement in one or more areas. The collection includes student participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of student self-reflection. A portfolio becomes a storehouse that captures growth, and student and teacher input; a measure of progress that shows process as well as product and student self-assessment; and a record to pass on to the next class.

- **Student-teacher conferencing**
  A conference is an extended discussion, conversation, or interview between a teacher and a student and emphasizes concern for the individual student. Conferencing as an assessment policy is an expression of the belief that students can and should share responsibility for their own learning. For example, it can provide us with help to develop constructive working relationships, address specific issues, and formulate new goals for teacher and student for future planning.

- **Student-led conferences**
  A student-led conference is an extension of student-teacher conferencing where the teacher and student bring parents/guardians into the conversation as partners in the educational process. The student presents work, often in the form of a portfolio, so that parents/guardians gain understanding of current level of performance, and all three parties address specific issues and formulate new goals.

- **Curriculum-referenced testing**
  Curriculum-referenced testing is a form of criterion-referenced tests, the criteria in this case being drawn directly from the curriculum. It can provide a general guide as to how the school is doing (e.g. Are we teaching the math curriculum effectively?); help evaluate the curriculum (e.g. Is the math curriculum well constructed?); and provide data on individual students and or groups of students (e.g. How are the students performing in math?).

- **Individualized academic screening**
  The academic screen is used to measure a student's level of mastery in all facets of a subject such as reading against a national norm.

- **Norm-referenced assessment**
  Norm-referenced assessment refers to regular testing that provides the teacher, student, and parents with detailed information as to the child's current level of mastery in those areas of instruction currently being addressed by the grade-level curriculum. ISM regularly uses norm-referenced assessment in reading and math. California state testing also serves as annual norm-referenced assessment.
Writing samples
Writing samples are written pieces produced by all students in a grade level under certain agreed conditions specifically for the purpose of assessment. They provide a guide as to how we are doing in the area of writing as an individual class, grade level, or school; help detect patterns of strength and weakness; evaluate curriculum; etc. We typically use a rubric designed for each grade level to assess student writing and save samples from before, during, and the end of instruction.

Miscue analysis
This is a noting and analysis of a student’s miscues (mistakes) while reading aloud. Also known as Running Record Assessment. It is a diagnostic tool for teachers to decide and plan what to teach next. It can help teachers focus more clearly on what the student is trying to do; identify strategies a student is using and those not being used; and observe the student’s confusions and difficulties.

Checklists of progress
These are simple checklist style records of the student's level of mastery of basic skills. It is helpful as a formative record to inform our planning and teaching, and as a summative record to provide information for students, parents, and other teachers.

Performance-based assessment
Performance-based assessment is used broadly here to describe situations in which students are expected to do something (e.g. participate in a debate, produce a group project, address the class) and their performance is assessed according to predetermined criteria (e.g. rubrics) drawn from the curriculum. It provides the opportunity to assess students in authentic situations, and an opportunity for students who perform better in these circumstances than in test situations to effectively display their learning.

Observation
We look for particular evidence that relates to planned learning outcomes. When we plan, we identify what we want the student to learn. When we observe, we look for evidence of that learning—behavior that indicates that the child has developed understanding of a particular concept, or has acquired or refined a particular skill. Observation often integrates with other forms of assessment as teachers may report their observations in portfolios, conferences, performance-based assessments, and narratives.

Collecting, Analyzing, and Reporting Student Achievement Data

Communicating Data to Students and Families
Students and their families deserve to be consistently and proactively informed about student performance. ISM continuously involves students and their parents/guardians in the analysis of student work, noting progress, areas of strength, and plans to remediate any deficits. This includes communication about both STAR and CELDT testing results, as well as any Gifted and Talented testing or classification administered by the school.

Teachers share assessment results with students during class and short individual conferences. They work with each student to set goals for future assessments and involve parents as appropriate, particularly through two sets of scheduled school conferences. Completed assignments and assessments are sent home for parents to review and sign.

ISM uses PowerSchool as a computer-based Student Information System (SIS) with integrated gradebook to maintain and track student assessment data. As a matter of school policy, teachers are expected to:
Enter assignments as assigned. (Teachers may enter a full week’s assignments on a specified day.)

Enter grades by end of school day every Tuesday.

Include longterm assignments such as projects, and due dates for each part of the assignment.

Given these requirements, PowerSchool provides a running record of assignments and assessments that students and their parents/guardians can access from any web browser on any computer at any time via their individual password-protected accounts.

At the end of each trimester, teachers add comments to the PowerSchool records, and the school generates and sends home printed report cards that include final grades (grades 5-8) or proficiency ratings (grades K-4) along with the comments.

**Analyzing Data for School Improvement**

School leadership, in collaboration with the teaching staff, annually reviews STAR test results in order to identify strengths and weaknesses at the school relative to students achieving the California state standards. To the extent possible, STAR data has been processed and provided to staff in a graphic or tabular format that is easily understood. The data is distributed and discussed via the ISM Team Network structure so that Team Leaders first discuss with the Principal & Head of Academics, then Grade-Level Teams (K-2, 3-5, 6-8) and Grade-Specific Teaching Teams analyze the data to ferret out implications for overall instruction and student-specific intervention.

The Grade-Level Teams (K-2, 3-5, 6-8) and Grade-Specific Teaching Teams also regularly spend time on evaluation of school assessments as feedback mechanisms shaping future instruction on the holistic and individual level.

During the period of this charter, ISM will incorporate thorough analysis of CELDT test results and trends into the overall evaluation of school assessments to ensure that the needs of English Learners are being effectively addressed. ISM will work with the District to establish appropriate benchmarks for this analysis using both local and state assessments.

**Building an Assessment-Based & Data-Driven Culture**

ISM has established a very strong assessment-based culture where the insights of highly capable teachers guide continuous improvement in curriculum and pedagogy. In recent years, this approach has been critical to the successful articulation and integration of the overall ISM curriculum as described under Element 1. Now that the school has fully mapped the curriculum, the focus for the next few years will shift more heavily to improvements in assessment management and data analysis. In fact, ISM has already begun to put improvement structures in place.

**CALPADS**

ISM began reporting student data in the new CALPADS system during the 2009-2010 school year. Due to systemwide delays and adjustments, though ISM was able to certify its submissions in spring 2010, not all student data was included. Recognizing the need to ensure full reporting within the CALPADS system and that the administrative resources of a single charter school may not suffice to achieve that objective, ISM has contracted Charter Schools Management Corporation (CSMC) to provide back office support for CALPADS reporting. The back office service provider will ensure that ISM submissions are complete and submitted on time. This will ensure that ISM is tracking and sharing longitudinal student data that include all required demographic fields; testing (e.g., CELDT, CST); designation of Socioeconomically Disadvantaged (SED) students as determined by participation in Free and Reduced Price Lunch and/or parent education level; and participation in special education and other programs required by state and federal law.
ZOOM! Data Source

To further enhance its assessment-based culture by adding strong data-driven dimensions, ISM began working with the California Charter School Association’s ZOOM! Data Source project in spring 2010. ZOOM! allows the school to create and track a broad range of assessment instruments using highly developed online Data Director tools. The CCSA’s ZOOM! team will provide training and support as ISM scales up use of the tools to create and track both authentic local and standardized assessments. This will include longitudinal tracking of any individual student data for CST, CELDT, GATE, and special education assessments.

Moodle & Online Student Portfolios

ISM has initiated a partnership with the Master’s in Instructional Science and Technology (MIST) program at California State University, Monterey Bay to create a sophisticated online student portfolio system leveraging the open-source Moodle learning management system. Currently, ISM student portfolios are either managed as paper or as digital files in a student’s folder on an ISM server. In both cases, sharing of the portfolios can be difficult, and portfolios do not always cross over from one school year to the next and one teacher to the next so that they become a continuous record of student performance. The Moodle-based online portfolio system will resolve that limitation so that we can ensure that each student portfolio becomes a record of the student’s entire ISM career, and the central basis for assessment of the Graduation Outcomes delineated under Element 2.

Performance Management

In the interest of maximizing overall school performance through effective data management and analysis as well as other best practices, the school administration has initiated new performance management processes as recommended in “A Framework for Academic Quality: A Report from the National Consensus Panel on Charter School Academic Quality.” This report is the product of a national consensus process conducted as part of Building Charter School Quality: Strengthening Performance Management among Schools, Authorizers, State Charter Support Organizations, and Funders (BCSQ), a three-year National Leadership Activities Project funded by the U.S. Department of Education’s Charter Schools Program. The following four organizations have collaborated in spearheading this project: the Colorado League of Charter Schools; CREDO at Stanford University; the National Alliance for Public Charter Schools; and the National Association of Charter School Authorizers (NACSA). The ISM Director attended a BCSQ Performance Management Institute during summer 2010, and will lead efforts to anchor all ISM academic and operational decision-making in a data-informed performance-management model.

Responding to Inquiries

ISM shall promptly respond to all reasonable inquiries from the District, the County Office of Education and the CDE in accordance with Education Code Section 47604.3.
Governance Structure (Element 4)

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. [Education Code Section 47605(b)(5)(D)]

Nonprofit Corporation Bylaws

The International School of Monterey has constituted itself as a California Public Benefit Corporation pursuant to California law. The school is governed by a Board of Trustees pursuant to the Bylaws adopted by the incorporators, and subsequently amended pursuant to the amendment process specified in the Bylaws. To the extent that anything in the Bylaws is found to be inconsistent with the terms of this Charter, the Charter shall prevail. [See Appendix 8: Articles of Incorporation; Appendix 9: ISM Bylaws]

Assurances

The ISM Board of Trustees complies with the Brown Act.

Trustees, administrators, teachers, staff, and committees comply with applicable federal and state laws, nonprofit integrity standards, and a conflict of interest code.

The International School of Monterey and its nonprofit corporation accept sole responsibility for the debts and obligations of the Charter School.

Board Composition

The International School of Monterey Board of Trustees shall consist of at least five and no more than 15 voting members. Members are elected to three-year terms at the annual meeting of the Board each June. Any vacancies that occur may be filled by election at any regular monthly meeting of the Board, with Trustees so elected serving an initial term until the next annual meeting. [For details, see Appendix 9: ISM Bylaws]

In compliance with Education Code Section 47604 (b), the ISM Bylaws permit one representative selected by the governing board of the Monterey Peninsula Unified School District to serve on the ISM Board of Trustees as an ex-officio member who facilitates communications and mutual understanding between the charter school and District. Alternatively or additionally, the governing board of the District may choose to have one or more individuals officially represent the District at ISM Board of Trustees meetings without serving on the ISM Board. [See Appendix 10: ISM Board of Trustees]

Board Meetings

All meetings of the ISM Board of Trustees comply with the Ralph M. Brown Act. Meetings take place monthly, with the exception of July, at the ISM school site. In addition, the Board engages in an annual offsite retreat each January. Notices, agendas, and minutes of meetings are recorded and retained in the ISM offices, where they are accessible for public and District review upon request. Agendas and minutes are also posted on the ISMonterey.org website.
Board Duties and Delegation of Duties

The first duty and responsibility of the Board of Trustees is to promote and uphold the mission and vision of the International School of Monterey. As such, the Board of Trustees exercises final authority on all matters concerning ISM. The ISM Board's major roles and responsibilities include approving all major educational and operational policies, approving all major contracts, approving the Charter School's annual budget, overseeing the Charter School's fiscal and legal affairs, hiring and evaluating the Director, and ensuring the long-term viability of the Charter School.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with this charter or the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Trustees being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The ISM Director has the authority and responsibility of managing the day-to-day operations of the Charter School including the selection of administrative, certificated, and classified personnel. The Director ensures that all funds secured by the Charter School are expended to support the purposes and operations of the Charter School, and that, in every case, they are managed according to Generally Accepted Accounting Principles (GAAP). The Director reports to the Board at each Board meeting.

Conflict of Interest

The Board of Trustees has adopted a conflict of interest policy that complies with nonprofit corporation law, and each board member signs a conflict of interest declaration annually. The conflict of interest policy shall be updated as necessary to comply with any charter-school-specific conflict of interest laws or regulations that may be adopted in the future. [See Appendix 11: Conflict of Interest Policy and Declaration]

Board Training

Because board members are elected based on professional backgrounds and expertise in areas critical to the success of ISM, and their duties to ISM align with those areas of expertise, they gain their most critical ongoing training within their professions.

The Board as a whole engages in training specific to its operations (e.g. Brown Act training) and fiduciary and fundraising functions (e.g. an afternoon session dedicated to effective fundraising at the 2010 board retreat).

Presentations by the school administration also serve as important training for the Trustees, as the administrators share with the Trustees knowledge and insights from their areas of expertise.
Board Committees

The Bylaws allow for the following standing committees of the board:

- Advancement Committee
- Audit and Oversight Committee
- Budget and Finance Committee
- Program Committee
- Strategic Planning Committee
- Trusteeship Committee for nomination of future Trustees

The Chair of the Board and committee chairs may also constitute special advisory committees and subcommittees to address specific tasks.

Strategic Planning

In November 2006, the Board of Trustees of the International School of Monterey officially launched a strategic planning process that targeted a finished product in 15 months. The Board then approved the initial ISM Strategic Plan 2008-2012 at its January 2008 annual retreat, and has approved annual updates early in 2009 and 2010. Thus, the current version is titled ISM Strategic Plan 2010-2014.

Purpose

The ISM Strategic Plan serves as a framework and guide for all organizational decision-making and resource allocation, both human and fiscal. Having a shared plan ensures that all Trustees, administrators, and others who impact organizational direction keep sights on common objectives. As such, it lies at the center of organizational purpose and ensures that longterm viability of the enterprise.

Renewal

The strategic plan continues to evolve. The initial 2008-2012 plan focused on where the school would go in the next five years, and specified actionable and assessable priorities for the first year of the plan. Each fall, the Strategic Planning Committee of the ISM Board reconvenes a Strategic Advisory Team to do two things:

1) Determine whether or not the long-term strategic commitments and medium-term strategic outcomes in the plan need revision before extending the life of the plan one more year.

2) Set out new priorities for the ensuing year within the framework of the commitments and outcomes. The Board, Committee, and Team solicit input from the entire ISM Community via email, surveys, and open meetings.

Thus, the Strategic Plan remains a living plan, always looking five years out while specifying strategic priorities for the immediate calendar year.

Reporting & Assessment

To ensure constant monitoring of progress toward achieving strategic plan objectives, the school administration includes regular strategic plan updates in reports at monthly Board meetings. The administration also completes a comprehensive assessment of progress each fall prior to initiation of the strategic plan renewal process.
ISM Community Involvement

Given that the Strategic Plan remains a living document, the Board of Trustees encourages all members of the ISM Community to take an active role in shaping the future of the school through input and involvement. Everyone can provide input on school strategies at any time by:

- Emailing strategic@ismonterey.org
- Leaving a message in the school office for the Strategic Planning Committee

Members of the ISM Community wanting to become actively involved as members of the Strategic Advisory Team can communicate their interest via the same channels.

The Strategic Advisory Team administers an annual survey of key stakeholders regarding short-term and long-term school priorities.

Publication

ISM publishes the current version of the plan each February following approval by the Board. These annual versions are posted to the ISMonterey.org website.

[See Appendix 3: Mission & Strategic Plan]

Goals for the Process

In January 2007, the Board of Trustees set the following goals for the strategic planning process.

1) Adopt a five-year plan that maps long-term strategic commitments, medium- to long-term strategic outcomes, and short-term strategic priorities.

2) For each strategic priority, specify a party responsible for oversight including creation and implementation of related action plans that outline operational tactics and specify timelines.

3) Create a usable reference that will guide virtually all decisions by Trustees and school administrators.

4) Reaffirm—or revise as appropriate—the school’s mission, vision, and other identifiers as foundations for strategic planning.

5) Identify persistent, challenging issues, and constructively and effectively address each.

6) Provide ISM Community members with multiple opportunities for input, both direct and through representation.

7) Unite members of the ISM Community around common purposes, and excite them about their roles in the future of the school.

8) Solidify an open, respectful, and productive relationship among the ISM Trustees and the school faculty, staff, administration, and families.

Parental Involvement

Board & Committee Representation

The ISM Bylaws and related practices ensure broad parent/guardian involvement in the governance of ISM.

The Bylaws call for parents to make up at least 50% of the Board of Trustees, and ISM has consistently met that target. [See Appendix 10: ISM Board of Trustees]
The Bylaws also provide for other parents/guardians to become involved through advisory committees, and many have done so. Most notably, the Strategic Advisory Team, first established in 2007, directly engages parents/guardians, teachers, staff, and school leaders in charting the school’s future through the strategic planning process, which includes an annual survey of all parents regarding short-term and longterm school priorities.

**Collaborative Decision Making**

The school leadership has also established the following inclusive process for collaborative and transparent decision-making:

1) The staff member making or recommending a decision should announce an information gathering process as far in advance as possible, and then create multiple mechanisms for stakeholder input regarding decision-making criteria, facts, concerns, solutions, etc. to be considered.

2) The decision-maker should then set and announce the criteria, inviting further input regarding various options relative to those criteria.

3) The decision-maker should then make or recommend a decision based on the criteria.

4) The decision-maker should take ownership of the decision, and ensure that plans and procedures are put in place to act on that decision.

