

# AGENDA

## Method Schools Regular Meeting of the Board of Directors

**Wednesday, June 1, 2022, 6:00 PM**

24620 Jefferson Ave, Murrieta, California

<https://methodschools.zoom.us/j/96431280715?pwd=OEFiM2crYi9NMXUrTVJlQTBZNUlwdz09>

### **Instructions for Presentations to the Board by Parents and Citizens**

Method Schools ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

Agendas and "Submit a Public Comment" forms are available via the link on our website on the Board Page. If you wish to speak, please fill out the form and specify the agenda item on which you wish to speak. When addressing the Board, speakers are requested to state their name and address and adhere to the time limits set forth.

**Public Communication on Non-Agenda Issues:** This is an opportunity for members of the audience to raise issues that are not specifically on the agenda. You will be given an opportunity to speak for a maximum of three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. Non-English speakers requiring translation are allotted a maximum of six (6) minutes. Due to public meeting laws, the Board can only listen to your issue and not respond or take action. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item

**Agenda items:** To address the Board on agenda items, please specify the item on which you wish to speak on your "Public Comment". You will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.

**3. Public Records:** Any public records relating to an agenda item for an open session of the Board that are distributed to the Board members shall be available for public inspection at the School office. Minutes of each Board meeting will also be available at the School office.

**Americans with Disabilities Act (ADA):** Upon request, the School will furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate assistance in order to participate in Board meetings are invited to contact Method Board Secretary Gloria Vargas at [gvargas@methodschools.org](mailto:gvargas@methodschools.org) by noon of the business day preceding the board meeting.

**Translation services:** Translation services are available by notifying the above school office by noon of the business day preceding the board meeting.

# **AGENDA**

Method Schools Regular Meeting of the Board of Directors

**1.0 Call to Order:**

**2.0 Roll Call**

**Present:**

**Absent:**

**Method Staff:**

**3.0 Public Communication on Non-Agenda Items**

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**4.0 Emergency Findings: Consideration of findings to continue to hold virtual meetings pursuant to AB 361, including without limitation that: (1) the State and local state of emergency due to the COVID-19 pandemic continues to directly impact the ability of members to meet safely in person, (2) state and local officials continue to recommend social distancing measures, and (3) meeting in person would present imminent risks to the health or safety of attendees and/or the state of emergency continues to directly impact the ability of the members to meet safely in person due to the prevalence of the Delta variant of the COVID-19 virus, the indoor setting of meeting facilities, the potential presence of unvaccinated individuals attending meetings, the potential for noncompliance with mask wearing requirements, and desire to protect the health of immuno-compromised persons.**

**5.0 Reports**

- **CEO:**
  - **Founder Evaluations**
  - **Close-out of OKRs**
- **CBO:**
  - **Instructional Funds**
- **Senior Director of Schools:**
  - **Student Highlights**

**6.0 Action: LCAP  
Discussion:**

**7.0 Action: 2022-23 Budget Approval  
Discussion:**

**8.0 Action: 2022-23 Board Assignments - Second Reading  
Discussion:**

**9.0 Action: CDE Secondary District Plan and Application for the Work Experience Education (WEE) Program  
Discussion:**

**10.0 Action: EPA Expenditure Resolutions for 2021/22 (final)- Method Schools and Method Schools, LA  
Discussion:**

**11.0 Action: Revision to Promotion Retention Policy  
Discussion:**

**12.0 Action: 2022-23 Handbooks, Parent/Student and Employee  
Discussion:**

# **AGENDA**

## **Method Schools Regular Meeting of the Board of Directors**

**13.0 Consent Items:** All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board's votes on them.

- **Approval of May 17, 2022 Meeting Minutes**

**14.0 Information/ Discussion Items:**

- **2022-23 Board Meeting Dates**

**15.0 Upcoming Agenda Items**

- 

**16.0 Board Member Reports:**

**17.0 Action: Motion to Adjourn the Meeting**

# 2021-22 CBO Evaluation

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## Start of Block: Overall Organizational Performance

1 Works with the board to develop strategies for achieving mission, goals and financial viability

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

2 Appropriately provides both support and leadership to the board

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

3 Articulates clear vision and mission for the organization and strategic priorities over the next five years

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
-



4 Establishes ambitious goals for excellence and impact and initiates, maintains, and adapts all programs

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

5 Comments on Overall Organizational Performance

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End of Block: Overall Organizational Performance

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Start of Block: Community Leadership

6 Serves as an effective spokesperson. Represents the organization well to its constituencies, including staff, students, parents, government agencies, and the general public

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Fine (3)
  - ☐ Needs Improvement (4)
-

7 Leads organization's efforts to develop positive relationships in the industry and the community

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

8 Comments on Community Leadership

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End of Block: Community Leadership

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Start of Block: Administration and Leadership

9 Creates and leads a high-performing culture including strong employee morale, accountability, and cohesiveness

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
-

10 Treats everyone in the organization fairly without sexism, discrimination, or favoritism

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

11 Ensures compliance with relevant workplace and employment laws

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

12 Comments on Administration and HR

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End of Block: Administration and Leadership

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Start of Block: Financial Sustainability and Mission Impact

13 Demonstrates a detailed understanding of the organization's financial situation and provides strategic financial analysis on an ongoing basis

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
  - ☐ Click to write Choice 5 (5)
- 

14 Assures adequate control and accounting of all funds, including maintaining sound financial practices

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

15 Exercises good judgment in overseeing the financial health of the organization

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
-

16 Works with the staff, finance team and the Board to prepare budgets, monitor progress, and initiate changes (to operations and/or to budgets) as appropriate

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

17 Financial results are reported to the Board in a timely, accurate manner

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

18 Oversees that official records and documents are retained; ensures compliance with federal state and local regulations (examples: Form 990, payroll withholding)

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
-

19 Ensures that the organization's accounting meets professional standards of approval set by the auditors

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

20 Comments on Financial Sustainability and Mission Impact

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End of Block: Financial Sustainability and Mission Impact

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Start of Block: Board of Directors

21 Ensures that Board members are kept fully informed in a timely way on the condition of the organization and important factors influencing it

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
-

22 Demonstrates respectful understanding of the Board's governance role and has supported the Board in its oversight of the organization

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

23 Contributes significant and valuable information and important agenda topics for discussion at Board level

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

24 Supports and contributes to Board training and development in their governance roles

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

25 Comments

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End of Block: Board of Directors

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# 2021-22 CEO Evaluation

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## Start of Block: Overall Organizational Performance

1 Works with the Board and staff to develop strategies for achieving mission, goals and financial viability

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

2 Appropriately provides both support and leadership to the Board

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

3 Demonstrates quality of analysis and judgment related to progress and opportunities, and needs for changes

- ☐ Outstanding (1)
- ☐ Very Good (2)
- ☐ Good (3)
- ☐ Needs Improvement (4)

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4 Builds respect and profile for the organization

- ☐ Outstanding (1)
- ☐ Very Good (2)
- ☐ Good (3)
- ☐ Needs Improvement (4)

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5 Establishes ambitious goals for excellence and impact and initiates, maintains, and adapts all programs

- ☐ Outstanding (1)
- ☐ Very Good (2)
- ☐ Good (3)
- ☐ Needs Improvement (4)

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6 Comments on Overall Organizational Performance

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End of Block: Overall Organizational Performance

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Start of Block: Community Leadership

7 Serves as an effective spokesperson. Represents the organization well to its constituencies, including staff, students, parents, government agencies, and the general public

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Fine (3)
  - ☐ Needs Improvement (4)
- 

8 Establishes and makes use of working relationships with organizations and individuals in the field

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

9 Sees that communication vehicles are developed and utilized well

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

10 Comments on Community Leadership

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11 Establishes and leads an effective staff

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

12 Recruits and retains a diverse staff

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

13 Ensures compliance with relevant workplace and employment laws

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
-

14 Sees that employees are credentialed as required and that appropriate background checks are conducted

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

15 Ensures that job descriptions are developed and that regular performance reviews are completed and documented

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

16 Leads staff in maintaining a climate of excellence, accountability, and respect

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

17 Comments on Administration and HR

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End of Block: Administration and Human Resources

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Start of Block: Financial Sustainability and Mission Impact

18 Assures adequate control and accounting of all funds, including maintaining sound financial practices

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

19 Sees that programs and activities are developed, executed, and modified

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

20 Jointly with the president and secretary of the Board, conducts official correspondence for the organization, and jointly with designated officers, executes legal documents appropriately

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
-

## 21 Comments on Financial Sustainability and Mission Impact

---

End of Block: Financial Sustainability and Mission Impact

---

Start of Block: Board of Directors

22 Sees that Board members are kept fully informed in a timely way on the condition of the organization and important factors influencing it

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

23 Works with the Board officers to ensure that the Board is effective as a body and that recruitment, involvement and departures of individual board members are effective

- ☐ Outstanding (1)
  - ☐ Very Good (2)
  - ☐ Good (3)
  - ☐ Needs Improvement (4)
- 

24 Comments

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End of Block: Board of Directors

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# Student Highlights

June Board Meeting





# CAASPP & Grads

## CAASPP

- **San Diego**
  - 97.17% Started
  - 95.95% Completed
- **Los Angeles**
  - 95.97% Started
  - 93.55% Completed

## Graduates

	2019-2020	2020-21	2021-22
San Diego	48.3%	75%	92.75% (64 students)
Los Angeles	45.8%	78.10%	88.8% (40 students)

# Disney Grad Nite

- Method Seniors hopped on a bus to Disneyland on Saturday, May 21 including:
  - Senior Breakfast at Method HQ
  - Disneyland
  - Disney California Adventures
- 10 out of 12 seniors earned their Disney Grad Night ticket through “Service to Earn It” donating time and energy to food banks in:
  - LA
  - Orange County
  - Riverside



# Elementary School Field Day





# Athletics Update

- Method joined the South Valley CIF League with other local charter and private schools
- CIF play is open to grades 4-8 in 22-23 school year
- **Fall Sports**
  - Flag Football (B)
  - Volleyball (B/G)
  - Cross Country (B/G)
- **Winter Sports**
  - Baseball (B)
  - Softball (G)
- **Spring Sports**
  - Basketball (B/G)
  - Soccer (B/G)
  - Golf (Co-ed)
  - Track (B/G)
  - Mountain Biking\*

\*through Socal Dirt, not a CIF sport



# Looking forward to 22-23

- Year-round field trip and events calendar including
  - Field Trips
  - Parent Events
  - Staff Events
  - Community Service events throughout the year



# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
MethodSchools	Jade Fernandez, Sr. Director of Schools	<a href="mailto:jfernandez@methodschools.org">jfernandez@methodschools.org</a> ; 951-461-4620 x7000

## Plan Summary 2021-22

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Method Schools is an online charter school serving students in the Southern California area including counties: San Diego, Orange, and Riverside. Established in 2014, Method is a non-classroom based program that serves students through a highly differentiated online instructional program. Method students participated in a rich, independent study program driven by data-based and researched practices. The overall model contains the following components:

- Coursework is completed independently with the guidance of their learning coach and Method Schools CA credentialed teacher.
- Students and their learning coach meet with their Method Schools weekly online to review coursework assigned, take required assessments, and personalize learning based on each student's unique learning needs
- Multi-Tiered System of Supports are applied to each student based on a variety of data points, observation, and teacher, student, and parent feedback.
- Students communicate with their teachers regularly through email or phone and can arrange for added support in study lounges, Teach Squads, and homework clubs. Additional interventions may be applied based on student's individual needs

Method Schools' program provides personal attention to each student along with the freedom to follow individual interests. Teachers continuously evaluate student progress, inserting support and interventions where necessary. Method Students are able to individualize their experience through varied and differentiated instructional delivery including:

- Virtual meetings via web conference application
- Individualized instructional support both one-on-one or in group study options such as: homework club, study lounges, and Teach Squad
- Supplemental, high-interest classes featuring varied focuses such as: baking or cooking, online gaming, introduction to world languages, comic book and anime discussion, fitness and healthy living.

- Career and Technical Education pathways to expose students to different industries and provide opportunities for students to graduate with vocational licenses and credentials

Method Schools serves a diverse student population spread across San Diego, Orange, and Riverside counties. Of the 430 students, the ethnic breakdown are as follows: 51% White, 21% Hispanic/Latino, 11% Black or African-American, 10% Two or More Races, 2% American Indian or Alaska Native. Filipino, Korean, Pacific Islander, and Vietnamese groups each represent 4% of the student population. Further, 31% of the student population are socioeconomically disadvantaged. 14% of students qualify for Special Education and 7% of students have a 504 plan.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

While California School Dashboard is limited due to COVID, Method Schools has identified the following successes:

- Method Schools enrollment has grown exponentially reporting 114 students in its October 2018 census to currently 430 active students in the 2021-2022 school year.
- Based on local iReady data, 27% of students K-8 that were classified below grade level, improved their ELA placement by one or more grade levels. Of all students K-8 that were tested, 67% were at or above grade level.
- Based on local iReady data, 33% of students K-8 that were classified below grade level, improved their Math placement by one or more grade levels. Of all students K-8 that were tested, 46% were at or above grade level.
- Based on local IXL data, 11% of students grades 9-11 that were classified below grade level, improved their ELA placement by one or more grade levels. Of all students IXL that were tested, 36% were at or above grade level.
- Based on local IXL data, 16% of students grades 9-11 that were classified below grade level, improved their math placement by one or more grade levels. Of all students IXL that were tested, 15% were at or above grade level.
- This was the first year of diagnostic testing using IXL for grades 9-11 and was implemented in November 2021 allowing for only two sets of data points. As we continue to become more familiar with the IXL platform for both diagnostics and skill practice we hope the data will reflect greater improvement during the upcoming year.
- Based on staff survey data, Method Schools cultivates a supportive environment for its staff. 95% of staff feel they receive an extremely adequate level of support and guidance at Method Schools. 93% they receive the professional development they need to effectively support their students.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Method Schools has identified the following areas of need:

- Though students show increased improvement at Method, only 35% of students are at grade level in Reading and 30% of students are at grade level in math. Because many students enroll at Method underperforming, Method Schools must increase its focus on instructional strategies and achievement.
- Based on parent and student survey data, only 74% of Method parents are satisfied with the school’s efforts to address social and emotional wellness.
- 69% of Method Schools teachers are in their first or second year of service at Method Schools. The beginning teaching staff requires additional professional development and coaching to feel adequately prepared to effectively serve its students.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Method Schools’s 2021-2024 LCAP features a three-year plan for continued improvement and development. Based on the findings from thorough research, surveys, and focus groups, Method Schools identified three areas of need: Academic Achievement, Development of wraparound services, and the professional development of its teachers. To address Academic Achievement, Method Schools will improve and better align curriculum and instructional practices, develop a competency-based learning framework, and expand college and career counseling team and services. To address the development of wrap around services, Method Schools will expand opportunities for CTE, social opportunities such as Teach Squad, field trips, and school events, and better support parents through parent workshops and the development of a Parent Advisory Committee. Finally, to address the need for teacher development, Method Schools will support its teachers’ development through increased internal coaching, professional development opportunities, and the development of an in-house induction program.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.



Method Schools is not identified as a school eligible for comprehensive support and improvement.

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Method Schools is not identified as a school eligible for comprehensive support and improvement.

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Method Schools is not identified as a school eligible for comprehensive support and improvement.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Regularly, Method Schools publishes general staff, parent, and student surveys in addition to targeted surveys whose topics include (but are not limited to): overall mental health support, interest in sports competition, and COVID support.

In addition to surveys, Method Schools conducted staff, student, and parent interviews to provide more insight into the perspectives of the stakeholder groups via web conference.

A summary of the feedback provided by specific educational partners.

At Method Schools 90% of parents are either somewhat (38%) or extremely satisfied (52%) with Method Schools staff. 9.5% of parents indicate they are somewhat satisfied. While 9% of parents felt that their students could be better supported in their social and emotional wellness, 74% of parents were extremely (50%) or somewhat (24%) satisfied with Method’s efforts to address social and emotional wellness.

80% of students are satisfied with their experience at Method and 89.2% of students were satisfied with the instruction they receive. Similar to parents, students also expressed a need for more social and emotional support and guidance.

95% of staff report their teams provide support when needed and 94% are inspired by their teams to do the best in their role. The beginning teaching staff requires additional support in order to develop their effectiveness. Staff are dedicated to student support and are continually developing solutions to meet challenges brought forth in the focus group, such as further increasing expectations of parental engagement and responsibility as learning coaches and improving the overall student experience in our LMS. Through staff interviews, staff expressed their satisfaction with the level of flexibility and support they receive, but also reported a need for staff social gatherings, a need for better oversight of new implementations, and increased training and integration of all staff.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on feedback from all stakeholders, Method Schools will implement the following:

- Improving curriculum to be better aligned to standards and more personalized through a mastery-based approach
- Improve the college and career department and provide an expanded CTE catalog
- Expand opportunities for group learning, assemblies, and field trips and include opportunities for staff to collaborate and build community in person
- Open dialogue with parents and school through Zoom drop in sessions and Parent Advisory Committee

- Improve our initial onboarding of new staff as well as expanding the catalog of professional development offerings throughout the school year

# Goals and Actions

## Goal

Goal #	Description
1	Increase academic achievement as measured by growth in academic achievement data, increase graduation rate, and better synchronization between instructional practices, curriculum, and competency-based learning

An explanation of why the LEA has developed this goal.

In its last CAASPP participation in 2019, Method Schools students scored 21.9 below standard in Language Arts and 80.3 points below standard in Math. We must increase these achievement levels in order to ensure our students academic achievement and growth.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course Final Grades	80% of course grades earned were Cs or better in Spring of 2020.	Semester 1 outcomes show 95% of grades were passing (C or better).  Semester 2 outcomes will be updated when report cards are finalized.	[Insert outcome here]	[Insert outcome here]	[Respond here]

Local and State Assessments	In 2019, Method Schools students scored 21.9 points below standard in Language Arts and 80.3 points below standard in Math.	<p>CAASPP Performance Data will be updated when results come in summer of 2022.</p> <p><b>iReady ELA K-8:</b></p> <p>67% are at or above grade level.</p> <p>Of students starting at Method below grade level, 27% improved at least one grade level.</p> <p><b>iReady Math K-8:</b></p> <p>46% are at or above grade level.</p> <p>Of students starting at Method below grade level, 33% improved at least one grade level.</p> <p><b>iXL ELA 9-11</b></p> <p>36% are at or above grade level.</p> <p>Of students starting at Method below grade level, 11% improved at least one grade level.</p> <p><b>iXL Math 9-11</b></p>	[Insert outcome here]	[Insert outcome here]	[Respond here]
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		15% are at or above grade level  Of students starting below grade level, 16% improved by one or more grade levels			
Graduation Rate	29% of cohort students in 2019 graduated with a high school diploma	75% of cohort students in 2020-2021 graduated with a high school diploma.	[Insert outcome here]	[Insert outcome here]	[Respond here]

### Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum Improvement	Update current curriculum and continued development of new curriculum to better align to Method educational program and common core standards.	\$100,000	N
2	Competency-Based Learning Development	Implement live instruction sessions based on standards-aligned interventions and utilize all aspects of online curriculum, internal diagnostics, and instructors to transition to competency based learning.	\$200,000	Y
3	College and Career Counseling	Further expand the college and career counselor team and develop strategic processes for identifying and supporting students in their path toward HS graduation.	\$125,000	Y

### Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Method was able to achieve much of its plans in the 2020-21 school year. A staffing change left the position of curriculum coordinator open. However, a Director of Curriculum will fill the role in June 2022.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 budgeted expenditures were \$425,000. Actual expenditures are projected to be approximately \$439,700 at 6/30/2022. No material differences exist.

An explanation of how effective the specific actions were in making progress toward the goal.

Overall, the goal of curriculum improvement and striving toward competency based learning has allowed for more students to pass their classes. Many test-based assessments and exams have been archived in exchange for more robust learning opportunities and demonstrations of competencies in the form of projects and activities. The expansion of the counseling team and dedicated intervention program has increased Method's graduation rate to 77% in the 2020-21 school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A new Director of Curriculum position has been created to manage the many needs of curriculum improvement. Method implemented testing cycles and will continue to refine upon using data from testing cycles to inform our progress and changes that need to be made. Due to the limitations of iReady at the high school grades, the decision was made to utilize a different diagnostic program iXL to assess academic progress in grades 9-11. This was the first year of diagnostic testing using IXL for grades 9-11 and was implemented in November 2021 allowing for only two sets of data points. As we continue to become more familiar with the IXL platform for both diagnostics and skill practice we hope the data will reflect greater improvement during the upcoming year.

Due to COVID-19, Method's most recent CAASPP scores were from 2019. Moving forward, CAASPP results will be included in yearly outcome data starting Year 2.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goal

Goal #	Description
2	Further develop Method's offerings and menu of wraparound services including: counseling, CTE, mental health and socio-emotional services

An explanation of why the LEA has developed this goal.

Method Schools find that only 71% of Method parents and 65% of Method students are satisfied with the school's efforts to address social and emotional wellness. By increasing efforts toward wraparound services such as counseling, CTE, enrichment, and socio-emotional services, Method Schools will increase student engagement and academic achievement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in CTE	17 students enrolled in CTE courses during the 20-21 school year.  There were a total of 19 courses selected.	66 students enrolled in a CTE course during the 2021-22 school year.  There were a total of 35 courses selected.			Increase completion of CTE pathways to 30% of 2023-2024 graduating class.
Satisfaction with mental health services through survey	71% of Method parents and 65% of Method students are satisfied with the school's efforts to address social and emotional wellness.	Method Schools has introduced schoolwide homeroom curriculum to address SEL and trauma-informed teaching training.  Most recent parent survey indicated that 74% are satisfied with the school's efforts to address			85% of Method parents and 80% of students will be satisfied with the school's efforts to address social and emotional wellness.



		social/emotional well-being at this time.			
Opportunities, tiles (clubs), and participation in school events	Due to COVID, Method Schools was unable to offer any in-person field trip opportunities.	<p>Method Schools introduced two virtual schoolwide assemblies at the start of the semester with an average attendance 475 participants.</p> <p>Method schools offered 39 in-person field trips and gatherings total including college field trips, museums, and hands on learning activities. 479 Method students and parents participated in these activities.</p>			Students will increase their feeling of belonging and community at Method Schools by increasing participation and engagement in non-academic events.
Increase involvement of parents in parent workshop attendance	Method Schools offered 7 Parent Workshops in the 2020-21 school year with an average attendance of 12 participants.	<p>Method Schools is introducing a Parent Advisory Committee application process with hopes of filling a committee for 2022-23 school year. Method hosted two social and informational sessions to garner interest in the Parent Advisory Committee</p> <p>Planning in progress to offer more robust parent programming that addresses needs like social and emotional</p>			Parents will feel better supported and a part of the Method community and be better equipped to support their students based on survey data, fully formed PAC, and attendance in parent workshops.

		learning, computer literacy, financial literacy, and best practices in supporting students.			
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### Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE Expansion	Increase the awareness of CTE pathways and enrollment in CTE courses	\$33,000	Y
2	Mental Health/Social Emotional Wellness	Method Schools will develop a HOPE Squad to address suicide prevention, train teachers in trauma-informed and SEL, as well as increase awareness of mental health services	\$378,000	Y
3	Parent Workshops	Method Schools will increase attendance and involvement in parent workshops and community events.	\$61,000	N

### Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Method utilized published courses from eDynamic to supplement CTE courses. While Method is still utilizing eDynamic courses, Method is developing its own CTE curriculum in Art & Design.

To increase Parent involvement and awareness of parent opportunities, Method hosted parent social activities to build a Method community for its parents.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 budgeted expenditures were \$472,000. Actual expenditures are projected to be approximately \$371,500, or 78% of budget, at 6/30/2022. Action item #2 was budgeted for \$378,000. At year end we expect to spend approximately \$240,000 of this budgeted amount. The difference is primarily due to overall decreased enrollment, and thus decreased student needs.

An explanation of how effective the specific actions were in making progress toward the goal.

Method's progress toward the actions in making progress toward this goal were effective. In each action, improvements were made including an increased participation in CTE classes, the development of HOPE Squad and an SEL-focused schoolwide homeroom curriculum and training for teachers in trauma-informed teaching, cultural diversity training, and suicide prevention.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Method will infuse more parent programming in the future years to build upon a growing parent community. In addition to field trips and events, Method Schools will focus more attention on providing opportunities for positive school interactions through the introduction of athletics and competitive sports teams.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goal

Goal #	Description
3	Further develop staff to better support families through expanding professional development: in-house induction program, coaching, and evaluation cycles.

An explanation of why the LEA has developed this goal.

As a fairly new charter school, Method Schools has attracted a workforce in its beginning stages of teacher development. Method Schools needs to be responsive to the needs of a young workforce and develop supports to increase teacher effectiveness.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase coaching/mentorship time	67% of students rate their teachers very or extremely effective.	90% of Method community rated Method teachers very or extremely effective.			Method Schools teachers will increase their effectiveness
Develop Professional Development catalog	Method Schools developed a one week intensive training for newly hired teachers and instructional staff as well as mini-trainings throughout the year.	Implemented eLoomi professional training system and performance management software.  Method offered trauma informed training and cultural diversity training school wide.			Method Schools will develop a personalized Professional Development catalog with personalized offerings based on areas of need and meets the needs of both beginning and veteran teachers.
Develop coaching and mentorship through	44% of Method Schools staff are within their first two years of teaching.	16.1% of staff completed their first year of induction.			75% of staff will have cleared their teaching credential having

beginning teacher induction program.		22.6% of staff completed induction.  Method Schools is in Phase 2 of Initial Institutional Approval for an in-house induction program.			demonstrated mastery of CSTP framework.
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## Actions

Action #	Title	Description	Total Funds	Contributing
1	Coaching and mentorship	Develop teacher training, coaching, development and feedback cycle including: <ul style="list-style-type: none"> <li>Quarterly goal-setting aligned to CSTPs</li> <li>Evaluation based on growth and coaching outcomes</li> </ul>	\$100,000	N
2	Professional Development	Increase availability and opportunity for professional develop including SafeSchools catalog, in-house trainings, and guest speakers.	\$53,000	N
3	Induction Program	Method Schools will develop an internal induction program that will allow beginning teachers to clear their teaching credential through the programs and coaching practices already developed at Method Schools.	\$115,000	N

## Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

A change in staffing paused the development of the Initial Institutional Approval process, but Method is in stage two of the overall process.

Method continues to refine its systems of support for teachers including the structure of its coaching program. A new instructional coaching program is in development to start in the 2022-23 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 budgeted expenditures were \$268,000. Actual expenditures are projected to be approximately \$205,300, or 77% of budget, at 6/30/2022. Action item 3, Induction Program, represents the difference between budget and expenditures. This action item has not yet been implemented due to the departure of the assigned personnel. The position assigned will be filled for the 22-23 school year.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions in making progress toward developing staff were effective. Teacher effectiveness rated by Method parents and students increased to 90%. Method provided opportunities for professional development and training, and 40% of Method's staff made progress toward clearing their credential.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Method continues to refine how to best support teachers in instruction and student support. A new instructional coaching program is in development with plans to start in the 2022-23 school year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$233,136	\$0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.17%	0%	\$0	8.17%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

After assessing the needs, conditions, and circumstances of these subgroups, we will develop and introduce revised curriculum that is flexible and competency-based to increase their engagement and opportunities for academic success. Wraparound services such as social activities, mental health services, and parent support will further help to address the underserved social needs that need to be addressed by specifically these populations. Further, the development of a highly trained and effective staff will specifically address how to better meet the needs of these subgroups.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Method Schools is developing curriculum that offers multiple modalities, differentiated curriculum, and assessments for understanding to increase the opportunities for success. Wraparound services ensure Method students are connected to resources to address their basic needs. Method's professional development plan includes specific and direct development in serving underserved groups - both in addressing academic and social and emotional needs.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Method Schools does not have a high concentration of foster youth, English learners, and low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	86:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	17.4:1	N/A



# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

# Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

## **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.



**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

## **Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year:*** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***LCFF Carryover — Percentage:*** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

#### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:



- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).  
  
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### ***Contributing Actions Table***

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

# **Local Control and Accountability Plan (LCAP) Action Tables Template**

Developed by the California Department of Education, March 2022













21-22 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,165,000	\$-	\$-	\$-	1,165,000	\$925,000	\$240,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Curriculum Improvement	All	\$100,000	\$-	\$-	\$-	\$100,000
1	2	Competency-Based Learning Development	English Learners, Low Income, Foster Youth	\$200,000	\$-	\$-	\$-	\$200,000
1	3	College & Career Counseling	English Learners, Low Income, Foster Youth	\$125,000	\$-	\$-	\$-	\$125,000
				\$-	\$-	\$-	\$-	\$-
2	1	CTE Expansion	English Learners, Low Income, Foster Youth	\$33,000	\$-	\$-	\$-	\$33,000
2	2	Mental Health / Social Emotional Wellness	English Learners, Low Income	\$378,000	\$-	\$-	\$-	\$378,000
2	3	Parent Workshops	All	\$61,000	\$-	\$-	\$-	\$61,000
				\$-	\$-	\$-	\$-	\$-
3	1	Coaching & Mentorship	All	\$100,000	\$-	\$-	\$-	\$100,000
3	2	Professional Development	All	\$53,000	\$-	\$-	\$-	\$53,000
3	3	Induction Program	All	\$115,000	\$-	\$-	\$-	\$115,000
				\$-	\$-	\$-	\$-	\$-
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## 21-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,165,000.00	\$ 1,016,660.00

[illegible]















## 21-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 163,247	\$ 736,000	\$ 535,722	\$ 200,278	0.00%	0.00%	0.00% - No Difference

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21-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,729,977	\$ 163,247	0.00%	9.44%	\$ 535,722	0.00%	30.97%	\$0.00 - No Carryover	0.00% - No Carryover

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Method Schools, LA	Jade Fernandez, Sr. Director of Schools	<a href="mailto:jfernandez@methodschools.org">jfernandez@methodschools.org</a> ; 951-461-4620 x7000

## Plan Summary 2021-22

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Method Schools is an online charter school serving students in the Southern California area including counties: Los Angeles, San Bernardino, Ventura, and Kern. Established in 2014, Method is a non-classroom based program that serves students through a highly differentiated online instructional program. Method students participated in a rich, independent study program driven by data-based and researched practices. The overall model contains the following components:

- Coursework is completed independently with the guidance of their learning coach and Method Schools CA credentialed teacher.
- Students and their learning coach meet with their Method Schools weekly online to review coursework assigned, take required assessments, and personalize learning based on each student's unique learning needs
- Multi-Tiered System of Supports are applied to each student based on a variety of datapoints, observation, and teacher, student, and parent feedback.
- Students communicate with their teachers regularly through email or phone and can arrange for added support in study lounges, Teach Squads, and homework clubs. Additional interventions may be applied based on student's individual needs

Method Schools' program provides personal attention to each student along with the freedom to follow individual interests. Teachers continuously evaluate student progress, inserting support and interventions where necessary. Method Students are able to individualize their experience through varied and differentiated instructional delivery including:

- Virtual meetings via web conference application
- Individualized instructional support both one-on-one or in group study options such as: homework club, study lounges, and Teach Squad
- Supplemental, high-interest classes featuring varied focuses such as: baking or cooking, online gaming, introduction to world languages, comic book and anime discussion, fitness and healthy living.

- Career and Technical Education pathways to expose students to different industries and provide opportunities for students to graduate with vocational licenses and credentials

Method Schools serves a diverse student population spread across Los Angeles, San Bernardino, Kern, and Ventura counties. Of the 246 students, the ethnic breakdown are as follows: 44% White, 29% Hispanic/Latino, 15% Black or African-American, 4% Two or More Races, 1% American Indian or Alaska Native. Filipino, Korean, Pacific Islander, and Vietnamese groups each represent 7% of the student population. Further, 50% of the student population are socioeconomically disadvantaged. 13% of students qualify for Special Education and 5% of students have a 504 plan.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

While California School Dashboard is limited due to COVID, Method Schools has identified the following successes:

- Method Schools, LA enrollment has grown reporting 114 students in its October 2018 census to currently 246 active students in the 2020-2021 school year.
- Based on local iReady data, 27% of students K-8 that were classified below grade level, improved their ELA placement by one or more grade levels. Of all students K-8 that were tested, 67% were at or above grade level.
- Based on local iReady data, 33% of students K-8 that were classified below grade level, improved their Math placement by one or more grade levels. Of all students K-8 that were tested, 46% were at or above grade level.
- Based on local IXL data, 11% of students grades 9-11 that were classified below grade level, improved their ELA placement by one or more grade levels. Of all students IXL that were tested, 36% were at or above grade level.
- Based on local IXL data, 16% of students grades 9-11 that were classified below grade level, improved their math placement by one or more grade levels. Of all students IXL that were tested, 15% were at or above grade level.
- This was the first year of diagnostic testing using IXL for grades 9-11 and was implemented in November 2021 allowing for only two sets of data points. As we continue to become more familiar with the IXL platform for both diagnostics and skill practice we hope the data will reflect greater improvement during the upcoming year.
- Based on staff survey data, Method Schools cultivates a supportive environment for its staff. 95% of staff feel they receive an extremely adequate level of support and guidance at Method Schools. 93% they receive the professional development they need to effectively support their students.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Method Schools, LA has identified the following areas of need:

- Because many students enroll at Method underperforming, Method Schools must increase its focus on instructional strategies and achievement.
- Based on parent and student survey data, only 74% of Method parents are satisfied with the school’s efforts to address social and emotional wellness.
- 69% of Method Schools teachers are in their first or second year of service at Method Schools. The beginning teaching staff requires additional professional development and coaching to feel adequately prepared to effectively serve its students.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Method Schools’s 2021-2024 LCAP features a three-year plan for continued improvement and development. Based on the findings from thorough research, surveys, and focus groups, Method Schools identified three areas of need: Academic Achievement, Development of wraparound services, and the professional development of its teachers. To address Academic Achievement, Method Schools will improve and better align curriculum and instructional practices, develop a competency-based learning framework, and expand college and career counseling team and services. To address the development of wrap around services, Method Schools will expand opportunities for CTE, social opportunities such as Teach Squad, field trips, and school events, and better support parents through parent workshops and the development of a Parent Advisory Committee. Finally, to address the need for teacher development, Method Schools will support its teachers’ development through increased internal coaching, professional development opportunities, and the development of an in-house induction program.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Method Schools is not identified as a school eligible for comprehensive support and improvement.

**Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Method Schools is not identified as a school eligible for comprehensive support and improvement.

**Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Method Schools is not identified as a school eligible for comprehensive support and improvement.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Regularly, Method Schools, LA publishes general staff, parent, and student surveys in addition to targeted surveys whose topics include (but are not limited to): overall mental health support, interest in sports competition, and COVID support.

In addition to surveys, Method Schools, LA conducted staff, student, and parent focus groups in May 2020 to provide more insight into the perspectives of the stakeholder groups via web conference.

A summary of the feedback provided by specific educational partners.

At Method Schools, LA 90% of parents are either somewhat (38%) or extremely satisfied (52%) with staff. 9.5% of parents indicate they are somewhat satisfied. While 9% of parents felt that their students could be better supported in their social and emotional wellness, 74% of parents were extremely (50%) or somewhat (24%) satisfied with Method’s efforts to address social and emotional wellness.

80% of students are satisfied with their experience at Method and 89.2% of students were satisfied with the instruction they receive. Similar to parents, students also expressed a need for more social and emotional support and guidance.

95% of staff report their teams provide support when needed and 94% are inspired by their teams to do the best in their role. The beginning teaching staff requires additional support in order to develop their effectiveness. Staff are dedicated to student support and are continually developing solutions to meet challenges brought forth in the focus group, such as further increasing expectations of parental engagement and responsibility as learning coaches and improving the overall student experience in our LMS. Through staff interviews, staff expressed their satisfaction with the level of flexibility and support they receive, but also reported a need for staff social gatherings, a need for better oversight of new implementations, and increased training and integration of all staff.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on feedback from all stakeholders, Method Schools, LA will implement the following:

- Improving curriculum to be better aligned to standards and more personalized through a mastery-based approach
- Improve the college and career department and provide an expanded CTE catalog
- Expand opportunities for group learning, assemblies, and field trips
- Open dialogue with parents and school through Zoom drop in sessions and Parent Advisory Committee
- Improving our initial onboarding of new staff as well as expanding the catalog of professional development offerings throughout the school year



# Goals and Actions

## Goal

Goal #	Description
1	Increase academic achievement as measured by growth in academic achievement data, increase graduation rate, and better synchronization between instructional practices, curriculum, and competency-based learning

An explanation of why the LEA has developed this goal.

In its first and only CAASPP participation in 2019, Method Schools students scored 9.1 below standard in Language Arts and 91 points below standard in Math. We must increase these achievement levels in order to ensure our students academic achievement and growth.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course Final Grades	80% of course grades earned were Cs or better in Spring of 2020.	Semester 1 outcomes show 95% of grades were passing (C or better).  Semester 2 outcomes will be updated when report cards are finalized.	[Insert outcome here]	[Insert outcome here]	[Respond here]



Local and State Assessments	In 2019, Method Schools students scored 21.9 points below standard in Language Arts and 80.3 points below standard in Math.	<p>CAASPP Performance Data will be updated when results come in summer of 2022.</p> <p><b>iReady ELA K-8:</b></p> <p>67% are at or above grade level</p> <p>Of students performing below grade level 27% have improved by one or more grade levels.</p> <p><b>iReady Math K-8:</b></p> <p>46% of students are at or above grade level</p> <p>Of students performing below grade level, 33% improved by one or more grade levels</p> <p><b>iXL ELA 9-11</b></p> <p>36% of students are at or above grade level.</p> <p>Of students performing below grade level, 11% improved by one or more grade levels.</p> <p><b>iXL Math 9-11</b></p>	[Insert outcome here]	[Insert outcome here]	[Respond here]
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		15% of students are at or above grade level  Of students performing below grade level, 16% improved by one or more grade levels.			
Graduation Rate	29% of cohort students in 2019 graduated with a high school diploma	78% of cohort students in 2021 graduated with a high school diploma.	[Insert outcome here]	[Insert outcome here]	[Respond here]

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum Improvement	Update current curriculum and continued development of new curriculum to better align to Method educational program and common core standards.	\$100,000	N
2	Competency-Based Learning Development	Implement live instruction sessions based on standards-aligned interventions and utilize all aspects of online curriculum, internal diagnostics, and instructors to transition to competency based learning.	\$200,000	Y
3	College and Career Counseling	Further expand the college and career counselor team and develop strategic processes for identifying and supporting students in their path toward HS graduation.	\$125,000	Y

## Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Method was able to achieve much of its plans in the 2020-21 school year. A staffing change left the position of curriculum coordinator open. However, a Director of Curriculum will fill the role in June 2022.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 budgeted expenditures were \$425,000. Actual expenditures are projected to be approximately \$439,700 at 6/30/2022. No material differences exist.

An explanation of how effective the specific actions were in making progress toward the goal.

Overall, the goal of curriculum improvement and striving toward competency based learning has allowed for more students to pass their classes. Many test-based assessments and exams have been archived in exchange for more robust learning opportunities and demonstrations of competencies in the form of projects and activities. The expansion of the counseling team and dedicated intervention program has increased Method's graduation rate to 77% in the 2020-21 school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A new Director of Curriculum position has been created to manage the many needs of curriculum improvement. Method implemented testing cycles and will continue to refine upon using data from testing cycles to inform our progress and changes that need to be made. Due to the limitations of iReady at the high school grades, the decision was made to utilize a different diagnostic program iXL to assess academic progress in grades 9-11. This was the first year of diagnostic testing using IXL for grades 9-11 and was implemented in November 2021 allowing for only two sets of data points. As we continue to become more familiar with the IXL platform for both diagnostics and skill practice we hope the data will reflect greater improvement during the upcoming year.

Due to COVID-19, Method's most recent CAASPP scores were from 2019. Moving forward, CAASPP results will be included in yearly outcome data starting Year 2.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goal

Goal #	Description
2	Further develop Method's offerings and menu of wraparound services including: counseling, CTE, mental health and socio-emotional services

An explanation of why the LEA has developed this goal.

Method Schools find that only 71% of Method parents and 65% of Method students are satisfied with the school's efforts to address social and emotional wellness. By increasing efforts toward wraparound services such as counseling, CTE, enrichment, and socio-emotional services, Method Schools will increase student engagement and academic achievement.

## Measuring and Reporting Results

Metric	Baseline	Mid-Year Update	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in CTE	17 students enrolled in CTE courses during the 20-21 school year. There were a total of 19 courses selected.	66 students enrolled in a CTE course during the 2021-22 school year.  There were a total of 35 courses selected.			Increase completion of CTE pathways to 30% of 2023-2024 graduating class.
Satisfaction with mental health services through survey	71% of Method parents and 65% of Method students are satisfied with the school's efforts to address social and emotional wellness.	Method Schools has introduced schoolwide homeroom curriculum to address SEL and trauma-informed teaching training.  Most recent parent survey indicated that 74% are satisfied with the school's efforts to address social/emotional well-being at this time.			85% of Method parents and 80% of students will be satisfied with the school's efforts to address social and emotional wellness.
Opportunities, tiles (clubs), and participation in school events	Due to COVID, Method Schools was unable to offer any in-person field trip opportunities.	Method Schools introduced two virtual schoolwide assemblies at the start of the semester with an average attendance 475 participants.			Students will increase their feeling of belonging and community at Method Schools by increasing

		Method schools offered 39 in-person field trips and gatherings total including college field trips, museums, and hands on learning activities. 479 Method students and parents participated in these activities.			participation and engagement in non-academic events.
Increase involvement of parents in parent workshop attendance	Method Schools offered 7 Parent Workshops in the 2020-21 school year with an average attendance of 12 participants.	Method Schools is introducing a Parent Advisory Committee application process with hopes of filling a committee for 2022-23 school year. Method hosted two social and informational sessions to garner interest in the Parent Advisory Committee  Planning in progress to offer more robust parent programming that addresses needs like social and emotional learning, computer literacy, financial literacy, and best practices in supporting students.			Parents will feel better supported and a part of the Method community and be better equipped to support their students based on survey data, fully formed PAC, and attendance in parent workshops.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE Expansion	Increase the awareness of CTE pathways and enrollment in CTE courses	\$33,000	Y
2	Mental Health/Social Emotional Wellness	Method Schools will develop a HOPE Squad to address suicide prevention, train teachers in trauma-informed and SEL, as well as increase awareness of mental health services	\$378,000	Y
3	Parent Workshops	Method Schools will increase attendance and involvement in parent workshops and community events.	\$61,000	N

A description of any substantive differences in planned actions and actual implementation of these actions.

Method utilized published courses from eDynamic to supplement CTE courses. While Method is still utilizing eDynamic courses, Method is developing its own CTE curriculum in Art & Design.

To increase Parent involvement and awareness of parent opportunities, Method hosted parent social activities to build a Method community for its parents.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 budgeted expenditures were \$472,000. Actual expenditures are projected to be approximately \$371,500, or 78% of budget, at 6/30/2022. Action item #2 was budgeted for \$378,000. At year end we expect to spend approximately \$240,000 of this budgeted amount. The difference is primarily due to overall decreased enrollment, and thus decreased student needs.

An explanation of how effective the specific actions were in making progress toward the goal.

Method’s progress toward the actions in making progress toward this goal were effective. In each action, improvements were made including an increased participation in CTE classes, the development of HOPE Squad and an SEL-focused schoolwide homeroom curriculum and training for teachers in trauma-informed teaching, cultural diversity training, and suicide prevention.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Method will infuse more parent programming in the future years to build upon a growing parent community. In addition to field trips and events, Method Schools will focus more attention on providing opportunities for positive school interactions through the introduction of athletics and competitive sports teams.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

## Goal

Goal #	Description
3	Further develop staff to better support families through expanding professional development: in-house induction program, coaching, and evaluation cycles.

An explanation of why the LEA has developed this goal.

As a fairly new charter school, Method Schools has attracted a workforce in its beginning stages of teacher development. Method Schools needs to be responsive to the needs of a young workforce and develop supports to increase teacher effectiveness.

## Measuring and Reporting Results

Metric	Baseline	Mid-Year Update	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase coaching/mentorship time	67% of students rate their teachers very or extremely effective.	90% of Method community rated Method teachers very or extremely effective.			Method Schools teachers will increase their effectiveness
Develop Professional Development catalog	Method Schools developed a one week intensive training for newly hired teachers and instructional staff as well as mini-trainings throughout the year.	Implemented eLoomi professional training system and performance management software.  Method offered trauma informed training and cultural diversity training school wide.			Method Schools will develop a personalized Professional Development catalog with personalized offerings based on areas of need and meets the needs of both beginning and veteran teachers.
Develop coaching and mentorship through beginning teacher induction program.	44% of Method Schools staff are within their first two years of teaching.	16.1% of staff completed their first year of induction.  22.6% of staff completed induction.  Method Schools is in Phase 2 of Initial Institutional Approval for an in-house induction program.			75% of staff will have cleared their teaching credential having demonstrated mastery of CSTP framework.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Coaching and mentorship	Develop teacher training, coaching, development and feedback cycle including: <ul style="list-style-type: none"> <li>Quarterly goal-setting aligned to CSTPs</li> <li>Evaluation based on growth and coaching outcomes</li> </ul>	\$100,000	N
2	Professional Development	Increase availability and opportunity for professional develop including SafeSchools catalog, in-house trainings, and guest speakers.	\$53,000	N
3	Induction Program	Method Schools will develop an internal induction program that will allow beginning teachers to clear their teaching credential through the programs and coaching practices already developed at Method Schools.	\$115,000	N



## Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

A change in staffing paused the development of the Initial Institutional Approval process, but Method is in stage two of the overall process.

Method continues to refine its systems of support for teachers including the structure of its coaching program. A new instructional coaching program is in development to start in the 2022-23 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 budgeted expenditures were \$268,000. Actual expenditures are projected to be approximately \$205,300, or 77% of budget, at 6/30/2022. Action item 3, Induction Program, represents the difference between budget and expenditures. This action item has not yet been implemented due to the departure of the assigned personnel. The position assigned will be filled for the 22-23 school year.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions in making progress toward developing staff were effective. Teacher effectiveness rated by Method parents and students increased to 90%. Method provided opportunities for professional development and training, and 40% of Method's staff made progress toward clearing their credential.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Method continues to refine how to best support teachers in instruction and student support. A new instructional coaching program is in development with plans to start in the 2022-23 school year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$163,247	\$0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.44%	0%	\$0	9.44%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

After assessing the needs, conditions, and circumstances of these subgroups, we will develop and introduce revised curriculum that is flexible and competency-based to increase their engagement and opportunities for academic success. Wraparound services such as social activities, mental health services, and parent support will further help to address the underserved social needs that need to be addressed by specifically these populations. Further, the development of a highly trained and effective staff will specifically address how to better meet the needs of these subgroups.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Method Schools is developing curriculum that offers multiple modalities, differentiated curriculum, and assessments for understanding to increase the opportunities for success. Wraparound services ensure Method students are connected to resources to address their basic needs. Method's professional development plan includes specific and direct development in serving underserved groups - both in addressing academic and social and emotional needs.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Method Schools does not have a high concentration of foster youth, English learners, and low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	86:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	14.7:1	N/A

# Instructions

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*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

# Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

## **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.



**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

## **Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year:*** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***LCFF Carryover — Percentage:*** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:



After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).  
  
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### ***Contributing Actions Table***

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater



than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

# **Local Control and Accountability Plan (LCAP) Action Tables Template**

Developed by the California Department of Education, March 2022

## 21-22 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
21-22	\$ 1,729,977	\$ 163,247	9.44%	0.00%	9.44%

[illegible]





[illegible]

## 21-22 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,165,000	\$ -	\$ -	\$ -	1,165,000	\$ 925,000	\$ 240,000

[illegible]













[illegible]

## 21-22 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,729,977	\$ 163,247	9.44%	0.00%	9.44%	\$ 736,000	0.00%	42.54%	<b>Total:</b>	\$ 736,000
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ 736,000

[illegible]

[illegible]



[illegible]

[illegible]

[illegible]

## 21-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,165,000.00	\$ 1,016,660.00

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]



[illegible]

## 21-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 163,247	\$ 736,000	\$ 535,722	\$ 200,278	0.00%	0.00%	0.00% - No Difference

[illegible]

[illegible]

[illegible]



21-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,729,977	\$ 163,247	0.00%	9.44%	\$ 535,722	0.00%	30.97%	\$0.00 - No Carryover	0.00% - No Carryover

# Method Finance: 22-23 Adopted Budgets

JUNE 1, 2022 BOARD OF DIRECTORS MEETING



## Revenue Assumptions

~6.56% State COLA on LCFF

~Estimated ADA of 608 SD, 405 LA  
Includes Year Round ADA

~Have not included possible one time funds  
3% one time on LCFF & One Time Grant

## Expenditure Assumptions

~No significant changes to FTE

~7.5% COLA on Salaries

~Added Year round (summer) costs

## Fund Balances

~ Projected 7/1/22 Fund Balance \$23.6 million

~Projected 6/30/23 ending FB \$24.8 million

## Cash Flows

~No expected cash flow shortages

~Projected Cash balances at 7/1/22 \$28 million





# Break Even

At current FTE/Budget levels, we need to generate approximately 900 ADA



(Expect 95% ADA yield)

# Method ADA Trend:

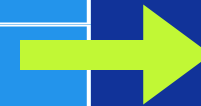
Estimated 21-22 ADA	Mid-year 21-22 ADA	Current 21-22 ADA	22-23 Estimated ADA
1221	532	548	1013 (includes 525 Summer)

# Year-round (summer) financial impact:

Year-round (July 1) enrollment	3,500
ADA from year-round	525
Revenue	\$5,539,000
After Summer Expenses	\$3,685,000



accounts for ~50% of ADA target



covers ADA revenue loss

# 2022-23 Revenues:

Entity	Total Revenue Budget	LCFF/Tax	Other State Revenue
Method Schools	7,475,375	6,682,332	668,044
Method Schools LA	5,367,564	4,621,324	746,240
<b>Combined</b>	<b>12,842,940</b>	<b>11,303,656</b>	<b>1,414,284</b>

# 2022-23 Expenditures:

Entity	Total Expense Budget	Certified Staff	Other Staff	Benefits	Curriculum/Books /Supplies	Operating Costs/Services
Method Schools	7,084,937	3,124,702	1,086,767	1,041,315	763,948	1,018,205
Method Schools LA	4,689,958	2,083,135	724,512	694,210	509,299	678,803
<b>Combined</b>	<b>11,774,895</b>	<b>5,207,837</b>	<b>1,811,279</b>	<b>1,735,525</b>	<b>1,273,247</b>	<b>1,697,008</b>

- Certified Staff Salary 45%
- Other Staff Salary (includes Aids/SSM) 15%
- Benefits 15%
- Total Salaries and Benefits 75% of budget

# 2022-23 Budget Overview:

Entity	Total Revenue Budget	Total Expenditures	Net Operating Revenue
Method Schools	7,475,375	7,084,937	390,438
Method Schools LA	5,367,564	4,689,958	677,606
<b>Combined</b>	<b>12,842,940</b>	<b>11,774,895</b>	<b>1,068,044</b>

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# Questions?

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## 2022-23 Adopted Budget Report Narrative – Method Schools, LA

### 1. Key Statistics

2021-22 P2 ADA:190

Est. 202-23 ADA: 405

### 2. Revenue Assumptions

ADA utilized in the LCFF calculator for adopted budgets was based upon the 2021-22 P2 principal apportionment plus expected growth associated with year-round track offerings and growing participation due to extracurricular activities. To date, the only legislative increases considered is a 6.56% State COLA. Other increases being considered by the legislature have not been included to be conservative.

LCFF Revenues, including LCFF (8011), EPA (8012) and In-Lieu Taxes (8096) were all based on the calculations provided by the most recently released FCMAT LCFF Calculator in April 2022. Total Revenues for these sources are estimated at \$4,621,324.

The basis for Other State Revenues is a combination of the following revenue sources: Expanded Opportunity Learning Grant (\$445,619), Non-Prop Lottery (\$60,780), Prop-20 Lottery (\$19,855), Mandate Block Grant (\$17,386), and State Special Education Funding (\$202,600). All revenue sources are based on the most recent projections from California School Services.

Method LA does not expect any Federal Revenue from the Federal Title programs as the school does not participate in any Federal funding programs. Additionally, no significant local revenues are expected to be received.



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Murrieta, CA 92562



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866-METHOD-8  
951-461-4620



### 3. Expenditure Assumptions

Method Los Angeles will have approximately 40 Certificated teachers on staff during 2022-23, equating to approximately 18 FTE. The total budgeted for Certificated Salaries average is \$75,000 per FTE. Method is able to balance employee benefit costs (3000 level) by offering competitive Medical and 403(b) Plans to our employees. Method Los Angeles does not participate in CALSTRS or CALPERS.

No significant changes to FTE are projected, as the previous year included a long-term plan to maintain FTE's during a downturn in enrollment. The result was to keep valuable staff members employed and on board in anticipation of growth in the 22-23 year.

Salary expenditures include a 7.5% COLA. Medical benefits will incur a small increase in 22-23 (3.7%).

MYP expense projections assume a 5% increase each year over the previous year.

### Other Notable Financial Narrative Notes

#### *Any New Notices of Assignment and Dates of Repayment*

Response: No new Notices of Assignment, see number 7 below for debt obligations.

#### *Obligations for Debt Repayment*

Response: Method Los Angeles has \$0.00 of debt.

#### *Changes in Ending Fund Balances*

Response: Method Los Angeles is projected to end the 2022-23 fiscal year with a positive fund balance of \$16,115,808.

#### *Assignment of Ending Fund Balances*

Response: Method Los Angeles has no commitments of the Ending Fund Balance.

#### *Cash Flow Statement*

Response: Method Schools revenue streams were effectively overpaid for FY21-22 due to initial ADA estimates/apportionment vs. decreased P2 apportionment. Thus, a deferred revenue account will be utilized rather than cash being received. Cash flow statement thus shows no LCFF cash inflows for a period of time, while deferred revenues are utilized.

**Other Miscellaneous notes**

- Method Los Angeles has no current expected cash shortages.

# LCFF Calculator Caveats

v.23.1a

4/18/2022

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based on estimates and assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the calculator. In some cases, LEA-specific and unique complexities that exist for a small percentage of local educational agencies (LEAs) may result in errors. Every unique situation is not modeled in the calculator, and **the calculator may not be useful for all LEAs.**

*The following bullets highlight these assumptions, and some of the unique situations and known issues that could be identified.*

General	<p>The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- \$1.</p> <p>A proration/(deficit) factor assumption has been built into the LCFF calculator. The proration factor methodology and application is subject to revision should the state choose to apply a proration factor, or other deficit factor, in the future.</p> <p>The calculator includes cost of living adjustments (COLA) and if applicable proration factors as estimated by the Department of Finance (DOF).</p> <p>The calculator prepopulates with certified data provided by the California Department of Education (CDE) for the calculation of principal apportionment. Users should independently verify prefilled data, and should make adjustments as needed if revisions have been filed.</p> <p>The Education Protection Account (EPA) proportionate share percentage is based on estimates released by the CDE that are not yet finalized. Therefore, the percentage will change from what is shown in the calculator through final calculation in February of the following fiscal year.</p>
---------	--

Charter School Calculations	<p>The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.</p> <p>Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education.</p> <p>The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.</p> <p>The calculator does not take into account the following:</p> <ul style="list-style-type: none"><li>-District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.</li><li>-Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.</li></ul> <p>If either of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted.</p>
-----------------------------	--

School District Calculations	<p>For districts with <b>necessary small schools</b> (NSS), the calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will elect to follow.</p> <p>The calculator does not take into account the following funding adjustments for <b>basic aid school districts</b>: Basic Aid Choice</p>
------------------------------	---

Basic Aid Court-Ordered Voluntary Pupil Transfer  
Basic Aid Open Enrollment  
Basic Aid Supplement Charter School Adjustment

---

The calculator does not take into account the impact of district reorganizations that have not been certified by the CDE via the PASE system. Furthermore, **historical year projections may not be accurate**. We recommend working with your county office, the CDE and FCMAT to adapt the calculator, if possible.

## Caveats Tab

### LCFF Calculator Navigation

v.23.1a

4/18/2022

#### Version Details:

##### Versions 23.1:

- **Data Entry tab:** Unprotected cells I13:N13 to allow users to modify the Concentration Grant funding rate to calculate funding difference

##### Versions 23.1:

- Updated to prepopulate with LEA-specific data as certified by the CDE 2021-22 First Principal Apportionment (P-1) and includes 2020-21 Annual and 2019-20 Annual R2 data certifications.
- COLA assumptions have been prepopulated with the estimates projected in the governor's 2022-23 proposed budget released in January 2022.
- EPA assumptions have been updated to include estimates released by the CDE for the third quarter apportionment released February 18, 2022.

#### Structure:

- 1 The LCFF Calculator structure has been built to maintain a standard eight-year structure that includes two historical years, one current year and five projection years.
- 2 The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections are intentionally placed at the top of the page due to the limited amount of data required to complete a projection.
- 3 The workbook contains conditional formatting to guide users through data entry. Once a projection type is identified and all basic questions are answered, only the highlighted sections require data entry; all remaining sections not applicable to the projection will remain grayed out. **No data should be entered in sections that are not highlighted.**

Projection Type Not Identified	Charter School Projection	School District Projection
	Data Entry Sections	Data Entry Sections

- 4 A separate calculation must be prepared for each LEA, either district or charter school.

**Data entry cells:** prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user override.

#### Tab Navigation Key:

**Information tabs:** provide important projection information and should be reviewed with each update.

**Data Entry tab:** single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.

**Primary calculation results tabs:** provide calculations and results summaries only. **No data is entered on these tabs.**

**Secondary support calculation tabs:** provide details of supporting calculations for components that do not apply to all LEA calculations. **No data is entered on these tabs.**

**User editable tabs:** preformatted graphs and blank worksheet tabs.

#### Instructions:

- 1 **Review Caveats:** Important details that may affect LEA calculations are noted in this tab. **This tab should be reviewed with each update.**
- 2 **Data Entry tab:** Data for all calculation types is entered into the Data Entry tab.
  - Start a calculation by entering the five-digit code for a school district's or seven-digit code for a charter school's calculations. Once the LEA code is entered, the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.
  - New charter schools that do not yet have a CDS code should select "Yes" from the drop-down list following the question below the CDS code box.

**Section (1) Universal Assumptions:** Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. Users can revise assumptions to prepare alternative funding scenarios.

**Section (2) Charter School Data Elements Required to Calculate the LCFF:** Enter charter school data elements in this section of the Data Entry tab ONLY; all other sections will be grayed out.

**Section (3) School District Data Elements Required to Calculate the LCFF:** Enter school district data elements in this section of the Data Entry tab ONLY; all other sections will be grayed out. School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools. School districts that have necessary small schools should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.

**Section (4) Necessary Small Schools ADA:** School districts that have necessary small schools must complete section (4) on the Data Entry tab. **Prior year data must be entered for each year including historical years, even when the school is funded under LCFF.**  
**- NSS Supporting Calculations:** details related to NSS funding determination are located in the NSS Calculation tabs.

**Section (5) In-Lieu of Property Tax Calculation for Charter Schools:** School districts required to transfer in-lieu taxes to charter schools should select "Yes" from the drop-down list in section (3), then complete either section (a) or (b).

- **Section (a):** To be completed only by districts that use an alternative rate for in-lieu tax transfers. Carefully review and follow the instructions located in the In-lieu tax section.

- **Section (b):** To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. Enter ADA for each charter school separately. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span.

- **In-Lieu of Property Taxes Results:** The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.

- 3 **Review LCFF Calculation and EPA Results:** Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.
- 4 **Supporting Calculations:** details related to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

#### Resources:

FCMAT LCFF help desk and calculator updates:

[www.fcmat.org/lcff](http://www.fcmat.org/lcff)

CDE PASE exhibits:

[www.cde.ca.gov/fg/aa/pa/exhibitguides.asp](http://www.cde.ca.gov/fg/aa/pa/exhibitguides.asp)

CDE Exhibit Guide:

[www.cde.ca.gov/fg/aa/pa/exhibitguides.asp](http://www.cde.ca.gov/fg/aa/pa/exhibitguides.asp)

CDE Funding Rates and Information:

[www.cde.ca.gov/fg/aa/pa/lcffcola.asp](http://www.cde.ca.gov/fg/aa/pa/lcffcola.asp)

Caveats Tab

137703

5 digit District code or 7 digit School code (from the CDS code)

NO

Is this calculation for a new charter school? (select from drop down list)

Charter

Projection Type

5/31/2022

Projection Date

LEA:Method Schools, LA

Projection Title:Method Schools LA 2022-23 Adopted Budget LCFF Calculator

Created by:Stefanie Bryant

Email:lbryant@methodschools.org

Phone:801.360.9819

USER NOTES

www.cde.ca.gov/schools/entry

Method Schools, LA (137703)

PY3

PY2

PY1

CY

CY1

CY2

CY3

CY4

2019-20

2020-21

2021-22

2022-23

2023-24

2024-25

2025-26

2026-27

( 1 ) UNIVERSAL ASSUMPTIONS

Supplemental Grant %

20.00%

20.00%

20.00%

20.00%

20.00%

20.00%

20.00%

20.00%

Concentration Grant (~55% population)

50.00%

50.00%

65.00%

65.00%

65.00%

65.00%

65.00%

65.00%

Statutory COLA & Augmentation/Suspension  
(provided as calculated by the Department of Finance, DOR)

3.26%

0.00%

5.07237%

6.56%

3.61%

3.64%

3.62%

3.58%

Statutory COLA

3.26%

2.31%

3.70%

6.56%

3.61%

3.64%

3.62%

3.58%

Augmentation/COLA Suspension)

0.00%

-2.31%

3.3724%

0.00%

0.00%

0.00%

0.00%

0.00%

Base Grant Proration Factor

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

Add-on, ERT & MSA Proration Factor

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)

16.13801139%

70.06785065%

49.17914663%

49.17914663%

49.17914663%

49.17914663%

49.17914663%

49.17914663%

EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)

16.08698870%

70.06785065%

49.17914663%

49.17914663%

49.17914663%

49.17914663%

49.17914663%

49.17914663%

Local EPA Accrual

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

Local EPA Accrual - Prior Year

( 2 ) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

NEW CHARTER SCHOOLS

New Charter School Name:

Year that charter starts operation (select from drop down list):2021-22

( a ) TRANSFER OF IN-LIEU PROPERTY TAX

Note: Charter schools should contact sponsoring district(s) for in-lieu estimate

4

F-4/F-7 In-Lieu of Property Tax

557,685

626,708

102,653

206,955

217,303

228,168

239,576

251,555

( b ) UNDUPLICATED PUPIL PERCENTAGE (UPP)

A-1.2/A-2.2/A-3.2

Enrollment (second prior year)

13

26

A-1.1/A-2.1/A-3.1

Enrollment (first prior year)

26

222

A-1/A-2/A-3

Enrollment

222

485

201

405

425

447

469

492

A-1.2/A-2.2/A-3.2

Unduplicated Pupil Count (second prior year)

12

14

A-1.1/A-2.1/A-3.1

Unduplicated Pupil Count (first prior year)

14

123

B-1/B-2/B-3

Unduplicated Pupil Count

123

200

105

212

222

233

245

257

C-1

Single Year Unduplicated Pupil Percentage

55.41%

41.24%

52.24%

52.24%

52.24%

52.24%

52.24%

52.24%

C-1

Unduplicated Pupil Percentage (%)

57.09%

45.98%

47.14%

47.35%

52.24%

52.24%

52.24%

52.24%

( c ) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location

Note: Charter schools should contact sponsoring district(s) for in-lieu estimate

D-3

Unduplicated Pupil Percentage (%)

54.07%

55.31%

58.75%

58.75%

58.75%

58.75%

58.75%

58.75%

Unduplicated Pupil Percentage: Supplemental Grant

57.09%

45.98%

47.14%

47.35%

52.24%

52.24%

52.24%

52.24%

Unduplicated Pupil Percentage: Concentration Grant

54.07%

45.98%

47.14%

47.35%

52.24%

52.24%

52.24%

52.24%

( d ) AVERAGE DAILY ATTENDANCE (ADA)

Note: Charter School ADA is always funded on Current Year

B-1

Grades TK-3

7.11

7.11

23.29

5.49

5.76

6.05

6.36

6.67

B-2

Grades 4-6

35.76

35.76

25.93

14.17

14.88

15.63

16.41

17.23

B-3

Grades 7-8

158.06

158.06

30.70

50.76

53.30

55.96

58.76

61.70

B-4

Grades 9-12

1,089.33

1,089.23

108.89

334.77

351.51

369.05

387.54

406.32

SUBTOTAL ADA

1,290.16

1,290.16

188.21

405.19

425.45

446.73

469.07

492.52

RATIO: ADA to Enrollment

5.81

2.66

0.94

1.00

1.00

1.00

1.00

1.00

( e ) OTHER LCFF ADJUSTMENTS

Note: Charter schools should contact sponsoring district(s) for in-lieu estimate

H-2

Miscellaneous Adjustments

\$ -

\$ -

\$ -

J-5

Minimum State Aid Adjustments

\$ -

\$ -

\$ -

( 3 ) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

Is your district required to transfer in-lieu taxes to a charter school?