In support of this inclusive process, ISM has created an online intranet site for posting of information around key decisions including description of the issue, identification of the decision maker(s), articulation of the decision-making criteria, direction to input mechanisms, and presentation of the ultimate decision.

Overall, this process provides for broad stakeholder awareness and opportunity for input, while ensuring that the ultimate decisions made by the ISM staff and Board are understandable relative to clear criteria. Altogether, this achieves both involvement and transparency for parents/guardians and other stakeholder groups.

**Family Participation & Family Association**

Believing that family involvement enriches the educational process and enhances organizational success, ISM asks that families provide three hours of monthly service to the school for the first enrolled child and one additional hour per month for each additional child. Volunteer options for these hours of volunteer service include classroom assistance, fieldtrip chaperoning, Saturday school site workdays, committee and workgroup assignments, office work, school meetings, and much more, so every family can easily find a meaningful and workable way to contribute their time.

Many of the ongoing opportunities involve family volunteers in school governance. For example, the Technology Workgroup engages parents/guardians with professional expertise in computing, networking, database management, and more in both hands-on work for the school and in making recommendations to the school administration and Board based on their direct experiences and professional insights. Likewise, the Library Group engages those with affinity for books, media, and knowledge in providing services and advising the administration and Board on direction for this critical hub for learning.

The ISM Family Association manages the volunteer process, communicating available positions and needs, recruiting volunteers, coordinating with the administration to ensure criminal background checks, and managing a data system for families to track their hours. In addition to monthly meetings, the Family Association also provides informational and training sessions as appropriate.
Insurance

ISM maintains in effect general liability and board errors and omissions insurance policies as part of an overall insurance arrangement with the Joint Powers Authority (JPA) of the California Charter Schools Association (CCSA) that also includes workers compensation and other necessary insurance of the type and in the amounts required for an enterprise of ISM’s purpose and circumstance. ISM consults with the JPA annually to assess the sufficiency of all insurance coverages. The District is named as an additional insured on each policy.

District Oversight

The Monterey Peninsula Unified School District shall provide and perform the supervisory oversight tasks and duties specified and necessitated by this Charter. These supervisory oversight services shall include, but are not necessarily limited to, the following:

- Good faith efforts to develop any needed additional agreements to clarify or implement the charter
- Regular review, analysis, and dialogue regarding the Annual Programmatic Audit & Performance Report of the school as described below
- Monitoring compliance with the terms of this Charter and related agreements
- Good faith efforts to implement the dispute resolution and related processes described in Element 14 of this Charter
- Timely and good faith review of requests to renew or amend this Charter as permitted under law

As provided by Education Code section 47606(a)(1), the Monterey Peninsula Unified School District may inspect or observe any part of ISM at any time, with or without notice.

ISM and the District agree to work together to accomplish all tasks necessary to fully implement this charter, including, but not limited to, the submission of any necessary and duly prepared waiver requests to the State Board of Education.

The Monterey Peninsula Unified School District agrees to receive and review the Annual Programmatic Audit & Performance Report as described below. Within two months of the receipt of this annual review, the District must notify the ISM Board of Trustees as to whether it considers the Charter School to be making satisfactory progress relative to the goals specified in this Charter. This annual notification will include the specific reasons for the District’s conclusions. If, in its review of the school’s annual report, the District determines that the Charter School is not making satisfactory progress toward its Charter goals, the Charter School will be provided with a specific listing and description of any areas of concern.

Annual Programmatic Audit & Performance Report

ISM will compile and provide to the District an Annual Programmatic Audit & Performance Report by June 30. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes specified in Element 2 from assessment instruments and techniques listed in Element 3.
- An analysis of whether student performance is meeting the goals specified in Element 2. This data will be displayed on both a schoolwide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
Employee Qualifications (Element 5)

The qualifications to be met by individuals to be employed by the school. [Education Code Section 47605(b)(5)(E)]

The International School of Monterey employs a group of professionals passionate about our mission to educate all students toward becoming conscientious, compassionate, and responsible citizens of the world. Because education research consistently demonstrates that teacher quality has the most significant impact on student achievement, ISM makes it a top priority to recruit, select, hire, train, support, and retain the best teachers, administrators, and support staff available.

Assurances

ISM meets all requirements for employment set in applicable provisions of law, including, but not limited to, the requirement that certain employees hold valid credentials.

ISM complies with all state and federal laws in hiring and retaining personnel without discrimination on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

ISM complies with applicable local, state, and federal policies concerning employee welfare, health, and safety. These include, but are not limited to, the requirement for a drug-free and tobacco-free workplace.

Certification & No Child Left Behind

The International School of Monterey employs or retains teachers who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing or an equivalent body for out-of-state credential holders, including BCLAD or CLAD.
certification as required for teachers of English Learners. Teachers are typically expected to have a minimum of two years successful teaching experience in an educational institution—public, independent, or international—within the five years prior to being hired by the International School of Monterey, and to have passed the CBEST within one year of employment.

All teachers shall meet the NCLB federal requirements to meet “highly qualified” either by HOUSSE I or II or the passage of the CSET. These teachers are responsible for each of the students assigned to them as teacher of record, and every student in the school is assigned to one teacher of record. The teacher of record is responsible for overseeing the student’s academic progress and is the person who monitors and is responsible for grading and matriculation decisions as specified in the school’s operational policies.

Non-certificated staff may also be hired or retained to assist in the instruction of subject areas considered non-core subjects, where such staff’s expertise is useful to provide instruction in special areas such as swimming, musical instrumentation from foreign cultures, or other areas in which a certificated teacher might not have expertise. All staff shall meet the NCLB federal requirements. Such non-certificated staff do not assign grades or work assignments without prior approval of the “teacher of record” to whom the student is assigned.

ISM also hires administrative and instructional support staff to assist in the organizational work of the school and in the care and instruction of the students.

**Background Checks**

ISM complies with California Education Code 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of employees and contractors.

ISM has been authorized by the California Department of Justice (DOJ) to acquire and manage criminal background checks. Prior to the first day of work with students, ISM requires DOJ and Federal Bureau of Investigation (FBI) background checks through LiveScan fingerprinting for all employees as well as all volunteers who work with or around students, or in any location where they might have access to sensitive information or items of value. This process provides for future notification of ISM in the case of new criminal records for previously cleared employees and volunteers, and ISM may remove previously cleared employees and volunteers based on such notification.

In addition, all employees must provide:

- Up-to-date medical clearance of communicable disease and a negative Mantoux Tuberculosis (TB) test
- A full disclosure statement regarding any prior criminal record
- Documents establishing legal employment status
- Contact information for at least three professional or personal references

**Staff Selection**

The Board of Trustees hires the ISM Director. All other ISM personnel are hired by the Board of Trustees through recommendation of the Director, who is recognized as the chief executive of the school. The Director submits to the Board of Trustees for their adoption a staffing plan of qualified personnel for the program of instruction offered by the school.

The International School of Monterey hires all personnel based upon their ability to carry out instructional programs and services, and the qualities of character and personality which make them desirable associates and role models for young people.
The staff selection process typically goes through these steps:

- Development of job qualifications and thorough job descriptions
- Posting of job openings on the ISMonterey.org website, other appropriate online listings, and job boards
- Hiring personnel participation in appropriate job fairs, including those held specifically for international schools
- Requests for resumes and cover letters
- Introductory interviews (in-person, phone, Skype)
- Followup interviews which may include a sample teaching lesson or other demonstration of job-related abilities
- Verification of credentials and past employment, state and federal background checks, and professional and personal reference checks
- Offers of employment

Terms and Conditions of Employment

All personnel hired are employed under written contracts or letters of employment that provide for adequate salaries, fringe benefits, and working conditions. ISM reviews the terms and conditions of employment during the interview process and reiterates them in the offer of employment.

General Qualifications

All teachers and staff members must possess a firm belief in the ISM mission and core instructional beliefs, exemplary personal character, and critical professional qualifications. Ideal candidates for employment at ISM, depending on their position, will demonstrate some or all of the following:

- Unwavering belief in and commitment to the tenets of the ISM mission, vision, and values
- Ability to prioritize and manage multiple tasks, and to focus singularly on the task at hand particularly when it involves instruction of or interaction with students
- Ability to effectively handle challenging situations with students, parents/guardians, and colleagues
- Desire to contribute as a member of a collaborative team
- Willingness to have frequent and honest dialogue about job performance
- Modeling of lifelong learning through engagement in professional development
- Demonstrated commitment to academic excellence and high standards—for themselves, their students, and their colleagues
- Strong oral and written communication skills
- Use of data to inform decisions and drive continuous improvement
- Comfort with Mac computer systems and basic software applications
- Regular, punctual attendance and professional appearance
- Appropriate California credentials and qualifications required by No Child Left Behind
Key Personnel

The ISM staff includes the following key personnel:

- Director
- Principal & Head of Academics
- Operations & HR Manager
- School Counselor
- Teachers

Organizational Structure

The following chart displays the reporting relationship among these positions and the Board of Trustees. [For a view of the current overall organization, see Appendix 12: Organization Chart]

Position Qualifications

The subsections below describe the specific qualifications for each position. Detailed job descriptions outline both these qualifications and the responsibilities for the positions. ISM regularly reviews and revises these as necessary to reflect the needs of the school. [See Appendix 13: Job Descriptions]

Director

MINIMUM QUALIFICATIONS

- Current teaching or school administration certificate issued by a recognized state or national credentialing authority
- Master's degree or equivalent
- At least five (5) years experience in an educational management position

REQUIRED SKILLS

- Collaborative and inclusive leadership style
- Effective listening ability, and oral and written communication skills
- Proficiency in the use of personal computers including word processing, spreadsheets, and database software
- Demonstrated ability to address the essential functions identified in the job description
**DESIRABLE QUALIFICATIONS**

- Knowledge of California public school education, and charter school operations in particular
- Demonstrated commitment to the ISM Mission to educate all children toward becoming conscientious, compassionate, and responsible citizens of the world, and the school’s academic commitments to internationalism, inquiry, understanding, and success
- Experience working within a diverse, international community

**Principal & Head of Academics**

**MINIMUM QUALIFICATIONS**

- Current teaching or school administration certificate issued by a recognized state or national credentialing authority
- Master’s degree or equivalent
- At least five (5) years experience in an educational management position

**REQUIRED SKILLS**

- Collaborative and inclusive leadership style
- Effective listening ability, and oral and written communication skills
- Proficiency in the use of personal computers including word processing, spreadsheets, and database software
- Demonstrated ability to address the essential functions identified in the job description

**DESIRABLE QUALIFICATIONS**

- Knowledge of California public school education, and charter school operations in particular
- Previous experience as a Principal or Vice Principal in a school including all or some portion of grades K-8
- Demonstrated commitment to the ISM Mission to educate all children toward becoming conscientious, compassionate, and responsible citizens of the world, and the school’s academic commitments to internationalism, inquiry, understanding, and success
- Experience working with a diverse, international community

**Operations & HR Manager**

**MINIMUM QUALIFICATIONS**

- Bachelor’s degree in business administration or a related field providing preparation for the essential functions identified above
- At least five (5) years experience in an organizational management position including a human resources component

**REQUIRED SKILLS**

- Collaborative and inclusive leadership style
- Effective listening ability, and oral and written communication skills
- Proficiency in the use of personal computers including word processing, spreadsheets, and database software
- Demonstrated ability to address the essential functions identified in the job description
DESIABLE QUALIFICATIONS

- Master’s degree in organizational or operations management, human resources administration, or a similar field providing preparation for the essential functions identified above
- Knowledge of California public school education, and charter school operations in particular
- Previous experience in operations or human resources management in a school setting
- Demonstrated commitment to the ISM Mission to *educate all children toward becoming conscientious, compassionate, and responsible citizens of the world*, and the school’s vision of *a world of understanding*
- Experience working within a diverse, international community

School Counselor

MINIMUM QUALIFICATIONS

- Master’s degree or equivalent in school counseling
- Current California school counselor certification
- At least five (5) years experience as a school counselor, or working with school-aged children in a non-school setting

REQUIRED SKILLS

- Positive, collaborative, and inclusive working style
- Effective listening ability, and oral and written communication skills
- Proficiency in the use of personal computers including word processing, spreadsheets, and database software
- Demonstrated ability to address the essential functions identified in the job description

DESIABLE QUALIFICATIONS

- Knowledge of California public school education, and charter school education in particular
- Demonstrated commitment to the ISM Mission to *educate all children toward becoming conscientious, compassionate, and responsible citizens of the world*, and the school’s vision of *a world of understanding*
- Experience working with a diverse, international community

Teachers

MINIMUM QUALIFICATIONS

- Bachelor’s degree
- *Highly qualified* under federal No Child Left Behind requirements either by HOUSSE I or II or passage of the CSET
- Certification as required by the California Education Code for the specific teaching position(s)

REQUIRED SKILLS

- Enthusiastic and effective teaching style
- Effective listening ability, and oral and written communication skills
- Proficiency in the use of personal computers, including word processing and grade management software
- Demonstrated ability to address the essential functions identified in the job description

**DESIRABLE QUALIFICATIONS**

- Master's degree in an education field or the specific subject matter being taught
- Experience teaching in International Schools, charter schools, and California public schools
- Demonstrated commitment to the ISM Mission to educate all children toward becoming conscientious, compassionate, and responsible citizens of the world, and the school’s vision of a world of understanding
- Experience working within a diverse, international community

**Performance Reviews**

The Board of Trustees conducts an annual performance review of the Director. The Director manages a process for regular review of all other non-teaching employees that includes multiple measures of performance. The Principal manages a process for regular teacher observation and review that includes multiple measures of performance.

**Health and Safety Procedures (Element 6)**

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. [Education Code Section 47605(b)(5)(F)]

The health and safety of International School of Monterey students and staff is a high priority for the school. Thus, ISM complies with all applicable health and safety laws.

The International School of Monterey has adopted and implemented a comprehensive set of health, safety, and risk management policies and procedures. These policies and procedures have been developed in consultation with the school’s insurance carriers and, among others, address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools monitored by ISM staff.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies and procedures relating to preventing contact with blood-borne pathogens.
- Policies and procedures providing for the screening of pupil vision and hearing and the screening of pupils for scoliosis to the extent required for pupils attending non-charter public schools; and for providing an information sheet to parents or guardians of incoming seventh-grade students regarding Type 2 diabetes pursuant to Education Code Section 49452.7.
- Policies and procedures requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.
- Policies and procedures relating to the administration of prescription drugs and other medicines.
- A policy that the facilities utilized by the school shall comply with Education Code Section 47610 and 47610.5.
- A policy establishing that the school functions as a drug-free, alcohol-free, and tobacco-free workplace.
A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.

A requirement that each employee of the school submit a tuberculosis examination as described in Education Code section 49406.

A policy that ISM and its employees will adhere to the requirements of California Penal Code Section 11164 and 11166 regarding mandatory reporting of child abuse.

Policies and procedures providing for a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability.

ISM appropriately incorporates these policies and procedures into the school's student and staff handbooks, which are distributed annually, and reviews them on an ongoing basis through staff development efforts.

[Safety and health policies and procedures are available from the ISM Operations & HR Manager at the ISM site]

### Racial and Ethnic Balance (Element 7)

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

[Education Code Section 47605(b)(5)(G)]

The International School of Monterey enjoys incredible diversity on multiple dimensions due to its location within the Monterey Peninsula Unified School District as well as its identity as an International School. This diversity has ISM very close to exactly reflecting the race/ethnicity of the "general population residing within the territorial jurisdiction of the school district," and the school's current efforts should continue to result in further increases in both ethnic and socioeconomic diversity.

### Objectives

Pursuant to the obligation of the Education Code and in a manner consistent with all other applicable laws, the International School of Monterey implements strategies to ensure a racial and ethnic balance among students that is reflective of the general population within MPUSD as the charter-authorizing district.

Though there is no specific obligation articulated in the Education Code, ISM desires to further diversify its student population as evidenced by expanded English Learner (EL) and Socioeconomically Disadvantaged (SED) segments, and will further its communication and outreach practices to make the parents/guardians of students in these segments aware of ISM as an accessible educational option.

ISM welcomes students and families from all ethnic, cultural, and socioeconomic backgrounds, recognizing the powerful learning that comes from the sharing of diverse pasts, varied present realities, and individual future potential in an assets-based multicultural environment that honors and preserves differences while nurturing collaboration and compassion.

ISM works to teach, communicate, and interact in ways that honor the individuality and preserve the dignity of each student and family member.

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2 Based on 2000 U.S. Census data for the Monterey Peninsula Unified School District general population, including all children and adults.
Lottery-Based Admissions

ISM complies with the Education Code regarding open access and fair admissions practices. Specifically, because annual applications have historically far exceeded available spaces, the Charter School has conducted a public lottery that equalizes the odds of admission within lottery preference groups regardless of student race, ethnicity, or any other prohibited consideration. [See Element 8]

Within the lottery construct, ISM works to consistently communicate its mission, values, and programs via its website, the media, and word of mouth so that all families can become informed regarding ISM and make the choice whether or not to apply based on those school attributes being a good match for their educational needs and interests.