NO

Does your district have a necessary small school?

NO

( a ) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION

Did your district meet the requirements of funding?

YES

YES

YES

YES

YES

YES

YES

YES

( b ) PROPERTY TAXES

C-1/A-6

Estimated Property Taxes (excluding RDA)

\$ -

\$ -

\$ -

B-5

Redevelopment Agency Local Revenue

\$ -

\$ -

\$ -

Less In-Lieu Property Tax Transfer

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

Total Local Revenue

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

( c ) OTHER LCFF ADJUSTMENTS

Note: School District LCFF Transition Calculation Exhibit thru 2018-19 & New SD LCFF Calculation exhibit 2019-20 forward

H-2

Miscellaneous Adjustments

\$ -

\$ -

\$ -

J-5

Minimum State Aid Adjustments

\$ -

\$ -

\$ -

( d ) UNDUPLICATED PUPIL PERCENTAGE

A-1.2/A-3.2

District Enrollment (second prior year)

-

-

A-1.1/A-3.1

District Enrollment (first prior year)

-

-

A-1/A-3

District Enrollment

-

-

-

A-2.2/A-4.2

CDE Enrollment (second prior year)

-

-

A-2.1/A-4.1

CDE Enrollment (first prior year)

-

-

A-2/A-4

CDE Enrollment

-

-

-

Total Enrollment

-

-

-

-

-

-

-

-

B-1.2/B-3.2

District Unduplicated Pupil Count (second prior year)

-

-

B-1.1/B-3.1

District Unduplicated Pupil Count (first prior year)

-

-

B-1/B-3

District Unduplicated Pupil Count

-

-

-

B-2.2/B-4.2

CDE Unduplicated Pupil Count (second prior year)

-

-

B-2.1/B-4.1

CDE Unduplicated Pupil Count (first prior year)

-

-

B-2/B-4

CDE Unduplicated Pupil Count

-

-

-

Total Unduplicated Pupil Count

-

-

-

-

-

-

-

-

C-1

Single Year Unduplicated Pupil Percentage

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

C-1

Unduplicated Pupil Percentage (%)

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

( e ) AVERAGE DAILY ATTENDANCE (ADA)

Note: School District ADA Exhibit

B-1/D-6

Current Year ADA: (P-2, Annual for Special Day Class Extended Year)

-

-

-

B-2/D-7

Grades TK-3

-

-

-

B-3/D-8

Grades 4-6

-

-

-

B-4/D-9

Grades 7-8

-

-

-

B-4/D-9

Grades 9-12

-

-

-

TOTAL CURRENT YEAR ADA

-

-

-

-

-

-

-

-

C-1/D-17

Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)

-

-

-

C-2/D-18

Grades TK-3

-

-

-

C-3/D-19

Grades 4-6

-

-

-

C-4/D-20

Grades 7-8

-

-

-

C-4/D-20

Grades 9-12

-

-

-

35

7.11 2022-23 Method LA Adopted Budget LCFF Calculator.xlsx Data Entry - page 4 of

Caveats Tab

LCFF CALCULATOR

137703

5 digit District code or 7 digit School code (from the CDS code)

NO

Is this calculation for a new charter school? (select from drop down list)

Charter

Projection Type

5/31/2022

Projection Date

LEA: Method Schools, LA

Projection Title: Method Schools LA 2022-23 Adopted Budget LCFF Calculator

Created by: Stefanie Bryant

Email: sbryant@methodschools.org

Phone: 801.360.9819

USER NOTES

www.cde.ca.gov/schools/roctory

Method Schools, LA (137703)

PY3

PY2

PY1

CY

CY1

CY2

CY3

CY4

2019-20

2020-21

2021-22

2022-23

2023-24

2024-25

2025-26

2026-27

TOTAL NPS-CDS (Annual)

District Basic Aid ADA funded outside of the LCFF

(Court Ordered, Voluntary Title & Open Enrollment)

(For calculating EPA only, this ADA is not included in the LCFF funding calculation)

DISTRICT TOTAL

County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

COUNTY TOTAL

RATIO: District ADA-to-Enrollment

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

RATIO: County ADA-to-Enrollment

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

( 1 ) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT

If applicable, enter prior year ADA for students transferring to or from district-sponsored charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year.

ADA transfer: Student from District to Charter (cross fiscal year)

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

ADA transfer: Student from Charter to District (cross fiscal year)

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

Difference (if diff. < 0, no adj. to PY ADA)

( 4 ) NECESSARY SMALL SCHOOLS ADA

Enter current and prior year ADA for each school that is eligible to be funded as a necessary small school in the year NSSF funding is anticipated.

1 NSSF #1

School Code:

Current Year P2 ADA:

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

TOTAL

Number of FTE

Is this school eligible for NSSF funding?

Type of school

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Best funding option calculated is:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

Select funding method:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

2 NSSF #2

School Code:

Current Year P2 ADA:

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

TOTAL

Number of FTE

Is this school eligible for NSSF funding?

Type of school

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Best funding option calculated is:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

Select funding method:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

3 NSSF #3

School Code:

Current Year P2 ADA:

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

TOTAL

Number of FTE

Is this school eligible for NSSF funding?

Type of school

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Best funding option calculated is:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

Select funding method:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

4 NSSF #4

School Code:

Current Year P2 ADA:

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

TOTAL

Number of FTE

Is this school eligible for NSSF funding?

Type of school

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Best funding option calculated is:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

Select funding method:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

5 NSSF #5

School Code:

Current Year P2 ADA:

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

TOTAL

Number of FTE

Is this school eligible for NSSF funding?

Type of school

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Not NSSF

Best funding option calculated is:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

Select funding method:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

( 5 ) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS

( a ) ALTERNATIVE CALCULATION TOOL

Only use this section to override the calculated in-lieu of property tax results with a locally determined calculation.

1. Clear the prepopulated number "1" from the box located to the right

1

2. Local calculation of total in-lieu property taxes

( b ) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District In-Lieu Taxes tab)

Enter the name and ADA for each charter school. Basic Aid districts are required to transfer in-lieu taxes based on grade span funding rates. To reduce data entry, non-basic aid districts can enter the total ADA for each year into a single grade span.

1

Charter Name

Charter ADA by grade span

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

5/27/20224:25:34 PM

7.11 2022-23 Method LA Adopted Budget LCFF Calculator.xlsx Data Entry - page 5 of

Caveats Tab

LCFF CALCULATOR

137703

5 digit District code or 7 digit School code (from the CDS code)

NO

Is this calculation for a new charter school? (select from drop down list)

Charter

Projection Type

5/31/2022

Projection Date

LEA: Method Schools, LA

Projection Title: Method Schools LA 2022-23 Adopted Budget LCFF Calculator

Created by: Stefanie Bryant

Email: sbryant@methodschools.org

Phone: 801.360.9819

USER NOTES

[www.cde.ca.gov/school/factory](http://www.cde.ca.gov/school/factory)

Method Schools, LA (137703)		PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
2	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
3	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
4	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
5	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
6	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
7	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
8	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
9	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
10	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
11	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
12	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
13	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
14	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
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Caveats Tab

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		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
16	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
17	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
18	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
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20	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
21	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
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23	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
24	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
25	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
26	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
27	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
28	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
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Caveats Tab

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30	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
31	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
32	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
33	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
34	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
35	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
36	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
37	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
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39	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
40	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
41	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
42	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
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Caveats Tab

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5/31/2022

Projection Date

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USER NOTES

[www.cde.ca.gov/schools/inventory](#)

		PI3	PI2	PI1	CY	CY1	CY2	CY3	CY4
Method Schools, LA (137703)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
44	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
45	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
46	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
47	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
48	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
49	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
50	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-

2022-23 Budget										2023-24 Budget										2024-25 Budget										2025-26 Budget										2026-27 Budget										2027-28 Budget										2028-29 Budget										2029-30 Budget										2030-31 Budget										2031-32 Budget										2032-33 Budget										2033-34 Budget										2034-35 Budget										2035-36 Budget										2036-37 Budget										2037-38 Budget										2038-39 Budget										2039-40 Budget										2040-41 Budget										2041-42 Budget										2042-43 Budget										2043-44 Budget										2044-45 Budget										2045-46 Budget										2046-47 Budget										2047-48 Budget										2048-49 Budget										2049-50 Budget										2050-51 Budget										2051-52 Budget										2052-53 Budget										2053-54 Budget										2054-55 Budget										2055-56 Budget										2056-57 Budget										2057-58 Budget										2058-59 Budget										2059-60 Budget										2060-61 Budget										2061-62 Budget										2062-63 Budget										2063-64 Budget										2064-65 Budget										2065-66 Budget										2066-67 Budget										2067-68 Budget										2068-69 Budget										2069-70 Budget										2070-71 Budget										2071-72 Budget										2072-73 Budget										2073-74 Budget										2074-75 Budget										2075-76 Budget										2076-77 Budget										2077-78 Budget										2078-79 Budget										2079-80 Budget										2080-81 Budget										2081-82 Budget										2082-83 Budget										2083-84 Budget										2084-85 Budget										2085-86 Budget										2086-87 Budget										2087-88 Budget										2088-89 Budget										2089-90 Budget										2090-91 Budget										2091-92 Budget										2092-93 Budget										2093-94 Budget										2094-95 Budget										2095-96 Budget										2096-97 Budget										2097-98 Budget										2098-99 Budget										2099-00 Budget										2100-01 Budget										2101-02 Budget										2102-03 Budget										2103-04 Budget										2104-05 Budget										2105-06 Budget										2106-07 Budget										2107-08 Budget										2108-09 Budget										2109-10 Budget										2110-11 Budget										2111-12 Budget										2112-13 Budget										2113-14 Budget										2114-15 Budget										2115-16 Budget										2116-17 Budget										2117-18 Budget										2118-19 Budget										2119-20 Budget										2120-21 Budget										2121-22 Budget										2122-23 Budget										2123-24 Budget										2124-25 Budget										2125-26 Budget										2126-27 Budget										2127-28 Budget										2128-29 Budget										2129-30 Budget										2130-31 Budget										2131-32 Budget										2132-33 Budget										2133-34 Budget										2134-35 Budget										2135-36 Budget										2136-37 Budget										2137-38 Budget										2138-39 Budget										2139-40 Budget										2140-41 Budget										2141-42 Budget										2142-43 Budget										2143-44 Budget										2144-45 Budget										2145-46 Budget										2146-47 Budget										2147-48 Budget										2148-49 Budget										2149-50 Budget										2150-51 Budget	
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Caveats Tab

Method Schools, LA (137703) - Method Schools LA 2022-23 Adopted Budget LCFF Calculator											5/31/22				
EDUCATION PROTECTION ACCOUNT														USER NOTES	
	Certification Period:		Est. Annual		Est. Annual		Est. Annual		Est. Annual		Est. Annual		Est. Annual		
	P-2	2019-20	2019-20	2020-21	2020-21	2021-22	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27			
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT															
A-1 Total ADA for EPA Minimum		1,290.33	1,290.16	1,290.16	1,290.16	188.21	188.21	405.19	425.45	446.73	469.07	492.52			
A-2 Minimum Funding per ADA	\$	200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200			
A-3 EPA Minimum Funding (A-1 * A-2)	\$	258,066	\$ 258,032	\$ 258,032	\$ 258,032	\$ 37,642	\$ 37,642	\$ 81,038	\$ 85,090	\$ 89,346	\$ 93,814	\$ 98,504			
EPA PROPORTIONATE SHARE CAP															
Adjusted Total Revenue Limit		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Current Year Adjusted KSS Allowance	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
B-12 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
B-13 Local Revenue/In-Lieu of Property Taxes	\$	547,074	\$ 557,685	\$ 626,708	\$ 626,708	\$ 102,653	\$ 102,653	\$ 206,955	\$ 217,303	\$ 228,168	\$ 239,576	\$ 251,555			
B-14 EPA Proportionate Share Cap (B-12 - B-13; If less than 0, B-14 = 0)	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
EPA PROPORTIONATE SHARE															
C-1 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
C-2 Statewide EPA Proportionate Share Ratio (as of P-2 certification)		16.08698870%	N/A	70.06785065%	N/A	49.17914663%	N/A	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%			
C-3 EPA Proportionate Share (C-1 * C-2)	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
EPA ENTITLEMENT															
D-1 EPA Entitlement (If C-3 < B-14, then C-3; else B-14); (If C-3 and B-14 < A-3, then A-3)	\$	258,066	\$ 258,032	\$ 258,032	\$ 258,032	\$ 37,642	\$ 37,642	\$ 81,038	\$ 85,090	\$ 89,346	\$ 93,814	\$ 98,504			
D-2 Miscellaneous Adjustments**	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
D-3 Adjusted EPA Entitlement (D-1 + D-2)		258,066	258,032	258,032	258,032	37,642	37,642	81,038	85,090	89,346	93,814	98,504			
D-4 Prior Year Annual Adjustment	\$	-	N/A	\$ (34)	N/A	\$ -	N/A	\$ -	\$ -	\$ -	\$ -	\$ -			
D-5 P2 Entitlement Net of PY Adjustment	\$	258,066	N/A	\$ 257,998	N/A	\$ 37,642	N/A	\$ 81,038	\$ 85,090	\$ 89,346	\$ 93,814	\$ 98,504			
C-2 Statewide EPA Proportionate Share Ratio (as of Annual certification)		16.13801139%	16.13801139%	70.06785065%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%			
Adjusted EPA Allocation (used to calculate LCFF Revenue)	\$	258,032	N/A	\$ 258,032	N/A	\$ 37,642	N/A	\$ 81,038	\$ 85,090	\$ 89,346	\$ 93,814	\$ 98,504			

\*\*A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of issuing an invoice to an LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.

Caveats Tab

Method Schools, LA (137703) - Method Schools LA 2022-23 Adopted Budget LCFF									User Notes	
5/31/2022										
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27		
SUMMARY OF FUNDING										
General Assumptions										
COLA & Augmentation	3.26%	0.00%	5.07%	6.56%	3.61%	3.64%	3.62%	3.58%		
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
LCFF Entitlement										
Base Grant	\$ 11,768,143	\$ 11,768,143	\$ 1,723,573	\$ 4,125,563	\$ 4,488,184	\$ 4,884,239	\$ 5,314,092	\$ 5,779,507		
Grade Span Adjustment	270,378	270,378	47,377	95,981	104,126	113,601	123,384	134,263		
Supplemental Grant	1,374,558	1,107,062	166,965	399,780	479,804	522,174	568,107	617,871		
Concentration Grant	-	-	-	-	-	-	-	-		
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-		
Add-ons: Home-to-School Transportation	-	-	-	-	-	-	-	-		
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-		
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$ 13,413,079	\$ 13,145,583	\$ 1,937,915	\$ 4,621,324	\$ 5,072,114	\$ 5,520,014	\$ 6,005,583	\$ 6,531,641		
Miscellaneous Adjustments	-	-	-	-	-	-	-	-		
Economic Recovery Target	-	-	-	-	-	-	-	-		
Additional State Aid	-	-	-	-	-	-	-	-		
Total LCFF Entitlement	13,413,079	13,145,583	1,937,915	4,621,324	5,072,114	5,520,014	6,005,583	6,531,641		
LCFF Entitlement Per ADA	\$ 10,396	\$ 10,189	\$ 10,297	\$ 11,405	\$ 11,922	\$ 12,356	\$ 12,803	\$ 13,262		
Components of LCFF By Object Code										
State Aid (Object Code 8011)	\$ 12,597,362	\$ 12,260,843	\$ 1,797,620	\$ 4,333,331	\$ 4,769,721	\$ 5,202,500	\$ 5,672,193	\$ 6,181,582		
EPA (for LCFF Calculation purposes)	\$ 258,032	\$ 258,032	\$ 37,642	\$ 81,038	\$ 85,090	\$ 89,346	\$ 93,814	\$ 98,504		
Local Revenue Sources:										
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
In-Lieu of Property Taxes (Object Code 8096)	557,685	626,708	102,653	206,955	217,303	228,168	239,576	251,555		
Property Taxes net of In-Lieu	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
TOTAL FUNDING	13,413,079	13,145,583	1,937,915	4,621,324	5,072,114	5,520,014	6,005,583	6,531,641		
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
EPA In Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total LCFF Entitlement	13,413,079	13,145,583	1,937,915	4,621,324	5,072,114	5,520,014	6,005,583	6,531,641		
SUMMARY OF EPA										
% of Adjusted Revenue Limit - Annual	16.13801139%	70.06785063%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%		
% of Adjusted Revenue Limit - P-2	16.08098870%	70.06785063%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%		
EPA (for LCFF Calculation purposes)	\$ 258,032	\$ 258,032	\$ 37,642	\$ 81,038	\$ 85,090	\$ 89,346	\$ 93,814	\$ 98,504		
EPA, Current Year (Object Code 8012)	\$ 258,032	\$ 258,032	\$ 37,642	\$ 81,038	\$ 85,090	\$ 89,346	\$ 93,814	\$ 98,504		
(P-2 plus Current Year Accrual)										
EPA, Prior Year Adjustment (Object Code 8019)	\$ -	\$ (34,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(P-A less Prior Year Accrual)										
Accrual (from Data Entry tab)	-	-	-	-	-	-	-	-		
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES										
Base Grant (Excludes add-ons for TIIIG and Transportation)	\$ 12,038,521	\$ 12,038,521	\$ 1,770,950	\$ 4,221,544	\$ 4,592,310	\$ 4,997,840	\$ 5,437,476	\$ 5,913,770		
Supplemental and Concentration Grant funding in the LCAP year	\$ 1,374,558	\$ 1,107,062	\$ 166,965	\$ 399,780	\$ 479,804	\$ 522,174	\$ 568,107	\$ 617,871		
Percentage to Increase or Improve Services	11.42%	9.20%	9.43%	9.47%	10.45%	10.45%	10.45%	10.45%		
SUMMARY OF STUDENT POPULATION										
Unduplicated Pupil Population										
Enrollment	222	485	201	405	425	447	469	492		
COE Enrollment	-	-	-	-	-	-	-	-		
Total Enrollment	222	485	201	405	425	447	469	492		
Unduplicated Pupil Count	123	200	105	212	222	233	245	257		
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-		
Total Unduplicated Pupil Count	123	200	105	212	222	233	245	257		
Rolling %, Supplemental Grant	57.0900%	45.9800%	47.1400%	47.3500%	52.2400%	52.2400%	52.2400%	52.2400%		
Rolling %, Concentration Grant	54.0700%	45.9800%	47.1400%	47.3500%	52.2400%	52.2400%	52.2400%	52.2400%		
SUMMARY OF LCFF ADA										
Prior Year ADA for the Hold Harmless - (net of current year charter shift)										
Grades TK-3	-	-	-	-	-	-	-	-		
Grades 4-6	-	-	-	-	-	-	-	-		
Grades 7-8	-	-	-	-	-	-	-	-		
Grades 9-12	-	-	-	-	-	-	-	-		
LCFF Subtotal	-	-	-	-	-	-	-	-		
NSS	-	-	-	-	-	-	-	-		
Combined Subtotal	-	-	-	-	-	-	-	-		
Current Year ADA										
Grades TK-3	7.11	7.11	23.29	5.49	5.76	6.05	6.36	6.67		
Grades 4-6	35.76	35.76	25.33	14.17	14.88	15.63	16.41	17.23		
Grades 7-8	158.06	158.06	30.70	50.76	53.30	55.96	58.76	61.70		
Grades 9-12	1,089.23	1,089.23	108.89	334.77	351.51	369.09	387.54	406.92		
LCFF Subtotal	1,290.16	1,290.16	188.21	405.19	425.45	446.73	469.07	492.52		
NSS	-	-	-	-	-	-	-	-		
Combined Subtotal	1,290.16	1,290.16	188.21	405.19	425.45	446.73	469.07	492.52		
Change in LCFF ADA (excludes NSS ADA)	1,290.16	1,290.16	188.21	405.19	425.45	446.73	469.07	492.52		
	Increase	Increase	Increase	Increase	Increase	Increase	Increase	Increase		
Funded LCFF ADA for the Hold Harmless										
Grades TK-3	7.11	7.11	23.29	5.49	5.76	6.05	6.36	6.67		
Grades 4-6	35.76	35.76	25.33	14.17	14.88	15.63	16.41	17.23		
Grades 7-8	158.06	158.06	30.70	50.76	53.30	55.96	58.76	61.70		
Grades 9-12	1,089.23	1,089.23	108.89	334.77	351.51	369.09	387.54	406.92		
Subtotal	1,290.16	1,290.16	188.21	405.19	425.45	446.73	469.07	492.52		
	Current	Current	Current	Current	Current	Current	Current	Current		
Funded NSS ADA										
Grades TK-3	-	-	-	-	-	-	-	-		
Grades 4-6	-	-	-	-	-	-	-	-		
Grades 7-8	-	-	-	-	-	-	-	-		
Grades 9-12	-	-	-	-	-	-	-	-		
Subtotal	-	-	-	-	-	-	-	-		
	Prior	Prior	Prior	Prior	Prior	Prior	Prior	Prior		
NPS, CDS, & COE Operated										
Grades TK-3	-	-	-	-	-	-	-	-		
Grades 4-6	-	-	-	-	-	-	-	-		
Grades 7-8	-	-	-	-	-	-	-	-		
Grades 9-12	-	-	-	-	-	-	-	-		
Subtotal	-	-	-	-	-	-	-	-		
ACTUAL ADA (Current Year Only)										
Grades TK-3	7.11	7.11	23.29	5.49	5.76	6.05	6.36	6.67		
Grades 4-6	35.76	35.76	25.33	14.17	14.88	15.63	16.41	17.23		
Grades 7-8	158.06	158.06	30.70	50.76	53.30	55.96	58.76	61.70		
Grades 9-12	1,089.23	1,089.23	108.89	334.77	351.51	369.09	387.54	406.92		
Total Actual ADA	1,290.16	1,290.16	188.21	405.19	425.45	446.73	469.07	492.52		
TOTAL FUNDED ADA										
Grades TK-3	7.11	7.11	23.29	5.49	5.76	6.05	6.36	6.67		
Grades 4-6	35.76	35.76	25.33	14.17	14.88	15.63	16.41	17.23		
Grades 7-8	158.06	158.06	30.70	50.76	53.30	55.96	58.76	61.70		
Grades 9-12	1,089.23	1,089.23	108.89	334.77	351.51	369.09	387.54	406.92		
Total	1,290.16	1,290.16	188.21	405.19	425.45	446.73	469.07	492.52		
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-		
PER-ADA FUNDING LEVELS										
Base, Supplemental and Concentration Rate per ADA										
Grades TK-3	\$ 9,474	\$ 9,285	\$ 9,777	\$ 10,423	\$ 10,895	\$ 11,291	\$ 11,700	\$ 12,119		
Grades 4-6	\$ 8,711	\$ 8,537	\$ 8,990	\$ 9,583	\$ 10,018	\$ 10,382	\$ 10,758	\$ 11,143		

CDE's Funding Rates and Information: <https://www.cde.ca.gov/fp/ps/la/lcfc/colb.asp>

Caveats Tab

Method Schools, LA (137703) - Method Schools LA 2022-23 Adopted Budget LCFF																	User Notes
5/31/2022																	
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27									
SUMMARY OF FUNDING																	
Grades 7-8	\$	8,969	\$	8,790	\$	9,255	\$	9,867	\$	10,314	\$	10,689	\$	11,076	\$	11,472	
Grades 9-12	\$	10,665	\$	10,452	\$	11,005	\$	11,732	\$	12,263	\$	12,710	\$	13,170	\$	13,641	
Base Grants																	
Grades TK-3	\$	7,702	\$	7,702	\$	8,093	\$	8,624	\$	8,935	\$	9,260	\$	9,595	\$	9,939	
Grades 4-6	\$	7,818	\$	7,818	\$	8,215	\$	8,754	\$	9,070	\$	9,400	\$	9,740	\$	10,089	
Grades 7-8	\$	8,050	\$	8,050	\$	8,458	\$	9,013	\$	9,338	\$	9,678	\$	10,028	\$	10,387	
Grades 9-12	\$	9,329	\$	9,329	\$	9,802	\$	10,445	\$	10,822	\$	11,216	\$	11,622	\$	12,038	
Grade Span Adjustment																	
Grades TK-3	\$	801	\$	801	\$	842	\$	897	\$	929	\$	963	\$	998	\$	1,034	
Grades 9-12	\$	243	\$	243	\$	255	\$	272	\$	281	\$	292	\$	302	\$	313	
Prorated Base, Supplemental and Concentration Rate per ADA																	
Grades TK-3	\$	8,503	\$	8,503	\$	8,935	\$	9,521	\$	9,864	\$	10,223	\$	10,593	\$	10,973	
Grades 4-6	\$	7,818	\$	7,818	\$	8,215	\$	8,754	\$	9,070	\$	9,400	\$	9,740	\$	10,089	
Grades 7-8	\$	8,050	\$	8,050	\$	8,458	\$	9,013	\$	9,338	\$	9,678	\$	10,028	\$	10,387	
Grades 9-12	\$	9,572	\$	9,572	\$	10,057	\$	10,717	\$	11,103	\$	11,508	\$	11,924	\$	12,351	
Prorated Base Grants																	
Grades TK-3	\$	7,702	\$	7,702	\$	8,093	\$	8,624	\$	8,935	\$	9,260	\$	9,595	\$	9,939	
Grades 4-6	\$	7,818	\$	7,818	\$	8,215	\$	8,754	\$	9,070	\$	9,400	\$	9,740	\$	10,089	
Grades 7-8	\$	8,050	\$	8,050	\$	8,458	\$	9,013	\$	9,338	\$	9,678	\$	10,028	\$	10,387	
Grades 9-12	\$	9,329	\$	9,329	\$	9,802	\$	10,445	\$	10,822	\$	11,216	\$	11,622	\$	12,038	
Prorated Grade Span Adjustment																	
Grades TK-3	\$	801	\$	801	\$	842	\$	897	\$	929	\$	963	\$	998	\$	1,034	
Grades 9-12	\$	243	\$	243	\$	255	\$	272	\$	281	\$	292	\$	302	\$	313	
Supplemental Grant																	
Maximum - 1.00 ADA, 100% UPP		20%		20%		20%		20%		20%		20%		20%		20%	
Grades TK-3	\$	1,701	\$	1,701	\$	1,787	\$	1,904	\$	1,973	\$	2,045	\$	2,119	\$	2,195	
Grades 4-6	\$	1,564	\$	1,564	\$	1,643	\$	1,751	\$	1,814	\$	1,880	\$	1,948	\$	2,018	
Grades 7-8	\$	1,610	\$	1,610	\$	1,692	\$	1,803	\$	1,868	\$	1,936	\$	2,006	\$	2,077	
Grades 9-12	\$	1,914	\$	1,914	\$	2,011	\$	2,143	\$	2,221	\$	2,302	\$	2,385	\$	2,470	
Actual - 1.00 ADA, Local UPP as follows:																	
Grades TK-3	\$	57.09%	\$	45.98%	\$	47.14%	\$	47.35%	\$	52.24%	\$	52.24%	\$	52.24%	\$	52.24%	
Grades 4-6	\$	971	\$	782	\$	842	\$	902	\$	1,031	\$	1,068	\$	1,107	\$	1,146	
Grades 7-8	\$	893	\$	719	\$	775	\$	829	\$	948	\$	982	\$	1,018	\$	1,054	
Grades 9-12	\$	919	\$	740	\$	797	\$	854	\$	976	\$	1,011	\$	1,048	\$	1,085	
Concentration Grant (>55% population)																	
Maximum - 1.00 ADA, 100% UPP		50%		50%		65%		65%		65%		65%		65%		65%	
Grades TK-3	\$	4,252	\$	4,252	\$	5,808	\$	6,189	\$	6,412	\$	6,645	\$	6,885	\$	7,132	
Grades 4-6	\$	3,909	\$	3,909	\$	5,340	\$	5,690	\$	5,896	\$	6,110	\$	6,331	\$	6,558	
Grades 7-8	\$	4,025	\$	4,025	\$	5,498	\$	5,858	\$	6,070	\$	6,291	\$	6,518	\$	6,752	
Grades 9-12	\$	4,786	\$	4,786	\$	6,537	\$	6,966	\$	7,217	\$	7,480	\$	7,751	\$	8,028	
Actual - 1.00 ADA, Local UPP >55% as follows:																	
Grades TK-3	\$	0.0000%	\$	0.0000%	\$	0.0000%	\$	0.0000%	\$	0.0000%	\$	0.0000%	\$	0.0000%	\$	0.0000%	
Grades 4-6	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
Grades 7-8	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
Grades 9-12	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	

## Caveats Tab

[illegible]

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be K-12-funded. The best option (combination that provides the maximum overall funding for the district) will be indicated in the B012672 annual at the end of each fiscal year's comparison section.

[illegible]



## Caveats Tab

[illegible]

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify for K-125 funding. The best option (combination that provides the maximum overall funding for the district) will be indicated in the BEST option area at the end of each fiscal year's comparison section.

[illegible]



# Caveats Tab

Method Schools, LA (137703) - Method Schools LA 2022-23 Adopted Budget LCFF Calculator									USER NOTES
<b>IN-LIEU PROPERTY TAX TRANSFER</b> For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA 1. Property Taxes per ADA 2a. Adjusted base revenue per ADA x charter school ADA  For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA. 1. Property taxes per ADA x District of Residence ADA 2a. Adjusted base revenue per ADA x District of Residence ADA  To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Local Property Taxes (w/out RDA)	\$ -	\$ -	\$ -						
District LCFF ADA	-	-	-	-	-	-	-	-	
Total Charter LCFF ADA	-	-	-	-	-	-	-	-	
Total LCFF ADA	-	-	-	-	-	-	-	-	
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Funding Method:									
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
LCFF Funding per ADA	-	-	-	-	-	-	-	-	
Alternative Calculation	-	-	-	-	-	-	-	-	
Certified In-Lieu Taxes	-	-	-	-	-	-	-	-	
In-Lieu of Property Tax Transfer Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Prior Year Basic Aid Status		-	-	-	-	-	-	-	
1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
9	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
10	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
11	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
13	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
14	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
15	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Method Schools, LA (137703) - Method Schools LA 2022-23 Adopted Budget LCFF Calculator											USER NOTES		
<div>IN-LIEU PROPERTY TAX TRANSFER</div> <div>For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA</div> <div>1. Property Taxes per ADA</div> <div>2a. Adjusted base revenue per ADA x charter school ADA</div> <div>For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.</div> <div>1. Property taxes per ADA x District of Residence ADA</div> <div>2a. Adjusted base revenue per ADA x District of Residence ADA</div> <div>To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab</div>													
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-		
16		\$	-	1	\$	-	1	\$	-	1	\$	-	
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
17		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
18		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
19		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
20		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
21		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
22		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
23		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
24		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
25		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
26		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
27		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
28		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
29		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
30		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
31		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
32		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-

Caveats Tab

Method Schools, LA (137703) - Method Schools LA 2022-23 Adopted Budget LCFF Calculator											USER NOTES
<div><div>IN-LIEU PROPERTY TAX TRANSFER</div><div>For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA</div><div>1. Property Taxes per ADA</div><div>2a. Adjusted base revenue per ADA x charter school ADA</div><div>For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.</div><div>1. Property taxes per ADA x District of Residence ADA</div><div>2a. Adjusted base revenue per ADA x District of Residence ADA</div><div>To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab</div></div>											
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27		
33		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
34		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
35		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
36		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
37		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
38		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
39		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
40		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
41		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
42		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
43		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
44		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
45		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
46		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
47		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
48		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
49		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		

Caveats Tab

Method Schools, LA (137703) - Method Schools LA 2022-23 Adopted Budget LCFF Calculator

USER NOTES

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA

1. Property Taxes per ADA

2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.

1. Property taxes per ADA x District of Residence ADA

2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

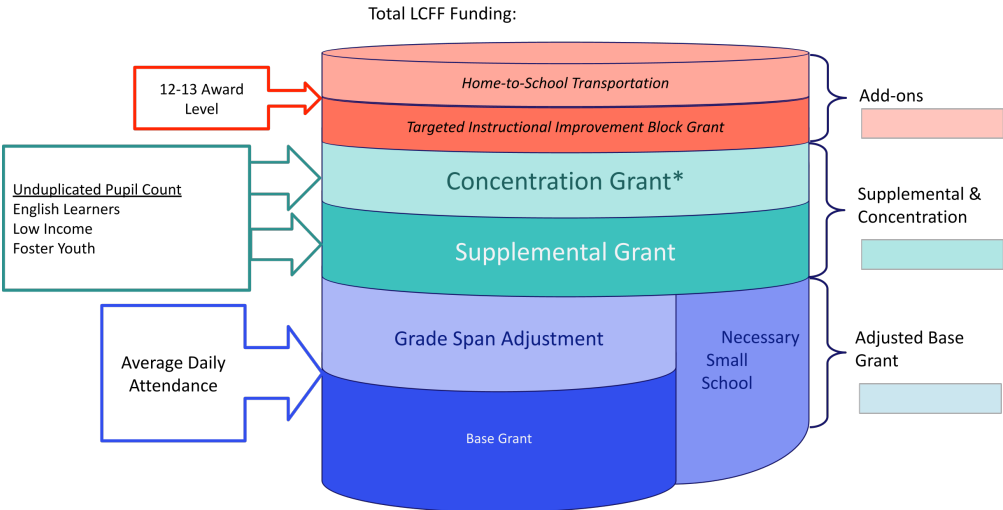
50

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
	\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

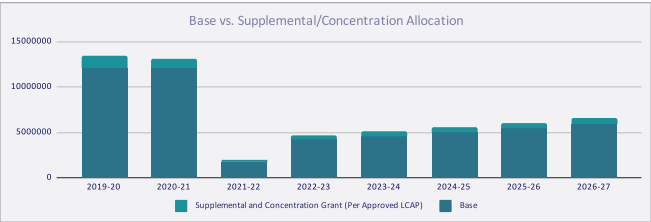
Components of LCFF Entitlement

	2020-21		
Base Grant	\$ 11,768,143	1,290.16	ADA
Grade Span Adjustment	\$ 270,378	\$ 12,038,521	Adjusted Base Grant
Supplemental Grant	\$ 1,107,062 46%		
Concentration Grant	\$ - 46%	\$ 1,107,062	Supplemental & Concentration
Add-ons: Targeted Instructional Improvement Block Grant	\$ -		
Add-ons: Home-to-School Transportation	\$ -		
Add-ons: Small School District Bus Replacement Program	\$ -	\$ -	Add-ons
Total	\$ 13,145,583	\$ 13,145,583	

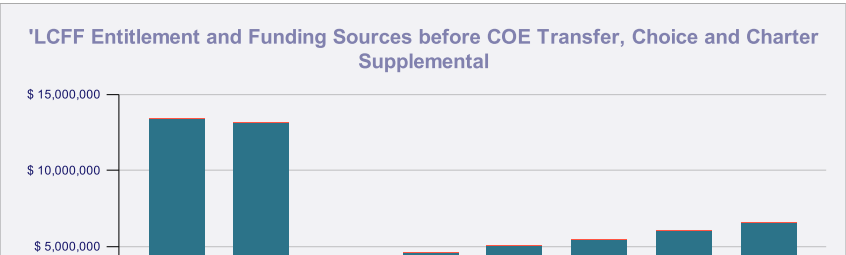


\*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

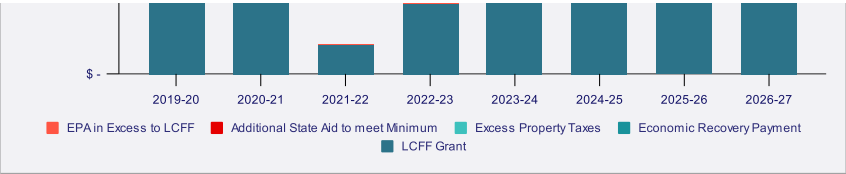
Minimum Proportionality Analysis									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Base	\$ 12,038,521	\$ 12,038,521	\$ 1,770,950	\$ 4,221,544	\$ 4,592,310	\$ 4,997,840	\$ 5,437,476	\$ 5,913,770	
Supplemental and Concentration Grant (Per Approved LCAP)	\$ 1,374,558	\$ 1,107,062	\$ 166,965	\$ 399,780	\$ 479,804	\$ 522,174	\$ 568,107	\$ 617,871	
Total	\$ 13,413,079	\$ 13,145,583	\$ 1,937,915	\$ 4,621,324	\$ 5,072,114	\$ 5,520,014	\$ 6,005,583	\$ 6,531,641	



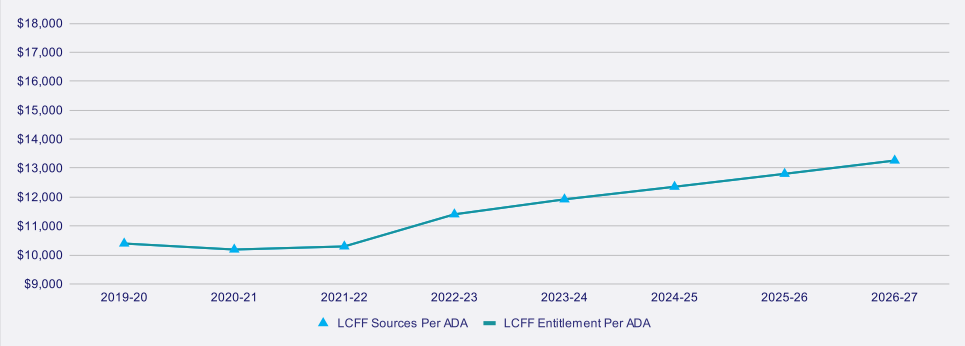
Funding Sources									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Excess Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Additional State Aid to meet Minimum	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
EPA in Excess to LCFF	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Economic Recovery Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
LCFF Grant	\$ 13,413,079	\$ 13,145,583	\$ 1,937,915	\$ 4,621,324	\$ 5,072,114	\$ 5,520,014	\$ 6,005,583	\$ 6,531,641	
Total General Purpose Funding	\$ 13,413,079	\$ 13,145,583	\$ 1,937,915	\$ 4,621,324	\$ 5,072,114	\$ 5,520,014	\$ 6,005,583	\$ 6,531,641	



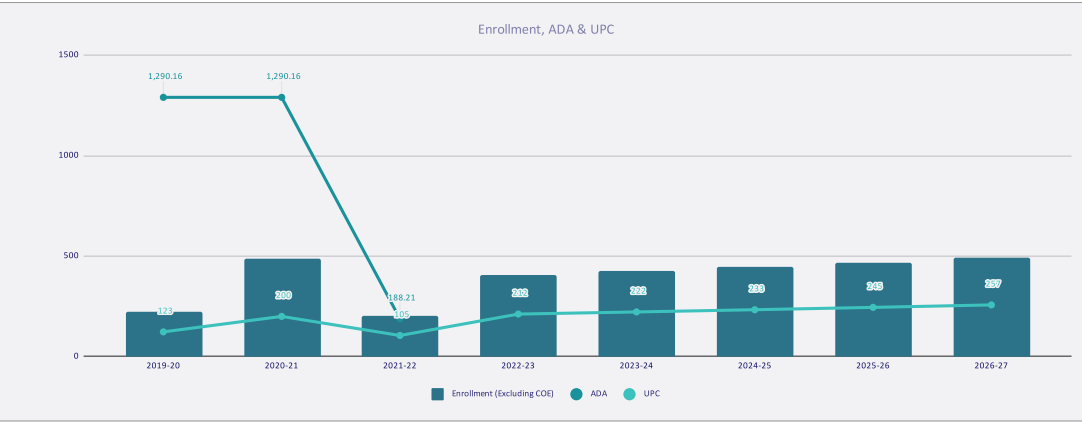
Caveats Tab



LCFF Entitlement per ADA									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Funded ADA	1,290.16	1,290.16	188.21	405.19	425.45	446.73	469.07	492.52	
LCFF Sources per ADA	\$ 10,396.45	\$ 10,189.11	\$ 10,296.56	\$ 11,405.33	\$ 11,921.76	\$ 12,356.49	\$ 12,803.17	\$ 13,261.68	
Net Change per ADA		\$ (207.34)	\$ 107.45	\$ 1,108.77	\$ 516.44	\$ 434.73	\$ 446.68	\$ 458.51	
Net Percent Change		-1.99%	1.05%	10.77%	4.53%	3.65%	3.61%	3.58%	
Estimated LCFF Entitlement per ADA	\$ 10,396.45	\$ 10,189.11	\$ 10,296.56	\$ 11,405.33	\$ 11,921.76	\$ 12,356.49	\$ 12,803.17	\$ 13,261.68	
Net Change per ADA		\$ (207.34)	\$ 107.45	\$ 1,108.77	\$ 516.44	\$ 434.73	\$ 446.68	\$ 458.51	
Net Percent Change		-1.99%	1.05%	10.77%	4.53%	3.65%	3.61%	3.58%	



Student Summary								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Enrollment (Excluding COE)	222	485	201	405	425	447	469	492
UPC	123	200	105	212	222	233	245	257
ADA	1,290.16	1,290.16	188.21	405.19	425.45	446.73	469.07	492.52





Method Schools LA							
If no debt, check here	XXX						
	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
<b>Governmental Activities:</b>							
State School Building Loans Payable			0			0	
Certificates of Participation Payable			0			0	
Capital Leases Payable			0			0	
Lease Revenue Bonds Payable			0			0	
Other Debt (1)*			0			0	
Net Pension Liability			0			0	
Total/Net OPEB Liability			0			0	
Compensated Absences Payable			0			0	
<b>Governmental activities long-term liabilities</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Business-Type Activities:</b>							
State School Building Loans Payable			0			0	
Certificates of Participation Payable			0			0	
Capital Leases Payable			0			0	
Lease Revenue Bonds Payable			0			0	
Other Debt (2)*			0			0	
Net Pension Liability			0			0	
Total/Net OPEB Liability			0			0	
Compensated Absences Payable			0			0	
<b>Business-type activities long-term liabilities</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Other Debt (1)* _____							
Other Debt (2)* _____							
	<b>Total (from above)</b>	<b>Principal</b>	<b>Interest</b>	<b>Interest Object Code</b>			
Governmental Decreases	<b>0.00</b>						
Business Type Decreases	<b>0.00</b>						

Object		2022-23 Preliminary Budget	July Projection	August Projection	September Projection	October Projection	November Projection	December Projection	January Projection	February Projection	March Projection	April Projection	May Projection	June Projection	Accruals	Adjustments	TOTAL
Actuals required through the month of : January																	
A. BEGINNING CASH			16,092,258	16,134,761	16,189,682	16,648,452	17,054,178	17,459,905	17,961,046	18,366,772	18,772,499	19,286,058	19,689,715	20,093,372			
B. RECEIPTS																	
LCFF/Revenue Limit Sources																	
Principal Apportionment 8010-8019			4,414,369	216,667	216,667	410,259	390,000	390,000	410,259	390,000	390,000	410,259	390,000	390,000	20,260	389,998	4,414,369
In Lieu Property Taxes 8099			206,955		12,417	24,835	16,556	16,556	16,556	16,556	28,974	14,487	14,487	14,487	14,487		206,955
Miscellaneous Funds 8080-8098										16,556							0
Federal Revenue 8100-8299																	0
Other State Revenue 8300-8599			746,240			24,505			75,155		75,155			75,155	50,650	445,619	746,240
Other Local Revenue 8600-8799																	0
Interfund Transfers In 8910-8929																	0
All Other Financing Sources 8930-8979																	0
TOTAL RECEIPTS			5,367,564	216,667	229,084	459,599	406,556	406,556	501,971	406,556	514,388	404,487	404,487	109,902	455,135	445,619	5,367,564
C. DISBURSEMENTS																	
Certificated Salaries 1000-1999			2,083,135	173,595	173,595	173,595	173,595	173,595	173,595	173,595	173,595	173,595	173,595	173,595	173,595		2,083,135
Classified Salaries 2000-2999			724,512	60,376	60,376	60,376	60,376	60,376	60,376	60,376	60,376	60,376	60,376	60,376	60,376		724,512
Employee Benefits 3000-3999			694,210	57,851	57,851	57,851	57,851	57,851	57,851	57,851	57,851	57,851	57,851	57,851	57,851		694,210
Books and Supplies 4000-4999			509,298	42,442	42,442	42,442	42,442	42,442	42,442	42,442	42,442	42,442	42,442	42,442	42,442		509,298
Services 5000-5999			678,803	56,567	56,567	56,567	56,567	56,567	56,567	56,567	56,567	56,567	56,567	56,567	56,567		678,803
Capital Outlay 6000-6599																	0
Other Outgo 7000-7499																	0
Interfund Transfers Out 7600-7629																	0
All Other Financing Uses 7630-7699																	0
TOTAL DISBURSEMENTS			4,689,958	390,830	390,830	390,830	390,830	390,830	390,830	390,830	390,830	390,830	390,830	390,830	0	0	4,689,958
D. BALANCE SHEET ITEMS			Beginning Balances														
Assets and Deferred Outflows																	
Cash Not In Treasury 9111-9199			16,092,258														0
Accounts Receivable 9200-9299																	0
Due From Other Funds 9310																	0
Stores 9320																	0
Prepaid Expenditures 9330																	0
Other Current Assets 9340																	0
Deferred Outflows of Resources 9490																	0
SUBTOTAL			16,092,258	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Liabilities and Deferred Inflows																	
Accounts Payable 9500-9599																	0
Due To Other Funds 9610																	0
Current Loans 9640																	0
Unearned Revenues 9650			(5,502,255)	(216,667)	(216,667)	(390,000)	(390,000)	(390,000)	(390,000)	(390,000)	(390,000)	(390,000)	(390,000)	(390,000)	(389,998)	(1,168,924)	(5,502,255)
Deferred Inflows of Resources 9690																	0
SUBTOTAL			(5,502,255)	(216,667)	(216,667)	(390,000)	(390,000)	(390,000)	(390,000)	(390,000)	(390,000)	(390,000)	(390,000)	0	(389,998)	(1,168,924)	(5,502,255)
Nonoperating																	
Suspense Clearing 9910																	0
TOTAL BALANCE SHEET ITEMS			21,594,513	216,667	216,667	390,000	390,000	390,000	390,000	390,000	390,000	390,000	390,000	0	389,998	1,168,924	5,502,255
E. NET INCREASE/DECREASE (B - C + D)				42,503	54,921	458,769	405,727	405,727	501,141	405,727	513,559	403,657	403,657	(280,928)	845,133	1,614,543	6,179,861
F. ENDING CASH (A + E)				16,134,761	16,189,682	16,648,452	17,054,178	17,459,905	17,961,046	18,366,772	18,772,499	19,286,058	19,689,715	20,093,372	19,812,443		
G. ENDING CASH, PLUS ACCRUALS																	22,272,119

(0)

**CHARTER SCHOOL PRELIMINARY BUDGET  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2022 to June 30, 2023**

**Charter School Certification**

<b>Charter School Name:</b>	Method Schools Losangeles
<b>CDS #:</b>	19-175309-0137703
<b>Charter Approving Entity:</b>	Acton-Agua Dulce Unified School Dsitric
<b>County:</b>	Los Angeles
<b>Charter #:</b>	1697

For information regarding this report, please contact:

For Approving Entity:

Agha Mirza

Name

Assistant Superintendent of Business Services

Title

661-773-5433

Telephone

[amirza@aadusd.k12.ca.us](mailto:amirza@aadusd.k12.ca.us)

E-mail address

For Charter School:

Jessica Spallino

Name

CEO

Title

760-224-0758

Telephone

[jessica@methodschools.org](mailto:jessica@methodschools.org)

E-mail address

To the entity that approved the charter school:

  x   ) 2022-23 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: \_\_\_\_\_

Charter School Official  
(Original signature required)

Date: \_\_\_\_\_

Printed

Name: Jessica Spallino

Title: CEO

To the Acton-Agua Dulce Unified School District

  x   ) 2022-23 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: \_\_\_\_\_

Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Date: \_\_\_\_\_

Printed

Name: Agha Mirza

Title: Assistant Superintendent

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To the Superintendent of Public Instruction:

  x   ) 2022-23 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report  
verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: \_\_\_\_\_

County Superintendent/Designee  
(Original signature required)

Date: \_\_\_\_\_

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**CHARTER SCHOOL PRELIMINARY BUDGET  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2021 to June 30, 2022**

Charter School Name: Method Schools Los Angeles  
CDS #: 19-175309-0137703  
Charter Approving Entity: Acton-Aqua Dulce Unified School District  
County: Los Angeles  
Charter #: 1697

This charter school uses the following basis of accounting:

Please enter an "X" in the applicable box below; check only one box

☒ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
☐ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2021-22 Estimated Actuals (A)	2022-23 Preliminary Budget Unrestricted (B)	2022-23 Preliminary Budget Restricted (C)	2022-23 Preliminary Budget Total (D)	Difference (Col A & D)
<b>A. REVENUES</b>						
1. LCFF Sources						
State Aid - Current Year	8011	1,934,058.00	4,333,331.00		4,333,331.00	2,399,273
Education Protection Account - Current Year	8012	40,299.00	81,038.00		81,038.00	40,739
State Aid - Prior Years	8019				0.00	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	62,628.00	206,955.00		206,955.00	144,327
Other LCFF Transfers	8091, 8097				0.00	0
<b>Total, LCFF Sources</b>		<b>2,036,985.00</b>	<b>4,621,324.00</b>		<b>4,621,324.00</b>	<b>2,584,339</b>
2. Federal Revenues (see NOTE on last page)						
No Child Left Behind	8290	0.00		0.00	0.00	0
Special Education - Federal	8181, 8182	0.00		0.00	0.00	0
Child Nutrition - Federal	8220	0.00		0.00	0.00	0
Other Federal Revenues	8290		0.00	0.00	0.00	0
<b>Total, Federal Revenues</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>
3. Other State Revenues						
Special Education - State	StateRevSE	99,600.00		202,600.00	202,600.00	103,000
Child Nutrition Programs	8520	0.00		0.00	0.00	0
Mandated Costs Reimbursements	8550	32,514.00	17,386.00		17,386.00	(15,128)
Lottery - Unrestricted and Instructional Materials	8560	42,680.00	60,780.00	19,855.00	80,635.00	37,955
Low Performing Student Block Grant	8590	0.00			0.00	0
All Other State Revenues	StateRevAO	545,367.00		445,619.00	445,619.00	(99,748)
<b>Total, Other State Revenues</b>		<b>720,161.00</b>	<b>78,166.00</b>	<b>668,074.00</b>	<b>746,240.00</b>	<b>26,079</b>
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0.00	0.00		0.00	0
All Other Local Revenues	LocalRevAO		0.00	0.00	0.00	0
<b>Total, Local Revenues</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>
<b>5. TOTAL REVENUES</b>		<b>2,757,146.00</b>	<b>4,699,490.00</b>	<b>668,074.00</b>	<b>5,367,564.00</b>	<b>2,610,418</b>
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Teachers' Salaries	1100	1,551,690.00	1,821,565.80	101,363.20	1,922,929.00	371,239

Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0
Certificated Supervisors' and Administrators' Salaries	1300	149,310.00	160,206.00	0.00	160,206.00	10,896
Other Certificated Salaries	1900		0.00	0.00	0.00	0
<b>Total, Certificated Salaries</b>		<b>1,701,000.00</b>	<b>1,981,771.80</b>	<b>101,363.20</b>	<b>2,083,135.00</b>	<b>382,135</b>
<b>2. Non-certificated Salaries</b>						
Instructional Aides' Salaries	2100	88,384.00	104,560.00	0.00	104,560.00	16,176
Non-certificated Support Salaries	2200		0.00	0.00	0.00	0
Non-certificated Supervisors' and Administrators' Sal.	2300	146,081.00	153,046.00	0.00	153,046.00	6,965
Clerical and Office Salaries	2400	445,949.00	466,906.00	0.00	466,906.00	20,957
Other Non-certificated Salaries	2900		0.00	0.00	0.00	0
<b>Total, Non-certificated Salaries</b>		<b>680,414.00</b>	<b>724,512.00</b>	<b>0.00</b>	<b>724,512.00</b>	<b>44,098</b>

Description	Object Code	2021-22 Estimated Actuals (A)	2022-23 Preliminary Budget Unrestricted (B)	2022-23 Preliminary Budget Restricted (C)	2022-23 Preliminary Budget Total (D)	Difference (Col A & D)
<b>3. Employee Benefits</b>						
STRS	3101-3102	0.00	0.00	0.00	0.00	0
PERS	3201-3202	0.00	0.00	0.00	0.00	0
OASDI / Medicare / Alternative	3301-3302	173,704.00	199,341.35	10,491.65	209,833.00	36,129
Health and Welfare Benefits	3401-3402	271,911.00	311,389.15	16,302.85	327,692.00	55,781
Unemployment Insurance	3501-3502	12,284.00	15,433.70	812.30	16,246.00	3,962
Workers' Compensation Insurance	3601-3602	40,368.00	38,388.55	2,020.45	40,409.00	41
Retiree Benefits	3701-3702		0.00	0.00	0.00	0
PERS Reduction (for revenue limit funded schools)	3801-3802		0.00	0.00	0.00	0
Other Employee Benefits	3901-3902	78,342.00	95,028.50	5,001.50	100,030.00	21,688
<b>Total, Employee Benefits</b>		<b>576,609.00</b>	<b>659,581.25</b>	<b>34,628.75</b>	<b>694,210.00</b>	<b>117,601</b>
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	138,910.00	190,579.00		190,579.00	51,669
Books and Other Reference Materials	4200	95,894.00	164,060.00		164,060.00	68,166
Materials and Supplies	4300	55,822.00	69,059.00		69,059.00	13,237
Noncapitalized Equipment	4400	12,888.00	85,600.00		85,600.00	72,712
Food	4700	0.00	0.00		0.00	0
<b>Total, Books and Supplies</b>		<b>303,514.00</b>	<b>509,298.00</b>	<b>0.00</b>	<b>509,298.00</b>	<b>205,784</b>
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00			0.00	0
Travel and Conferences	5200	50,688.00	58,358.00		58,358.00	7,670
Dues and Memberships	5300	3,692.00	5,600.00		5,600.00	1,908
Insurance	5400	30,405.00	30,400.00		30,400.00	(5)
Operations and Housekeeping Services	5500	5,903.00	11,300.00		11,300.00	5,397
Rentals, Leases, Repairs, and Noncap. Improvements	5600	167,456.00	112,400.00		112,400.00	(55,056)
Professional/Consulting Services and Operating Expend.	5800	362,937.00	408,145.00		408,145.00	45,208
Communications	5900	53,037.00	52,600.00		52,600.00	(437)
<b>Total, Services and Other Operating Expenditures</b>		<b>674,118.00</b>	<b>678,803.00</b>	<b>0.00</b>	<b>678,803.00</b>	<b>4,685</b>
<b>6. Capital Outlay</b>						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0

Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0
Equipment	6400	0.00	0.00	0.00	0.00	0
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0
<b>Total, Capital Outlay</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0
<b>Total, Other Outgo</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>
<b>8. TOTAL EXPENDITURES</b>		<b>3,935,655.00</b>	<b>4,553,966.05</b>	<b>135,991.95</b>	<b>4,689,958.00</b>	<b>754,303</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>(1,178,509.00)</b>	<b>145,523.95</b>	<b>532,082.05</b>	<b>677,606.00</b>	
Description	Object Code	2021-22 Estimated Actuals (A)	2022-23 Preliminary Budget Unrestricted (B)	2022-23 Preliminary Budget Restricted (C)	2022-23 Preliminary Budget Total (D)	Difference (Col A & D)
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		<b>(1,178,509.00)</b>	<b>145,523.95</b>	<b>532,082.05</b>	<b>677,606.00</b>	<b>0</b>
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	16,616,711.00	15,438,202.00		15,438,202.00	(1,178,509)
b. Adjustments/Restatements to Beginning Balance	9793, 9795				0.00	0
c. Adjusted Beginning Balance		16,616,711.00	15,438,202.00	0.00	15,438,202.00	
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		<b>15,438,202.00</b>	<b>15,583,725.95</b>	<b>532,082.05</b>	<b>16,115,808.00</b>	<b>677,606</b>
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	
Reserve for Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	
All Others	9719	0.00	0.00	0.00	0.00	
Legally Restricted Balance	9740	0.00		0.00	0.00	
Designated for Economic Uncertainties	9770	0.00	0.00		0.00	
Other Designations	9775, 9780	0.00	0.00	0.00	0.00	
Net Investment in Capital Assests (Accrual Basis Only)	9796	0.00	0.00	0.00	0.00	
<b>Undesignated / Unappropriated Amount</b>	<b>9790</b>	<b>15,438,202.00</b>	<b>15,583,725.95</b>	<b>532,082.05</b>	<b>16,115,808.00</b>	<b>677,606</b>

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Method Schools Los Angeles  
CDS #: 19-175309-0137703  
Charter Approving Entity: Acton-Agua Dulce Unified School District  
County: Los Angeles  
Charter #: 1697  
Fiscal Year: 2022-23

2022-23 (populated from Alternative Form Tab)						
Description	Object Code	Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total	Totals for 2023-24	Totals for 2024-25
<b>A. REVENUES</b>						
1. LCFF Sources						
State Aid - Current Year	8011	4,333,331.00		4,333,331.00	4,769,721.00	5,202,500.00
Education Protection Account - Current Year	8012	81,038.00		81,038.00	85,090.00	89,346.00
State Aid - Prior Years	8019			0.00		
Transfer of Charter Schools in Lieu of Property Taxes	8096	206,955.00		206,955.00	217,303.00	228,168.00
Other LCFF Transfers	8091, 8097	0.00		0.00	0.00	0.00
<b>Total, LCFF Sources</b>		<b>4,621,324.00</b>		<b>4,621,324.00</b>	<b>5,072,114.00</b>	<b>5,520,014.00</b>
2. Federal Revenues						
No Child Left Behind	8290		0.00	0.00	0.00	0.00
Special Education - Federal	8181, 8182		0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220		0.00	0.00	0.00	0.00
Other Federal Revenues	8290	0.00	0.00	0.00	0.00	0.00
<b>Total, Federal Revenues</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
3. Other State Revenues						
Special Education - State	StateRevSE		202,600.00	202,600.00	212,730.00	223,367.00
Child Nutrition Programs	8520		0.00	0.00	0.00	0.00
Mandated Costs Reimbursements	8550	17,386.00		17,386.00	17,386.00	18,766.00
Lottery - Unrestricted and Instructional Materials	8560	60,780.00	19,855.00	80,635.00	84,667.00	88,900.00
Low Performing Student Block Grant	8590			0.00		
All Other State Revenues	StateRevAO		445,619.00	445,619.00	0.00	0.00
<b>Total, Other State Revenues</b>		<b>78,166.00</b>	<b>668,074.00</b>	<b>746,240.00</b>	<b>314,783.00</b>	<b>331,033.00</b>
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0.00		0.00	0.00	0.00
All Other Local Revenues	LocalRevAO	0.00	0.00	0.00	0.00	0.00
<b>Total, Local Revenues</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>5. TOTAL REVENUES</b>		<b>4,699,490.00</b>	<b>668,074.00</b>	<b>5,367,564.00</b>	<b>5,386,897.00</b>	<b>5,851,047.00</b>
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Teachers' Salaries	1100	1,821,565.80	101,363.20	1,922,929.00	2,019,075.45	2,115,221.90
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	160,206.00	0.00	160,206.00	168,216.30	176,226.60
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
<b>Total, Certificated Salaries</b>		<b>1,981,771.80</b>	<b>101,363.20</b>	<b>2,083,135.00</b>	<b>2,187,291.75</b>	<b>2,291,448.50</b>
2. Non-certificated Salaries						



Instructional Aides' Salaries	2100	104,560.00	0.00	104,560.00	109,788.00	115,016.00
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	153,046.00	0.00	153,046.00	160,698.30	168,350.60
Clerical and Office Salaries	2400	466,906.00	0.00	466,906.00	490,251.30	513,596.60
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00
<b>Total, Non-certificated Salaries</b>		<b>724,512.00</b>	<b>0.00</b>	<b>724,512.00</b>	<b>760,737.60</b>	<b>796,963.20</b>
Description	Object Code	Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total	Totals for 2023-24	Totals for 2024-25
<b>3. Employee Benefits</b>						
STRS	3101-3102	0.00	0.00	0.00	0.00	0.00
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	199,341.35	10,491.65	209,833.00	220,324.65	230,816.30
Health and Welfare Benefits	3401-3402	311,389.15	16,302.85	327,692.00	344,076.60	360,461.20
Unemployment Insurance	3501-3502	15,433.70	812.30	16,246.00	17,058.30	17,870.60
Workers' Compensation Insurance	3601-3602	38,388.55	2,020.45	40,409.00	42,429.45	44,449.90
Retiree Benefits	3701-3702	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	95,028.50	5,001.50	100,030.00	105,031.50	110,033.00
<b>Total, Employee Benefits</b>		<b>659,581.25</b>	<b>34,628.75</b>	<b>694,210.00</b>	<b>728,920.50</b>	<b>763,631.00</b>
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	190,579.00		190,579.00	200,107.95	210,113.35
Books and Other Reference Materials	4200	164,060.00		164,060.00	172,263.00	180,876.15
Materials and Supplies	4300	69,059.00		69,059.00	72,511.95	76,137.55
Noncapitalized Equipment	4400	85,600.00		85,600.00	89,880.00	94,374.00
Food	4700	0.00		0.00	0.00	0.00
<b>Total, Books and Supplies</b>		<b>509,298.00</b>	<b>0.00</b>	<b>509,298.00</b>	<b>534,762.90</b>	<b>561,501.05</b>
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100			0.00	0.00	0.00
Travel and Conferences	5200	58,358.00		58,358.00	61,275.90	64,339.70
Dues and Memberships	5300	5,600.00		5,600.00	5,880.00	6,174.00
Insurance	5400	30,400.00		30,400.00	31,920.00	33,516.00
Operations and Housekeeping Services	5500	11,300.00		11,300.00	11,865.00	12,458.25
Rentals, Leases, Repairs, and Noncap. Improvements	5600	112,400.00		112,400.00	118,020.00	123,921.00
Professional/Consulting Services and Operating Expend.	5800	408,145.00		408,145.00	428,552.25	449,979.86
Communications	5900	52,600.00		52,600.00	55,230.00	57,991.50
<b>Total, Services and Other Operating Expenditures</b>		<b>678,803.00</b>	<b>0.00</b>	<b>678,803.00</b>	<b>712,743.15</b>	<b>748,380.31</b>
<b>6. Capital Outlay</b>						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0.00
<b>Total, Capital Outlay</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00

All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00	
Debt Service:							
Interest	7438	0.00	0.00	0.00	0.00	0.00	
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00	
<b>Total, Other Outgo</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	
<b>8. TOTAL EXPENDITURES</b>		<b>4,553,966.05</b>	<b>135,991.95</b>	<b>4,689,958.00</b>	<b>4,924,455.90</b>	<b>5,161,924.05</b>	
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>145,523.95</b>	<b>532,082.05</b>	<b>677,606.00</b>	<b>462,441.10</b>	<b>689,122.95</b>	
Description	Object Code	Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total	Totals for 2023-24	Totals for 2024-25	
<b>D. OTHER FINANCING SOURCES / USES</b>							
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00	
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		<b>145,523.95</b>	<b>532,082.05</b>	<b>677,606.00</b>	<b>462,441.10</b>	<b>689,122.95</b>	
<b>F. FUND BALANCE, RESERVES</b>							
1. Beginning Fund Balance			0.00				
a. As of July 1	9791	15,438,202.00	0.00	15,438,202.00	16,115,808.00	16,578,249.10	16,578,249.10
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00	0.00	0.00	0.00	
c. Adjusted Beginning Balance		15,438,202.00	0.00	15,438,202.00	16,115,808.00	16,578,249.10	16,578,249.10
<b>2. Ending Fund Balance, Oct 31 (E + F.1.c.)</b>		<b>15,583,725.95</b>	<b>532,082.05</b>	<b>16,115,808.00</b>	<b>16,578,249.10</b>	<b>17,267,372.05</b>	17,267,372.05
Components of Ending Fund Balance:							
Reserve for Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00	
Reserve for Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00	
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00	
All Others	9719	0.00	0.00	0.00	0.00	0.00	
Legally Restricted Balance	9740		0.00		0.00	0.00	
Designated for Economic Uncertainties	9770	0.00		0.00	0.00	0.00	
Other Designations	9775, 9780	0.00	0.00	0.00	0.00	0.00	
Net Investment in Capital Assets (Accrual Basis Only)	9796	0.00	0.00	0.00	0.00	0.00	
Undesignated / Unappropriated Amount	9790		0.00		16,578,249.10	17,267,372.05	17,267,372.05



## 2022-23 Adopted Budget Report Narrative – Method Schools

### 1. Key Statistics

2021-22 P2 ADA:312

Est. 202-23 ADA: 607

### 2. Revenue Assumptions

ADA utilized in the LCFF calculator for adopted budgets was based upon the 2021-22 P2 principal apportionment plus expected growth associated with year-round track offerings and growing participation due to extracurricular activities. To date, the only legislative increases considered is a 6.56% State COLA. Other increases being considered by the legislature have not been included to be conservative because the outcome is not known.