Enrollment Timeline & Process

ISM follows an enrollment process that is scheduled and adopted to follow a timeline that allows for a broad-based applicant pool. To allow ample opportunity for inquiry and evaluation of the Charter School by prospective families, the initial enrollment window runs for two-and-a-half months from the start of November to mid-January. A second enrollment window then begins immediately and ends in mid-May. An example of ISM’s ongoing proactive efforts to diversify the applicant pool, this late end date was specifically set in spring 2010 to better accommodate families who may inquire and apply late after receiving next-year enrollment communications from the District beginning in April.

Informational Materials

ISM develops promotional and informational materials that appeal to all of the various racial and ethnic groups represented in the District. This is primarily achieved through photography that shows students from varying demographics succeeding as students at ISM.

The communications strategy also includes the appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations. ISM has translated informational materials in Spanish and other languages of groups targeted to reach racial and ethnic balance among students reflective of MPUSD. Most notably, in late 2009 ISM achieved a milestone in this area by integrating a full translation service into the ISMonterey.org website. Visitors can now translate the site into any of 52 languages with the click of a button. This translation feature is prominently displayed on the ISMonterey.org homepage and other key landing pages, including the Admissions page. [See Appendix 14: Website Translation Tool]

ISM also leverages the online translation service to create initial Spanish versions of key documents such as application information. ISM has also established a relationship with the Monterey Institute of International Studies to employ federal work-study students pursuing their master’s in Translation & Interpretation at MIIS to refine and create Spanish-language versions of documents for ISM.

The communication strategy further includes the distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district. Over the years, ISM has provided both promotional materials and personal meetings to influential individuals and organizations in the Manzanita neighborhood to solicit their help in attracting students from ethnic minorities.
Events

Annual Open House
ISM's Annual Open House has become the school's most important outreach effort. This event for all prospective applicants provides detailed information about the school as well as the opportunity to visit classrooms and meet teachers. Spanish-speaking teachers and staff members provide information to visitors who prefer Spanish dialogue, and parent volunteers do the same in a number of other languages including Korean, Japanese, Mandarin, Hindi, and Tagalog.

ISM publicizes the Annual Open House in both English and Spanish, taking advantage of free publicity channels for the former and focusing a limited budget on Spanish-language advertising.

School Tours
In November 2009, to further expand learning opportunities for all interested families, ISM began offering twice-monthly school tours conducted by the Director, eighth grade student leaders, and Spanish-speaking guides. Due to their popularity and success, these tours will become weekly starting in September 2010, with invitations being sent in English and Spanish to prospective students and parents, including those in local Head Start and other preschool programs that cater to lower socioeconomic demographics.

Results
The school’s overall efforts have been effective in helping ISM make progress toward a racial and ethnic balance among students that is reflective of the general population of MPUSD. As evidenced by the following data, ISM’s racial/ethnic balance has steadily increased since the school opened in 2001. In fact, based on its Ethnic Diversity Index and its current student demographic, ISM has achieved the target objective of reflecting or exceeding the ethnic diversity of the general population of the District.

Ethnic Diversity Index (EDI)
One of the best indicators of racial and ethnic diversity is the Ethnic Diversity Index (EDI) developed by EdSource, an independent, impartial, statewide not-for-profit organization dedicated to enabling informed decision-making on behalf of California's public schools. As explained by EdSource: “The EDI measures how much "diversity" or "variety" a school or district has among the ethnic groups in its student population. More specifically, the Index reflects how evenly distributed these students are among the seven ethnic categories reported to the California Department of Education. The more evenly distributed the student body, the higher the number. For example, a school that had exactly 1/7th of its students in each of the seven categories would have an Ethnic Diversity Index of 100, and a school where all of the students are the same ethnicity would have an index of 0. In reality, of course, no school has an index of 100 (although a few have diversity indices of 0). Currently the highest index for a school is 78.”


The continuing upward trend in EDI clearly documents ISM’s continuous and significant progress toward achieving ethnic balance.

MPUSD’s Ethnic Diversity Index as calculated by EdSource was 55 for the 2008-2009 school year. Given that ISM’s score of 56, though slightly higher, almost exactly parallels the District’s score,
ISM has clearly achieved a level of racial and ethnic diversity comparable to the District as a whole. When the EDI scores are broken down to the school level for the 16 District sites that serve some segment of the K-8 grade levels, ISM ranks in the top quartile, being surpassed only by three schools in the District’s highly diverse Marina Learning Community and rating 25 points or more higher than the three closest sites in the Seaside Learning Community.

[See http://www.ed-data.k12.ca.us/]

ISM & MPUSD Ethnic Diversity Index Scores

Student Demographics Relative to the General Population of the District³

The tracking of ethnic data has become more complex as California has begun to transition from an old one-choice-per-student construct to the multiple-choice classification system used by the U.S. Census Bureau. The new system allows more sensitivity to California’s multicultural population, with the possibility of aggregating data by as few as two and as many as 27 specific categories. Given the misalignment of data resulting from the shift in models, using a three-category construct (Hispanic, Of-Color Not-Hispanic, White-Only Not-Hispanic) allows for the best analysis of ISM’s year-over-year ethnic diversity data.

³ Based on 2000 U.S. Census data for the Monterey Peninsula Unified School District general population, including all children and adults.
The year-over-year data shows that ISM has steadily become more diverse in terms of race and ethnicity. Most notably over the six years that ISM has been located in Seaside, the White-Only Not-Hispanic population has steadily decreased from 50.79 percent in 2004-2005 to 38.33 percent in 2010-2011, while the Hispanic population has increased more than five-fold from 3.70 percent to 20.24 percent over the same time period.

<table>
<thead>
<tr>
<th>ISM Race &amp; Ethnicity 10-Year Trend</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of-Color Not-Hispanic</td>
<td>27.27%</td>
<td>42.24%</td>
<td>46.53%</td>
<td>45.50%</td>
<td>46.03%</td>
<td>36.90%</td>
<td>41.11%</td>
<td>44.27%</td>
<td>42.41%</td>
<td>41.43%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7.27%</td>
<td>1.72%</td>
<td>2.78%</td>
<td>3.70%</td>
<td>7.28%</td>
<td>12.80%</td>
<td>11.94%</td>
<td>13.02%</td>
<td>19.28%</td>
<td>20.24%</td>
</tr>
<tr>
<td>White-Only Not-Hispanic</td>
<td>65.45%</td>
<td>56.03%</td>
<td>50.69%</td>
<td>50.79%</td>
<td>46.69%</td>
<td>46.94%</td>
<td>42.71%</td>
<td>38.31%</td>
<td>38.33%</td>
<td></td>
</tr>
</tbody>
</table>

Sources: Ed-Data and ISM PowerSchool Database

Moreover, side-by-side comparison with MPUSD demographics shows that, using the three-category construct, ISM has exceeded the Education Code goal of reflecting the ethnic diversity of the district’s general population (i.e. all children and adults living within the Monterey Peninsula Unified School District boundaries). According to the School District Demographics System of the National Center for Education Statistics, based on 2000 Census data, the general population of the District is 26.19 percent Of-Color Not-Hispanic, 22.30 percent Hispanic, and 51.51 percent White-Only Not-Hispanic. The Hispanic percentage of the District general population and ISM are nearly identical, with ISM 2.06 percentage points lower. ISM exceeds the District Of-Color Not-Hispanic population by 15.24 percentage points, and, conversely, the school’s White-Only Not-Hispanic population is 13.18 percentage points lower. [See Appendix 15: School District Demographic System Data]
ISM Race & Ethnicity Relative to the General Population of the District

<table>
<thead>
<tr>
<th></th>
<th>District</th>
<th>ISM</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of-Color Not-Hispanic</td>
<td>26.19%</td>
<td>41.43%</td>
<td>+15.24%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>22.30%</td>
<td>20.24%</td>
<td>-2.06%</td>
</tr>
<tr>
<td>White-Only Not-Hispanic</td>
<td>51.51%</td>
<td>38.33%</td>
<td>-13.18%</td>
</tr>
</tbody>
</table>

Sources: National Center for Education Statistics; Ed-Data and ISM PowerSchool Database

Of course, this basic construct of three big “buckets” is overly simplistic. ISM has students reporting virtually every combination of race and ethnicity, with 24.76 percent reporting two or more races. This reflects the fact that the school continues to have strong appeal to families with international and multicultural backgrounds.

Within the array of race categories, ISM’s progress in becoming increasingly diverse is evident. For example, the percent of students reporting one or more of the Asian races grew from 0% in the school’s first year (Academic Year 2001-2002) to 10.5% at the time of ISM’s last renewal petition (Academic Year 2005-2006) to 23.6% during the current school year (Academic Year 2010-2011). In the same time period, the percent of Filipino students grew from 0% to 3.7% to 11.9%, the percent of Hispanic students grew from 0% to 7.3% to 20.2%, and the African American population grew from 0.9% to 3.7% to 11.7%.

Even these specific buckets lack sensitivity though. For example, they don’t account for the many different primary languages that ISM students speak at home (14 during Academic Year 2010-2011) and the even larger number of secondary languages. Nor do they reflect the dozens of distinct nationalities and cultures represented by students in each of the racial groupings.

ISM believes that kids don’t fit in buckets! In addition to their cultural belongings, each student possesses uniqueness of character and learning style taken into consideration by the school to treat them individually to bring out potential that reflects far more than the sum of their heritage. Moreover, ISM nurtures an assets-based environment in the classroom and on the campus as a whole where differences are valued as resources that enrich academic and human exchange.
Future Direction

Outreach

While ISM has made tremendous progress in terms of its racial and ethnic diversity, the school recognizes that its English Learner (EL) and Socioeconomically Disadvantaged (SED) numbers continue to fall short of district averages and that expansion of these segments will further enrich the diversity of the school and better achieve the ISM mission.

The current socioeconomic mix reflects the natural draw of an International School model among college-educated parents, which results in a largely English-proficient and socioeconomically advantaged pool of applicant families. During the term of this charter, ISM plans to create balance with this natural draw by taking further steps to effectively communicate the school’s academic model, accessibility as a public charter school, and admissions events and timelines to families where the parents are not likely to be college-educated and the children are likely to be EL and SED.

To better connect with the families of EL and SED students in particular and the Spanish-speaking population in general, during the term of this charter ISM will:

- Seek to place public service announcements about its Annual Open House, school tours, and lottery timelines on Spanish-language radio.
- Disseminate information in Spanish to preschools, businesses, churches, and community organizations frequented by Hispanic families.
- Encourage the parents/guardians of current EL and SED students to promote ISM among their acquaintances to ensure viral marketing as strong as what has naturally occurred within the college-educated family segment.
- Work with the ISM Foundation to ensure that both English and Spanish communications regarding that organization’s fundraising efforts on behalf of ISM clearly indicate that participation is optional; that a significant percentage (currently 17 percent) of families contribute nothing due to financial means or other factors; that all families have equal access to all school services regardless of participation; and that a number of donors, including ISM Trustees, specifically contribute funds “for those who do not have the means to contribute financially themselves” so that value-add programs can be sustained to the benefit of all students.

Services

The steadily increasing ethnic/racial and socioeconomic diversity of the International School of Monterey student population has revealed the need to further expand the schools efforts to accommodate specific segments of the population beyond the additional academic supports described under Element 1, and ISM has taken definitive steps to do that as exemplified by the efforts described below. All of these will likely serve to drive further diversification of the student population as word-of-mouth will encourage more applications from the population segments being served.

Translation & Interpretation Partnerships

Recognizing the range of primary languages spoken in student homes, and in consideration of the fact that ISM has a rich resource of multilingual parents drawn to the school by it’s International School status, ISM has initiated a Rosetta Partners program that couples parents/guardians of limited English proficiency with parents/guardians proficient in their native tongue and English. The latter serve as on-demand translators of any school-related communications and interpreters during school events, with a year’s commitment serving to fulfill their annual Family Hours commitment to
the school. Going far beyond the school simply providing translated materials, this partnership approach does more to ensure true understanding of critical communications while also assisting the non-English proficient parents to achieve their own language-learning goals while becoming more fully engaged in the school community.

**Technology Access & Tutoring**

Recognizing that some families do not have technology access at home, whether due to economic considerations, lack of experience, or choice, ISM has partnered with the service learning program at California State University, Monterey Bay to offer afterschool technology access and tutoring to parents/guardians in the ISM Library one day per week. The CSUMB service learners develop and deliver tutorials on the various ISM systems encountered by school parents, particularly the PowerSchool student information system, where they are asked to visit regularly to find student assignments and grades. They also make the library computers available and answer questions on a drop-in basis.

**Free & Reduced Price Programs**

During the school’s first nine years, ISM provided for free or reduced price access to lunch, after-school care, fieldtrips, athletics, and school supplies through a local application process and supported by local funds. This was based on a cost-benefit analysis that showed participation in the federal Free and Reduced Price Lunch process to be more onerous and costly than footing the bill. The shifting school demographic has changed that conclusion, and the school has begun the process of collecting information to participate in the federal Free and Reduced Price Lunch program. This will expand awareness of and access to financial assistance for those families in need.
Admission Requirements (Element 8)

Admission requirements, if applicable. [Education Code Section 47605(b)(5)(H)]

The ISM Board of Trustees has adopted the following Admissions Policy and Procedures.

Applicability

This policy applies to all applicants to the International School of Monterey (ISM) and the administration of the school in charge of admissions.

Policy Statements

1. Diversity

The school strives to attract, enroll, and retain the broadest spectrum of students and families representative of the rich diversity existing in the County and its surrounding counties.

2. Affirmation of Nondiscrimination

The school will be nonsectarian in its programs, admission policies, employment practices, and all other operations; the school will not charge tuition; and the school will not discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

The school will ensure compliance with all provisions of Section 56040.1 of the California Education Code regarding least restrictive environment for individuals with exceptional needs.

3. Open Enrollment / Public Random Drawing

Admission is available to any student who wishes to attend the school. However, if the number of students who wish to attend the Charter School exceeds the school’s capacity, attendance, except for existing pupils of the school, shall be determined by a public random drawing. Pupils currently attending the Charter School shall be guaranteed placement for the subsequent year. Preference in the public random drawing shall be extended to the following preferences, in order of priority:

1) Students residing in Monterey County:
   a) Whose parents, legal guardians, or grandparents are members of the ISM Board of Trustees
   b) Whose parents or legal guardians are ISM employees
   c) Returning to ISM at the beginning of the school year from at least one academic year of study abroad
   d) Who are siblings of current ISM students
   e) Who have reapplied for the next grade level above the grade level where they have been on the waitlist during the prior year (Note: ISM treats students who reapply for enrollment at the same grade level for which they were on the prior year waitlist equally with first-time applicants.)
2) All other Monterey Peninsula Unified School District residents
3) All others

4. Minimum Age

State Law requires a child to be five years of age by December 2 to start kindergarten. Students who have not reached the age of 5 by December 2 may start kindergarten upon turning 5 years old providing the Director determines that the admittance is in the best interests of the child, the parent/guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance, and there is available space in kindergarten and parents sign a form to acknowledge that placement at midyear does not necessarily mean promotion to first grade at the end of the school year.

A student must be age 6 by December 2 (or have completed one year of kindergarten) to start first grade. The Director with the consent of a parent or guardian may deem a child enrolled in public or private kindergarten ready for first grade as long as the child is at least five years of age.

5. Immunizations

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. ISM requires that written verification from a doctor or immunization clinic of the following immunizations:

1) Diphtheria
2) Measles
3) Mumps, except for children who have reached the age of seven years
4) Pertussis (whooping cough), except for children who have reached the age of seven years
5) Poliomyelitis
6) Rubella
7) Tetanus
8) Hepatitis B
9) Varicella (chickenpox), (persons already admitted into California public or private schools at the kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry)

ISM verification of immunizations is to be by written medical records from your doctor or immunization clinic.

Exceptions are allowed under the following conditions:

1) The parent provides a signed doctor’s statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.

2) A parent may request exemption of their child from immunization for personal beliefs.

3) Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation to any country considered by the Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.
6. Physical Examinations

All pupils are to have completed a health screening examination on or before the 90th day after the pupil’s entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from a family physician or possibly through the services provided by a County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Failure to obtain an examination for a child or a waiver will result in the child being denied enrollment.

ISM recommends that children undergo a yearly speech, hearing, and eye examination.

If a child’s medical status changes, the parent/guardian should provide the teacher with a physician’s written verification of the medical issue, especially if it impacts in any way the child’s ability to perform schoolwork.

Procedural Requirements

The following procedures may be amended from time to time upon approval of the Board of Trustees without the need to amend the charter so long as the procedures comport with legal requirements and remain consistent with the other terms of the Admissions Policy and Procedures.

1) On an annual basis, ISM will determine its maximum capacity for student enrollment, if any.

2) An initial open enrollment period will be held annually, which is advertised within the school community so that all interested students may have an equal opportunity to apply for admission. A deadline for accepting applications will be clearly stated.

3) Enrollment forms will be sorted by grade, and counted.

4) In the event that capacity is not met at a certain grade level, all students applying for enrollment into that grade will be enrolled and shall be considered an “existing ISM student” for purposes of this procedure.