LCFF Revenues, including LCFF (8011), EPA (8012) and In-Lieu Taxes (8096) were all based on the calculations provided by the most recently released FCMAT LCFF Calculator in April 2022. Total Revenues for these sources are estimated at \$6,682,332.

The basis for Other State Revenues is a combination of the following revenue sources: Expanded Opportunity Learning Grant (\$217,799), Non-Prop Lottery (\$91,170), Prop-20 Lottery (\$29,7825), Mandate Block Grant (\$25,392), and State Special Education Funding (\$303,900). All revenue sources are based on the most recent projections from California School Services.

Method does not expect any Federal Revenue from the Federal Title programs as the school does not participate in any Federal funding programs. Additionally, no significant local revenues are expected to be received.



24620 Jefferson Ave  
Murrieta, CA 92562



[methodschools.org](https://methodschools.org)  
[info@methodschools.org](mailto:info@methodschools.org)



866-METHOD-8  
951-461-4620

### 3. Expenditure Assumptions

Method will have approximately 40 Certificated teachers on staff during 2022-23, equating to approximately 20 FTE. The total budgeted for Certificated Salaries average is \$75,000 per FTE. Method is able to balance employee benefit costs (3000 level) by offering competitive Medical and 403(b) Plans to our employees. Method does not participate in CALSTRS or CALPERS.

No significant changes to FTE are projected, as the previous year included a long-term plan to maintain FTE's during a downturn in enrollment. The result was to keep valuable staff members employed and on board in anticipation of growth in the 22-23 year.

Salary expenditures include a 7.5% COLA. Medical benefits will incur a small increase in 22-23 (3.7%).

MYP expense projections assume a 5% increase each year over the previous year.

### Other Notable Financial Narrative Notes

#### *Any New Notices of Assignment and Dates of Repayment*

Response: No new Notices of Assignment, see number 7 below for debt obligations.

#### *Obligations for Debt Repayment*

Response: Method has \$0.00 of debt.

#### *Changes in Ending Fund Balances*

Response: Method is projected to end the 2022-23 fiscal year with a positive fund balance of \$8,673,575.

#### *Assignment of Ending Fund Balances*

Response: Method has no commitments of the Ending Fund Balance.

#### *Cash Flow Statement*

Response: Method Schools revenue streams were effectively overpaid for FY21-22 due to initial ADA estimates/apportionment vs. decreased P2 apportionment. Thus, a deferred revenue account will be utilized rather than cash being received. Cash flow statement thus shows no LCFF cash inflows for a period of time, while deferred revenues are utilized.

**Other Miscellaneous notes**

- Method has no current expected cash shortages.

# LCFF Calculator Caveats

v.23.1a

4/18/2022

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based on estimates and assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the calculator. In some cases, LEA-specific and unique complexities that exist for a small percentage of local educational agencies (LEAs) may result in errors. Every unique situation is not modeled in the calculator, and the calculator may not be useful for all LEAs.

*The following bullets highlight these assumptions, and some of the unique situations and known issues that could be identified.*

General	<p>The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- \$1.</p> <p>A proration/(deficit) factor assumption has been built into the LCFF calculator. The proration factor methodology and application is subject to revision should the state choose to apply a proration factor, or other deficit factor, in the future.</p> <p>The calculator includes cost of living adjustments (COLA) and if applicable proration factors as estimated by the Department of Finance (DOF).</p> <p>The calculator prepopulates with certified data provided by the California Department of Education (CDE) for the calculation of principal apportionment. Users should independently verify prefilled data, and should make adjustments as needed if revisions have been filed.</p> <p>The Education Protection Account (EPA) proportionate share percentage is based on estimates released by the CDE that are not yet finalized. Therefore, the percentage will change from what is shown in the calculator through final calculation in February of the following fiscal year.</p>
---------	--

Charter School Calculations	<p>The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.</p> <p>Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education.</p> <p>The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.</p> <p>The calculator does not take into account the following:</p> <ul style="list-style-type: none"><li>-District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.</li><li>-Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.</li></ul> <p>If either of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted.</p>
-----------------------------	--

School District Calculations	<p>For districts with <b>necessary small schools</b> (NSS), the calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will elect to follow.</p> <p>The calculator does not take into account the following funding adjustments for <b>basic aid school districts</b>: Basic Aid Choice</p>
------------------------------	---

Basic Aid Court-Ordered Voluntary Pupil Transfer  
Basic Aid Open Enrollment  
Basic Aid Supplement Charter School Adjustment

---

The calculator does not take into account the impact of district reorganizations that have not been certified by the CDE via the PASE system. Furthermore, **historical year projections may not be accurate**. We recommend working with your county office, the CDE and FCMAT to adapt the calculator, if possible.

## Caveats Tab

### LCFF Calculator Navigation

v.23.1a

4/18/2022

#### Version Details:

##### Versions 23.1:

- **Data Entry tab:** Unprotected cells I13:N13 to allow users to modify the Concentration Grant funding rate to calculate funding difference

##### Versions 23.1:

- Updated to prepopulate with LEA-specific data as certified by the CDE 2021-22 First Principal Apportionment (P-1) and includes 2020-21 Annual and 2019-20 Annual R2 data certifications.
- COLA assumptions have been prepopulated with the estimates projected in the governor's 2022-23 proposed budget released in January 2022.
- EPA assumptions have been updated to include estimates released by the CDE for the third quarter apportionment released February 18, 2022.

#### Structure:

- 1 The LCFF Calculator structure has been built to maintain a standard eight-year structure that includes two historical years, one current year and five projection years.
- 2 The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections are intentionally placed at the top of the page due to the limited amount of data required to complete a projection.
- 3 The workbook contains conditional formatting to guide users through data entry. Once a projection type is identified and all basic questions are answered, only the highlighted sections require data entry; all remaining sections not applicable to the projection will remain grayed out. **No data should be entered in sections that are not highlighted.**

Projection Type Not Identified	Charter School Projection	School District Projection
	Data Entry Sections	Data Entry Sections

- 4 A separate calculation must be prepared for each LEA, either district or charter school.

**Data entry cells:** prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user override.

#### Tab Navigation Key:

**Information tabs:** provide important projection information and should be reviewed with each update.

**Data Entry tab:** single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.

**Primary calculation results tabs:** provide calculations and results summaries only. **No data is entered on these tabs.**

**Secondary support calculation tabs:** provide details of supporting calculations for components that do not apply to all LEA calculations. **No data is entered on these tabs.**

**User editable tabs:** preformatted graphs and blank worksheet tabs.

#### Instructions:

- 1 **Review Caveats:** Important details that may affect LEA calculations are noted in this tab. **This tab should be reviewed with each update.**
- 2 **Data Entry tab:** Data for all calculation types is entered into the Data Entry tab.
  - Start a calculation by entering the five-digit code for a school district's or seven-digit code for a charter school's calculations. Once the LEA code is entered, the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.
  - New charter schools that do not yet have a CDS code should select "Yes" from the drop-down list following the question below the CDS code box.

**Section (1) Universal Assumptions:** Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. Users can revise assumptions to prepare alternative funding scenarios.

**Section (2) Charter School Data Elements Required to Calculate the LCFF:** Enter charter school data elements in this section of the Data Entry tab ONLY; all other sections will be grayed out.

**Section (3) School District Data Elements Required to Calculate the LCFF:** Enter school district data elements in this section of the Data Entry tab ONLY; all other sections will be grayed out. School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools. School districts that have necessary small schools should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.

**Section (4) Necessary Small Schools ADA:** School districts that have necessary small schools must complete section (4) on the Data Entry tab. **Prior year data must be entered for each year including historical years, even when the school is funded under LCFF.**  
- **NSS Supporting Calculations:** details related to NSS funding determination are located in the NSS Calculation tabs.

**Section (5) In-Lieu of Property Tax Calculation for Charter Schools:** School districts required to transfer in-lieu taxes to charter schools should select "Yes" from the drop-down list in section (3), then complete either section (a) or (b).

- **Section (a):** To be completed only by districts that use an alternative rate for in-lieu tax transfers. Carefully review and follow the instructions located in the In-lieu tax section.

- **Section (b):** To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. Enter ADA for each charter school separately. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span.

- **In-Lieu of Property Taxes Results:** The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.

- 3 **Review LCFF Calculation and EPA Results:** Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.
- 4 **Supporting Calculations:** details related to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

#### Resources:

FCMAT LCFF help desk and calculator updates:

[www.fcmat.org/lcff](http://www.fcmat.org/lcff)

CDE PASE exhibits:

[www.cde.ca.gov/fg/aa/pa/exhibitguides.asp](http://www.cde.ca.gov/fg/aa/pa/exhibitguides.asp)

CDE Exhibit Guide:

[www.cde.ca.gov/fg/aa/pa/exhibitguides.asp](http://www.cde.ca.gov/fg/aa/pa/exhibitguides.asp)

CDE Funding Rates and Information:

[www.cde.ca.gov/fg/aa/pa/lcffcola.asp](http://www.cde.ca.gov/fg/aa/pa/lcffcola.asp)



Caveats Tab

LCFF CALCULATOR

129221

5 digit District code or 7 digit School code (from the CDS code)

NO

Is this calculation for a new charter school? (select from drop down list)

Charter

Projection Type

5/31/2022

Projection Date

LEA:MethodSchools

Projection Title:Method Schools SD 2022-23 Adopted Annual Budget

Created by:Stefanie Bryant

Email:sbryant@methodschools.org

Phone:801.360.9819

USER NOTES

www.cde.ca.gov/schools/transition

MethodSchools (129221)

PY3

PY2

PY1

CY

CY1

CY2

CY3

CY4

2019-20

2020-21

2021-22

2022-23

2023-24

2024-25

2025-26

2026-27

( 1 ) UNIVERSAL ASSUMPTIONS

Supplemental Grant %

20.00%

20.00%

20.00%

20.00%

20.00%

20.00%

20.00%

20.00%

Concentration Grant (~55% population)

50.00%

50.00%

65.00%

65.00%

65.00%

65.00%

65.00%

65.00%

Statutory COLA & Augmentation/Suspension  
(provided as calculated by the Department of Finance, DOR)

3.26%

0.00%

5.07237%

5.33%

3.61%

3.64%

3.62%

3.58%

Statutory COLA

3.26%

2.31%

3.70%

5.33%

3.61%

3.64%

3.62%

3.58%

Augmentation/COLA Suspension)

0.00%

-2.31%

3.3724%

0.00%

0.00%

0.00%

0.00%

0.00%

Base Grant Proration Factor

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

Add-on, ERT & MSA Proration Factor

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)

16.13801139%

70.06785065%

49.17914663%

49.17914663%

49.17914663%

49.17914663%

49.17914663%

49.17914663%

EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)

16.08698870%

70.06785065%

49.17914663%

49.17914663%

49.17914663%

49.17914663%

49.17914663%

49.17914663%

Local EPA Accrual

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

Local EPA Accrual - Prior Year

( 2 ) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

NEW CHARTER SCHOOLS

New Charter School Name:

Year that charter starts operation (select from drop down list):2021-22

( a ) TRANSFER OF IN-LIEU PROPERTY TAX

Note: Charter schools should contact sponsoring district(s) for in-lieu estimate

1-4

F-4 / F-7

In-Lieu of Property Tax

122,352

128,838

74,496

136,800

143,640

150,822

158,363

166,281

( b ) UNDUPLICATED PUPIL PERCENTAGE (UPP)

A-1.2 / A-2.2, A-3.2

Enrollment (second prior year)

114

100

A-1.1 / A-2.1, A-3.1

Enrollment (first prior year)

100

153

A-1 / A-2, A-3

Enrollment

153

458

331

608

638

670

704

739

A-1.2 / A-2.2, A-3.2

Unduplicated Pupil Count (second prior year)

85

40

A-1.1 / A-2.1, A-3.1

Unduplicated Pupil Count (first prior year)

40

86

B-1, B-2, B-3

Unduplicated Pupil Count

86

185

118

217

228

239

251

263

C-1

Single Year Unduplicated Pupil Percentage

57.49%

43.74%

41.30%

37.20%

35.65%

35.65%

35.65%

35.65%

C-1

Unduplicated Pupil Percentage (%)

57.49%

43.74%

41.30%

37.20%

35.65%

35.65%

35.65%

35.65%

( c ) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location

Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.

D-3

Unduplicated Pupil Percentage (%)

54.61%

51.33%

47.11%

47.11%

47.11%

47.11%

47.11%

47.11%

Unduplicated Pupil Percentage: Supplemental Grant

57.49%

43.74%

41.30%

37.20%

35.65%

35.65%

35.65%

35.65%

Unduplicated Pupil Percentage: Concentration Grant

54.61%

43.74%

41.30%

37.20%

35.65%

35.65%

35.65%

35.65%

( d ) AVERAGE DAILY ATTENDANCE (ADA)

Enter P2 Data - Note: Charter School ADA is always funded on Current Year

B-1

Grades TK-3

4.91

4.91

27.43

15.26

16.03

16.83

17.67

18.55

B-2

Grades 4-6

23.57

23.57

55.29

41.72

43.81

46.00

48.30

50.71

B-3

Grades 7-8

51.20

51.20

71.91

70.88

74.42

78.14

82.05

86.15

B-4

Grades 9-12

588.89

588.89

559.84

479.94

503.94

520.13

555.59

583.27

SUBTOTAL ADA

588.57

588.57

314.21

607.80

638.20

670.10

703.61

738.78

RATIO: ADA to Enrollment

3.85

1.29

0.95

1.00

1.00

1.00

1.00

1.00

( e ) OTHER LCFF ADJUSTMENTS

Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative.

Minimum State Aid Adjustments (line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.

H-2

Miscellaneous Adjustments

\$ -

\$ -

\$ -

\$ -

J-5

Minimum State Aid Adjustments

\$ -

\$ -

\$ -

\$ -

( 3 ) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

NO

Is your district required to transfer in-lieu taxes to a charter school?

NO

Does your district have a necessary small school?

( a ) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION

Did your district meet the requirements of funding?

YES

YES

YES

YES

YES

YES

YES

YES

( b ) PROPERTY TAXES

C-1 / A-6

Estimated Property Taxes (excluding RDA)

\$ -

\$ -

\$ -

\$ -

B-5

Redevelopment Agency Local Revenue

\$ -

\$ -

\$ -

\$ -

Less In-Lieu Property Tax Transfer

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

Total Local Revenue

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

( c ) OTHER LCFF ADJUSTMENTS

If applicable, enter adjustments for special legislation, instructional time penalties, and class size penalties populated from the Class Size Penalties exhibit. Adjustments can be positive or negative.

H-2

Miscellaneous Adjustments

\$ -

\$ -

\$ -

\$ -

J-5

Minimum State Aid Adjustments

\$ -

\$ -

\$ -

\$ -

( d ) UNDUPLICATED PUPIL PERCENTAGE

A-1.2 / A-3.2

District Enrollment (second prior year)

-

-

A-1.1 / A-3.1

District Enrollment (first prior year)

-

-

A-1 / A-3

District Enrollment

-

-

-

-

-

-

-

-

A-2.2 / A-4.2

CDE Enrollment (second prior year)

-

-

A-2.1 / A-4.1

CDE Enrollment (first prior year)

-

-

A-2 / A-4

CDE Enrollment

-

-

-

-

-

-

-

-

Total Enrollment

-

-

-

-

-

-

-

-

B-1.2 / B-3.2

District Unduplicated Pupil Count (second prior year)

-

-

B-1.1 / B-3.1

District Unduplicated Pupil Count (first prior year)

-

-

B-1 / B-3

District Unduplicated Pupil Count

-

-

-

-

-

-

-

-

B-2.2 / B-4.2

CDE Unduplicated Pupil Count (second prior year)

-

-

B-2.1 / B-4.1

CDE Unduplicated Pupil Count (first prior year)

-

-

B-2 / B-4

CDE Unduplicated Pupil Count

-

-

-

-

-

-

-

-

Total Unduplicated Pupil Count

-

-

-

-

-

-

-

-

C-1

Single Year Unduplicated Pupil Percentage

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

C-1

Unduplicated Pupil Percentage (%)

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

( e ) AVERAGE DAILY ATTENDANCE (ADA)

Enter ADA by grade span. The calculator will determine the greater of current or prior year ADA (hold harmless) for each year's funding calculation.

B-1, D-6

Current Year ADA: (P-2, Annual for Special Day Class Extended Year)

-

-

-

-

-

-

-

-

B-2, D-7

Grades TK-3

-

-

-

-

-

-

-

-

B-3, D-8

Grades 4-6

-

-

-

-

-

-

-

-

B-4, D-9

Grades 7-8

-

-

-

-

-

-

-

-

B-4, D-9

Grades 9-12

-

-

-

-

-

-

-

-

TOTAL CURRENT YEAR ADA

-

-

-

-

-

-

-

-

C-1, D-17

Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)

-

-

-

-

-

-

-

-

C-2, D-18

Grades TK-3

-

-

-

-

-

-

-

-

C-3, D-19

Grades 4-6

-

-

-

-

-

-

-

-

C-4, D-20

Grades 7-8

-

-

-

-

-

-

-

-

C-4, D-20

Grades 9-12

-

-

-

-

-

-

-

-

District ADA funded on greater of current or prior year

District ADA funded on current year Annual

5/27/20224:29:48 PM

7.21 2022-23 Method SD Adopted Budget LCFF Calculator.xlsx Data Entry - page 4 of

Caveats Tab

LCFF CALCULATOR

129221

5 digit District code or 7 digit School code (from the CDS code)

NO

Is this calculation for a new charter school? (select from drop down list)

Charter

Projection Type

5/31/2022

Projection Date

LEA: MethodSchools

Projection Title: Method Schools SD 2022-23 Adopted Annual Budget

Created by: Stefanie Bryant

Email: sbryant@methodschools.org

Phone: 801.360.9819

USER NOTES

www.cde.ca.gov/schools/entry

MethodSchools (129221)

PY3

PY2

PY1

CY

CY1

CY2

CY3

CY4

2019-20

2020-21

2021-22

2022-23

2023-24

2024-25

2025-26

2026-27

TOTAL NPS-CDS (Annual)

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District Basic Aid ADA funded outside of the LCFF

(Court Ordered, Voluntary Title & Open Enrollment)

(For calculating EPA only, this ADA is not included in the LCFF funding calculation)

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DISTRICT TOTAL

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County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)

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Grades TK-3

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Grades 4-6

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Grades 7-8

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Grades 9-12

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-

-

COUNTY TOTAL

-

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RATIO: District ADA-to-Enrollment

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

RATIO: County ADA-to-Enrollment

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

( I ) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT

If applicable, enter prior year ADA for students transferring to or from district-sponsored charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year.

ADA transfer: Student from District to Charter (cross fiscal year)

A-6

Grades TK-3

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A-7

Grades 4-6

-

-

-

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-

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A-8

Grades 7-8

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A-9

Grades 9-12

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ADA transfer: Student from Charter to District (cross fiscal year)

A-11

Grades TK-3

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A-12

Grades 4-6

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A-13

Grades 7-8

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A-14

Grades 9-12

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Difference (if diff. < 0, no adj. to PY ADA)

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( 4 ) NECESSARY SMALL SCHOOLS ADA

Enter current and prior year ADA for each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated.

1 NSS #1

School Code:

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Current Year P2 ADA:

Grades TK-3

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Grades 4-6

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Grades 7-8

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Grades 9-12

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TOTAL

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Number of FTE

-

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-

-

-

Is this school eligible for NSS funding?

Eligible

Eligible

Eligible

Eligible

Eligible

Eligible

Eligible

Type of school

Not NSS

Not NSS

Not NSS

Not NSS

Not NSS

Not NSS

Not NSS

Best funding option calculated is:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

Select funding method:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

2 NSS #2

School Code:

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Current Year P2 ADA:

Grades TK-3

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Grades 4-6

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Grades 7-8

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Grades 9-12

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TOTAL

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Number of FTE

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-

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Is this school eligible for NSS funding?

Eligible

Eligible

Eligible

Eligible

Eligible

Eligible

Eligible

Type of school

Not NSS

Not NSS

Not NSS

Not NSS

Not NSS

Not NSS

Not NSS

Best funding option calculated is:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

Select funding method:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

3 NSS #3

School Code:

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Current Year P2 ADA:

Grades TK-3

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Grades 4-6

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Grades 7-8

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Grades 9-12

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TOTAL

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Number of FTE

-

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Is this school eligible for NSS funding?

Eligible

Eligible

Eligible

Eligible

Eligible

Eligible

Eligible

Type of school

Not NSS

Not NSS

Not NSS

Not NSS

Not NSS

Not NSS

Not NSS

Best funding option calculated is:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

Select funding method:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

4 NSS #4

School Code:

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Current Year P2 ADA:

Grades TK-3

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Grades 4-6

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Grades 7-8

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Grades 9-12

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TOTAL

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Number of FTE

-

-

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-

-

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Is this school eligible for NSS funding?

Eligible

Eligible

Eligible

Eligible

Eligible

Eligible

Eligible

Type of school

Not NSS

Not NSS

Not NSS

Not NSS

Not NSS

Not NSS

Not NSS

Best funding option calculated is:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

Select funding method:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

5 NSS #5

School Code:

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Current Year P2 ADA:

Grades TK-3

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Grades 4-6

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Grades 7-8

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Grades 9-12

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TOTAL

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Number of FTE

-

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Is this school eligible for NSS funding?

Eligible

Eligible

Eligible

Eligible

Eligible

Eligible

Eligible

Type of school

Not NSS

Not NSS

Not NSS

Not NSS

Not NSS

Not NSS

Not NSS

Best funding option calculated is:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

Select funding method:

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

LCFF

( 5 ) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS

( a ) ALTERNATIVE CALCULATION TOOL

Only use this section to override the calculated in-lieu of property tax results with a locally determined calculation.

1. Clear the prepopulated number "1" from the box located to the right

1

2. Local calculation of total in-lieu property taxes

-

-

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( b ) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District In-Lieu Taxes tab)

Enter the name and ADA for each charter school. Basic Aid districts are required to transfer in-lieu taxes based on grade span funding rates. To reduce data entry, non-basic aid districts can enter the total ADA for each year into a single grade span.

1

Charter Name

Charter ADA by grade span

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

-

-

-

-

-

-

5/27/20224:29:48 PM

7.21 2022-23 Method SD Adopted Budget LCFF Calculator.xlsx Data Entry - page 5 of

Caveats Tab

LCFF CALCULATOR

129221

5 digit District code or 7 digit School code (from the CDS code)

NO

Is this calculation for a new charter school? (select from drop down list)

Charter

Projection Type

5/31/2022

Projection Date

LEA: MethodSchools

Projection Title: Method Schools SD 2022-23 Adopted Annual Budget

Created by: Stefanie Bryant

Email: sbryant@methodschools.org

Phone: 801.360.9819

USER NOTES

[www.cde.ca.gov/school/finctory](http://www.cde.ca.gov/school/finctory)

MethodSchools (129221)		PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
2	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
3	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
4	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
5	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
6	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
7	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
8	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
9	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
10	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
11	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
12	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
13	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
14	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
15	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								

Caveats Tab

LCFF CALCULATOR

129221

NO

Charter

5/31/2022

5 digit District code or 7 digit School code (from the CDS code)

Is this calculation for a new charter school? (select from drop down list)

Projection Type

Projection Date

LEA: MethodSchools

Projection Title: Method Schools SD 2022-23 Adopted Annual Budget

Created by: Stefanie Bryant

Email: sbryant@methodschools.org

Phone: 801.360.9819

USER NOTES

[www.cde.ca.gov/school/fin/actv](http://www.cde.ca.gov/school/fin/actv)

MethodSchools (129221)		PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
16	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
17	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
18	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
19	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
20	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
21	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
22	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
23	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
24	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
25	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
26	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
27	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
28	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
29	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								

Caveats Tab

LCFF CALCULATOR

129221

5 digit District code or 7 digit School code (from the CDS code)

NO

Is this calculation for a new charter school? (select from drop down list)

Charter

Projection Type

5/31/2022

Projection Date

LEA: MethodSchools

Projection Title: Method Schools SD 2022-23 Adopted Annual Budget

Created by: Stefanie Bryant

Email: sbryant@methodschools.org

Phone: 801.360.9819

USER NOTES

[www.cde.ca.gov/school/fin/actv](http://www.cde.ca.gov/school/fin/actv)

		PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
30	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
31	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
32	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
33	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
34	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
35	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
36	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
37	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
38	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
39	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
40	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
41	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
42	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								
43	Charter Name Charter ADA by grade span Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 Total ADA								

Caveats Tab

LCFF CALCULATOR

129221

5 digit District code or 7 digit School code (from the CDS code)

NO

Is this calculation for a new charter school? (select from drop down list)

Charter

Projection Type

5/31/2022

Projection Date

LEA

MethodSchools

Projection Title

Method Schools SD 2022-23 Adopted Annual Budget

Created by

Stefanie Bryant

Email

sbryant@methodschools.org

Phone

801.360.9819

USER NOTES

[www.cde.ca.gov/school/directory](#)

## Caveats Tab

[illegible]

MethodSchools (129221) - Method Schools SD 2022-23 Adopted Annual Budget											5/31/22																
EDUCATION PROTECTION ACCOUNT																											
Certification Period:																											
	P-2 2019-20	Est. Annual 2019-20	2020-21	Est. Annual 2020-21	2021-22	Est. Annual 2021-22	2022-23	2023-24	2024-25	2025-26	2026-27																
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT																											
A-1 Total ADA for EPA Minimum	624.10	588.57	588.57	588.57	314.21	314.21	607.80	638.20	670.10	703.61	738.78																
A-2 Minimum Funding per ADA	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200																
A-3 EPA Minimum Funding (A-1 * A-2)	\$ 124,820	\$ 117,714	\$ 117,714	\$ 117,714	\$ 62,842	\$ 62,842	\$ 121,560	\$ 127,640	\$ 134,020	\$ 140,722	\$ 147,756																
EPA PROPORTIONATE SHARE CAP																											
Adjusted Total Revenue Limit	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-															
Current Year Adjusted NSS Allowance	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-															
B-12 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-															
B-13 Local Revenue/In-Lieu of Property Taxes	\$	122,810	\$	122,352	\$	128,838	\$	128,838	\$	74,496	\$	74,496			\$	136,800	\$	143,640	\$	150,822	\$	158,363	\$	166,281			
B-14 EPA Proportionate Share Cap (B-12 + B-13; If less than 0, B-14 = 0)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-			\$	-	\$	-	\$	-	\$	-	\$	-			
EPA PROPORTIONATE SHARE																											
C-1 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-			\$	-	\$	-	\$	-	\$	-	\$	-			
C-2 Statewide EPA Proportionate Share Ratio (as of P-2 certification)	16.08698870%	N/A	70.06785065%	N/A	49.17914663%	N/A	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%			49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%			
C-3 EPA Proportionate Share (C-1 * C-2)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-			\$	-	\$	-	\$	-	\$	-	\$	-			
EPA ENTITLEMENT																											
D-1 EPA Entitlement (If C-3 < B-14, then C-3; else B-14); (If C-3 and B-14 < A-3, then A-3)	\$	124,820	\$	117,714	\$	117,714	\$	117,714	\$	62,842	\$	62,842			\$	121,560	\$	127,640	\$	134,020	\$	140,722	\$	147,756			
D-2 Miscellaneous Adjustments**	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-			\$	-	\$	-	\$	-	\$	-	\$	-			
D-3 Adjusted EPA Entitlement (D-1 + D-2)		124,820		117,714		117,714		117,714		62,842		62,842				121,560		127,640		134,020		140,722		147,756			
D-4 Prior Year Annual Adjustment	\$	-		N/A		(7,100)		N/A		\$	-				N/A		-		-		-		-		-		
D-5 P2 Entitlement Net of PY Adjustment	\$	124,820		N/A		110,608		N/A		62,842		N/A				121,560		127,640		134,020		140,722		147,756			
C-2 Statewide EPA Proportionate Share Ratio (as of Annual certification)	16.13801139%	16.13801139%	70.06785065%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%			49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%		
Adjusted EPA Allocation (used to calculate LCFF Revenue)	\$	117,714		N/A		117,714		N/A		62,842		N/A				121,560		127,640		134,020		140,722		147,756			

\*\*A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of issuing an invoice to an LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.