5) In the event that the number of enrollment applications exceeds capacity at any grade level, a random, public lottery will be held on a date and location that is published throughout the County and adjacent Counties. The lottery shall be conducted as follows:
   a) Should more than one grade require selection by lottery, the order that grades are filled is from the highest grade to the lowest.
   b) Enrollment for each grade will be determined in stages pursuant to the preferences in this policy until capacity is met as follows:
      i) Students residing in Monterey County:
         (1) Whose parents, legal guardians, or grandparents are members of the ISM Board of Trustees
         (2) Whose parents or legal guardians are ISM employees
         (3) Returning to ISM at the beginning of the school year from at least one academic year of study abroad
         (4) Who are siblings of current ISM students
         (5) Who have reapplied for the next grade level above the grade level where they have been on the waitlist during the prior year (Note: ISM treats students who reapply for enrollment at the same grade level for which they were on the prior year waitlist equally with first-time applicants.)
c) Enrollment forms for each grade level will be separated into piles according to their stage/group and will be counted and numbered. If the number of enrollment forms in each stage would not exceed the grade’s capacity, all students applying for enrollment in that stage will be enrolled and shall be considered an “existing ISM student”. When a stage is reached where the number of enrollment forms would exceed the grade’s remaining capacity, the matching numbers assigned to the enrollment forms in that stage will be randomly sorted and drawn until capacity is reached. A student whose enrollment form number is drawn will be enrolled and shall be considered an “existing ISM student”.

d) Once all grades are filled to capacity, a waiting list will be drawn for each grade in case a vacancy should arise prior to or during the school year. The order of the waiting list will be determined in the same stages as outlined above (enrollment forms will be redistributed into stages as necessary to account for any students who may now be “a sibling of an existing student”) using an identical method of randomly sorting the matching numbers assigned to enrollment forms and drawing them until all enrollment forms have been ordered and placed on the waitlist.

e) If one sibling of a multiple birth (e.g. twins, triplets) is granted a spot either in a class or on the waitlist, the remaining multiple birth siblings will be given the successive spots.

6) Enrollment or waitlist confirmations will be mailed. Registration packets will also be mailed at this time and will consist of state-required information, such as immunizations and other school-generated forms.

7) If completed registration information is not submitted by the date required in the registration packet the slot will be forfeited.

8) Waitlists will be maintained for the current enrollment year only. Waitlists will not carry over to the following year and those applicants on the waitlist must reapply the following year. However, as stated above, preference shall be given to former waitlisted applicants for the following year in the public drawing.

9) Any enrollment forms received after the initial open-enrollment deadline shall be date and time stamped and either: (a) placed in the appropriate preference pool within a secondary enrollment window; or (b) if applying for enrollment in a grade that is not yet at capacity, the student will automatically be enrolled. Enrollment forms received after the second open-enrollment deadline shall only be accepted if applying for enrollment in a grade that is not yet at capacity or where the waitlist is less than ten students; in such cases, the student will be immediately enrolled or placed on the waitlist.

10) Once placed on a waitlist, a student will remain on the list until one of the following occurs:

   a) The student is accepted into ISM as space becomes available and enrolls in ISM.
   b) The parent/guardian requests that the student be removed from the waitlist.
   c) The school year ends.

11) When a space becomes available in a grade level, the slot will be offered to the first name on the waitlist for that grade level if a waitlist exists for that grade level. The notification will be mailed to the address on the enrollment form and will consist of a written offer letter along with a response form for the parent to return to ISM.

12) It is the parent’s responsibility to update their contact information continuously with ISM. ISM shall not be responsible for failure to contact a waitlisted parent due to expired contact information. Once notified of an available slot, a parent/guardian will have the following options:

   a) Accept the available slot. ISM must receive the acceptance within fourteen (14) days of the date of the offer letter in order for the acceptance to be valid.
b) Decline the available slot and be removed from the waitlist

c) Decline the available slot and be placed at the end of the waitlist

If the school does not receive a response form within thirty (30) days, ISM will deem the parent to have declined the available slot and remove the student from the waitlist.

13) If the slot is accepted, the parent/guardian has fourteen (14) more days to return a completed registration packet and schedule a parent orientation and start date for the student, or the slot will be forfeited.

14) If the slot is not accepted or a slot is forfeited due to late registration materials or scheduling of a family orientation and start date for the student, the slot will be offered to the next name on the list and the above procedure will continue until either the slot is filled or the waitlist is exhausted. Parents who have accepted enrollment but who have forfeited their “slot” due to late or missing registration materials or late scheduling of a parent orientation and start date for the student will have the opportunity to be placed at the end of the waitlist. If the spot has been declined, the child has been placed at the end of the waitlist, and the waitlist is exhausted, those having declined a spot do not retain their preference status, rather they revert to their preference prior to the lottery. If a spot becomes available and the waitlist has been exhausted, a subsequent open enrollment period will be held.

15) In the event a situation arises that is not covered by this procedure, the ISM Board of Trustees will determine the fairest method for resolution of the issue.

16) Prior to admission, the following must occur:

a) If the child has not attended the school before, it is mandatory that the parents provide a birth certificate for the child.

b) Parents shall attend a parent orientation.

c) Registration packets must be submitted by the date required in the registration packet, including proof of immunizations and physical examination as required by this policy.

d) The registration packet shall include authorization for the school to request and receive student records from schools the student has attended or is currently attending.

e) The registration packet shall include full disclosure by the parents, current teacher, and current school of any specific needs of the child.

f) A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided.

g) A copy of any existing Individual Education Program (IEP) for the student shall be provided.

h) Applicable procedures for the transfer of program between SELPAs shall be followed.

**Entrance Age and Student Placement**

A child is accepted into the appropriate class if his or her birthday falls on or before December 2nd. Class ages are as follows:

1) Kindergarten 5 years old

2) 1st Grade 6 years old

The placement of individual students may be reviewed at any time during a six-week trial period at the request of the classroom instructor or a parent/guardian. The Principal shall recommend appropriate placement following the review; however, the parent/guardian reserves the right to placement based on age alone.
Student Records from Other Schools
ISM requests student records from the applicant's previous school(s) and reserves the right to contact the applicant's previous school.

Late Admissions
A student may be admitted to ISM at any time during the school year (if places are available).

Financial Audits and Corrective Actions (Element 9)
The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. [Education Code Section 47605(b)(5)(I)]

Independent Charter Status
The International School of Monterey is a fiscally independent, direct-funded charter school.

Business Management
The ISM Director assumes the lead responsibility for financial matters at the school under the policies adopted by and oversight provided by the school’s Board of Trustees.

The Director establishes a back-office support team through a combination of internal staffing and outside vendor services. ISM employs a request for proposal process to secure bids from outside firms, and ISM evaluates proposals received based on the following criteria:

- Experience working with charter schools of similar size and financial structures
- Experience delivering the exact services under consideration (e.g. payroll, accounting)
- Qualifications of staff to be assigned to the ISM account and of the firm in general
- Quality and integrity of financial management and reporting systems
- History of exception-free client audits
- Client satisfaction with services
- Comparative costs relative to other service providers and internal staffing options

ISM currently contracts Charter Schools Management Corporation as a back-office service provider. [See Appendix 16: Back-Office Services Contract]

The ISM Director works with the back-office support team to manage the school’s financial operations. Contracted services may include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws.

ISM and any contracted business services providers will employ all Generally Accepted Accounting Principles (GAAP).
Budget

Each spring ISM establishes an annual budget, monthly cash flow projections, and a three-year financial projection. For this Charter renewal petition, this has been expanded to include budget and cash flow projections for the first three years of the Charter renewal period (i.e. 2011-2012 through 2013-2014). [See Appendix 17: Budget & Cash Flow Projections]

The ISM Director and back-office support team prepare the budget and work with the Budget & Finance Committee of the Board to ensure that the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget includes all estimated revenues and expenditures for the year and ensures availability of funds to maintain positive cash flow.

The budget development process begins no later than March of the preceding fiscal year and continues through the Governor’s May revisions of the state budget. The budget and cash flow projections are then presented to the ISM Board of Trustees for discussion and approval, and they are then submitted to the District no later than July 1 each year.

The ISM Director, Budget & Finance Committee, and back-office support team review monthly cash flow statements and present comprehensive budget updates to the Board at least four times each fiscal year. The ISM Director and back-office support team also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow.

The International School of Monterey has adopted policies and procedures regarding the deposit of funds, investment procedures, and internal financial controls. [See Appendix 7: Financial Policies, Procedures, and Controls]

Financial Reporting

ISM will, by the current due dates shown or any future revision of the due dates to the extent possible, submit the following reports to MPUSD for review no later than two weeks before the due dates shown or any future revision of the due dates. ISM and MPUSD will then jointly ensure timely submission to MCOE and CDE as required by those agencies:

- Annual Budget—July 1
- Unaudited Actuals—September 15 of the following Fiscal Year
- California Basic Educational Data System (CBEDS)—October 31
- First Interim Financial Report—December 15
- Audited Financial Statements—December 15 of the following Fiscal Year
- P1 Attendance—first week of January
- Second Interim Financial Report—March 15
- P2 Attendance—first week of May
- CALPADS—multiple report dates
- Other reports as requested by the District, County, or State

ISM will promptly respond to all reasonable inquiries from the District, including but not limited to inquiries regarding financial records, and will consult with the District regarding any inquiries.

Audit

The ISM Board of Trustees forms an Audit Committee each fiscal year to oversee the preparation and completion of an annual audit of the school’s financial affairs. The audit verifies the accuracy of
the school’s financial statements, revenue-related data collection, and reporting practices, and reviews the school’s internal controls.

The annual independent financial audit of ISM’s books and records will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The ISM books and records will be kept in accordance with generally accepted accounting principles (GAAP) and as required by applicable law, and the audit will employ GAAP. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

The Audit Committee selects an independent auditor with experience in education finance included on the State Controller’s list of education auditors based on the recommendation of the ISM Director and back-office support team.

The Audit Committee selects the independent auditor through a request for proposal process. The auditor must, at minimum, have a CPA, experience working with educational institutions (preferably charter schools), and approval by the State Controller as an educational audit provider.

The audit is conducted in accordance with Generally Accepted Accounting Principles (GAAP) applicable to the charter school and school district. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed and that a copy of the audit report will be forwarded to the chief financial officer of the Monterey Peninsula Unified School District, the State Controller, the County Superintendent, and the California Department of Education by December 15 of each year.

The school’s Audit Committee reviews any audit exceptions or deficiencies and reports to the ISM Board of Trustees with recommendations on how to resolve them by January 15. The Board then reports to the charter-granting agency by February 15 regarding how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District with an anticipated timeline. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process described in Element 14.

The independent audited financial statements of the Charter School shall be provided to the public upon request. [See Appendix 18: Audited Financial Statements]

To facilitate review, these financial documents should be accompanied by a description of the major assumptions underlying the next year and long-term projections.

The International School of Monterey receives funding pursuant to Education Code Section 47613.5 and its successors and may opt to receive its funding directly from the state or through any other available mechanism. Any funds due to the school In-lieu of property tax funds that flow through the Monterey Peninsula Unified School District shall be forwarded to the school without undue delay. The school and district may negotiate in good faith on an annual basis to develop a memorandum of understanding that establishes the specific financial and service relationship between the two parties.

[See Appendix 7: Memorandum of Understanding & Special Education Services Addendum]
Pupil Suspension and Expulsion (Element 10)

The procedures by which pupils can be suspended or expelled. [Education Code Section 47605(b)(5)(J)]

1. Overview

1.1. This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the International School of Monterey (ISM). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as ISM’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

1.2. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be published as part of the Student Handbook distributed to each student at the beginning of the school year. The ISM administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

1.3. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion.

1.4. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff, or other persons, or to prevent damage to school property.

1.5. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

1.6. A student identified as an individual with disabilities or for whom ISM has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. ISM will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom ISM has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

2. Grounds for Suspension and Expulsion of Students

2.1. A student may be suspended or expelled for prohibited misconduct if the act is related to (1) school activity, (2) school attendance occurring at ISM or at any other school, or (3) an ISM sponsored event. A student may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occurs at any time, including, but not limited to, any of the following:

a) while on school grounds;
b) while going to or coming from school;
c) during the lunch period, whether on or off the school campus; or
d) during, going to, or coming from a school-sponsored activity.
3. Enumerated Offenses

3.1. Students may be suspended or expelled for any of the following acts when it is determined the pupil:

3.1.1. Caused, attempted to cause, or threatened to cause physical injury to another person.

3.1.2. Willfully used force or violence upon the person of another, except self-defense.

3.1.3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

3.1.4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

3.1.5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.

3.1.6. Committed or attempted to commit robbery or extortion.

3.1.7. Caused or attempted to cause damage to school property or private property.

3.1.8. Stole or attempted to steal school property or private property.

3.1.9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of her or his own prescription products by a pupil.

3.1.10. Committed an obscene act or engaged in habitual profanity or vulgarity.

3.1.11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

3.1.12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

3.1.13. Knowingly received stolen school property or private property.

3.1.14. Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

3.1.15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

3.1.16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

3.1.17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
3.1.18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

3.1.19. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for her or his own safety or for her or his immediate family's safety, or for the protection of school property, or the personal property of the person threatened or her or his immediate family.

3.1.20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.

3.1.21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.

3.1.22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.

3.1.23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

3.2. Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

4. Suspension Procedure

4.1. Suspensions shall be initiated according to the following procedures:

4.1.1. Conference

4.1.1.1. Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and her or his parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal.
4.1.1.2. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

4.1.1.3. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against her or him, and shall be given the opportunity to present her or his version and evidence in her or his defense.

4.1.1.4. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

4.1.1.5. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

4.1.2. Notice to Parents/Guardians

4.1.2.1. At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

4.1.3. Suspension Time Limits/Recommendation for Placement/Expulsion

4.1.3.1. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

4.1.3.2. Upon a recommendation of Placement/Expulsion by the Principal or designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: (1) the pupil’s presence will be disruptive to the education process; or (2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

5. Authority to Expel

5.1. A student may be expelled either by the Board of Trustees following a hearing before it or by the Board of Trustees upon the recommendation of an Administrative Panel to be assigned by the Board of Trustees as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Board of Trustees. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.
6. Expulsion Procedures

6.1. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

6.2. In the event an administrative panel hears the case, it will make a recommendation to the Board of Trustees for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

6.3. Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:
   a) The date and place of the expulsion hearing;
   b) A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
   c) A copy of ISM’s disciplinary rules which relate to the alleged violation;
   d) Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the school to any other school district or school to which the student seeks enrollment;
   e) The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
   f) The right to inspect and obtain copies of all documents to be used at the hearing;
   g) The opportunity to confront and question all witnesses who testify at the hearing;
   h) The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

7. Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

7.1. ISM may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board of Trustees, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

7.2. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of her/his right to (a) receive five days notice of her/his scheduled testimony, (b) have up to two (2) adult support persons of her/his choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

7.3. ISM must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

7.4. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

7.5. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
7.6. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

7.7. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany her or him to the witness stand.

7.8. If one or both of the support persons is also a witness, ISM must present evidence that the witness' presence is both desired by the witness and will be helpful to ISM. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising her or his discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

7.9. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

7.10. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have her/his testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

7.11. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

8. Record of Hearing

8.1. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

9. Presentation of Evidence

9.1. While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.
9.2. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board of Trustees, Panel, or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

9.3. If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have her or his testimony heard in a session closed to the public.

10. Decision to Expel

10.1. The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Trustees who will make a final determination regarding the expulsion. The final decision by the Board of Trustees shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Trustees is final.

10.2. If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to her/his educational program.

11. Written Notice to Expel

11.1. The Principal or designee following a decision of the Board of Trustees to expel shall send written notice of the decision to expel, including the Board’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:
   a) Notice of the specific offense committed by the student
   b) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with ISM

11.2. The Principal or designee shall send a copy of the written notice of the decision to expel to the student’s district of residence. This notice shall include the following:
   a) The student’s name
   b) The specific expellable offense committed by the student

12. Disciplinary Records

12.1. ISM shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the District upon request.

13. No Right to Appeal

13.1. The pupil shall have no right of appeal from expulsion from ISM, as the Board of Trustees decision to expel shall be final.

14. Expelled Pupils/Alternative Education

14.1. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

15. Rehabilitation Plans

15.1. Students who are expelled from ISM shall be given a rehabilitation plan upon expulsion as developed by the Board of Trustees at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to ISM for readmission.
16. **Readmission**

16.1. The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Board of Trustees following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board of Trustees following the meeting regarding her or his determination. The pupil's readmission is also contingent upon ISM's capacity at the time the student seeks readmission.

17. **Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

17.1. **Notification of District**

17.1.1. ISM shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who ISM or the District would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

17.2. **Services During Suspension**

17.2.1. Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

17.3. **Procedural Safeguards/Manifestation Determination**

17.3.1. Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, ISM, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

17.3.2. If ISM, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

17.3.3. If ISM, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that ISM had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c) Return the child to the placement from which the child was removed, unless the parent and ISM agree to a change of placement as part of the modification of the behavioral intervention plan.

17.3.4. If ISM, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP, then ISM may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

17.4. Due Process Appeals

17.4.1. The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or ISM believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

17.4.2. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or ISM, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and ISM agree otherwise.

17.5. Special Circumstances

17.5.1. ISM personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

17.5.2. The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

17.6. Interim Alternative Educational Setting

17.6.1. The student’s interim alternative educational setting shall be determined by the student’s IEP team.

17.7. Procedures for Students Not Yet Eligible for Special Education Services

17.7.1. A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated ISM’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if ISM had knowledge that the student was disabled before the behavior occurred.
17.7.2. ISM shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:
   a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to ISM supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.
   b) The parent has requested an evaluation of the child.
   c) The child’s teacher, or other ISM personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other ISM supervisory personnel.

17.7.3. If ISM knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

17.7.4. If ISM had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. ISM shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by ISM pending the results of the evaluation.

17.7.5. ISM shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

18. Adoption and renewal

18.1. This policy was written by the school administration and counsel, and adopted by the ISM Board of Trustees.

18.2. This policy shall become effective August 9, 2010, and replaces the previous Suspension and Expulsion Policy.

18.3. This policy shall be assessed one year from its effective date to ensure its continued alignment with the California Education Code and other legal requirements, as well as the needs and objectives of the school. This policy may be assessed before that time as necessary.

Retirement Benefits (Element 11)

Staff at the International School of Monterey participate in the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS) and the federal social security system, or solely the federal social security system according to policies developed by the Board of Trustees and adopted as the Charter School's employee policies.

Unless already participating in PERS through prior employment and permitted by PERS and STRS regulations to continue participation in PERS, certificated staff members participate in STRS. This includes the Director, Principal, and teachers. ISM employees accumulate service credit years in the same manner as all other members of STRS.

Unless already participating in STRS through prior employment and permitted by PERS and STRS regulations to continue participation in STRS, non-credentialed staff members participate in PERS and the federal social security program or solely the federal social security program as appropriate.
This includes non-certificated administrators, instructional aides, office staff, and custodians. ISM employees accumulate service credit years in the same manner as all other members of PERS.

The Operations & HR Manager ensures compliance with these provisions by informing employees, making appropriate arrangements for coverage, liaising with the back-office support team, and monitoring payroll deductions and related payments and data forwarded to the Monterey County Office of Education per the provisions of Education Code 47611.3.

### Attendance Alternatives (Element 12)

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. [Education Code Section 47605(b)(5)(L)]

The International School of Monterey is a school of choice and, as such, no student may be required to attend. Students who opt not to attend ISM may choose to attend other public schools in their district of residence or pursue an inter-district or intra-district transfer in accordance with existing enrollment and transfer policies of the districts involved.

ISM informs parents/guardians of each enrolled student that ISM students have no right to admission in a particular school or program of any Local Education Agency (LEA) as a consequence of enrollment in or matriculation from ISM, except to the extent that such a right is extended by the LEA itself. The ISM Student Information Manager ensures compliance with this provision.

### Employee Return Rights (Element 13)

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. [Education Code Section 47605(b)(5)(M)]

No public school district employee shall be required to work at the Charter School. Charter school staff who have left permanent status employment at the Monterey Peninsula Unified School District to work at the International School of Monterey shall not have the right to return to a comparable position in the District during the term of this Charter unless such is given by the District through a leave of absence or other agreement. ISM employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the school that the District determines to be reasonable and not in conflict with any law.

All ISM employees will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to ISM. Employment by ISM provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.
**Dispute Resolution (Element 14)**

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. [Education Code Section 47605(b)(5)(N)]

The International School of Monterey Board of Trustees has adopted the following policies and processes for airing and resolving internal and external disputes.

**ISM Internal Dispute Resolution Process**

The objective of the ISM Dispute Resolution Process is to have school community members resolve issues in-house in an amicable and fair manner whenever possible. School community members include the Director, administrators, students, teachers, parents, volunteers, advisers, community members, partners, and collaborators.

1) One should first attempt to discuss one’s conflict with the people directly involved even if difficult and try to resolve it before proceeding any further.

2) If there is a direct conflict between students and direct discussion cannot resolve the situation, students should use a Peer Conflict Mediator to help resolve the conflict.

3) In the event that Peer Mediation does not resolve the conflict, students should use a teacher or administrator to resolve the conflict as a mediator.

4) If a conflict arises involving a teacher, a party should contact either the administrator or another mutually agreeable teacher to listen to the facts and resolve the conflict.

5) If the conflict involves the Director or other administrator, a party should contact either a mutually agreeable teacher or administrator to help resolve the conflict.

6) In the event that the dispute involving the Director or other administrator is not resolved, a party should contact the Chair of the Board of Trustees for further action. The Director or other involved individual should know in advance of this action.

7) If a dispute involves a parent, similar procedures should be used. If unsuccessful, the parent should contact the Chair of the ISM Family Association or Director for further action.

8) School community members will avoid contacting the School District and its governing board regarding a conflict at ISM until they have exhausted and documented all of the relevant procedures listed above.

**Charter School and District Agreement**

The governing board of the Monterey Peninsula Unified School District agrees to refer all complaints regarding the school’s operations to the school’s chief administrative officer for resolution in accordance with the school’s adopted policies. Parents, students, board members, volunteers, and staff at the charter school will be provided with a copy of the school’s policies and dispute resolution process and will agree to work within it. In the event that the school’s adopted policies and processes fail to resolve the dispute, the governing board of Monterey Peninsula Unified School District agrees not to intervene in the dispute without the consent of the school’s board unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

The School and the District will always attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.
In the event of a dispute between ISM and the District, staff, employees, and Board members of ISM and the District agree to first frame the issue in written format ("dispute statement") and refer the issue to the Superintendent and the ISM Director. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, ISM requests that this shall be noted in the written dispute statement although it recognizes that it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or serve as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute not later than five business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective boards who shall jointly meet with the Superintendent and the ISM Director and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and the ISM Director shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be held within 30 business days of receipt of the dispute statement. The costs of the mediator shall be split between the District and ISM. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement.

### Employee Representation (Element 15)

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. [Education Code Section 47605(b)(5)(O)]

The International School of Monterey shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act (EERA). The Charter School shall comply with EERA.

### School Closure Procedures (Element 16)

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. [Education Code Section 47605(b)(5)(P)]

The following procedures shall apply in the event the International School of Monterey closes, regardless of the reason for closure.

Closure of the International School of Monterey (ISM) will be documented by official action of the Board of Trustees. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Trustees will promptly notify parents and students of ISM, the Monterey Peninsula Unified School District, the Monterey County Office of Education, ISM’s SELPA, the retirement systems in which ISM employees participate (e.g. Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which...
parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of ISM of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close ISM.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, ISM will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g. ISM will ask the District to store original records of ISM students. All records of ISM shall be transferred to the District upon ISM closure. If the District will not or cannot store the records, ISM shall work with the Monterey County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, ISM will prepare final financial records. ISM will also have an independent audit completed within six months after closure. ISM will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by ISM and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to ISM.

ISM will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of ISM, all assets of ISM, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending ISM, remain the sole property of ISM and upon the dissolution of the nonprofit public benefit corporation shall be distributed in accordance with the Articles of Incorporation which require:

“On the winding up and dissolution of this corporation, after paying or adequately providing for the debts, obligations, and liabilities of the corporation, the remaining assets of this corporation shall be distributed to such organization (or organizations) organized and operated exclusively for educational purposes, which has established its tax-exempt status under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States internal revenue law).”

Any assets acquired from the District or District property will be promptly returned upon ISM closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, ISM shall remain solely responsible for all liabilities arising from the operation of ISM.
As ISM is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of ISM, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by its school budget, ISM will utilize its reserve fund to undertake any expenses associated with the closure procedures identified above.
Liability Impact on the District

ISM is operated as a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. ISM shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, ISM and the District may enter into an MOU for the new Charter term, wherein ISM shall indemnify the District for the actions of ISM under this Charter.

The corporate bylaws of ISM provide for indemnification of the ISM Board, officers, agents, and employees, and ISM will purchase general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and ISM’s insurance provider for schools of similar size, location, and student population. The District shall be named an additional insured on ISM’s general liability insurance.

The ISM Board of Trustees will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Administrative Services

The details of the working relationship between ISM and the District have been delineated in a Memorandum Of Understanding (MOU) that expires on June 30, 2011. The two parties may choose to revise or extend the existing MOU, to enter into a new MOU, or to continue under the terms of the charter without an additional MOU.

ISM retains the right to separately purchase administrative or other services from the District, if the District wishes to offer such services, or any other provider including its current back-office services provider, Charter Schools Management Corporation. Any administrative services to be purchased from the District shall be mutually agreed upon in advance, thus renewal of this Charter will not create any new impact on the charter authorizer without prior agreement.

Facilities

The International School of Monterey offers a site-based program for all grades K-8. While fieldtrips create a community-based component that greatly enriches learning opportunities and available
technology connects ISM students with the world beyond, the ISM project-based and inquiry-based academic model requires that the essential location for learning remain a traditional school campus.

ISM holds a lease from the Monterey Peninsula Unified School District for exclusive use of its Manzanita School site through June 30, 2011, with space allocation and lease rate governed by Education Code Section 47614 (EC 47614, i.e. Proposition 39) and Title 5 of the California Code of Regulations (CCR) Section 11969.1 through 11969.11, as amended. The current lease remains in effect through June 30, 2011, and ISM plans to work with the District to renew the lease following renewal of its Charter. Regardless, ISM will submit a request for 2011-2012 use of the Manzanita site under the provisions of EC 47614, and do the same for subsequent years unless a lease agreement between ISM and the District makes such a request unnecessary. [See Appendix 19: Facilities Use Agreement]

The Manzanita site existing lease provides facilities to support ISM’s current enrollment and academic program as follows:

- 22 classroom spaces, 15 in permanent pod structures and seven in relocatables, with one assigned to each of the 18 homeroom teachers, three arts teachers, and one physical education instructor
- A separate science lab with multiple permanent and portable lab stations with sinks, as well as Bunsen burners
- A separate technology lab with 25 Macintosh work stations, a printer, and projection screen
- Offices for the 3 Spanish instructors, who push in to homerooms to teach their various classes
- Offices for instructional aides where they can administer assessments and conduct small group instruction
- Offices for the special education staff assigned by the special education provider
- Offices for the school administration and support staff
- A school library/media center
- As multiuse room with stage for lunch, assemblies, indoor physical education, and school events
- A lower playground with asphalt and grass recreation areas, plus play structures
- An upper playground with asphalt and grass recreation areas
- A kindergarten playground with asphalt and dirt recreation areas, and play structures
- A school garden area between the classroom pods

Given ISM’s desire to continue its use of the Manzanita School site, renewal of the Charter will not create any new impact on the charter authorizer.

### Enrollment

ISM has reached its planned full enrollment of 418 students. While the school reserves the right to expand enrollment for financial reasons or to match the maximum capacity of the overall facility provided by the District, given that any adjustments would likely be small, renewal of the Charter will not significantly impact enrollment within the District.
FURTHER PROVISIONS

Severability

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the charter granting agency and governing board of the charter school. The district and charter school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Representatives

All official communications between the charter school and charter-granting agency will be sent via First Class Mail or other appropriate means to the following representatives at the indicated addresses:

Director
International School of Monterey
1720 Yosemite Street
Seaside, CA 93955

Superintendent
Monterey Peninsula Unified School District
700 Pacific
Monterey, CA 93940

Term

The term of this charter shall begin July 1, 2011 and expire June 30, 2016.
CONCLUSION

The California Charter Schools Act of 1992 was created to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

By renewing this charter, the Monterey Peninsula Unified School District will continue to fulfill the intent of the Charter Schools Act of 1992 and follow the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year term beginning July 1, 2011.

The ISM team is honored by the opportunity to apply for this renewal petition for a charter school that effectively serves the diverse families of the Monterey Peninsula Unified School District and Monterey County, and we remain committed to working with the District to provide the best possible educational opportunities for all students.
1.4.2. Standardized Testing

- Discuss standardized testing results, requirements, and intent
  - 2010 API (Academic Performance Index)
    - Overall score of 886 = 13 point drop from 2009 high of 899
      - Factor 1: recalibrated scoring
      - Factor 2: 8th graders took Algebra rather than Mathematics test (only 9% Advanced though scored very high on all other tests with 23-60% Advanced)
    - Overall score 1st among District schools, up from 2nd in 2009
    - Hispanic/Latino subgroup score of 814 = 17 point gain from 2009 score of 797
      - Reduced 130 point achievement gap between Hispanic/Latino and White subgroups by one-third to 88 points
    - Subgroup with the highest percentage at or above Proficient is Two or More Races at 84.4%
  - 2010 STAR (Standardized Testing and Reporting)
    - CST (California Standards Test) assessments provide the basis for API scores
2010 STAR Results

English Language Arts (ELA)

Classes ranged from 70% (4th) to 30% (5th) Advanced

Classes ranged from 86% (8th) to 59% (2nd) Proficient or above

83.3% of students achieved the same or better proficiency than the year before
Mathematics

Classes ranged from 52% (3rd) to 32% (2nd) Advanced

Classes ranged from 80% (4th) to 66% (6th) Proficient or above

80.4% of students achieved the same or better proficiency than the year before
1.4.2. Standardized Testing

- 2010 AYP (Adequate Yearly Progress)
  - Federal No Child Left Behind requirement
  - Part of California APR (Accountability Progress Reporting)
  - ISM met 15 of 15 criteria

- Goals in our 2011-2016 Charter
  - At least 70 percent of students will show one grade level of progress each academic year as evidenced by STAR scores (same or higher proficiency serves as evidence of this progress)
  - Maintain a minimum API score of 850, while striving for 900
  - Continue to achieve our API growth target
  - Close the achievement gap by narrowing the API margin between each measurable population subgroup and the top-scoring subgroup by 5 percent each year

- Specific issue: 8th grade math testing
School Report - API Growth and Targets Met

2010 Growth
Academic Performance Index (API) Report

School: International School of Monterey
LEA: Monterey Peninsula Unified
County: Monterey
CDS Code: 27-66092-611862
School Type: Elementary

Direct Funded Charter School: Yes

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<th>2009-10 APR</th>
<th>2009-10 State API</th>
<th>2010 Federal AYP and PI</th>
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<tr>
<td>Summary</td>
<td>Glossary</td>
<td>Base</td>
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State Accountability: Academic Performance Index (API)

Number of Students included in the 2010 Growth API

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<td>886</td>
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Met Growth Target

Schoolwide: Yes
All Subgroups: Yes
Both Schoolwide and Subgroups: Yes

Similar Schools Report

Similar Schools

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Click on the median value heading to link to the list of 2009 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2009 Base API Report.
## Subgroups

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<tr>
<th>Subgroup</th>
<th>Number of Students Included in 2010 API</th>
<th>Numerically Significant in Both Years</th>
<th>2010 Growth Target</th>
<th>2009-10 Growth</th>
<th>Met Subgroup Growth Target</th>
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<td>Filipino</td>
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<tr>
<td>White</td>
<td>110</td>
<td>Yes</td>
<td>902</td>
<td>927</td>
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<tr>
<td>Two or More Races</td>
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<tr>
<td>Socioeconomically Disadvantaged</td>
<td>3</td>
<td>No</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>English Learners</td>
<td>16</td>
<td>No</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>17</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In order to meet federal requirements of No Child Left Behind, a 2010 Growth API is posted even if a school or LEA had no 2009 Base API or if a school had significant population changes from 2009 to 2010. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2009 or 2010. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2009.

"B" means the school did not have a valid 2009 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2009 Base API Report and has no target information even though the school is no longer an ASAM school.