Caveats Tab

MethodSchools (129221) - Method Schools SD 2022-23 Adopted Annual Budget										5/31/2022		User Notes	
SUMMARY OF FUNDING													
General Assumptions													
COLA & Augmentation		3.26%	0.00%	5.07%	5.33%	3.61%	3.64%	3.62%	3.58%				
Base Grant Proration Factor		-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%				
Add-on, ERT & MSA Proration Factor		-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%				
LCFF Entitlement													
Base Grant		\$ 5,381,682	\$ 5,381,682	\$ 2,848,908	\$ 6,077,450	\$ 6,611,951	\$ 7,194,931	\$ 7,827,990	\$ 8,513,439				
Grade Span Adjustment		127,593	127,593	64,023	142,144	154,828	168,412	183,545	199,220				
Supplemental Grant		633,456	481,951	240,608	462,738	482,472	525,007	571,223	621,212				
Concentration Grant		-	-	-	-	-	-	-	-				
Add-ons: Targeted Instructional Improvement Block Grant		-	-	-	-	-	-	-	-				
Add-ons: Home-to-School Transportation		-	-	-	-	-	-	-	-				
Add-ons: Small School District Bus Replacement Program		-	-	-	-	-	-	-	-				
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid		\$ 6,142,731	\$ 5,991,226	\$ 3,153,539	\$ 6,682,332	\$ 7,249,251	\$ 7,888,350	\$ 8,582,758	\$ 9,333,871				
Miscellaneous Adjustments		-	-	-	-	-	-	-	-				
Economic Recovery Target		-	-	-	-	-	-	-	-				
Additional State Aid		-	-	-	-	-	-	-	-				
Total LCFF Entitlement		6,142,731	5,991,226	3,153,539	6,682,332	7,249,251	7,888,350	8,582,758	9,333,871				
LCFF Entitlement Per ADA		\$ 10,437	\$ 10,179	\$ 10,036	\$ 10,994	\$ 11,359	\$ 11,772	\$ 12,198	\$ 12,634				
Components of LCFF by Object Code													
State Aid (Object Code 8011)		\$ 5,902,665	\$ 5,744,674	\$ 3,016,201	\$ 6,423,972	\$ 6,977,971	\$ 7,603,508	\$ 8,283,673	\$ 9,019,834				
EPA (for LCFF Calculation purposes)		\$ 117,714	\$ 117,714	\$ 62,842	\$ 121,560	\$ 127,640	\$ 134,020	\$ 140,722	\$ 147,756				
Local Revenue Sources:													
Property Taxes (Object 8021 to 8089)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				
In-Lieu of Property Taxes (Object Code 8096)		122,352	128,838	74,496	136,800	143,640	150,822	158,363	166,281				
Property Taxes net of In-Lieu		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				
TOTAL FUNDING		6,142,731	5,991,226	3,153,539	6,682,332	7,249,251	7,888,350	8,582,758	9,333,871				
Basic Aid Status		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				
Excess Taxes		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				
EPA in Excess to LCFF Funding		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				
Total LCFF Entitlement		6,142,731	5,991,226	3,153,539	6,682,332	7,249,251	7,888,350	8,582,758	9,333,871				
SUMMARY OF EPA													
% of Adjusted Revenue Limit - Annual		16.13801139%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%				
% of Adjusted Revenue Limit - P-2		16.08698670%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%				
EPA (for LCFF Calculation purposes)		\$ 117,714	\$ 117,714	\$ 62,842	\$ 121,560	\$ 127,640	\$ 134,020	\$ 140,722	\$ 147,756				
EPA, Current Year (Object Code 8012)		\$ 117,714	\$ 117,714	\$ 62,842	\$ 121,560	\$ 127,640	\$ 134,020	\$ 140,722	\$ 147,756				
(P-2 plus Current Year Accrual)													
EPA, Prior Year Adjustment (Object Code 8019)		\$ -	\$ (7,106.00)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -				
(P-A less Prior Year Accrual)													
Accrual (from Data Entry tab)		-	-	-	-	-	-	-	-				
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES													
Base Grant (Excludes add-ons for TIIIG and Transportation)		\$ 5,509,275	\$ 5,509,275	\$ 2,912,931	\$ 6,219,594	\$ 6,766,779	\$ 7,363,343	\$ 8,011,535	\$ 8,712,659				
Supplemental and Concentration Grant funding in the LCAP year		\$ 633,456	\$ 481,951	\$ 240,608	\$ 462,738	\$ 482,472	\$ 525,007	\$ 571,223	\$ 621,212				
Percentage to Increase or Improve Services		11.50%	8.75%	8.26%	7.44%	7.13%	7.13%	7.13%	7.13%				
SUMMARY OF STUDENT POPULATION													
Unduplicated Pupil Population													
Enrollment		153	458	331	608	638	670	704	739				
COE Enrollment		-	-	-	-	-	-	-	-				
Total Enrollment		153	458	331	608	638	670	704	739				
Unduplicated Pupil Count		86	185	118	217	228	239	251	263				
COE Unduplicated Pupil Count		-	-	-	-	-	-	-	-				
Total Unduplicated Pupil Count		86	185	118	217	228	239	251	263				
Rolling %, Supplemental Grant		57.4900%	43.7400%	41.3000%	37.2000%	35.6500%	35.6500%	35.6500%	35.6500%				
Rolling %, Concentration Grant		54.6100%	43.7400%	41.3000%	37.2000%	35.6500%	35.6500%	35.6500%	35.6500%				
SUMMARY OF LCFF ADA													
Prior Year ADA for the Hold Harmless - (net of current year charter shift)													
Grades TK-3		-	-	-	-	-	-	-	-				
Grades 4-6		-	-	-	-	-	-	-	-				
Grades 7-8		-	-	-	-	-	-	-	-				
Grades 9-12		-	-	-	-	-	-	-	-				
LCFF Subtotal		-	-	-	-	-	-	-	-				
NSS		-	-	-	-	-	-	-	-				
Combined Subtotal		-	-	-	-	-	-	-	-				
Current Year ADA													
Grades TK-3		4.91	4.91	27.63	15.26	16.03	16.83	17.67	18.55				
Grades 4-6		23.57	23.57	55.23	41.72	43.81	46.00	48.30	50.71				
Grades 7-8		51.20	51.20	71.51	70.88	74.42	78.14	82.05	86.15				
Grades 9-12		508.89	508.89	159.84	479.94	503.94	529.13	555.59	583.37				
LCFF Subtotal		588.57	588.57	314.21	607.80	638.20	670.10	703.61	738.78				
NSS		-	-	-	-	-	-	-	-				
Combined Subtotal		588.57	588.57	314.21	607.80	638.20	670.10	703.61	738.78				
Change in LCFF ADA (excludes NSS ADA)		588.57	588.57	314.21	607.80	638.20	670.10	703.61	738.78				
		Increase	Increase	Increase	Increase	Increase	Increase	Increase	Increase				
Funded LCFF ADA for the Hold Harmless													
Grades TK-3		4.91	4.91	27.63	15.26	16.03	16.83	17.67	18.55				
Grades 4-6		23.57	23.57	55.23	41.72	43.81	46.00	48.30	50.71				
Grades 7-8		51.20	51.20	71.51	70.88	74.42	78.14	82.05	86.15				
Grades 9-12		508.89	508.89	159.84	479.94	503.94	529.13	555.59	583.37				
Subtotal		588.57	588.57	314.21	607.80	638.20	670.10	703.61	738.78				
Current		Current	Current	Current	Current	Current	Current	Current	Current				
Funded NSS ADA													
Grades TK-3		-	-	-	-	-	-	-	-				
Grades 4-6		-	-	-	-	-	-	-	-				
Grades 7-8		-	-	-	-	-	-	-	-				
Grades 9-12		-	-	-	-	-	-	-	-				
Subtotal		-	-	-	-	-	-	-	-				
Prior		Prior	Prior	Prior	Prior	Prior	Prior	Prior	Prior				
NPS, CDS, & COE Operated													
Grades TK-3		-	-	-	-	-	-	-	-				
Grades 4-6		-	-	-	-	-	-	-	-				
Grades 7-8		-	-	-	-	-	-	-	-				
Grades 9-12		-	-	-	-	-	-	-	-				
Subtotal		-	-	-	-	-	-	-	-				
ACTUAL ADA (Current Year Only)													
Grades TK-3		4.91	4.91	27.63	15.26	16.03	16.83	17.67	18.55				
Grades 4-6		23.57	23.57	55.23	41.72	43.81	46.00	48.30	50.71				
Grades 7-8		51.20	51.20	71.51	70.88	74.42	78.14	82.05	86.15				
Grades 9-12		508.89	508.89	159.84	479.94	503.94	529.13	555.59	583.37				
Total Actual ADA		588.57	588.57	314.21	607.80	638.20	670.10	703.61	738.78				
TOTAL FUNDED ADA													
Grades TK-3		4.91	4.91	27.63	15.26	16.03	16.83	17.67	18.55				
Grades 4-6		23.57	23.57	55.23	41.72	43.81	46.00	48.30	50.71				
Grades 7-8		51.20	51.20	71.51	70.88	74.42	78.14	82.05	86.15				
Grades 9-12		508.89	508.89	159.84	479.94	503.94	529.13	555.59	583.37				
Total		588.57	588.57	314.21	607.80	638.20	670.10	703.61	738.78				
Funded Difference (Funded ADA less Actual ADA)													
		-	-	-	-	-	-	-	-				
PER-ADA FUNDING LEVELS													
Base, Supplemental and Concentration Rate per ADA													
Grades TK-3		\$ 9,481	\$ 9,247	\$ 9,673	\$ 10,110	\$ 10,446	\$ 10,825	\$ 11,217	\$ 11,619				
Grades 4-6		\$ 8,717	\$ 8,502	\$ 8,894	\$ 9,297	\$ 9,604	\$ 9,953	\$ 10,313	\$ 10,683				
										CDE's Funding Rates and Information: <a href="https://www.cde.ca.gov/fg/aa/p/">https://www.cde.ca.gov/fg/aa/p/</a>			

Caveats Tab

MethodSchools (129221) - Method Schools SD 2022-23 Adopted Annual Budget										5/31/2022							User Notes
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27									
SUMMARY OF FUNDING																	
Grades 7-8	\$	8,976	\$	8,754	\$	9,157	\$	9,572	\$	9,889	\$	10,249	\$	10,620	\$	11,000	
Grades 9-12	\$	10,673	\$	10,409	\$	10,888	\$	11,380	\$	11,758	\$	12,185	\$	12,626	\$	13,077	
Base Grants																	
Grades TK-3	\$	7,702	\$	7,702	\$	8,093	\$	8,524	\$	8,832	\$	9,153	\$	9,484	\$	9,824	
Grades 4-6	\$	7,818	\$	7,818	\$	8,215	\$	8,653	\$	8,965	\$	9,291	\$	9,627	\$	9,972	
Grades 7-8	\$	8,050	\$	8,050	\$	8,458	\$	8,909	\$	9,231	\$	9,567	\$	9,913	\$	10,268	
Grades 9-12	\$	9,329	\$	9,329	\$	9,802	\$	10,324	\$	10,697	\$	11,086	\$	11,487	\$	11,898	
Grade Span Adjustment																	
Grades TK-3	\$	801	\$	801	\$	842	\$	886	\$	919	\$	952	\$	986	\$	1,022	
Grades 9-12	\$	243	\$	243	\$	255	\$	268	\$	278	\$	288	\$	299	\$	309	
Prorated Base, Supplemental and Concentration Rate per ADA																	
Grades TK-3	\$	8,503	\$	8,503	\$	8,935	\$	9,410	\$	9,751	\$	10,105	\$	10,470	\$	10,846	
Grades 4-6	\$	7,818	\$	7,818	\$	8,215	\$	8,653	\$	8,965	\$	9,291	\$	9,627	\$	9,972	
Grades 7-8	\$	8,050	\$	8,050	\$	8,458	\$	8,909	\$	9,231	\$	9,567	\$	9,913	\$	10,268	
Grades 9-12	\$	9,572	\$	9,572	\$	10,057	\$	10,592	\$	10,975	\$	11,374	\$	11,786	\$	12,207	
Prorated Base Grants																	
Grades TK-3	\$	7,702	\$	7,702	\$	8,093	\$	8,524	\$	8,832	\$	9,153	\$	9,484	\$	9,824	
Grades 4-6	\$	7,818	\$	7,818	\$	8,215	\$	8,653	\$	8,965	\$	9,291	\$	9,627	\$	9,972	
Grades 7-8	\$	8,050	\$	8,050	\$	8,458	\$	8,909	\$	9,231	\$	9,567	\$	9,913	\$	10,268	
Grades 9-12	\$	9,329	\$	9,329	\$	9,802	\$	10,324	\$	10,697	\$	11,086	\$	11,487	\$	11,898	
Prorated Grade Span Adjustment																	
Grades TK-3	\$	801	\$	801	\$	842	\$	886	\$	919	\$	952	\$	986	\$	1,022	
Grades 9-12	\$	243	\$	243	\$	255	\$	268	\$	278	\$	288	\$	299	\$	309	
Supplemental Grant																	
Maximum - 1.00 ADA, 100% UPP																	
Grades TK-3	\$	1,701	\$	1,701	\$	1,787	\$	1,882	\$	1,950	\$	2,021	\$	2,094	\$	2,169	
Grades 4-6	\$	1,564	\$	1,564	\$	1,643	\$	1,731	\$	1,793	\$	1,858	\$	1,925	\$	1,994	
Grades 7-8	\$	1,610	\$	1,610	\$	1,692	\$	1,782	\$	1,846	\$	1,913	\$	1,983	\$	2,054	
Grades 9-12	\$	1,914	\$	1,914	\$	2,011	\$	2,118	\$	2,195	\$	2,275	\$	2,357	\$	2,441	
Actual - 1.00 ADA, Local UPP as follows:																	
Grades TK-3	\$	57.49%	\$	43.74%	\$	41.30%	\$	37.20%	\$	35.65%	\$	35.65%	\$	35.65%	\$	35.65%	
Grades 4-6	\$	978	\$	744	\$	738	\$	700	\$	695	\$	720	\$	747	\$	773	
Grades 7-8	\$	899	\$	684	\$	679	\$	644	\$	639	\$	662	\$	686	\$	711	
Grades 9-12	\$	926	\$	704	\$	699	\$	663	\$	658	\$	682	\$	707	\$	732	
Grades 9-12	\$	1,101	\$	837	\$	831	\$	788	\$	783	\$	811	\$	840	\$	870	
Concentration Grant (>55% population)																	
Maximum - 1.00 ADA, 100% UPP																	
Grades TK-3	\$	4,252	\$	4,252	\$	5,808	\$	6,117	\$	6,338	\$	6,568	\$	6,806	\$	7,050	
Grades 4-6	\$	3,909	\$	3,909	\$	5,340	\$	5,624	\$	5,827	\$	6,039	\$	6,258	\$	6,482	
Grades 7-8	\$	4,025	\$	4,025	\$	5,498	\$	5,791	\$	6,000	\$	6,219	\$	6,443	\$	6,674	
Grades 9-12	\$	4,786	\$	4,786	\$	6,537	\$	6,885	\$	7,134	\$	7,393	\$	7,661	\$	7,935	
Actual - 1.00 ADA, Local UPP >55% as follows:																	
Grades TK-3	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
Grades 4-6	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
Grades 7-8	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
Grades 9-12	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	

## Caveats Tab

[illegible]

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be NEJ-funded. The best option (combination that provides the maximum overall funding for the district) will be indicated in the NEJ2272 area at the end of each fiscal year's comparison section.

[illegible]

## Caveats Tab

[illegible]

The calculations below will compute total funding for all possible combinations of funding selection for schools that qualify to be K-12-funded. The best option (combination that provides the maximum overall funding for the district) will be indicated in the B012672 annual at the end of each fiscal year's comparison section.

[illegible]

## Caveats Tab

[illegible][illegible]

# Caveats Tab

MethodSchools (129221) - Method Schools SD 2022-23 Adopted Annual Budget									USER NOTES
<b>IN-LIEU PROPERTY TAX TRANSFER</b>									
For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA									
1. Property Taxes per ADA									
2a. Adjusted base revenue per ADA x charter school ADA									
For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.									
1. Property taxes per ADA x District of Residence ADA									
2a. Adjusted base revenue per ADA x District of Residence ADA									
To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Local Property Taxes (w/out RDA)	\$ -	\$ -	\$ -						
District LCFF ADA	-	-	-	-	-	-	-	-	
Total Charter LCFF ADA	-	-	-	-	-	-	-	-	
Total LCFF ADA	-	-	-	-	-	-	-	-	
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Funding Method:									
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
LCFF Funding per ADA	-	-	-	-	-	-	-	-	
Alternative Calculation	-	-	-	-	-	-	-	-	
Certified In-Lieu Taxes	-	-	-	-	-	-	-	-	
In-Lieu of Property Tax Transfer Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Prior Year Basic Aid Status		-	-	-	-	-	-	-	
1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
9	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
10	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
11	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
13	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
14	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
15	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Caveats Tab

MethodSchools (129221) - Method Schools SD 2022-23 Adopted Annual Budget											USER NOTES		
<div><div>IN-LIEU PROPERTY TAX TRANSFER</div><div>For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA</div><div>1. Property Taxes per ADA</div><div>2a. Adjusted base revenue per ADA x charter school ADA</div><div>For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.</div><div>1. Property taxes per ADA x District of Residence ADA</div><div>2a. Adjusted base revenue per ADA x District of Residence ADA</div><div>To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab</div></div>													
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-		
16		\$	-	1	\$	-	1	\$	-	1	\$	-	
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
17		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
18		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
19		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
20		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
21		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
22		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
23		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
24		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
25		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
26		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
27		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
28		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
29		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
30		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
31		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
32		\$	-	1	\$	-	1	\$	-	1	\$	-	1
	ADA		-		-		-		-		-		
1	In-Lieu at Property tax/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
2	In-Lieu at LCFF Adj Base grant/ADA	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-

Caveats Tab

MethodSchools (129221) - Method Schools SD 2022-23 Adopted Annual Budget											USER NOTES
<div><div>IN-LIEU PROPERTY TAX TRANSFER</div><div>For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA</div><div>1. Property Taxes per ADA</div><div>2a. Adjusted base revenue per ADA x charter school ADA</div><div>For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.</div><div>1. Property taxes per ADA x District of Residence ADA</div><div>2a. Adjusted base revenue per ADA x District of Residence ADA</div><div>To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab</div></div>											
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27		
33		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
34		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
35		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
36		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
37		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
38		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
39		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
40		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
41		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
42		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
43		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
44		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
45		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
46		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
47		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
48		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
49		\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1	
	ADA	-	-	-	-	-	-	-	-		
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		



Caveats Tab

MethodSchools (129221) - Method Schools SD 2022-23 Adopted Annual Budget

USER NOTES

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA

1. Property Taxes per ADA

2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.

1. Property taxes per ADA x District of Residence ADA

2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
50	\$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1 \$ -	1
ADA	-	-	-	-	-	-	-	-	
1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

MethodSchools (129221) - Method Schools SD 2022-23 Adopted Annual Budget

Charts and Graphs

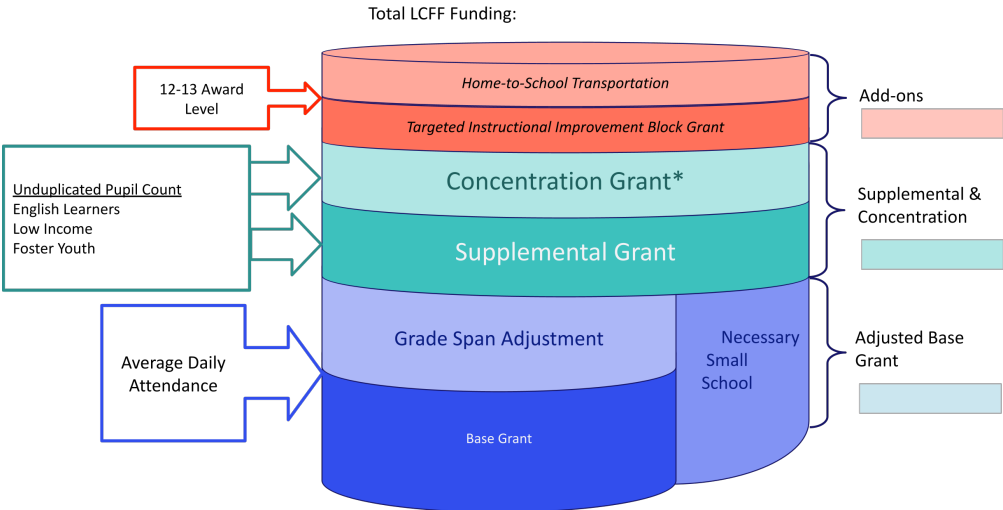
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). The Graphs tab remains unprotected to allow editing for local standards.

2020-21

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

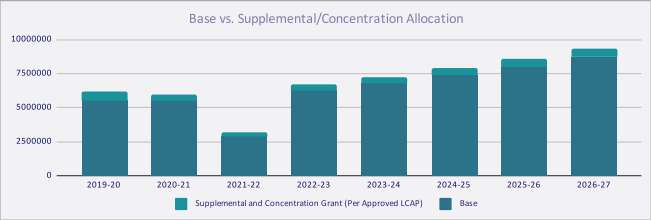
Components of LCFF Entitlement

	2020-21	
Base Grant	\$ 5,381,682	588.57 ADA
Grade Span Adjustment	\$ 127,593	\$ 5,509,275 Adjusted Base Grant
Supplemental Grant	\$ 481,951 44%	
Concentration Grant	\$ - 44%	\$ 481,951 Supplemental & Concentration
Add-ons: Targeted Instructional Improvement Block Grant	\$ -	
Add-ons: Home-to-School Transportation	\$ -	
Add-ons: Small School District Bus Replacement Program	\$ -	\$ - Add-ons
Total	\$ 5,991,226	\$ 5,991,226

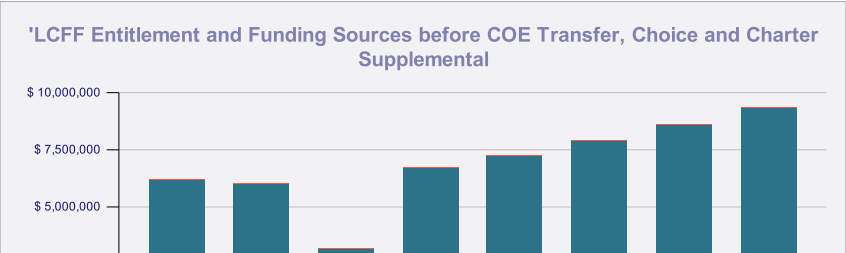


\*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

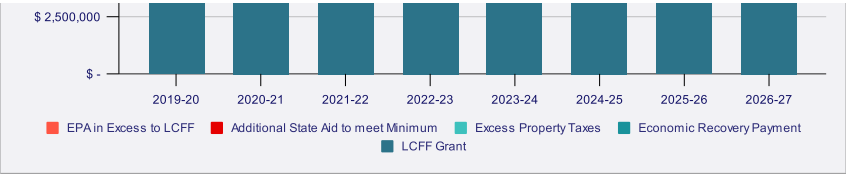
Minimum Proportionality Analysis									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Base	\$ 5,509,275	\$ 5,509,275	\$ 2,912,931	\$ 6,219,594	\$ 6,766,779	\$ 7,363,343	\$ 8,011,535	\$ 8,712,659	
Supplemental and Concentration Grant (Per Approved LCAP)	\$ 633,456	\$ 481,951	\$ 240,608	\$ 462,738	\$ 482,472	\$ 525,007	\$ 571,223	\$ 621,212	
Total	\$ 6,142,731	\$ 5,991,226	\$ 3,153,539	\$ 6,682,332	\$ 7,249,251	\$ 7,888,350	\$ 8,582,758	\$ 9,333,871	



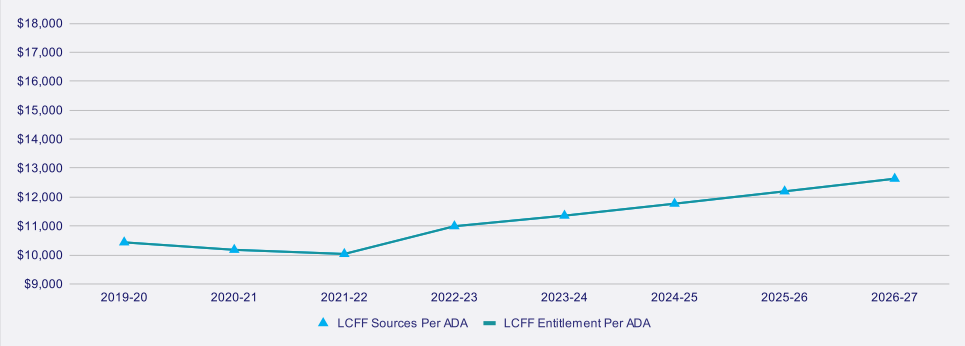
Funding Sources									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Excess Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Additional State Aid to meet Minimum	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
EPA in Excess to LCFF	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Economic Recovery Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
LCFF Grant	\$ 6,142,731	\$ 5,991,226	\$ 3,153,539	\$ 6,682,332	\$ 7,249,251	\$ 7,888,350	\$ 8,582,758	\$ 9,333,871	
Total General Purpose Funding	\$ 6,142,731	\$ 5,991,226	\$ 3,153,539	\$ 6,682,332	\$ 7,249,251	\$ 7,888,350	\$ 8,582,758	\$ 9,333,871	



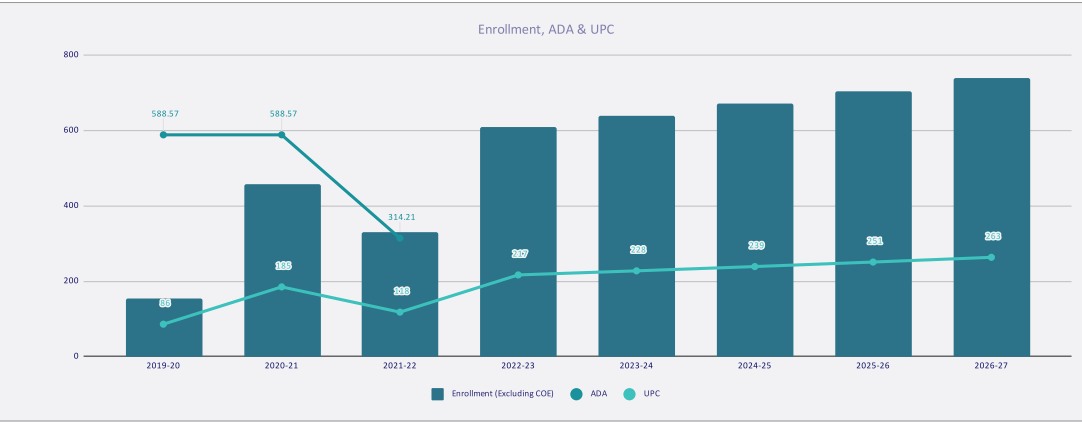
Caveats Tab



LCFF Entitlement per ADA									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Funded ADA	588.57	588.57	314.21	607.80	638.20	670.10	703.61	738.78	
LCFF Sources per ADA	\$ 10,436.70	\$ 10,179.29	\$ 10,036.41	\$ 10,994.29	\$ 11,358.90	\$ 11,771.90	\$ 12,198.18	\$ 12,634.17	
Net Change per ADA		\$ (257.41)	\$ (142.89)	\$ 957.89	\$ 364.61	\$ 413.00	\$ 426.28	\$ 435.99	
Net Percent Change		-2.47%	-1.40%	9.54%	3.32%	3.64%	3.62%	3.57%	
Estimated LCFF Entitlement per ADA	\$ 10,436.70	\$ 10,179.29	\$ 10,036.41	\$ 10,994.29	\$ 11,358.90	\$ 11,771.90	\$ 12,198.18	\$ 12,634.17	
Net Change per ADA		\$ (257.41)	\$ (142.89)	\$ 957.89	\$ 364.61	\$ 413.00	\$ 426.28	\$ 435.99	
Net Percent Change		-2.47%	-1.40%	9.54%	3.32%	3.64%	3.62%	3.57%	



Student Summary								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Enrollment (Excluding COE)	153	458	331	608	638	670	704	739
UPC	86	185	118	217	228	239	251	263
ADA	588.57	588.57	314.21	607.80	638.20	670.10	703.61	738.78



	Object	2022-23 Preliminary Budget	July Projection	August Projection	September Projection	October Projection	November Projection	December Projection	January Projection	February Projection	March Projection	April Projection	May Projection	June Projection	Accruals	Adjustments	TOTAL
Actuals required through the month of : January																	
A. BEGINNING CASH			12,473,929	12,483,301	12,232,713	12,277,681	12,286,788	12,295,894	12,335,391	12,344,498	12,353,604	12,401,309	12,409,048	12,416,786			
B. RECEIPTS																	
LCFF/Revenue Limit Sources																	
Principal Apportionment			8010-8019	6,545,532	321,199	321,199	608,547	578,157	578,157	608,547	578,157	578,157	578,157	30,390	578,157		6,545,532
In Lieu Property Taxes			8099	136,800		8,208	16,416	10,944	10,944	10,944	19,152	9,576	9,576	9,576	9,576		136,800
Miscellaneous Funds			8080-8098														0
Federal Revenue			8100-8299														0
Other State Revenue			8300-8599	668,043													0
Other Local Revenue			8600-8799	125,000	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417			125,000
Interfund Transfers In			8910-8929														0
All Other Financing Sources			8930-8979														0
TOTAL RECEIPTS			7,475,375	331,615	339,823	635,380	599,518	599,518	629,908	599,518	599,518	638,116	598,150	598,150	50,383	587,733	0 6,807,332
C. DISBURSEMENTS																	
Certified Salaries			1000-1999	3,124,702	260,392	260,392	260,392	260,392	260,392	260,392	260,392	260,392	260,392	260,392	260,392		3,124,702
Classified Salaries			2000-2999	1,086,767	90,564	90,564	90,564	90,564	90,564	90,564	90,564	90,564	90,564	90,564	90,564		1,086,767
Employee Benefits			3000-3999	1,041,315	86,776	86,776	86,776	86,776	86,776	86,776	86,776	86,776	86,776	86,776	86,776		1,041,315
Books and Supplies			4000-4999	763,949	63,662	63,662	63,662	63,662	63,662	63,662	63,662	63,662	63,662	63,662	63,662		763,949
Services			5000-5999	1,018,205	84,850	84,850	84,850	84,850	84,850	84,850	84,850	84,850	84,850	84,850	84,850		1,018,205
Capital Outlay			6000-6599	50,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167		50,000
Other Outgo			7000-7499														0
Interfund Transfers Out			7600-7629														0
All Other Financing Uses			7630-7699														0
TOTAL DISBURSEMENTS			7,084,938	590,412	590,412	590,412	590,412	590,412	590,412	590,412	590,412	590,412	590,412	590,412	0	0	7,084,938
D. BALANCE SHEET ITEMS			Beginning Balances														
Assets and Deferred Outflows																	
Cash Not In Treasury			9111-9199	12,473,929													0
Accounts Receivable			9200-9299														0
Due From Other Funds			9310														0
Stores			9320														0
Prepaid Expenditures			9330														0
Other Current Assets			9340														0
Deferred Outflows of Resources			9490														0
SUBTOTAL			12,473,929	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E. LIABILITIES AND DEFERRED INFLOWS																	
Liabilities and Deferred Inflows																	
Accounts Payable			9500-9599														0
Due To Other Funds			9610														0
Current Loans			9640														0
Unearned Revenues			9650	(268,168)	(268,168)												(268,168)
Deferred Inflows of Resources			9690														0
SUBTOTAL			(268,168)	(268,168)	0	0	0	0	0	0	0	0	0	0	0	0	(268,168)
F. NONOPERATING																	
Nonoperating																	
Suspense Clearing			9910														0
TOTAL BALANCE SHEET ITEMS			12,742,097	268,168	0	0	0	0	0	0	0	0	0	0	0	0	268,168
E. NET INCREASE/DECREASE (B - C + D)				9,372	(250,588)	44,969	9,107	9,107	39,497	9,107	9,107	47,705	7,739	7,739	(540,029)	587,733	0 (9,438)
F. ENDING CASH (A + E)				12,483,301	12,232,713	12,277,681	12,286,788	12,295,894	12,335,391	12,344,498	12,353,604	12,401,309	12,409,048	12,416,786	11,876,758		
G. ENDING CASH, PLUS ACCRUALS																	12,464,491

**CHARTER SCHOOL PRELIMINARY BUDGET  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2022 to June 30, 2023**

**Charter School Certification**

<b>Charter School Name:</b>	Method Schools
<b>CDS #:</b>	37-68049-0129221
<b>Charter Approving Entity:</b>	Dehesa Elementary
<b>County:</b>	San Diego
<b>Charter #:</b>	1617

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For information regarding this report, please contact:

For Approving Entity:

Name

Title

Telephone

E-mail address

For Charter School:

Jessica Spallino

Name

CEO

Title

760-224-0758

Telephone

[jessica@methodschools.org](mailto:jessica@methodschools.org)

E-mail address

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To the entity that approved the charter school:

  x   ) 2022-23 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Charter School Official  
(Original signature required)

Printed

Name: Jessica Spallino

Title: CEO

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To the Dehesa Elementary

  x   ) 2022-23 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: \_\_\_\_\_

Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Date: \_\_\_\_\_

Printed  
Name: \_\_\_\_\_

Title: \_\_\_\_\_

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To the Superintendent of Public Instruction:

  x   ) 2022-23 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report  
verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: \_\_\_\_\_

County Superintendent/Designee  
(Original signature required)

Date: \_\_\_\_\_

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**CHARTER SCHOOL PRELIMINARY BUDGET  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2022 to June 30, 2023**

Charter School Name: Method Schools  
CDS #: 37-68049-0129221  
Charter Approving Entity: Dehesa Elementary  
County: San Diego  
Charter #: 1617

This charter school uses the following basis of accounting:

Please enter an "X" in the applicable box below; check only one box

☒ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
☐ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2021-22 Estimated Actuals (A)	2022-23 Preliminary Budget Unrestricted (B)	2022-23 Preliminary Budget Restricted (C)	2022-23 Preliminary Budget Total (D)	Difference (Col A & D)
<b>A. REVENUES</b>						
1. LCFF Sources						
State Aid - Current Year	8011	2,901,088.00	6,423,972.00		6,423,972.00	3,522,884
Education Protection Account - Current Year	8012	60,449.00	121,560.00		121,560.00	61,111
State Aid - Prior Years	8019	0.00	0.00		0.00	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	93,941.00	136,800.00		136,800.00	42,859
Other LCFF Transfers	8091, 8097	0.00	0.00		0.00	0
<b>Total, LCFF Sources</b>		<b>3,055,478.00</b>	<b>6,682,332.00</b>		<b>6,682,332.00</b>	<b>3,626,854</b>
2. Federal Revenues (see NOTE on last page)						
No Child Left Behind	8290	0.00		0.00	0.00	0
Special Education - Federal	8181, 8182	0.00		0.00	0.00	0
Child Nutrition - Federal	8220	0.00		0.00	0.00	0
Other Federal Revenues	8290		0.00	0.00	0.00	0
<b>Total, Federal Revenues</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>
3. Other State Revenues						
Special Education - State	StateRevSE	149,400.00		303,900.00	303,900.00	154,500
Child Nutrition Programs	8520	0.00		0.00	0.00	0
Mandated Costs Reimbursements	8550	48,770.00	25,392.00		25,392.00	(23,378)
Lottery - Unrestricted and Instructional Materials	8560	64,020.00	91,170.00	29,782.00	120,952.00	56,932
Low Performing Student Block Grant	8590	0.00			0.00	0
All Other State Revenues	StateRevAO	818,050.00		217,799.00	217,799.00	(600,251)
<b>Total, Other State Revenues</b>		<b>1,080,240.00</b>	<b>116,562.00</b>	<b>551,481.00</b>	<b>668,043.00</b>	<b>(412,197)</b>
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0.00	0.00		0.00	0
All Other Local Revenues	LocalRevAO	125,000.00	125,000.00	0.00	125,000.00	0
<b>Total, Local Revenues</b>		<b>125,000.00</b>	<b>125,000.00</b>	<b>0.00</b>	<b>125,000.00</b>	<b>0</b>
<b>5. TOTAL REVENUES</b>		<b>4,260,718.00</b>	<b>6,923,894.00</b>	<b>551,481.00</b>	<b>7,475,375.00</b>	<b>3,214,657</b>
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Teachers' Salaries	1100	2,327,535.00	2,732,349.20	152,044.80	2,884,394.00	556,859

Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0
Certificated Supervisors' and Administrators' Salaries	1300	223,966.00	240,308.00	0.00	240,308.00	16,342
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0
<b>Total, Certificated Salaries</b>		<b>2,551,501.00</b>	<b>2,972,657.20</b>	<b>152,044.80</b>	<b>3,124,702.00</b>	<b>573,201</b>
<b>2. Non-certificated Salaries</b>						
Instructional Aides' Salaries	2100	132,575.00	156,839.00	0.00	156,839.00	24,264
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00	0
Non-certificated Supervisors' and Administrators' Sal.	2300	219,122.00	229,568.00	0.00	229,568.00	10,446
Clerical and Office Salaries	2400	668,924.00	700,360.00	0.00	700,360.00	31,436
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0
<b>Total, Non-certificated Salaries</b>		<b>1,020,621.00</b>	<b>1,086,767.00</b>	<b>0.00</b>	<b>1,086,767.00</b>	<b>66,146</b>

Description	Object Code	2021-22 Estimated Actuals (A)	2022-23 Preliminary Budget Unrestricted (B)	2022-23 Preliminary Budget Restricted (C)	2022-23 Preliminary Budget Total (D)	Difference (Col A & D)
<b>3. Employee Benefits</b>						
STRS	3101-3102	0.00	0.00	0.00	0.00	0
PERS	3201-3202	0.00	0.00	0.00	0.00	0
OASDI / Medicare / Alternative	3301-3302	260,556.00	299,011.50	15,737.50	314,749.00	54,193
Health and Welfare Benefits	3401-3402	407,867.00	466,961.10	24,576.90	491,538.00	83,671
Unemployment Insurance	3501-3502	18,425.00	23,150.55	1,218.45	24,369.00	5,944
Workers' Compensation Insurance	3601-3602	60,553.00	57,583.30	3,030.70	60,614.00	61
Retiree Benefits	3701-3702	0.00	0.00	0.00	0.00	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0
Other Employee Benefits	3901-3902	117,512.00	142,542.75	7,502.25	150,045.00	32,533
<b>Total, Employee Benefits</b>		<b>864,913.00</b>	<b>989,249.20</b>	<b>52,065.80</b>	<b>1,041,315.00</b>	<b>176,402</b>
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	208,365.00	285,869.00	0.00	285,869.00	77,504
Books and Other Reference Materials	4200	143,841.00	246,091.00	0.00	246,091.00	102,250
Materials and Supplies	4300	83,734.00	103,589.00	0.00	103,589.00	19,855
Noncapitalized Equipment	4400	19,332.00	128,400.00	0.00	128,400.00	109,068
Food	4700	0.00	0.00	0.00	0.00	0
<b>Total, Books and Supplies</b>		<b>455,272.00</b>	<b>763,949.00</b>	<b>0.00</b>	<b>763,949.00</b>	<b>308,677</b>
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0
Travel and Conferences	5200	76,032.00	87,537.00	0.00	87,537.00	11,505
Dues and Memberships	5300	5,537.00	8,400.00	0.00	8,400.00	2,863
Insurance	5400	45,608.00	45,600.00	0.00	45,600.00	(8)
Operations and Housekeeping Services	5500	8,854.00	16,950.00	0.00	16,950.00	8,096
Rentals, Leases, Repairs, and Noncap. Improvements	5600	251,184.00	168,600.00	0.00	168,600.00	(82,584)
Professional/Consulting Services and Operating Expend.	5800	544,405.00	612,218.00	0.00	612,218.00	67,813
Communications	5900	79,556.00	78,900.00	0.00	78,900.00	(656)
<b>Total, Services and Other Operating Expenditures</b>		<b>1,011,176.00</b>	<b>1,018,205.00</b>	<b>0.00</b>	<b>1,018,205.00</b>	<b>7,029</b>
<b>6. Capital Outlay</b>						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0



Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0
Equipment	6400	0.00	0.00	0.00	0.00	0
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0
Depreciation Expense (for accrual basis only)	6900	36,000.00	50,000.00	0.00	50,000.00	14,000
<b>Total, Capital Outlay</b>		<b>36,000.00</b>	<b>50,000.00</b>	<b>0.00</b>	<b>50,000.00</b>	<b>14,000</b>
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0
<b>Total, Other Outgo</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>
<b>8. TOTAL EXPENDITURES</b>		<b>5,939,483.00</b>	<b>6,880,827.40</b>	<b>204,110.60</b>	<b>7,084,938.00</b>	<b>1,145,455</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>(1,678,765.00)</b>	<b>43,066.60</b>	<b>347,370.40</b>	<b>390,437.00</b>	
Description	Object Code	2021-22 Estimated Actuals (A)	2022-23 Preliminary Budget Unrestricted (B)	2022-23 Preliminary Budget Restricted (C)	2022-23 Preliminary Budget Total (D)	Difference (Col A & D)
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		<b>(1,678,765.00)</b>	<b>43,066.60</b>	<b>347,370.40</b>	<b>390,437.00</b>	<b>0</b>
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	9,961,903.00	8,283,138.00		8,283,138.00	(1,678,765)
b. Adjustments/Restatements to Beginning Balance	9793, 9795				0.00	0
c. Adjusted Beginning Balance		9,961,903.00	8,283,138.00	0.00	8,283,138.00	
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		<b>8,283,138.00</b>	<b>8,326,204.60</b>	<b>347,370.40</b>	<b>8,673,575.00</b>	<b>390,437</b>
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	
Reserve for Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	
All Others	9719	0.00	0.00	0.00	0.00	
Legally Restricted Balance	9740	0.00		0.00	0.00	
Designated for Economic Uncertainties	9770	0.00	0.00		0.00	
Other Designations	9775, 9780	0.00	0.00	0.00	0.00	
Net Investment in Capital Assests (Accrual Basis Only)	9796	0.00	0.00	0.00	0.00	
<b>Undesignated / Unappropriated Amount</b>	<b>9790</b>	<b>8,283,138.00</b>	<b>8,326,204.60</b>	<b>347,370.40</b>	<b>8,673,575.00</b>	<b>390,437</b>

# CHARTER SCHOOL MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name:	Method Schools
CDS #:	37-68049-0129221
Charter Approving Entity:	Dehesa Elementary
County:	San Diego
Charter #:	1617
Fiscal Year:	2022-23

2022-23 (populated from Alternative Form Tab)						
Description	Object Code	Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total	Totals for 2023-24	Totals for 2024-25
<b>A. REVENUES</b>						
1. LCFF Sources						
State Aid - Current Year	8011	6,423,972.00		6,423,972.00	6,977,971.00	7,603,508.00
Education Protection Account - Current Year	8012	121,560.00		121,560.00	127,640.00	134,020.00
State Aid - Prior Years	8019	0.00		0.00	0.00	0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	136,800.00		136,800.00	143,640.00	150,822.00
Other LCFF Transfers	8091, 8097	0.00		0.00	0.00	0.00
<b>Total, LCFF Sources</b>		<b>6,682,332.00</b>		<b>6,682,332.00</b>	<b>7,249,251.00</b>	<b>7,888,350.00</b>
2. Federal Revenues						
No Child Left Behind	8290		0.00	0.00	0.00	0.00
Special Education - Federal	8181, 8182		0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220		0.00	0.00	0.00	0.00
Other Federal Revenues	8290	0.00	0.00	0.00	0.00	0.00
<b>Total, Federal Revenues</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
3. Other State Revenues						
Special Education - State	StateRevSE		303,900.00	303,900.00	319,095.00	335,050.00
Child Nutrition Programs	8520		0.00	0.00	0.00	0.00
Mandated Costs Reimbursements	8550	25,392.00		25,392.00	25,392.00	27,408.00
Lottery - Unrestricted and Instructional Materials	8560	91,170.00	29,782.00	120,952.00	127,000.00	133,350.00
Low Performing Student Block Grant	8590			0.00	0.00	0.00
All Other State Revenues	StateRevAO		217,799.00	217,799.00		
<b>Total, Other State Revenues</b>		<b>116,562.00</b>	<b>551,481.00</b>	<b>668,043.00</b>	<b>471,487.00</b>	<b>495,808.00</b>
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0.00		0.00	0.00	0.00
All Other Local Revenues	LocalRevAO	125,000.00	0.00	125,000.00	125,000.00	125,000.00
<b>Total, Local Revenues</b>		<b>125,000.00</b>	<b>0.00</b>	<b>125,000.00</b>	<b>125,000.00</b>	<b>125,000.00</b>
<b>5. TOTAL REVENUES</b>		<b>6,923,894.00</b>	<b>551,481.00</b>	<b>7,475,375.00</b>	<b>7,845,738.00</b>	<b>8,509,158.00</b>
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Teachers' Salaries	1100	2,732,349.20	152,044.80	2,884,394.00	3,028,613.70	3,172,833.40
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	240,308.00	0.00	240,308.00	252,323.40	264,338.80

Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
<b>Total, Certificated Salaries</b>		<b>2,972,657.20</b>	<b>152,044.80</b>	<b>3,124,702.00</b>	<b>3,280,937.10</b>	<b>3,437,172.20</b>
<b>2. Non-certificated Salaries</b>						
Instructional Aides' Salaries	2100	156,839.00	0.00	156,839.00	164,680.95	172,522.90
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	229,568.00	0.00	229,568.00	241,046.40	252,524.80
Clerical and Office Salaries	2400	700,360.00	0.00	700,360.00	735,378.00	770,396.00
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00
<b>Total, Non-certificated Salaries</b>		<b>1,086,767.00</b>	<b>0.00</b>	<b>1,086,767.00</b>	<b>1,141,105.35</b>	<b>1,195,443.70</b>
Description	Object Code	Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total	Totals for 2023- 24	Totals for 2024-25
<b>3. Employee Benefits</b>						
STRS	3101-3102	0.00	0.00	0.00	0.00	0.00
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	299,011.50	15,737.50	314,749.00	330,486.45	346,223.90
Health and Welfare Benefits	3401-3402	466,961.10	24,576.90	491,538.00	516,114.90	540,691.80
Unemployment Insurance	3501-3502	23,150.55	1,218.45	24,369.00	25,587.45	26,805.90
Workers' Compensation Insurance	3601-3602	57,583.30	3,030.70	60,614.00	63,644.70	66,675.40
Retiree Benefits	3701-3702	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	142,542.75	7,502.25	150,045.00	157,547.25	165,049.50
<b>Total, Employee Benefits</b>		<b>989,249.20</b>	<b>52,065.80</b>	<b>1,041,315.00</b>	<b>1,093,380.75</b>	<b>1,145,446.50</b>
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	285,869.00	0.00	285,869.00	300,162.45	315,170.57
Books and Other Reference Materials	4200	246,091.00	0.00	246,091.00	258,395.55	271,315.33
Materials and Supplies	4300	103,589.00		103,589.00	108,768.45	114,206.87
Noncapitalized Equipment	4400	128,400.00	0.00	128,400.00	134,820.00	141,561.00
Food	4700	0.00	0.00	0.00	0.00	0.00
<b>Total, Books and Supplies</b>		<b>763,949.00</b>	<b>0.00</b>	<b>763,949.00</b>	<b>802,146.45</b>	<b>842,253.77</b>
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	87,537.00	0.00	87,537.00	91,913.85	96,509.54
Dues and Memberships	5300	8,400.00	0.00	8,400.00	8,820.00	9,261.00
Insurance	5400	45,600.00	0.00	45,600.00	47,880.00	50,274.00
Operations and Housekeeping Services	5500	16,950.00	0.00	16,950.00	17,797.50	18,687.38
Rentals, Leases, Repairs, and Noncap. Improvements	5600	168,600.00	0.00	168,600.00	177,030.00	185,881.50
Professional/Consulting Services and Operating Expend.	5800	612,218.00		612,218.00	642,828.90	674,970.35
Communications	5900	78,900.00	0.00	78,900.00	82,845.00	86,987.25
<b>Total, Services and Other Operating Expenditures</b>		<b>1,018,205.00</b>	<b>0.00</b>	<b>1,018,205.00</b>	<b>1,069,115.25</b>	<b>1,122,571.01</b>
<b>6. Capital Outlay</b>						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00

Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	50,000.00	0.00	50,000.00	50,000.00	50,000.00
<b>Total, Capital Outlay</b>		<b>50,000.00</b>	<b>0.00</b>	<b>50,000.00</b>	<b>50,000.00</b>	<b>50,000.00</b>
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
<b>Total, Other Outgo</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>8. TOTAL EXPENDITURES</b>		<b>6,880,827.40</b>	<b>204,110.60</b>	<b>7,084,938.00</b>	<b>7,436,684.90</b>	<b>7,792,887.19</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>43,066.60</b>	<b>347,370.40</b>	<b>390,437.00</b>	<b>409,053.10</b>	<b>716,270.82</b>
Description	Object Code	Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total	Totals for 2023-24	Totals for 2024-25
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		<b>43,066.60</b>	<b>347,370.40</b>	<b>390,437.00</b>	<b>409,053.10</b>	<b>716,270.82</b>
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance			0.00			
a. As of July 1	9791	8,283,138.00	0.00	8,283,138.00	8,673,575.00	9,082,628.10
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00	0.00	0.00	0.00
c. Adjusted Beginning Balance		8,283,138.00	0.00	8,283,138.00	8,673,575.00	9,082,628.10
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		<b>8,326,204.60</b>	<b>347,370.40</b>	<b>8,673,575.00</b>	<b>9,082,628.10</b>	<b>9,798,898.92</b>
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Reserve for Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
Legally Restricted Balance	9740		0.00	0.00	0.00	0.00
Designated for Economic Uncertainties	9770	0.00		0.00	0.00	0.00
Other Designations	9775, 9780	0.00	0.00	0.00	0.00	0.00
Net Investment in Capital Assests (Accrual Basis Only)	9796	0.00	0.00	0.00	0.00	0.00
Undesignated / Unappropriated Amount	9790		0.00		9,082,628.10	9,798,898.92

## **Board of Directors Expectations and Duties**

The Board will meet on a regular basis in accordance with the Brown Act. Method Schools will provide a means and opportunity for parents and the public in which to participate, attend or view the meetings in each county where the organization operates schools.

The responsibilities of all Board members include but are not limited to:

- Strategic planning
- Uphold the mission of the School
- Oversee the implementation of the charter
- Approve and monitor the school budget, fiscal reports and the School's fiscal practices
- Adhere to the established bylaws of the School
- Receive and review the annual school budget, fiscal reports and the School's fiscal practices
- Approve and monitor the School's facility arrangements and plans
- Approve Board policies
- Take an active role in discussions and planning
- Attend Brown Act training once each school year
- Submit Form 700 once per school year
- Attend a minimum of 75% of Board meetings per year
- Approval of purchases \$50,000 and higher

Method Schools Board of Directors aims to maintain a high level of commitment and participation from all of its members. These responsibilities are reflected in the Board approved Bylaws for Method Schools. Those members that demonstrate an inability to adhere to the approved responsibilities will be voted to be removed from the Board for the duration of the established term. Refer to the Method Schools bylaws for additional policies regarding the Board of Directors.

### **Board President Responsibilities**

- Meet with authorizers and oversight entities on an ongoing basis
- Meet with auditors as needed to ensure compliance

### **Vice President**

- The Vice-President of the Board shall act as President of the Board in the absence of the President.

### **Secretary**

- In the event both the President and Vice President are absent, the Secretary shall act as President of the Board



**California Department of Education**  
**Secondary District Plan**  
**And Application for the**  
**Work Experience Education (WEE) Program**

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Method Secondary Plan for Work Experience Education {WEE} to be authorized by the Board for approval. Attempting to make the new plan in effect on July 1st, 2022

LEA/District/School: \_\_\_\_\_ County: \_\_\_\_\_

Address \_\_\_\_\_ City: Murrietta State: CA Zip: \_\_\_\_\_

Assurance for Work Experience Education {WEE}

Place an "X" in the appropriate box (es) to identify the conditions under which WEE will operate.

	<b>Exploratory WEE</b>	<b>General WEE</b>	<b>Career Technical WEE</b>
Regular School	X	X	X
Summer School			

In addition to complying with appropriate federal and state laws, California Labor Code, California Education Code, and California Code of Regulations, Title V, Work Experience Education, Method Schools give the following assurances:

Objectives:

1. Increase student retention with career interests motivated programs.
2. Provide student success when they graduate from Method high school
3. Build stronger relationships in the community,
4. Provide the workforce with valuable employees that will retain a higher probability of longevity in their career

5. (1) helps students to choose a career path based on their interests and aptitudes; (2) prepares them for college and career success; and (3) allows students to learn to work with others in ways that are successful and rewarding. The WEE program connects inputs from teachers, counselors, students, parents, and employers to achieve the following purposes:
6. Link the academic core curriculum with the world of work and promote students' school-to-career transitions.
7. Help students develop skills, habits, and attitudes conducive to job success and personal growth.
8. Assist students in career exploration and forging rewarding relationships with employers.
9. Develop a positive work ethic and acquire or refine work-related skills and job performance in actual work settings.

**District Plan:** The district plan for Work Experience Education (WEE) has been approved and adopted by the local governing board and is attached in the enclosed copy of Board Approving Minutes. (EC § 51762 & CCR, T5 § 10070)

**Responsibility for District Plan:** The WEE teacher-coordinator shall implement and/or comply with the assurances contained herein. The school district administration is responsible for those assurances outside the requirements of the WEE teacher-coordinator. (e.g. Assurances 14, 15, 17, and 18)

**Credential:** The WEE teacher-coordinator shall possess a valid secondary-level credential, have two years of occupational experience outside the field of education, and have knowledge of the educational purposes, standards, laws, and regulations regarding WEE. (EC § 51762 & CCR, T5 § 10075)

**Enrollment in WEE:** The WEE teacher-coordinator approves students for enrollment in WEE. (EC § 51760)

- a. At the time of enrollment, students are at least 16 years of age. (EC § 51760.3(a))

Exceptions:

- Students in grade 11 or higher. (EC § 51760.3)
  - Students enrolled in Exploratory WEE may be less than 16 years of age and in the middle school. (CCR, T5 § 10071 (c))
- Principal may certify exemption. (EC § 51760.3)
- WEE may be identified on the Individualized Education Program. (EC § 51760.3)

- The pupil is at least 14 years of age and the principal in the school in which the pupil is enrolled certifies that it is necessary for the pupil's participation in a career technical education program. (EC § 51760.3)

5. **Minimum Day:** The minimum day for students is four periods totaling at least 180 minutes in duration (including WEE). (EC § 46144)

Exceptions:

- Continuation high school students. (EC § 46145)
- Graduating WEE students in the last semester of their senior year. (EC § 46147)

6. **Pupil/Teacher-Coordinator Ratio:** The pupil/teacher-coordinator ratio in WEE does not exceed 125 pupils per one full-time equivalent certificated WEE teacher-coordinator. Only duties and time directly related to the operation of WEE are considered when determining the pupil/teacher-coordinator ratio. (EC § 46300(b))

Exceptions:

- Ratio may be waived by the State Board of Education. (EC § 46300(b))

7. **Related Classroom Instruction:** The WEE teacher-coordinator is responsible for preparing and conducting related classroom instruction. (EC § 51760, § 51762.5(b) & CCR, T5 § 10073)

a. Related classroom instruction or guidance for each semester and type of WEE

is conducted by the WEE teacher-coordinator a minimum equivalent of one instructional period per week offered in sessions scheduled intermittently throughout the semester. (EC § 51760.3(b))

8. **Course Description:** The WEE course description, with major units of instruction for each semester and for each type of WEE offered is attached in the enclosed course description with units of instruction per semester. (CCR, T5 § 10073)

9. **Work Sites:** The WEE teacher-coordinator identifies, selects, and/or approves work sites. (EC § 51762.5(a) & CCR, T5 § 10072)

a. A minimum of two on-site contacts per semester with a work site supervisor at each work site and minimum of one on-site contact during the summer school session is mandated for completion by the WEE teacher-coordinator. (CCR, T5 § 10074)

10. **Student Training Agreement:** A written formal training agreement identifying the responsibilities of the school district, employer, parent/guardian, and student is developed for each WEE student and is attached in the enclosed copy of Student Training Agreement. (EC § 51762.5 & CCR, T5 § 10071)

The following are found on the Student Training Agreement:



- a. Student objectives to be accomplished at the work site. (CCR, T5 § 10071)
- b. The work site offers a reasonable probability of continuous employment for the student during the period for which the student is enrolled in WEE. (EC § 51760 & § 51762.5)
- c. The employer has adequate equipment, materials, and other facilities to provide appropriate learning opportunities. (EC § 51760 & CCR, T5 § 10072)
- d. Work conditions will not endanger the health, safety, welfare, or morals of the student. (EC § 49116, § 51762 & CCR, T5 § 10072)
- e. The employer provides adequate adult supervision to ensure that:
  - (1) The Exploratory WEE student is provided opportunities to observe and sample a variety of conditions of work to ascertain his/her interests and suitability for occupations being explored.
  - (2) The General WEE student is provided opportunities to gain occupational skills.
  - (3) The Career technical WEE student is provided opportunities to reinforce and extend the job skills and knowledge learned through the school career/vocational education instructional program. (CCR, T5 § 10071 & § 10072)
- f. The employer, as required by law, provides Workers' Compensation Insurance coverage whenever there is an employee/employer relationship. Students enrolled in Exploratory WEE are provided Workers' Compensation Insurance through the local school district. (EC § 51768, § 51769 & CCR, T5 § 10071)
- g. The employer maintains student's hourly work records and cooperates in rating his/her achievement at the work site. (EC § 51762.5 & CCR, T5 § 10072)
- h. The employer assures the district that he/she does not discriminate based on race, creed, color, gender, sexual orientation, disability, political affiliation, or religion. (EC § 51760.3(c) & CCR, T5 § 10071)

11. **Work Permits:** All work permits for students enrolled in WEE are issued or verified by the WEE teacher-coordinator or authorized designee in writing per the enclosed Letter of Authorization to issue work permits. (The document needs **original signature** of the District Superintendent or designee.) (EC § 49110 (b))

12. **Exploratory WEE:** For each student enrolled in Exploratory WEE, a limit on the number of hours of observation is established at each observation site. (CCR, T5 § 10071(c))

13. **Granting Credit:** The procedure for granting school credit for WEE is found in enclosure (4). A student satisfactorily completing the WEE program requirements may earn a maximum of 40 semester credits made up of one or a combination of two or more of the following:

- (1) Exploratory WEE - Ten (10) semester credits for each semester with a maximum of twenty (20) semester credits.
- (2) General WEE - Ten (10) semester credits for each semester with a maximum of forty (40) semester credits.
- (3) Career Technical WEE - Ten (10) semester credits for each semester with a maximum of forty (40) semester credits. (EC § 51760.3, § 51762.5(b)(f) & CCR, T5 § 1635)

14. **Professional Development:** A provision is made for WEE professional development for new and continuing teacher-coordinators and other support personnel in WEE, to ensure the quality of the WEE program. (EC § 51762)

15. **Clerical Services & Records:** A provision is made for clerical services to assist the professional in meeting the goals and objectives of WEE and to assure the accuracy, completeness, and quality of the records.

The district shall maintain records including:

- a. Type of WEE in which each student is enrolled, where the student is employed, the type of job held or observation sites and hours of rotation. (EC § 51762.5)
- b. Work permit issued, if applicable. (EC § 49110) Note: Not required for Exploratory WEE.
- c. Employer's report of student's hourly work record and performance on the job. (EC § 51762.5)
- d. Report of employer consultations. (EC § 51762.5 & CCR, T5 § 10074)
- e. Ratings of each student, including his/her grade. (EC § 51760.3 & § 51762.5)
- f. Formal training agreement for each employer and student that describes the responsibilities of the employer, student, school, and parent/legal guardian. (EC § 51762.5 & CCR, T5 § 10071)

16. **Summer School:** WEE during the summer is conducted in the same time period as the rest of the approved summer school and conforms to all

appropriate federal and state laws, California *Labor Code*, California *Education Code*, and California *Code of Regulations*, Title 5 rules and regulations applicable to WEE.

17. **Civil Rights Act:** WEE covered by this plan shall comply with Title VI and Title VII of the Civil Rights Act of 1964 and with Title 5 of the *California Code of Regulations*. (EC § 51762)

18. **Nondiscrimination:** WEE covered by this plan shall comply with Title IX (Nondiscrimination on the Basis of Sex) of the Education Amendments of 1972. (EC § 51762)

I hereby certify that to the best of my knowledge, the provisions for WEE outlined in this Secondary District Plan meet all California Department of Education requirements.

\_\_\_\_\_  
District Superintendent or Designee

\_\_\_\_\_  
Date

Date Local Governing Board Approved: \_\_\_\_\_

Person Preparing Application:

Name: \_\_\_\_\_

E-mail: \_\_\_\_\_

Title: \_\_\_\_\_

Phone: \_\_\_\_\_

This Secondary District Plan and application for a WEE program must include the **original signature** of the district superintendent or designee along with the following required enclosures:

- Enclosures:
- (1) Copy of Board Approving Minutes
  - (2) Course Description w/units of Instruction per semester
  - (3) Copy of Student Training Agreement
  - (4) Letter of Authorization to Issue Work Permits (**original signature** of the district superintendent or designee)
  - (5) Description of WEE's procedure for granting school credit (Only if expanded from minimum description provide on #13)

Submit this Secondary District Plan and application along with all of the enclosures to:

Erle Hall, MS  
Education Programs Consultant  
CTE Leadership and Instructional Support Office  
California Department of Education  
1430 N Street, Suite 4202

Sacramento, CA 95814  
[ehall@cde.ca.gov](mailto:ehall@cde.ca.gov)  
916-323-2564

## DISTRICT LETTERHEAD (Sample)

Date                      Current Date

TO:                      Erle Hall, MS  
Education Programs Consultant  
CTE Leadership and Instructional Support Office  
California Department of Education  
1430 N Street, Suite 4202  
Sacramento, CA 95814

FROM:                  Name, Superintendent  
Your School/District/County Office of Education

SUBJECT:      Authorization to Issue Work Permits

This letter is officially authorizing the following personnel to issue work permits according to Education Code § 49110:

Name   Tracy Washington   Title: Counselor

All personnel listed above have a working knowledge of California labor laws and regulations as they relate to minors. If there are any questions pertaining to the issuance of work permits, please call (    ) xxx-xxxx.

Sincerely,

Name, Superintendent



**Method LA Charter School**  
**RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college or school district, county office of education, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account were spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Method LA Charter School
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Method LA Charter School has expended the monies received from the Education Protection Act as attached.

DATED: June 1st 2022.

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member



**Method LA Charter School****Expenditures through: June 30, 2022****Resource 1400 Education Protection Account**

<b>Description</b>	<b>Object Codes</b>	<b>Amount</b>
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Local Control Funding Formula Sources	8010-8099	39,674
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		39,674
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
Certificated Salaries	1000-1999	39,674
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	0.00
	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		39,674
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		0.00

**Method Schools**  
**RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college or school district, county office of education, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account were spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Method Schools
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the\_ Method Schools\_has expended the monies received from the Education Protection Act as attached.

DATED: June 1st, 2022.

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

**Method Schools****Expenditures through: June 30, 2022****Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Local Control Funding Formula Sources	8010-8099	66,654
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		66,654
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
Certificated Salaries	1000-1999	66,654
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	0.00
	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		66,654
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		0.00

## **Method Schools Board Policy BP 9.1**

### **Promotion/Retention Policy**

*Revised June 1, 2022*

Method Schools expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting the grade-level standards of expected student achievement established by the current guiding standards.

Upon enrollment, Method Schools assigns student grade level as determined by CALPADS. ***Any student receiving a grade retention or promotion within the same semester per an outside LEA's determination requires approval of retention or promotion by Method Schools' board.***

Method Schools administration will seek Board approval on promotion or retention cases that require further review, but will grant promotion and retention if the individual case demonstrates ample evidence.

#### **Acceleration: Grades K-8**

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the designee and with the consent of the parent/guardian, upon determination that the child is ready for first grade work.

The designee may recommend a student enrolled in any grade between first and eighth for acceleration into a higher grade level when high academic achievement is evident. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate.

#### **Promotion/Retention: Grades 2-8**

Students shall be considered for promotion and retention in specific subject areas and between certain grade levels:

- Second grade and third grade in reading
- Third grade and fourth grade in reading
- Fourth grade and fifth grade in reading
- English language arts, and math
- the end of elementary grades (grade 5)
- the beginning of middle school grades (grade 6) in reading, English language arts, and math, the end of middle school grades (grade 8)
- the beginning of high school (grade 9) in reading, English language arts,



and math

As early as possible in the school year and in the students' school careers, teachers shall identify students who should be retained or who are at risk of being retained in accordance with law, Board policy, and administrative regulation. When a student has more than one teacher, the designee shall determine which individual teacher or teachers shall be responsible for the promotion/retention decision.

Students shall be identified on the basis of grades and the following other indicators of academic achievement: the assessment results on the State's Standardized Testing and Reporting Program and the minimum levels of proficiency recommended by the State Board of Education, District-designed, standards-based, grade-level skills exams, including a writing sample and an open-ended assessment.

When a student is identified as being at risk of retention, parents/guardians shall be notified as early in the school year as practicable. In addition to being notified, a student's parent/guardian shall have the opportunity to consult with the teacher or teachers responsible for the decision to promote or retain the student.

### **High School**

At the senior high school level, progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. The student must also meet the minimum proficiency requirements set by the Governing Board and pass the exit examinations mandated by the State.

### **English Language Learners**

For the English language learner, retention decisions shall be based on the student's rate of English acquisition rather than on lack of grade-level English language proficiency or mastery of the School's core academic content standards.

### **Special Needs Students**

Special education and Section 504 students are expected to master the School's core academic content standards to the maximum extent appropriate. Special education students may be retained through the Individual Education Plan (IEP) process.

Elementary, middle, and high school students enrolled in special programs shall meet the goals stated in their Individual Education Plans (IEPs) or Section 504 Plans.

### **Right to Appeal**

Parents/guardians shall be provided a process whereby the decision to retain the student may be appealed.

**Remedial Instruction**

To assist students in overcoming academic deficiencies, the School shall offer programs of direct, systematic, and intensive supplemental instruction to students in grades two through eight, inclusive, who have been retained or who have been recommended for retention, pursuant to Education Code 48070.5. Supplemental instruction may also be offered to grades two through eight to students who are identified as being at risk of retention.