**Targets Met** - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2010 Growth API of 680 or a one-point increase from 2009 Base API to 2010 Growth API for a school or LEA.
### School Report

**2010 Adequate Yearly Progress (AYP) Report**

School: International School of Monterey  
LEA: Monterey Peninsula Unified  
County: Monterey  
CDS Code: 27-66092-6118962  
School Type: Elementary  

Direct Funded Charter School: Yes

#### 2009-10 APR

<table>
<thead>
<tr>
<th>Summary</th>
<th>Glossary</th>
<th>Base</th>
<th>Guide</th>
<th>Growth</th>
<th>AYP</th>
<th>PI</th>
<th>Guide</th>
</tr>
</thead>
</table>

**Federal Accountability: Adequate Yearly Progress (AYP)**

**Made AYP:** Yes  
**Met 15 of 15 AYP Criteria**

### Participation Rate

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>Enrollment First Day of Testing</th>
<th>Number of Students Tested</th>
<th>Test Rate</th>
<th>Met 2010 AYP Criteria</th>
<th>Alternative Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>334</td>
<td>334</td>
<td>100</td>
<td>Yes</td>
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<tr>
<td>Black or African American</td>
<td>14</td>
<td>14</td>
<td>100</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>45</td>
<td>45</td>
<td>100</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>12</td>
<td>12</td>
<td>100</td>
<td>--</td>
<td></td>
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<tr>
<td>Hispanic or Latino</td>
<td>71</td>
<td>71</td>
<td>100</td>
<td>Yes</td>
<td>ER</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
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<td>1</td>
<td>100</td>
<td>--</td>
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</tr>
<tr>
<td>White</td>
<td>131</td>
<td>131</td>
<td>100</td>
<td>Yes</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>Enrollment First Day of Testing</th>
<th>Number of Students Tested</th>
<th>Test Rate</th>
<th>Met 2010 AYP Criteria</th>
<th>Alternative Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met all participation rate criteria? Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met all participation rate criteria? Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2010 AYP and PI Links:**
- School Chart
- School PI Status
- LEA List of schools
- County List of Schools

(An LEA is a school district or county office of education.)
Two or More Races  52  52  100  Yes  ER  52  52  100  Yes  ER
Socioeconomically Disadvantaged  4  4  100  --  4  4  100  --
English Learners  16  16  100  --  16  16  100  --
Students with Disabilities  17  17  100  --  17  17  100  --

Percent Proficient - Annual Measurable Objectives (AMOs)

<table>
<thead>
<tr>
<th>Groups</th>
<th>Valid Scores</th>
<th>Number At or Above Proficient</th>
<th>Percent At or Above Proficient</th>
<th>Met 2010 AYP Criteria</th>
<th>Alternative Method</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>6</td>
<td>42.9</td>
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</tr>
<tr>
<td>American Indian or Alaska Native</td>
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<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>41</td>
<td>34</td>
<td>82.9</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>9</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
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<tr>
<td>Hispanic or Latino</td>
<td>61</td>
<td>34</td>
<td>55.7</td>
<td>Yes</td>
<td>SH</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>1</td>
<td>--</td>
<td>--</td>
<td>--</td>
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<tr>
<td>White</td>
<td>110</td>
<td>83</td>
<td>75.5</td>
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<td></td>
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<tr>
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<td>38</td>
<td>84.4</td>
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<tr>
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<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>16</td>
<td>6</td>
<td>37.5</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>17</td>
<td>4</td>
<td>23.5</td>
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</table>

Academic Performance Index (API) - Additional Indicator for AYP

<table>
<thead>
<tr>
<th>2009 Base API</th>
<th>2010 Growth API</th>
<th>2009-10 Growth</th>
<th>Met 2010 API Criteria</th>
<th>Alternative Method</th>
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<tbody>
<tr>
<td>899</td>
<td>886</td>
<td>-13</td>
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</tbody>
</table>

2010 API Criteria for meeting federal AYP: A minimum "2010 Growth API" score of 680 OR "2009-10 Growth" of at least one point.

Graduation Rate
Graduation data for the class of 2008-09 is not currently available; therefore where graduation data is necessary to make an AYP determination, including safe harbor at the subgroup level, the report will indicate "Pending." AYP reports will be updated when the certified graduation data becomes available.
2009-10 Accountability Progress Reporting (APR)

School Chart
2010 Adequate Yearly Progress (AYP) Report

School: International School of Monterey
LEA: Monterey Peninsula Unified
County: Monterey
CDS Code: 27-66092-6118962
School Type: Elementary

Direct Funded Charter School: Yes

Made AYP:
Yes

Met AYP Criteria:
- Participation Rate: Yes
- Percent Proficient: Yes
- Academic Performance Index (API): Yes
- Additional Indicator for AYP: N/A
- Graduation Rate: N/A

Federal Accountability: Adequate Yearly Progress (AYP)

English-Language Arts - Percent At or Above Proficient

- Schoolwide: 71.3%
- Black or African American: 42.9%
- American Indian or Alaska Native: 42.9%
- Asian: 82.9%
- Filipino: 55.7%
- Hispanic or Latino: 75.5%
- Native Hawaiian or Pacific Islander: 84.4%
- White: 37.5%
- Two or More Races: 23.5%
- Socioeconomically Disadvantaged: 23.5%
- English Learners: 23.5%
- Students with Disabilities: 23.5%

2010 Federal AYP and PI: Guide
2009-10 Accountability Progress Reporting (APR)

Local Educational Agency (LEA) Chart
2010 Adequate Yearly Progress (AYP) Report

LEA: Monterey Peninsula Unified
LEA Type: Unified
County: Monterey
CD Code: 27-66092

Made AYP: No

Met AYP Criteria:
- English-Language Arts: Yes
- Mathematics: Yes

Federal Accountability: Adequate Yearly Progress (AYP)

English-Language Arts - Percent At or Above Proficient

- LEAside: 47.3%
- Black or African American: 45.2%
- American Indian or Alaska Native: 47.8%
- Asian: 66.9%
- Filipino: 64.5%
- Hispanic or Latino: 34%
- Native Hawaiian or Pacific Islander: 41.2%
- White: 70.2%
- Two or More Races: 51.2%
- Socioeconomically Disadvantaged: 35.2%
- English Learners: 27%
- Students with Disabilities: 22.9%

2010 Federal AYP and PI

AYP | PI | Guide
--- | --- | ---
--- | --- | ---
Mathematics - Percent At or Above Proficient

- LEA-wide: 47.8%
- Black or African American: 39.4%
- American Indian or Alaska Native: 47.8%
- Asian: 72.4%
- Filipino: 63.8%
- Hispanic or Latino: 36.6%
- Native Hawaiian or Pacific Islander: 36.2%
- White: 56.7%
- Two or More Races: 37.4%
- Socioeconomically Disadvantaged: 33.8%
- English Learners: 24.7%
- Students with Disabilities: 0%

2010 Percent Proficient Target: 56.4
2009-10 Accountability Progress Reporting (APR)

Local Educational Agency (LEA) Report
2010 Adequate Yearly Progress (AYP) Report

LEA: Monterey Peninsula Unified
LEA Type: Unified
County: Monterey
CD Code: 27-66092

2009-10 APR | 2009-10 State API | 2010 Federal AYP and PI
---|---|---
Summary | Glossary | Base | Guide | Growth | AYP | PI | Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 32 of 46 AYP Criteria

California Alternate Performance Assessment (CAPA)

Percent Proficient and Above | Above 1.0 | Exception Approved
---|---|---
English-Language Arts | 0.9 | No |
Mathematics | 0.7 | No |

California Modified Assessment (CMA)

Percent Proficient and Above | Cap | Above Cap
---|---|---
English-Language Arts |
Mathematics |

Participation Rate
Percent Proficient - Annual Measurable Objectives (AMOs)

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>Valid Scores</th>
<th>At or Above Proficient</th>
<th>Percent At or Above Proficient</th>
<th>Met 2010 AYP Criteria</th>
<th>Alternative Method</th>
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<tr>
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<tr>
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<tr>
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<td>171</td>
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<td>61</td>
<td>41.2</td>
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<td>753</td>
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</table>

Mathematics

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>Valid Scores</th>
<th>At or Above Proficient</th>
<th>Percent At or Above Proficient</th>
<th>Met 2010 AYP Criteria</th>
<th>Alternative Method</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Academic Performance Index (API) - Additional Indicator for AYP

<table>
<thead>
<tr>
<th>2009 Base API</th>
<th>2010 Growth API</th>
<th>2009-10 Growth</th>
<th>Met 2010 API Criteria</th>
<th>Alternative Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>729</td>
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<td>10</td>
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</tbody>
</table>

2010 API Criteria for meeting federal AYP: A minimum "2010 Growth API" score of 680 OR "2009-10 Growth" of at least one point.

Graduation Rate

Graduation data for the class of 2008-09 is not currently available; therefore where graduation data is necessary to make an AYP
2009 -10 Accountability Progress Reporting (APR)

Local Educational Agency (LEA) List of Schools
2010 Growth Academic Performance Index Report

LEA: Monterey Peninsula Unified
LEA Type: Unified
County: Monterey
CD Code: 27-66092

LEA API Summary

<table>
<thead>
<tr>
<th></th>
<th>All Schools</th>
<th>Deciles 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
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<tr>
<td>Targets Met*</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>API Grew, Targets Not Met**</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>API Remained Same or Declined, Targets Not Met</td>
<td>7</td>
<td>1</td>
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<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
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<td>Targets Met*</td>
<td>47</td>
<td>60</td>
</tr>
<tr>
<td>API Grew, Targets Not Met**</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>API Remained Same or Declined, Targets Not Met</td>
<td>41</td>
<td>20</td>
</tr>
</tbody>
</table>

Only schools with a valid 2009 Base API and a valid 2010 Growth API are included in these LEA and state summaries.

State API Summary

<table>
<thead>
<tr>
<th></th>
<th>All Schools</th>
<th>Deciles 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>Targets Met*</td>
<td>4,725</td>
<td>907</td>
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<tr>
<td>API Grew, Targets Not Met**</td>
<td>1,627</td>
<td>381</td>
</tr>
<tr>
<td>API Remained Same or Declined, Targets Not Met</td>
<td>1,874</td>
<td>393</td>
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<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets Met*</td>
<td>57</td>
<td>54</td>
</tr>
<tr>
<td>API Grew, Targets Not Met**</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>API Remained Same or Declined, Targets Not Met</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>

* Includes schools with 2010 Growth APIs of 800 or more.
* Includes schools that met schoolwide 2009-10 Growth API targets but did not meet one or more subgroup targets.

<table>
<thead>
<tr>
<th>API</th>
<th>Met Growth Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Schoolwide</td>
</tr>
<tr>
<td>2010 Growth</td>
<td>2009 Base</td>
</tr>
<tr>
<td>MONTEREY PENINSULA UNIFIED</td>
<td>739</td>
</tr>
</tbody>
</table>

Elementary Schools

- **Bay View Elementary**: 824 | 843 | A | -19 | Yes | Yes | Yes
- **Del Rey Woods Elementary**: 732 | 680 | 6 | 52 | Yes | Yes | Yes
- **Foothill Elementary**: 794 | 810 | A | -16 | No | No | No
- **George C. Marshall Elementary**: 830 | 832 | A | -2 | Yes | No | No
### Highland Elementary
- API: 653
- 2009 Base API: 640
- Improvement: 8
- Targets Met: Yes
- Growth Target Met: No
- LEA Status: No

### International School of Monterey
- API: 886
- 2009 Base API: 899
- Improvement: A
- Targets Met: Yes
- Growth Target Met: Yes
- LEA Status: Yes

### Ione Olson Elementary
- API: 820
- 2009 Base API: 780
- Improvement: 5
- Targets Met: Yes
- Growth Target Met: Yes
- LEA Status: Yes

### J. C. Crumpton Elementary
- API: 753
- 2009 Base API: 789
- Improvement: -36
- Targets Met: No
- Growth Target Met: No
- LEA Status: No

### La Mesa Elementary
- API: 881
- 2009 Base API: 913
- Improvement: A
- Targets Met: Yes
- Growth Target Met: Yes
- LEA Status: Yes

### Marina Vista Elementary
- API: 752
- 2009 Base API: 781
- Improvement: 5
- Targets Met: No
- Growth Target Met: No
- LEA Status: No

### Martin Luther King
- API: 621
- 2009 Base API: 592
- Improvement: 10
- Targets Met: Yes
- Growth Target Met: Yes
- LEA Status: Yes

### Ord Terrace Elementary
- API: 696
- 2009 Base API: 704
- Improvement: 5
- Targets Met: No
- Growth Target Met: No
- LEA Status: No

### Walter Colton
- API: 821
- 2009 Base API: 794
- Improvement: 5
- Targets Met: Yes
- Growth Target Met: Yes
- LEA Status: Yes

### Middle Schools
- Los Arboles Middle
- API: 753
- 2009 Base API: 763
- Improvement: 5
- Targets Met: No
- Growth Target Met: No
- LEA Status: No

- Roger S. Fitch Middle
- API: 699
- 2009 Base API: 662
- Improvement: 7
- Targets Met: Yes
- Growth Target Met: Yes
- LEA Status: Yes

### High Schools
- Marina High
- API: 722
- 2009 Base API: 751
- Improvement: 5
- Targets Met: No
- Growth Target Met: No
- LEA Status: No

- Monterey High
- API: 765
- 2009 Base API: 753
- Improvement: 5
- Targets Met: Yes
- Growth Target Met: No
- LEA Status: No

- Seaside High
- API: 681
- 2009 Base API: 659
- Improvement: 7
- Targets Met: Yes
- Growth Target Met: Yes
- LEA Status: Yes

### Small Schools
- Learning for Life Charter
- API: 564*
- 2009 Base API: 617*
- Improvement: 9
- Targets Met: No
- Growth Target Met: Yes
- LEA Status: No

- Monterey Peninsula Unified School District
- API: 459*
- 2009 Base API: B
- Improvement: B
- Targets Met: Yes
- Growth Target Met: No
- LEA Status: N/A

- Monterey Peninsula Unified School District
- API: 526*
- 2009 Base API: B
- Improvement: B
- Targets Met: Yes
- Growth Target Met: No
- LEA Status: N/A

### ASAM Schools
- Central Coast High
- API: 633*
- 2009 Base API: 643*
- Improvement: D
- Targets Met: No
- Growth Target Met: N/A
- LEA Status: N/A

---

**Click on column header to view notes.**

In order to meet federal requirements of No Child Left Behind, a 2010 Growth API is posted even if a school or LEA had no 2009 Base API or if a school had significant population changes from 2009 to 2010. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

*N/A* means a number is not applicable or not available due to missing data.

**"** means this API is calculated for a small school or LEA, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school or LEA was small in either 2009 or 2010. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school scored at or above the statewide performance target of 800 in 2009.

"B" means the school did not have a valid 2009 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this was an ASAM school in the 2009 Base API Report and has no target information even though the school is no longer an ASAM school.

**Targets Met** - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2010 Growth API of 620, or a one-point increase from the 2009 Base API to 2010 Growth API for a school or LEA.
## 2010 STAR Test Results

### International School School

#### All Students - California Standards Test Scores

<table>
<thead>
<tr>
<th>County Name: Monterey County</th>
<th>District Name: International School District</th>
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<tr>
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<td>CDS Code: 27-66092-6118962</td>
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Total Enrollment on First Day of Testing: 334

Total Number Tested: 334

Total Number Tested in Selected Subgroup: 334

Note: The first row in each table contains numbers 2 through 11 which represent Grade 2 through Grade 11 respectively. Additionally, EOC stands for End-of-Course.

An asterisk (*) appears on the Internet reports to protect student privacy when ten or fewer students had valid test scores.

### Reported Enrollment

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### CST English-Language Arts

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http://star.cde.ca.gov/star2010/ViewReport.asp?ps=true&lstCounty=27&...
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### CST History - Social Science Grade 8

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### CST Science - Grade 5, Grade 8, and Grade 10 Life Science

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California Department of Education

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Page generated 11/5/2010 2:09:51 PM
Administration Report
Student Information

- **Enrollment**
  - Total enrollment as of November 5: 420
    - One spot open in grade 8
    - One student over in grades 1, 3, and 5
    - All others at target

- **ADA**
  - Month 1: 410.79 (97.81%)
  - Month 2: 410.57 (97.75%)
  - 2010-2011 budget based on 95%
Facilities

Prop 39 request for 2011-2012

- Initial request submitted November 1
  - In-district ADA projection of 340.88
  - Expressed desire to remain at Manzanita

Official timeline

- District objections to ADA projection by December 1
- ISM response to any district objections by January 2
- District preliminary facilities proposal by February 1
- ISM response/counter to preliminary proposal by March 1
- District written final notification by April 1
The mission of the International School of Monterey is to educate all children toward becoming conscientious, compassionate, and responsible citizens of the world.

Delivery method: hard copy and digital files by hand

November 1, 2010

Marilyn Shepherd
Superintendent
Monterey Peninsula Unified School District
700 Pacific Street
Monterey, CA 93942

RE: Request for Proposition 39 Facilities for the 2011-2012 School Year

Dear Dr. Shepherd:

I am writing on behalf of the International School of Monterey (Charter School) to request reasonably equivalent school facilities from the Monterey Peninsula Unified School District (District) pursuant to Education Code Section 47614 (EC 47614, i.e. Proposition 39) and Title 5 of the California Code of Regulations (CCR) Section 11969.1 through 11969.11, as amended (Implementing Regulations).

Proposition 39, passed by the voters of California on November 7, 2000, requires school districts to make available to each charter school operating within the school district school facilities sufficient for each charter school to accommodate all of the charter school’s in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the school district. Facilities provided shall be contiguous, furnished, and equipped, and shall remain the property of the school district. In addition, the school district must make reasonable efforts to provide the charter school with facilities near to where the charter school desires to be located. (See EC 47614(b)).

The Proposition 39 Implementing Regulations, adopted by the State Board of Education (SBE) on August 29, 2002 and amended on March 29, 2008, require the Charter School to make an annual written request for facilities. Title 5 CCR Section 11969.9(c)(1) specifies the information that must be included in the annual facilities request. This request, along with the information submitted herewith, meets and exceeds the requirements of EC 47614 and the Implementing Regulations. This letter and supporting documentation serve as ISM’s request pursuant to Title 5 CCR section 11969.3(d).
**Projected Average Daily Attendance (ADA)**

In accordance with EC 47614(b)(2) the District is required to allocate school facilities to the Charter School for the following school year based upon a projection of average daily classroom attendance provided by the Charter School.

The ISM Board of Trustees has determined that the reasonable projection of the Charter School’s in-District average daily classroom attendance for the 2011-2012 school year is:

- **340.88**

Below we provide calculation of ISM’s projected ADA in fulfillment of the requirements of 5 CCR Section 11969.9(c)(1). This calculation is based on a combination of parent/guardian survey information and historical data. Title 5 CCR Section 11969.9(c)(1)(B) requires the facilities request to include a description of the methodology for the ADA projections; therefore, we have detailed the specific methodology in context as the data is presented.

**Definitions**

- “Prior year” means the fiscal year prior to the year in which a facilities request is made. For this request, the prior year is 2009-2010.
- “Current year” means the fiscal year in which a facilities request is made. For this request, the current year is 2010-2011.
- “Request year” means the fiscal year for which facilities are being requested. For this request, the request year is 2011-2012.

**Total Enrollment**

Because we have had waitlists at each grade level each year, our overall enrollment numbers have been and will continue to be determined by our target enrollment as articulated in our charter and other guiding documents.

From the 2005-2006 school year—when ISM doubled classes in grades K-4 and added a grade 8 class—through the 2009-2010 school year, ISM grew steadily toward its ultimate target of two classes at each grade level. In the prior year of 2009-2010, ISM completed its planned growth, with two classes in grades K-8. The Charter School has essentially maintained the target size in the current year of 2010-2011, and plans to do the same in the request year of 2011-2012.

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</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
Projected ADA

This computation begins with historical enrollment numbers for the prior year, continues with current year enrollment data based on family surveys, and then presents request year ADA projections based on elements of those two data sets.

In Table 2, to document our ADA and related numbers for the prior year of 2009-2010, we:

- Show Total Head Count at P-2, In-District Head Count at P-2, Total ADA reported at P-2, and In-District ADA reported at P-2.
- Compute our Total ADA Percentage of Total Head Count by dividing Total ADA by Total Head Count.
- Compute our In-District ADA Percentage of In-District Head Count by dividing In-District ADA by In-District Head Count.

Table 2: Prior Year (2009-2010) Actual ADA at P-2 (reflects attendance periods 1-7)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Head Count at P-2</th>
<th>Total ADA at P-2</th>
<th>Total ADA % of Total Head Count</th>
<th>In-District Head Count at P-2</th>
<th>In-District ADA at P-2</th>
<th>In-District ADA % of Head Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>40</td>
<td>38.66</td>
<td>96.65%</td>
<td>36</td>
<td>34.81</td>
<td>96.69%</td>
</tr>
<tr>
<td>1</td>
<td>40</td>
<td>38.17</td>
<td>95.43%</td>
<td>37</td>
<td>35.25</td>
<td>95.27%</td>
</tr>
<tr>
<td>2</td>
<td>44</td>
<td>41.78</td>
<td>94.95%</td>
<td>39</td>
<td>37.18</td>
<td>95.33%</td>
</tr>
<tr>
<td>3</td>
<td>44</td>
<td>42.54</td>
<td>96.68%</td>
<td>39</td>
<td>37.66</td>
<td>96.56%</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
<td>48.46</td>
<td>96.92%</td>
<td>40</td>
<td>39.19</td>
<td>97.98%</td>
</tr>
<tr>
<td>5</td>
<td>50</td>
<td>48.33</td>
<td>96.66%</td>
<td>44</td>
<td>42.17</td>
<td>95.84%</td>
</tr>
<tr>
<td>6</td>
<td>50</td>
<td>47.97</td>
<td>95.94%</td>
<td>37</td>
<td>35.33</td>
<td>95.49%</td>
</tr>
<tr>
<td>7</td>
<td>50</td>
<td>48.03</td>
<td>96.06%</td>
<td>44</td>
<td>42.43</td>
<td>96.43%</td>
</tr>
<tr>
<td>8</td>
<td>48</td>
<td>45.47</td>
<td>94.73%</td>
<td>41</td>
<td>38.70</td>
<td>94.39%</td>
</tr>
<tr>
<td>All</td>
<td>416</td>
<td>398.89</td>
<td>95.89%</td>
<td>357</td>
<td>342.21</td>
<td>95.86%</td>
</tr>
</tbody>
</table>

To document our enrollment for the current year of 2010-2011, we:

- Distributed an Intent to Reenroll form in September 2010 that asked parents and guardians of current students in grades K-7 to indicate—based on their residence address—their school district, neighborhood school, and intent to reenroll at ISM for the 2011-2012 school year.
- Cross-checked the accuracy of self-reported information relative to data stored in our PowerSchool student information system, and—where incorrect, missing, or marked as unsure—entered MPUSD school information using the District’s online School Finder tool (http://www.mpusd.k12.ca.us/districtsite/find_school_map_2011.php).
- Recorded the results in Table 3.
### Table 3: Grade K-7 Intent to Reenroll in 2011-2012 with District and Neighborhood School

<table>
<thead>
<tr>
<th>MPUSD School</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Seats</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>371</td>
</tr>
<tr>
<td>All</td>
<td>40</td>
<td>41</td>
<td>44</td>
<td>45</td>
<td>50</td>
<td>51</td>
<td>50</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>Intend to Reenroll</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bay View (K-6)</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crumpton (K-5)</td>
<td>4</td>
<td>2</td>
<td>9</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Del Rey Woods (K-5)</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foothill (K-6)</td>
<td>6</td>
<td>3</td>
<td>15</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highland (K-5)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>La Mesa (K-6)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Los Arboles (6-8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Marina Vista (K-5)</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marshall (K-5)</td>
<td>6</td>
<td>8</td>
<td>4</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martin L. King (K-5)</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Olson (K-5)</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ord Terrace (K-5)</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seaside Middle (6–8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Walter Colton (K-8)</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>15</td>
<td>16</td>
<td>50</td>
</tr>
<tr>
<td><strong>In-District Totals</strong></td>
<td>36</td>
<td>35</td>
<td>42</td>
<td>35</td>
<td>44</td>
<td>38</td>
<td>43</td>
<td>36</td>
<td>309</td>
</tr>
<tr>
<td><strong>Out-of-District Totals</strong></td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>9</td>
<td>6</td>
<td>12</td>
<td>7</td>
<td>12</td>
<td>58</td>
</tr>
<tr>
<td><strong>Do Not Intend to Reenroll</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-District Totals</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Out-of-District Totals</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### In-District Percentage (In-District Totals / Total Seats)

| In-District % | 90.00% | 85.37% | 95.45% | 80.00% | 88.00% | 76.47% | 86.00% | 76.00% | 84.37% |

To project our in-district enrollment for the request year of 2011-2012, in Table 4, we:

- Enter the Total Seats planned for each grade level as noted in Table 1.
- Record the current In-District Returning students and the corresponding In-District Percentages from Table 3 at the next grade level to reflect the fact that students will have advanced one grade.
- Enter the Open Seats at each grade level: 40 new kindergarten spots, 3 new grade 2 seats due to increased class size from 20 to 22 at that level, 6 new grade 4 seats due to increased class size from 22 to 25 at that level, and replacement of 2 students not expressing intent to reenroll in grade 8 as recorded in Table 3.
- Compute In-District New students by multiplying Open Seats by the In-District Percentages, rounding to the nearest whole student.
- Calculate In-District Totals by adding the In-District Returning and In-District New together.
- Project the In-District ADA at each grade level by multiplying the In-District Totals by the historical In-District ADA Percentages from Table 2.
- Add the grade level ADA figures together to reach the total ADA projection of 340.88
### Table 4: Request Year Projected ADA

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Seats</th>
<th>In-District Returning</th>
<th>In-District Percentages</th>
<th>Open Seats</th>
<th>In-District New</th>
<th>In-District Totals</th>
<th>ADA % (from Table 2)</th>
<th>In-District ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>40</td>
<td>0</td>
<td>90.00%</td>
<td>40</td>
<td>36</td>
<td>36</td>
<td>96.69%</td>
<td>34.81</td>
</tr>
<tr>
<td>1</td>
<td>40</td>
<td>36</td>
<td>90.00%</td>
<td>0</td>
<td>0</td>
<td>36</td>
<td>95.27%</td>
<td>34.30</td>
</tr>
<tr>
<td>2</td>
<td>44</td>
<td>35</td>
<td>85.37%</td>
<td>3</td>
<td>3</td>
<td>38</td>
<td>95.33%</td>
<td>36.23</td>
</tr>
<tr>
<td>3</td>
<td>44</td>
<td>42</td>
<td>95.45%</td>
<td>0</td>
<td>0</td>
<td>42</td>
<td>96.56%</td>
<td>40.56</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
<td>35</td>
<td>80.00%</td>
<td>6</td>
<td>5</td>
<td>40</td>
<td>97.98%</td>
<td>39.19</td>
</tr>
<tr>
<td>5</td>
<td>50</td>
<td>44</td>
<td>88.00%</td>
<td>0</td>
<td>0</td>
<td>44</td>
<td>95.84%</td>
<td>42.17</td>
</tr>
<tr>
<td>6</td>
<td>50</td>
<td>38</td>
<td>76.47%</td>
<td>0</td>
<td>0</td>
<td>38</td>
<td>95.49%</td>
<td>36.29</td>
</tr>
<tr>
<td>7</td>
<td>50</td>
<td>43</td>
<td>86.00%</td>
<td>0</td>
<td>0</td>
<td>43</td>
<td>96.43%</td>
<td>41.46</td>
</tr>
<tr>
<td>8</td>
<td>50</td>
<td>36</td>
<td>76.00%</td>
<td>2</td>
<td>2</td>
<td>38</td>
<td>94.39%</td>
<td>35.87</td>
</tr>
<tr>
<td>All</td>
<td>418</td>
<td>309</td>
<td>84.37%</td>
<td>51</td>
<td>46</td>
<td>355</td>
<td>95.86%</td>
<td>340.88</td>
</tr>
</tbody>
</table>

### Historical Enrollment, Retention & Waitlist Numbers

In Table 5 we provide additional historical data as further evidence that the projections above are supported by ongoing enrollment, retention, and growth trends. Specifically, retention numbers verify the fidelity of existing families to the school, and historical waitlist numbers document that ISM will easily fill any vacated seats predominantly with in-district students.

#### Table 5: Historical Enrollment, Retention, and Waitlist Data

<table>
<thead>
<tr>
<th></th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Head Count</td>
<td>310</td>
<td>335</td>
<td>360</td>
<td>385</td>
<td>416</td>
<td>420</td>
</tr>
<tr>
<td>Total Head Count Growth</td>
<td>8.06%</td>
<td>7.46%</td>
<td>6.94%</td>
<td>8.05%</td>
<td>.96%</td>
<td></td>
</tr>
<tr>
<td>Total In-District Head Count</td>
<td>239</td>
<td>283</td>
<td>298</td>
<td>333</td>
<td>356</td>
<td>357</td>
</tr>
<tr>
<td>District Head Count Growth</td>
<td>18.41%</td>
<td>5.30%</td>
<td>11.74%</td>
<td>6.91%</td>
<td>0.28%</td>
<td></td>
</tr>
<tr>
<td>Percentage In-District Enrollment</td>
<td>77.10%</td>
<td>84.48%</td>
<td>82.78%</td>
<td>86.49%</td>
<td>85.58%</td>
<td>85.00%</td>
</tr>
<tr>
<td>In-District ADA at P-2</td>
<td>231.02</td>
<td>261.06</td>
<td>288.53</td>
<td>318.14</td>
<td>342.21</td>
<td>NA</td>
</tr>
<tr>
<td>In-District ADA Growth</td>
<td>13.00%</td>
<td>10.52%</td>
<td>10.26%</td>
<td>7.57%</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Retention Rate from Previous Year</td>
<td>93%</td>
<td>93%</td>
<td>89%</td>
<td>89%</td>
<td>96.1%</td>
<td>95.4%</td>
</tr>
<tr>
<td>Total Waitlist Students</td>
<td>260</td>
<td>292</td>
<td>363</td>
<td>409</td>
<td>410</td>
<td>532</td>
</tr>
<tr>
<td>In-District Waitlist Students</td>
<td>197</td>
<td>207</td>
<td>297</td>
<td>338</td>
<td>306</td>
<td>410</td>
</tr>
</tbody>
</table>

### Supporting Documentation

As demonstrated herein, we have analyzed our School’s historical enrollment, retention, and growth trends, prior ADA figures, and historical waitlist numbers in order to arrive at or support our total projected in-District classroom ADA figure for the request year.

Title 5 CCR Section 11969.9(c)(1)(C) requires the facilities request to include supporting documentation. The Implementing Regulations state that when a charter school is not yet open (i.e. not yet providing instruction) or to the extent an operating charter school projects a substantial increase in in-District ADA, the annual request must include documentation of the number of in-District students meaningfully interested in attending the Charter School.

Because ISM is an existing school and does not project a significant increase in its in-District ADA, pursuant to the Implementing Regulations, our P-2 ADA forms for the prior year (2009-10) suffice to support our projections. We have nonetheless attached and incorporated herein by reference all of the following supporting information and documentation that fully substantiates the reasonableness of our in-District ADA projections for the 2011-2012 school year:
1) A roster of current year students showing grade, name, address, MPUSD residency, MPUSD home school (if applicable), and intent to reenroll (grades K-7 only)

2) Signed parental Intent to Reenroll forms showing the intentions of current K-7 students for the 2011-2012 school year

3) P-2 ADA forms for the three prior school years

4) Copies of the ISM overall waitlist and MPUSD-resident waitlist for the current 2010-2011 school year demonstrating interest in enrollment at ISM as of the second lottery held in May

Due to their size, rather than copying and providing as attachments, ISM will provide ready access to the following in the ISM office:

5) Enrollment applications for new students for the current 2010-2011 school year

Should the District desire additional documentation or information regarding ISM’s ADA projections, please contact me as soon as possible. We will readily work with MPUSD to immediately address any questions or concerns about this request and the supporting documentation.

Operational Calendar

Title 5 CCR Section 11969.9(c)(1)(D) requires the facilities request to include the Charter School’s operational calendar. ISM’s projected operational calendar for the request year is attached for your review. ISM’s first day of instruction is projected to be Wednesday, August 10, 2011, with staff first reporting for orientation on August 2, 2011.

Please note that Title 5 CCR Section 11969.9(j) requires the District to ensure that a furnished and equipped facility meeting the requirements of Proposition 39 be made available to the Charter School no less than ten (10) working days prior to the Charter School’s first day of instruction. In addition, in accordance with Section 11969.5, the space allocated must be made available for the Charter School’s entire school year regardless of the District’s instructional year or class schedule.

Educational Program

Title 5 CCR Section 11969.9(c)(1)(F) requires the facilities request to provide information regarding the charter school’s educational program that is relevant to the assignment of facilities.

ISM school policy dictates two classes at each grade level with target class sizes of 20 students in grades K-1, 22 students in grades 2-3, and 25 students in grades 4-8, with no classes combining grade levels.

The ISM educational program, built on inquiry-based learning methods, creates additional unique facilities needs. At all grade levels, our regular curriculum includes science exploration, particularly as it relates to the marine environment; Spanish language instruction; library and information technology instruction; physical education; and the arts (drama, visual arts, and music) both as specialty classes and integrated elements of the overall curriculum.

Our educational program also includes cocurricular and extracurricular activities. ISM has boys’ and girls’ school teams competing interscholastically in the sports of volleyball, soccer, flag football, basketball, and track. Our Schoolwide Enrichment Model (SEM) involves students in a broad range of cocurricular experiences each Friday afternoon.

In order to provide for all aspects of our educational program, the facility allocated to ISM should provide science labs, computer labs, library, gymnasium, multiuse room, conference room,
three Spanish classrooms, art classroom, drama classroom, music classroom, fullsize basketball/volleyball courts, and playing fields sufficiently sized for middle school soccer and flag football games.

In accordance with its charter and its budget, ISM operates administratively, academically, and socially as a K-8 school, with grade levels kindergarten through grade 8 on one contiguous school site. The ISM educational program requires a single contiguous school site due to the integrated and fully articulated nature of the school’s inquiry-based curriculum. For example, upper-grade students provide tutoring, mentoring, and other academic and social interactions with younger students for the purpose of developing a cohesive learning community, and the weekly SEM classes consist of students from multiple grade levels. Moreover, in accordance with our mission and emphasis on internationalism and character development, we emphasize that our oldest students should be visible role models for our younger students. All of these cross-grade interactions are only sustainable if all students are located on one campus site for all components of the educational program.

The ISM academic program relies on involvement of parent volunteers throughout the day, so the school facility should provide adequate parking to accommodate both employees and volunteers in addition to adequate driving space to accommodate the traffic flow of parents dropping off and picking up students on a daily basis. While ISM can work within the inherent constraints at its school site to coordinate its own traffic flow and parking utilization, any use of driveways, walkways, and parking areas by third parties could greatly disrupt the school’s ability to effectively manage operations and deliver its educational program. As such, ISM needs to be the sole occupant of its assigned school site.

**Facility Location**

Title 5 CCR Section 11969.9(c)(1)(E) requires the Charter School to provide information regarding the District school site and/or general geographic area in which the Charter School wishes to locate. Based upon the needs of ISM and the residency of currently enrolled students, ISM desires to continue to be located on the Manzanita campus at 1720 Yosemite Street in Seaside.

While the Charter School hereby retains its rights under the law to not be moved needlessly by the District, ISM will openly entertain options to voluntarily move to another location within or nearby the District’s **Seaside Learning Community** in order to obtain facilities that more appropriately and fully support the unique, longterm facilities needs of the Charter School’s academic program and enrollment as described above.

Remaining within or nearby the Seaside Learning Community is important for two reasons. First, as evidenced by current enrollment, this central location within the District allows attendance by students from all three MPUSD learning communities (i.e. Marina, Monterey, and Seaside) without undue transportation burden on families from any one of those learning communities. Second, as evidenced by historical demographic trends since ISM moved from the Larkin School site in the Monterey Learning Community to its current location in the Seaside Learning Community, the Charter School’s current geographic location has proved critical to ISM achieving the ethnic, racial, and socioeconomic diversity goals to which it has committed in its Charter.

**Procedures and Timelines**

In accordance with the Implementing Regulations, the District is required to review the Charter School’s attendance projections and to express any objections that it has about the Charter School’s attendance projections in writing on or before December 1, 2010. The Charter School
must respond to the District’s written objections, if any, on or before January 2, 2011, and will either reaffirm or modify its projections as it deems necessary. (5 CCR Section 11969.9(d))

Furthermore, we look forward to receiving a written preliminary facilities proposal from the District on or before February 1, 2011, as required under the Implementing Regulations. (5 CCR Section 11969.9(f)) The preliminary proposal must include, at a minimum, the following information: (1) a breakdown of the number of teaching stations (classrooms), specialized and non-classroom based space to be allocated to the Charter School, with an indication as to whether the space is exclusive or shared use; (2) the projections of in-District classroom ADA on which the proposal is based; (3) the specific location of the space; (4) all conditions pertaining to the space, including a draft of any proposed agreement pertaining to the Charter School’s use of the space, (typically referred to as a facilities use agreement); (5) the projected pro rata share amount and a description of the methodology used to determine that amount; and, (6) a list and description of comparison group schools used in developing the preliminary proposal, and a description of any differences between the preliminary proposal and the Charter School’s facilities request. In accordance with the Implementing Regulations (5 CCR Section 11969.2(d)), if the District’s preliminary proposal (or final notification) does not accommodate the Charter School at a single school site, the District’s governing board must first make a finding that the Charter School could not be accommodated at a single site and adopt a written statement of reasons explaining the finding. The Charter School has until March 1, 2011, to respond to the preliminary proposal, expressing any concerns, addressing differences between the preliminary proposal and the facilities request, and/or making counter proposals.

The Implementing Regulations Section 11969.9(h) requires the District to provide a written final notification regarding the space to be allocated to the Charter School prior to April 1, 2011. The final notification specifically must include, at a minimum, all of the following:

▶ The teaching stations, specialized classroom space, and non-teaching station space offered for the exclusive use of the charter school and the teaching stations, specialized classroom space, and non-teaching station space which the charter is to be provided access on a shared basis with District operated programs, if any
▶ For shared space, if any, the proposed arrangements for sharing
▶ The in-District classroom ADA assumptions for the charter school upon which the allocation is based and, if the assumptions are different than those submitted by the charter school, a written explanation of the reasons for the differences
▶ The specific location of the space
▶ All conditions pertaining to the Charter School’s use of the space
▶ The pro rata share amount and a description of the methodology used to determine that amount
▶ The payment schedule for the pro rata share amount, which shall take into account the timing of revenues from the state and from local property taxes
▶ A response to the Charter School’s concerns and/or counterproposals, if any

A California Court of Appeal decision has made clear that in meeting their EC 47614 obligation, school districts must give the same degree of consideration to the needs of charter school students as it does to the students in district-run schools. The court noted that “accommodating a charter school might involve moving district-operated programs or changing attendance areas” and that providing a contiguous school facility to a charter school might require disruption and dislocation among district students, staff, and programs. [Ridgecrest Charter School v. Sierra Sands Unified School District, 130 Cal.App.4th 986 (2005)]. In addition, the Court concluded that a school district responding to a request for facilities must issue a statement of reasons at the time it makes its final determination that is “thorough” and “factual” enough to permit “effective
review by the courts”; the statement of reasons issued by the school district must demonstrate that the district has “adequately considered all relevant factors” and that the district can “demonstrate a rational connection between those factors, the choice made, and the purposes of [EC 47614].”

Although EC 47614 requires the District to allocate a school facility for Charter School use, ISM is amenable to discussing alternative facilities arrangements that meet both the needs of MPUSD and ISM.

**Responsible Party**

The ISM Board of Trustees has delegated to me the responsibility to negotiate the allocation of a facility under EC 47614. All formal communications regarding this matter should be sent to my attention at the mail or email address, or fax number listed below. I am also available for related discussion in person or by phone.

Sean Madden  
Director  
International School of Monterey  
1720 Yosemite Street  
Seaside, CA 93955  
smadden@ismonterey.org  
Fax: 831-899-7653  
Phone: 831-583-2166

I appreciate your time and consideration of this request, and I look forward to developing a mutually agreeable plan to meet the facilities needs of ISM students.

Sincerely,

Sean E. Madden  
Director

cc: ISM Board of Trustees  
ISM Legal Counsel  
California Charter Schools Association

**Attachments**

The following are incorporated by reference herein:

1) A roster of current year students showing grade, name, address, MPUSD residency, MPUSD home school (if applicable), and intent to reenroll (grades K-7 only)

2) Signed parental Intent to Reenroll forms showing the intentions of current K-7 students for the 2011-2012 school year

3) P-2 ADA forms for the three prior school years

4) Copies of the ISM overall waitlist and MPUSD-resident waitlist for the current 2010-2011 school year demonstrating interest in enrollment at ISM as of the second lottery held in May

5) ISM 2011-2012 school calendar—preliminary draft

The following are readily accessible to MPUSD in the ISM office:

6) Enrollment applications for new students for the current 2010-2011 school year
Revolution Foods Lunch Program

- **Volume**
  - 85-95 full-priced lunches served per day

- **Staffing**
  - 2.25 fulltime staff hours spent managing lunch service daily
    - Reduction of 2 hours per day from 2009-2010
  - .50 part-time staff hours spent managing lunch service daily
    - No part-time help in 2009-2010

- **Parent feedback**
  - Generally positive
  - Portion sizes seem small

- **Staff evaluation**
  - Rev Foods email communication has had challenges
  - Good customer support with Rev Foods school rep, Julie Rockow
  - Timely and efficient delivery each day
  - ISM / Rev Foods customer service very responsive
Free & Reduced Price Lunch (FRPL)

- First time ISM will participate in the federal program
  - Bureau of State Audits report indicates not atypical
- Qualification based on family applications*
  - 23 students qualify for reduced price lunch
  - 33 students qualify for free lunches
  - 13.33% of current student body
  - Up by 5.92% from 32 total students (7.41%) qualifying under ISM reduced-price program in 2009-2010
- Audit process
  - ISM staff / CDE process will confirm eligibility
    - Beginning mid-November 2010
- Funding
  - School Nutrition Programs Application
  - CDE application process for lunch reimbursements
    - May take up to 2 months to complete
After-School International (ASI)

- **Enrollment**
  - 64 students enrolled in ASI
    - Down 24 students from same time last year

- **Staffing**
  - One five-day per week position eliminated
  - One two-day per week position will be eliminated after winter break
  - Staff hours reduced to help balance revenue loss, while still ensuring staffing levels appropriate for safety and care of students
  - To minimize fiscal impact, Lisa Wichael Loomis covering absences due to staff illness, and family and educational commitments
  - Continuing partnership with CSUMB Service Learning
    - Service learner Kendra Haugh has created a supplemental arts and crafts program for K-7 students 3 days per week
Special Event Management

- Special event management role for the school taken on by special programs coordinator Lisa Wichael-Loomis (LWL)
  - Grandparents and Great Friends Day, Sep 13
    - Foundation event led by Camilla Mann
    - LWL served as school liaison
  - Halloween Festival, Oct 29
    - Family Association event led by Barbara Peters
    - LWL served as school liaison
  - Arts Festival I, Nov 9 & 10
    - School event led by LWL
  - International Education Week, Nov 15 - 19
    - Fall food drive for Monterey County Food Bank, Nov 15-19
      - School event led by LWL
    - Team-level assemblies
Budget & Finance Update
2009-2010 Audit

Progress

- Request list received from BKP Jul 26
- Unaudited actuals completed Sep 15
- Initial materials to BKP by Sep 24
- Remaining requested materials to BKP by Oct 7
- Followup requests from BKP completed by ISM staff Sep 27 - Nov 3
- On-site ADA audit completed Nov 2
- Audit interviews Nov 1 - 16 at BKP
- First draft to ISM staff Nov 22
- Approved draft to ISM Audit Committee Dec 1
- Discussion at Audit Committee meeting Dec 6
- Approval at regular Board meeting Dec 13
- Submission by BKP to district, county, and state Dec 14
2010-2011 Staffing & Compensation

**Staffing**

- **Position changes**
  - Fulltime Business Manager not replaced in July
    - Duties redistributed or covered by Charter Schools Management Corporation
  - .56 FTE Recess Supervisor hired in September
  - .25 Tech Coordinator hired in October

- **Compensation changes**
  - All returning teachers received 1-8% raises in alignment with salary model adopted Spring 2010
  - All but 1 other staff members received 1% raise

- **Savings**
  - $78,832 less than 2010-2011 budget
    - Directly offset by $72,000 CSMC contract, and $7,000 setup fee
2010-2011 Staffing & Compensation

- Medical Benefits
  - Options
    - 4 Blue Shield plans
      - 2 new: 500 Value (new ISM baseline); 2500 Savings with HAS
      - 2 existing: 500 Premier; 250 Premier
    - Cash in lieu for those with verified alternative group coverage
  - Eligibility: .60 FTE and above, and grandfathered
  - Elections
    - 28 of 37 eligible employees elected medical coverage (75.7%)
      - 500 Value: 19 (51.4%)
      - 2500 Savings: 3 (8.1%)
      - 500 Premier: 3 (8.1%); reduced from 15 in 2009-2010
      - 250 Premier: 3 (8.1%); reduced from 18 in 2009-2010
    - 9 employees elected cash in lieu of coverage (24.3%)
  - Savings
    - $58,092 less than summer “worst-case” estimate
      - Primarily due to high number of cash in lieu elections
Dental & Vision Benefits

Options
- One MetLife dental plan (change from Delta Dental plan)
- One VSP vision plan (no change in coverage)
- Cash in lieu for those with verified alternative group coverage

Eligibility: .60 FTE and above, and grandfathered

Elections
- 28 of 37 eligible employees elected dental & vision coverage (75.7%)
- 9 employees elected cash in lieu of coverage (24.3%)

Savings
- $14,723 less than summer “worst-case” estimate
  - Primarily due to high number of cash in lieu elections
Overall savings

- Relative to 2009-2010 actuals
  - Health & Welfare $97,191 less (28.47% reduction)
  - Overall benefits $103,101 less (17.35% reduction)

- Relative to 2010-2011 budget
  - Health & Welfare $80,856 less (24.88% reduction)
  - Overall benefits $91,234 less (15.67% reduction)

- Relative to summer “worst-case” estimate
  - Health & Welfare $72,816 less (22.97% reduction)
  - Overall benefits $67,113 less (12.02% reduction)
### INTERNATIONAL SCHOOL OF MONTEREY

#### Compensation Summary

<table>
<thead>
<tr>
<th></th>
<th>Head Count</th>
<th>FTE</th>
<th>Base Pay</th>
<th>Stipends</th>
<th>Total Pay</th>
<th>Medical</th>
<th>Dental &amp; Vision</th>
<th>Total H&amp;W</th>
<th>STIRS</th>
<th>PERS</th>
<th>FICA</th>
<th>Medicare</th>
<th>Workers Comp</th>
<th>SUI</th>
<th>Total Benefits</th>
<th>Salary &amp; Benefits</th>
<th>Benefits % of Pay</th>
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<tr>
<td><strong>Certificated Total</strong></td>
<td>28</td>
<td>26.55</td>
<td>$1,297,466</td>
<td>$10,000</td>
<td>$1,323,716</td>
<td>$154,808</td>
<td>$29,794</td>
<td>$184,602</td>
<td>$104,326</td>
<td>$4,595</td>
<td>$3,668</td>
<td>$19,194</td>
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<td>$420,690</td>
<td>$49,550</td>
<td>$10,002</td>
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<td><strong>Overall Total</strong></td>
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<td>35.93</td>
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<td>$12,000</td>
<td>$1,744,406</td>
<td>$204,358</td>
<td>$39,796</td>
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<td>$29,750</td>
<td>$25,294</td>
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<td><strong>Average / Head Count</strong></td>
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<td>$6,744</td>
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<td>$763</td>
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<td><strong>Average / FTE</strong></td>
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<td>$334</td>
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<td><strong>2009-2010 Actuals</strong></td>
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<td>$1,817,449</td>
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<td>-73,043</td>
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<td>-97,191</td>
<td>$7,603</td>
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<td>-$5,602</td>
<td>-$8,036</td>
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<td>$176,144</td>
<td>-4.5%</td>
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<tr>
<td><strong>Percentage Change</strong></td>
<td></td>
<td></td>
<td>-4.02%</td>
<td></td>
<td>-28.47%</td>
<td>7.86%</td>
<td>-6.98%</td>
<td>-9.24%</td>
<td>-20.84%</td>
<td>51.54%</td>
<td>-17.35%</td>
<td>-7.30%</td>
<td>-13.89%</td>
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<td><strong>2010-2011 Budget</strong></td>
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<td>$1,823,238</td>
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<td>$325,010</td>
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<td><strong>Difference</strong></td>
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<td><strong>Percentage Change</strong></td>
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<td>-4.32%</td>
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<td>-24.88%</td>
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<td>-2.55%</td>
<td>-1.30%</td>
<td>-1.30%</td>
<td>-15.67%</td>
<td>-7.07%</td>
<td>-11.86%</td>
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<td><strong>Summer Estimate</strong></td>
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<td>$316,970</td>
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<td>$26,257</td>
<td>$29,541</td>
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<td><strong>Difference</strong></td>
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<td>-$14,723</td>
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<td>$817</td>
<td>$986</td>
<td>$406</td>
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<td>-4.1%</td>
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<tr>
<td><strong>Percentage Change</strong></td>
<td>5.26%</td>
<td>2.31%</td>
<td>0.81%</td>
<td>-22.13%</td>
<td>-27.01%</td>
<td>-22.97%</td>
<td>0.00%</td>
<td>13.31%</td>
<td>3.34%</td>
<td>3.34%</td>
<td>3.34%</td>
<td>-12.02%</td>
<td>-2.32%</td>
<td>-12.73%</td>
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</table>
Month-End Financial Reports

- **Timeline for reports and review**
  - CSMC will close the preceding month’s books on the 20th
    - Reports can be generated anytime thereafter
  - Admin will send detailed reports to Budget & Finance Committee within three business days
    - Board report
    - Actual to budget
    - Detailed balance sheet
    - Check register detail
  - Budget & Finance Committee will meet quarterly at 8am on the last Friday of August, November, February, and May
    - If reports generate a concern in another month, the Budget & Finance Committee will meet by month end to discuss
  - Budget & Finance Committee Chair and ISM Director will deliver the finance report at monthly ISM Board meetings

- **September month-end reports below…**
**Total Cash on Hand**

**Cash Available:** $459,038

Revenue $444,851
Budget $401,284
Revenue To Budget 111%

Expense $621,877
Budget $642,604
Expense To Budget 97%
<table>
<thead>
<tr>
<th>SACS Code</th>
<th>Description</th>
<th>Total</th>
<th>Percent</th>
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<td>1000-1999</td>
<td>Certified Salaries</td>
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<tr>
<td>2000-2999</td>
<td>Classified Salaries</td>
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<td>3000-3999</td>
<td>Benefits</td>
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<td>4000-4999</td>
<td>Books &amp; Supplies</td>
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<tr>
<td>5000-5999</td>
<td>Services &amp; Other Operating Expenses</td>
<td>$70,426.66</td>
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<tr>
<td>6000-6999</td>
<td>Capital Outlay</td>
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<tr>
<td>7000-7999</td>
<td>Other Outgo</td>
<td>$3,605.05</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>$621,877.17</strong></td>
<td><strong>100.00%</strong></td>
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<tr>
<td>Account Description</td>
<td>Actual YTD</td>
<td>Budget YTD</td>
<td>Variance $</td>
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<td>--------------------------------------</td>
<td>------------</td>
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<tr>
<td>Total Revenue Limit</td>
<td>$139,271</td>
<td>$41,691</td>
<td>($97,580)</td>
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<tr>
<td>Total Federal Revenues</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Total Other State Revenue</td>
<td>$68,032</td>
<td>$21,003</td>
<td>($47,029)</td>
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<tr>
<td>Total Local Revenue</td>
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<td>Total Revenues</td>
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<td>Total Employee Benefits</td>
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<td>Total Books and Supplies</td>
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<td>Total Services and Other Operating Expenses</td>
<td>$70,427</td>
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<td>Total Capital Outlay</td>
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<td>Total Other Outgo</td>
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<td>Total Expenses</td>
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<td>Net Income</td>
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<td>Liquidity Ratio</td>
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<tr>
<td><strong>Assets</strong></td>
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<td><strong>Current Assets</strong></td>
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<td>Cash</td>
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<td>Accounts Receivables</td>
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<td>Prepaid Expenses</td>
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<td>Other Current Assets</td>
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