Such opportunities may include but are not limited to tutorial programs, before/after school programs, intersession and summer school programs, or any other applied interventions. Services shall not be provided during the regular instructional day if that would result in the student being removed from classroom instruction in the core curriculum. This supplemental instruction program shall be developed in accordance with the requirements of Education Code 37252.5.





2022-2023 Student/Parent Handbook

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## Welcome to Method Schools

As we start another school year, we are thrilled to continue to refine our practices to become a trusted public, online charter school. We are excited to bring more to you. Building upon a foundation of effective personalized instruction, we hope to continue to build our school community through field trips, community service events, and competitive sports.

As we add to what we can offer all students, we still remain focused on bringing an effective online program that offers both flexibility and rigor. We invest in the development of our staff in order to develop new ways to offer learning with a renewed focus on personalization and goal-setting.

We thank you for choosing Method Schools, and we are excited for another year to grow and learn from each other.

## Philosophy and Vision

Method Schools' mission is to aggressively advance K-12 education through continuously developing models that promote targeted student growth and a culture of inclusivity and equality.

We aim to do this in the following ways:

- Develop breakthrough practices and tools for students
- Facilitate growth within a diverse student population
- Cultivate a student focused program
- Promote a professional and staff driven culture.

With a vision that now focuses on growth in all facets of the organization, Method Schools seeks to accomplish this by developing superior tools and practices to effectively serve every student, enhancing internal synchronization to collectively build premium tools and practices, and creating a culture worthy of talent and dedication.

## Method Schools Expected Outcomes

Method Schools partners with students of diverse racial and cultural backgrounds to develop skills that closely align to deeper learning and beyond. The school is committed to a collaborative approach with students to create and provide meaningful educational experiences that not only reflect the real world in which they live, but challenge their ability to creatively problem solve and apply skill sets from one discipline to another. Students are provided with the supportive space to become self-directed learners and develop the skills to master academic core content, critically think, problem solve, collaborate, and effectively communicate to ultimately prepare them for a meaningful college experience and career. Through an emphasis on highly personalized instruction, students participate in activities that

promote self-discovery of personal and academic knowledge and interests, which will refine their path to college and beyond.

Method Schools is committed to educating the entire child and appealing to all learning styles and modalities. Method Schools believes that each student should develop the following traits and skills by the time of graduation:

Achievement	<ul style="list-style-type: none"> <li>• Establish and achieve personal goals</li> <li>• Develop strategies to maximize their learning</li> <li>• Convey information with knowledge and confidence</li> </ul>
Compassion	<ul style="list-style-type: none"> <li>• Adopt ethical and behavioral standards</li> <li>• Acknowledge and seek to understand diversity</li> <li>• Understand their individual civic and personal responsibility</li> <li>• Demonstrate respect for self and others</li> <li>• Become a productive and globally aware citizen</li> </ul>
Competency	<ul style="list-style-type: none"> <li>• Think critically and creatively</li> <li>• Demonstrate growth in content standards</li> <li>• Demonstrate growth in acquisition of 21<sup>st</sup> century skills</li> </ul>
Growth	<ul style="list-style-type: none"> <li>• Demonstrate courage to take risks</li> <li>• Take Initiative in their pursuit of knowledge</li> <li>• Development of one's own skills, gifts, and potential</li> <li>• Development of self-confidence and self-esteem</li> </ul>
Learning	<ul style="list-style-type: none"> <li>• Transfer knowledge to new situations</li> <li>• Synthesize information</li> <li>• Curiosity and imagination</li> </ul>

Method Schools works with a shared goal of educating its students to their fullest potential and is built on a foundation of collaboration between the parents, students, and our highly-qualified staff.

## Calendar (2022-23)

### 2022-23 Academic Calendar



Month	Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
July	↓	1	W	W	H	2	3	4	5	W	W	6	7	8	9	10	W	W	11	12	13	14	15	W	W	16	17	18	19	20	W	W	
August		21	22	23	24	25	W	W	26	27	28	29	30	W	W	N	N	N	N	N	N	W	W	31	32	33	34	35	W	W	36	37	38
September		39	40	W	H	41	42	43	44	W	W	45	46	47	48	49	W	W	50	51	52	53	54	W	W	55	56	57	58	59			
October		W	W	60	61	62	63	64	W	W	65	66	67	N	N	W	W	68	69	70	71	72	W	W	73	74	75	76	77	W	W	78	
November		79	80	81	82	W	W	83	84	85	86	H	W	W	N	N	N	N	W	W	N	N	N	N	H	N	W	W	87	88	89		
December		90	91	W	W	92	93	94	95	96	W	W	97	98	99	100	101	W	W	N	N	N	N	N	H	H	H	N	N	N	N	H	
January		H	H	N	N	N	N	W	W	102	103	104	105	106	W	W	H	107	108	109	110	W	W	111	112	113	114	115	W	W	116	117	
February		118	119	120	W	W	121	122	123	124	125	W	W	126	127	128	129	130	W	W	H	131	132	133	134	W	W	135	136				
March		137	138	139	W	W	140	141	142	143	144	W	W	145	146	147	148	149	W	W	N	N	N	N	N	W	W	150	151	152	153	154	
April		W	W	155	156	157	158	159	W	W	160	161	162	163	164	W	W	165	166	167	168	169	W	W	170	171	172	173	174	W	W		
May		175	176	177	178	179	W	W	180	181	182	183	184	W	W	185	186	187	188	189	W	W	190	191	192	193	194	W	W	H	195	196	
June		197	198	W	W	199	200	201	202	203	W	W	204	205	206	N	N	W	W	N	N	N	N	N	W	W	N	N	N	N	N	N	

KEY		Key Dates
W	Weekend	July 1: First day of school
N	Non School Day	July 4: Independence Day
H	Holiday	August 15-19: Non-Instruction Days
1	School Day	September 5: Labor Day
		October 13-14: Fall Break
		November 11: Veteran's Day
		November 14-25: Thanksgiving Break
		December 19-January 6: Winter Break
		January 16: MLK Day
		February 20: President's Day
		March 20-24: Spring Break
		May 29: Memorial Day
		June 14: Last day of school

30	Summer Instruction
10	Diagnostic Assessment 1
32	Instruction
5	Benchmark Assessment
33	Instruction
10	Diagnostic Assessment 2
34	Instruction
26	Testing
26	Instruction

## Enrollment Information

Method Schools are public schools of choice.

There is no discrimination in the admission of students to the school on the basis of race, creed, color, handicapping condition, or gender. Method Schools provides a free and appropriate public education (FAPE) to all of its students. All students; however, need to be able to meet the enrollment requirements.

Method Schools will enroll students in grades Transitional Kindergarten – Twelfth for the 2021-22 school year. Student registration is always online at [www.methodschoools.org](http://www.methodschoools.org). The enrollment process must be completed in full and submitted with all the required documentation prior to being accepted.

Questions regarding the status of your enrollment should be directed to the front offices. Students who have received services under the Individuals with Disabilities in Education Improvement Act (IDEIA) must provide this information at the time of enrollment. A Method Schools staff member will contact you to ensure proper placement of your student into our program.

It is understood that no student who qualifies for special education services under the Individuals with Disabilities in Education (IDEA) shall participate in independent study unless it is specifically authorized under his/her IEP.

Concurrent enrollment in another public or private school is prohibited at Method Schools and will cause the student to be withdrawn immediately. This does not include college-level coursework. Please refer to our enrollment requirements.

## **Fees**

Method Schools does not charge fees for our programs or services provided to our families. Enrollment with Method is always tuition-free; however, as with many school programs, certain expenses do fall within the responsibility of enrolled families: Ink for printers, the cost of transportation to and from school, Method Schools sponsored events, and the cost for providing paper are a few examples.

## **Enrollment Requirements**

### **Age Requirement**

A student will be admitted to Kindergarten at the beginning of a school year if the child will have his/her fifth birthday on or before September 1st of the school year.

In 2022–23, TK students are eligible if they turn 5 years old between September 2 and February 2.

### **Immunizations**

All of the following are required for enrollment into Method Schools.

- Diphtheria
- Measles
- Mumps (except for children who have reached the age of 7 years old)
- Pertussis (whooping cough)
- Poliomyelitis
- Rubella
- Tetanus
- Hepatitis B
- Varicella (chicken pox) – persons already admitted into California public or private schools at the Kindergarten level or about, before July 1, 2001, shall be exempt from Varicella immunization requirement for school entry.
- TDAP (pertussis) – the TDAP must be administered after a student's seventh birthday but before entering the 7th grade.

The schools' verification of immunization is through written medical records from your doctor or immunization clinic. Pupils who fail to complete the series of required immunizations within the specified time will be denied enrollment until the series has been completed. Exceptions are allowed under the following conditions:

- o 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 identifying the specific nature of probable duration of the medical condition.
- o As of January 1, 2016, due to Senate Bill 277, a parent may no longer request exemption of their child from immunization for personal or religious beliefs for students. The bill does exempt pupils enrolled in an independent study program, who do not receive classroom-based instruction. Any child leaving the United States for a short vacation, to any country considered by Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure, such as, Mexico, Philippines, India or Southeast Asia must call the County of Tuberculosis clinic for TB screening upon return.

### 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 your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in Kindergarten. Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment. The school recommends that children undergo a yearly speech, hearing, and eye examination.

### Withdrawals

If you decide to withdraw a student from Method Schools, please communicate your decision through your assigned teacher. Your teacher will schedule a final virtual conference to ensure that your student receives the appropriate academic and attendance credit. During this meeting, you will be required to submit work samples that your student has completed since your last conference and sign learning journals. Shipping labels required for the return of the loaned teaching materials, including laptops, will arrive within 2-3 weeks from the date you notified your teacher of your withdrawal.

### Change of Contact Information

Please notify our enrollment specialists should your contact information change and provide any updated proof of residency for your new address. Our staff will update the records accordingly.



Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student address. Parents are requested to update their account information in the online curriculum should their email address change. Communication is often sent via email to the email address listed in the online curriculum. Thus, we would like to keep all records up-to-date.

## Unable to Contact

In any school, but especially in a virtual school, regular communication with your Method Schools teacher is essential for your student's success in our program. If you are planning to be out of state, on vacation, or otherwise unable to communicate with your teacher for a period of time please notify your teacher so that proper arrangements to monitor your student's progress and attendance can be made.

Due to the enrollment requirements of our school, if your teacher is unable to contact you for 2 days, Method will attempt contact via phone and email requesting contact. If after these procedures have been followed and contact has not been made within 24 hours, it will be assumed that your child is enrolled in another educational program, and your child will be withdrawn.

## Attendance

Method Schools offers students a Personalized Learning Education through an online, independent study model. Independent study is substantially equivalent in quality and quantity to classroom instruction thereby ensuring that a student is assigned a full day's worth of work equivalent to that which he/she would be assigned in a classroom setting. Independent study students have the same access to existing services and resources as other students in the school in which the independent study student is enrolled.

## Daily Engagement

Using the following resources, Method Schools students are expected to **engage daily** with their learning.

- Login to the SmartFox platform (or K12 platform)
- Usage of iReady and IXL
- Learning materials as assigned by the Homeroom Teacher (teacher of record)

Students enjoy freedom and flexibility, while parents appreciate the accountability that the school provides them as the primary educator of their student.

## Synchronous Instruction and Live Interaction

The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

1. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
  - a. Daily instructional opportunities via videoconferencing provided by the supervising teacher
  - b. Weekly 1:1 meetings via videoconferencing provided by the supervising teacher
  - c. (3rd grade) Assigned Targeted Direct Instruction via videoconferencing for individualized instructional needs.
2. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
  - a. Weekly 1:1 meeting with the supervising teacher
  - b. Weekly homeroom instructional session
  - c. Daily instructional opportunities via subject specific lessons, Targeted Direct Instruction, Study Hall, and teacher office hours via videoconferencing
3. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
  - a. Weekly 1:1 meeting with the supervising teacher
  - b. Weekly homeroom instructional session

## Master Agreement

Method Schools' Master Agreement is filled out each semester for each student enrolled in the program. Our practice is to meet with students at least every 10 days to review outcomes and to collect work samples.

A current Master Agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the

connectivity and devices adequate to participate in the educational program and complete assigned work.

- A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

## Work Samples

Work samples are collected at the beginning of every Learning Period throughout the school year. Teachers collect approximately 8 samples per student, consisting of 2 samples per subject area.

A minimum of two work samples per enrolled course must be completed in order to maintain satisfactory educational progress.

## Daily Educational Activity Record

Each student at Method Schools must log activity every school day. Method Schools asks that this "daily engagement" be documented on a daily basis.

Student activity may include work in curriculum, work assigned in educational platforms, one to one meetings with homeroom teachers, or participation in course or tutoring sessions. Daily activity must be logged by the student or parent in the following format:

“Participated in live (name/type) class”

“Met with homeroom teacher”

“Completed assignments in (educational platform)”

Activity records must be signed by the student, parent, and teacher of record at the end of each month..

Method Schools recognize that families may not evenly distribute student’s work assignments over weekdays. However, due to strict state law requirements for charter school attendance, **Method Schools expects each student to be engaged in an educational activity on each weekday that Method Schools is in session.** This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the independent study period. Method Schools asks that a parent/guardian refrain from documenting “daily engagement” on a day where a student did not engage in any educational activity required of them by the assignments. By law, work done on weekends or other days when school is not in session cannot be used to “make-up” weekdays where no “daily engagement” occurred.

## Tiered Reengagement

Method Schools has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures are as follows:

1. Verification of current contact information for each enrolled pupil;
2. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
3. Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
4. When the evaluation described above under paragraph 2.b.iv. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil’s written agreement and reconsider the independent study program’s impact on the pupil’s achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil’s written independent study agreement.

2. The Homeroom Teacher and the Grade Level Lead under the guidance of the Tiered Reengagement Strategy will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

1. When any pupil fails to complete the minimum of two (2) work samples per subject per learning period in which they are enrolled.
2. In the event Student's educational progress falls below satisfactory levels as determined by the Charter School's Tiered Reengagement Policy which considers ALL of the following indicators:
  - a. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
  - b. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
  - c. Learning required concepts, as determined by the supervising teacher.
  - d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

## Method Schools Sponsored Fitness and Athletic Training Policy

Method Schools believes that physical fitness, athletic training and sports participation can be part of a well-rounded curriculum and educational experience. Method supports student participation in fitness and athletic training upon request to ensure students are offered a holistic experience. Method-sponsored athletic participation is a privilege that requires satisfactory academic achievement and attendance as outlined in Method Schools' Tiered Reengagement Policy.

Students who participate in Method Schools' sponsored fitness or athletic training are expected to meet the requirements of attendance and engagement as set forth by their grade level for live instruction classes, weekly 1-to-1 meetings, and daily login to the provided curriculum.

As participants in the academic program, all Method students are supported by additional scaffolds, including [SST \(student success team\)](#) meetings. Students who have an assigned SST will have, included in the terms of their SST, a temporary hold on their Method sponsored fitness or athletic training. Method will not sponsor participation in any fitness or athletic training starting on the 1st of the month immediately following the implementation of an SST and intervention

plan. Non-participation in SST meetings will result in permanent suspension of Method sponsored fitness or athletic training.

Students will remain ineligible for Method sponsored fitness or athletic participation until they satisfactorily meet all of the expectations outlined in the SST. The interventions established and agreed upon in the Student Success Team meeting are meant to build habits to be successful independent learners. In order to ensure these habits are sustained, funding will resume no earlier than the prescribed timeline established in the SST.

## State Standardized Tests

As members of a public charter school, our students participate in all state-mandated tests. Participation rates are critical to the success of our school. According to recent regulations, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California.

A testing schedule will be distributed to all families. Individual student performance results on statewide achievement testing will be distributed to both parents and teachers in a timely manner.

## Commitment to Growth

Method Schools is committed to providing an exceptional academic program based on an ongoing use of data and well-researched best instructional practices. With that, Method closely monitors students and their academic growth using rigorous curriculum, advanced instructional methods, and internal diagnostic and benchmark assessments that closely align to state assessments. Students are expected to test as part of their overall academic program.

We, at Method, hold a high expectation of all students to participate in all elements of our academic program including annual state testing. If you have any concerns about the full participation in Method's educational model, please discuss this with a Method staff member.

## Retention

Method Schools approach to learning is highly individualized to student's needs based on data-driven instructional practices and a Multi-Tiered System of Supports that targets each student's individual needs.

Method Schools makes every effort to meet students where they are by providing ample supports and interventions in order to allow students to matriculate from one grade to the next. Retaining a student is a practice that is rarely, if ever, considered based on Method's philosophy and approach of personalizing learning to a student's abilities rather than reassigning grade level. To determine

eligibility for a grade retention or promotion, we must allow ample time for interventions to be put in place, data to be gathered, and documentation of student response to interventions to meet the student's learning concern.

### Process to Determine Promotion/Retention

<b>1. Identification of Learning Concern</b>
<ul style="list-style-type: none"> <li>• Student, parent, or homeroom teacher expresses a learning concern.</li> <li>• Homeroom teachers, parents, and students work collaboratively to implement general interventions.</li> <li>• Homeroom teacher documents students' responses to general interventions. If there is no response to intervention, student is elevated to Student Success Team Meeting</li> </ul>
<b>2. Student Success Team #1 (SST-1) Meeting</b>
<ul style="list-style-type: none"> <li>• Learning concerns documented</li> <li>• Targeted interventions agreed upon</li> <li>• Date for follow up agreed upon at the meeting. Timeline for follow up is dependent on severity of learning concern. If no response to interventions at SST-1, student elevated to Student Success Team #2 (SST-2) meeting</li> </ul>
<b>3. Student Success Team #2 (SST-2) Meeting</b>
<ul style="list-style-type: none"> <li>• Learning concerns documented</li> <li>• Interventions adjusted based on students response to interventions in SST-1</li> <li>• Date for follow up agreed upon at the meeting. Timeline for follow up is dependent on severity of learning concern. If no response to interventions at SST-2, students are elevated to assessment meetings.</li> </ul>
<b>4. Assessment Meeting</b>
<ul style="list-style-type: none"> <li>• Determine the need for Special Education assessment</li> <li>• Records review for appropriate grade placement</li> <li>• Determine appropriate placement in independent study model</li> </ul>

If it is determined, a special education assessment is appropriate, the Special Education department will arrange for an assessment plan to determine special education eligibility.

Although extremely rare, any recommendations for a student's retention or promotions are taken to Method's Board for final approval. Method cannot guarantee the recommendation or denial of retention or promotion as each request is taken on a case by case basis.

## Student Success Team Meetings

Pupils who are not making sufficient progress and/or have excessive absences within one learning period shall be required to attend a Student Success Team meeting, along with their learning coach, to determine whether it is in the best interest of the pupil to remain in independent study. This conference shall be held as soon as possible, and the pupil will receive written notice of the Student Success Team Meeting. The pupil may request one postponement, not to exceed five (5) school days, of the conference for good cause.

At the meeting, the parent/guardian or adult student shall be informed of the reason for the meeting and the evidence supporting the concerns for the student's academic health. The student

and/or representative shall be given the opportunity to present information and share their concerns/obstacles during the meeting. Method Staff will take any information presented by the parent or learning coach and student into consideration when determining mandatory interventions for the student for continued enrollment. Additional factors will be considered including, but not limited to, the following:

- Student's grades at the time of the evaluation
- Student's progress in the independent study curriculum
- Student's attendance at required live sessions
- Teacher observation and feedback

Staff decisions shall be provided in writing to the parent/guardian within three days of the evaluation. Method Schools staff may:

- Find independent study still in the student's best interest
- Place the student on attendance probation to be evaluated again at the next attendance period if the student continues to fail to engage in daily activities
- Use other alternatives to improve attendance and engagement
- Find that it is not in the student's best interest to remain in independent study.

If Method Schools staff finds that it is not in the best interest to remain in independent study, then the student shall be withdrawn from enrollment at Method Schools and the parent/guardian will immediately enroll in a site-based program through the local school district or other appropriate educational program. Method Schools' decisions are final.

## Grading Scale (9-12)

Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4.0
A	93-96	4.0
A-	90-92	4.0
B+	87-89	3.0



B	83-86	3.0
B-	80-82	3.0
C+	77-79	2.0
C	73-76	2.0
C-	70-72	2.0
D+	67-69	1.0
D	60-66	1.0
F	Below 60	0.0

## Graduation Requirements

In order to prepare students for a rigorous post-secondary education, Method Schools offers a course catalog that includes courses that are University of California a-g approved and align to the state's academic standards.

Any student coming to Method Schools having earned Fs in any core classes (English, Math, Social Science, or Science) will be required to make up these grades before beginning any additional coursework, through the completion of credit recovery courses designed specifically for students who have previously failed courses.

*Additionally, any student wishing to attend Method Schools at the beginning of any school year, but coming in with previously failed core classes, will be required to begin school on the first day of the new school year.*

As it is our goal to prepare every high school student for their post-secondary education or career, graduation requirements differ based on the student's chosen HS Pathway. Teachers and Counselors will work with each student, based on their chosen pathway, to best prepare them for their post-high school plans.

Upon enrollment, students self-identify themselves as looking to follow one of four possible HS Pathways (See requirements below):

- **College-Bound:** Students will be preparing for attendance at a 2-or 4-year college

- **Career Technical Education (CTE):** Students who plan to go directly to a trade school or career
- **NCAA:** Student-athletes wishing to continue their sports career at the upper collegiate level
- **Conventional/Military:** Conventional students looking to graduate and enter the workforce or military directly out of high school.

**College Bound = 230-240 Credits required to graduate**

Subject	Credits
English	40
Mathematics (Algebra req.)	30(*4 Yrs. Recommended)
Social Science	30
Science (Including Biology w/Lab and a Physical Science w/Lab)	30
World Languages (Must be 2 years of the same language)(*May be waived)	20
Visual/Performing Arts	10
Physical Education	20
Health Education	5
College-Prep Elective (chosen from A-F categories, or another approved UC course)	10
CTE/Elective (35) (Mandatory: Sexual Health and HIV Prevention Ed.)	35

**Additional Requirements for College-Bound Students:**

- GPA 3.0 (3.4 for non-residents) in all A-G courses with no grade below a C
- Must take ACT Plus Writing or SAT w/Essay
- \*Waiver of "Language other than English" Requirement:

If you can demonstrate competency in a language other than English that is equivalent to or higher than that expected of students who have completed two years of a language other than English study, you may be allowed a waiver for this language requirement. For further information, contact the CSU campuses to which you are applying.

**Career Technical Education (CTE) - 220 Credits required to graduate**

Subject	Credits
English	30
Math (Algebra req.)	20
Social Science	30
Science (Including Biology w/Lab and a Physical Science w/Lab)	30
World Language or Visual and Performing Arts (VAPA)	10
Physical Education	20
Health Education (5)	5
CTE/Elective/VAPA/Additional World Language (State Required: Sexual Health and HIV Prevention Ed.) <ul style="list-style-type: none"> <li>Student must complete one full CTE Pathway</li> </ul>	75

**NCAA = 220 Credits required to graduate**

Subject	Credits
English	40
Math (Algebra req.)	30 (+10**)
Social Science	20 (+10)**
Science (Including Biology w/Lab and a Physical Science w/Lab)	20 (+10*)
World Languages (Suggested 2 years of the same language)	20**
Visual and Performing Arts	10
Physical Education	20
Health	5
CTE/Elective (25)(Mandatory: Sexual Health and HIV Prevention Ed.)	25

**Additional Requirements for NCAA Student-Athletes:**

- Register on the NCAA Eligibility Center in grade-10

- \*English, math, or natural/physical science: One additional year of any (10 credits)
- \*\*English, math, natural/physical science, social science, foreign language, comparative religion or philosophy - 4 additional years (40 credits)
- Complete 10 core courses, including seven in English, math, or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA.

### Conventional/Military = 220 Credits required to graduate

Subject	Credits
English	30
Math (Algebra req.)	20
Social Science	30
Science (Including Biology w/Lab and a Physical Science w/Lab)	30
World Language or Visual and Performing Arts (VAPA)	10
Physical Education	20
Health	5
CTE/Elective/VAPA/Additional World Language (Mandatory: Sexual Health and HIV Prevention Ed.)	75

#### Additional Requirements for Conventional/Military Students:

- Review the specific requirements for each branch of the military before contacting a recruiter. *Do your homework.*
- Speak with a recruiter regarding taking the ASVAB exam.

### Changes in Class Schedule

Students may drop with a W no later than the drop dates established by Method Schools calendar.

Drops after the deadline shall receive an **F** grade on his/her transcript unless otherwise decided by the school director or designee because of extenuating circumstances.

Attendance for students marked with a W will also be marked as “No Activity” (Red) if they drop both classes or did no work in general. Students will be marked drop on the day of the drop, not the day of last work.

## Requirements for Concurrent Enrollment in Community College

High school students actively enrolled at Method Schools are expected to complete the majority, if not all, of their high school-earned credits in Method Schools approved catalog courses. Students may earn credit from a California community college, based on review and approval of the course or courses by Method Schools. Students must complete the college’s Concurrent Enrollment form and submit it to Method Schools for approval. Students must submit the form and be granted approval prior to beginning the course. Method Schools will approve or not approve the submitted course, based on demonstrated rigor, alignment to the standards, need, student status in their Method Schools courses, and to Method Schools Board approved graduation requirements. Approved courses may or may not be eligible for UC A-G approval.

Method high school students wishing to enroll in a community college must submit all forms to their Method College Counselor prior to enrollment in each semester he/she wishes to participate. Students are free to select courses they’re interested in, but the counselor may suggest courses that meet their educational needs. Students will only be permitted to register for classes that their counselor approves. Each form needs to be signed by the student’s Method Schools Counselor. Students must also have the signature of a parent or guardian authorizing the student’s participation in the program on their Concurrent Enrollment form.

Students are limited to six units, or two classes, per semester if they are in good academic standing with Method Schools.

All coursework taken will appear on the student’s community college transcript. If the coursework is pre-approved the student will receive credit from Method Schools on their high school transcript. Method Schools accepts no financial responsibility for students taking community college courses and students must be aware that there are possible book, lab, and other costs associated with attendance at the community college.

The community college is not responsible for the supervision of minor students anywhere on campus outside of the classroom setting. College faculty are not expected to wait with students until their ride arrives. At times, classes may be dismissed early.

Students must adhere to all college policies on course requirements, attendance, dates and deadlines, and any other applicable policies and procedures including the Student Code of Conduct. See the college catalog or schedule of classes for policies.

### Steps for High School Concurrent Enrollment

1. Select a College, read the class schedule, and choose a course you would like to take.
2. Meet with your Method Schools Counselor to discuss course choice.
3. Get your parent's approval for attending a college class.
4. Complete an admissions application from the community college as a Concurrent Enrollment or Dual Enrollment student.
5. Submit the high school concurrent enrollment to the Method Schools Counselor to obtain his/her signature and discuss your selection. Some colleges submit these documents to counselors digitally so be sure you have your Method Schools counselor's correct email address.
6. Students may be required to take assessments if enrolled in English, Math, or ESL courses and must adhere to any prerequisite requirements.
7. In order for students to receive their concurrent enrollment credit, Method Schools must receive the final transcript with the class taken from the community college.

## Grade Appeal Policy

The official transcript is a complete representation of a student's academic record. It is of utmost importance that accurate record keeping and grade reporting is timely.

A petition or request for transcript review can be submitted to Method Schools to review records and coursework.

In the event of inaccuracies, any changes to official transcripts are made only after a thorough review of the transcript by counselors and course teachers. Gradebooks, master agreements, and report cards are reviewed to support the changes to ensure its accuracy. No changes are made without the approval of the course teacher and Method administration.

## Special Education

### *An Overview*

### *What is Special Education?*

The Education for All Handicapped Children was enacted by Congress in 1975 creating special education. This law has been revised several times since its original passage and is now known as the Individuals with Disabilities Education Act (IDEA). Children must be identified, tested, and have a qualifying disability that negatively impacts their education. The Individuals with Disabilities Education Act (IDEA) states that each child who has a disability, needs special education and related services will receive FAPE (free appropriate public education).

### *What are the 13 disabilities recognized by IDEA and California?*

IDEA specifies 13 classifications of disabilities; however, a child's school performance must be "adversely affected" by a disability to qualify for the special education program.

- Autism Spectrum Disorder (ASD). ASD is a developmental disability that significantly affects verbal, nonverbal communication, social interaction, and sometimes impacts behavior. It is generally evident before the age of three. Common characteristics often associated with autism are engagement in repetitive activities, stereotyped movements, resistance to environmental change or changes in daily routines, and unusual responses to sensory experiences.
- Deafblindness is a concomitant (simultaneous) hearing and visual impairment, the combination of which causes severe communication, developmental, and educational problems. In this category, a student's needs cannot be met with just deaf or blind services only.
- Deafness is a hearing impairment, whether permanent or fluctuating, which impairs the processing of linguistic information through hearing, even with amplification. If any equipment can correct a hearing problem, then the student does not qualify under the definition of deafness.
- Emotional Disturbance (ED) is an inability to learn which cannot be explained by intellectual, sensory, or health factors. It typically manifests as an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behaviors or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; and a tendency to develop physical symptoms or fears asocial with personal or school problems. Common examples may include anxiety disorder, schizophrenia, bipolar disorder, obsessive-compulsive disorder, and depression.
- Hard of Hearing or Hearing Impairment may be permanent or fluctuating, which impairs the processing of linguistic information through hearing, even with amplification, and which adversely affects educational performance. Processing linguistic information includes speech and language reception and speech and language discrimination.

- Intellectual disability (ID) is a student who has significantly below average general intellectual abilities existing concurrently with deficits in adaptive behavior. These students typically have poor communication, self-care, and social skills. Most of these students are on a modified curriculum. Common examples include down syndrome or mental retardation.
- Multiple disabilities (MD) include concomitant impairments of at least two disabilities or more, the combination of which causes such severe educational needs that they cannot be accommodated by special education programs solely for one of the impairments. The term does not include deaf-blindness.
- Orthopedic Impairment (OI) is a severe orthopedic impairment that adversely affects the student's educational performance due to the lack of ability to move their bodies. One common example is cerebral palsy.
- Other Health Impairment (OHI) is an umbrella term that covers any other condition or illness that limits a child's strength, energy, or alertness. One common example is Attention Deficit Hyperactivity Disorder (ADHD), which impacts attention and executive function.
- Speech or language impairment (SLI). Students with this disability may demonstrate difficulty understanding or using spoken language to such an extent that it adversely affects his or her educational performance and cannot be corrected without special education and related services. Common speech disorders may include articulation (reduced intelligibility) and/or stuttering.
- Specific Learning Disability (SLD) is the most common category and is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken, or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. This disability must result in a severe discrepancy between his/her intellectual ability and achievement in one or more academic areas.
- Traumatic brain injury (TBI). This is a brain injury caused by an accident or some kind of physical force. Services and needs must be on a case-by-case basis based on the severity of the injury.
- Visual impairment (VI) includes both partial sight and blindness impacting educational performance. If eyewear can correct a vision problem, then the student does not qualify under the definition of visual impairment.



### *What exactly is an IEP?*

An Individualized Education Plan (IEP) is written to annually provide a child with a disability with a specially designed education. It will include eligibility status, present levels, accommodations, modifications, and goals. IEP goals are written to show “meaningful educational benefit” for students based on their ability level. The IEP is written, updated, reviewed, and agreed upon every year. Initial tests are conducted to determine eligibility and every three years testing must be conducted to determine ongoing eligibility.

### *What is a modified curriculum?*

A modified curriculum is a change in what is being taught to or expected from the student to adjust for a reduced comprehension level and may entail changing some or all of the curriculum. The curriculum is adjusted to the child's instructional level which may be one grade level below or several and should be agreed upon between parents & teachers. Students on a modified curriculum are not eligible for a high school diploma but may receive a certificate of completion upon completing high school.

### *What is a 504 plan?*

Students who do not qualify for an IEP may sometimes be offered a 504 plan. A 504 Plan is a blueprint for how the school will provide support and remove barriers for a student with a disability. It may provide accommodations, services, supports, and any other agreed-upon reasonable changes to the learning environment to enable students to learn alongside their peers. Unlike an IEP, there is no standard 504 Plan; however, a school site may have a structured form. These plans may vary from student to student as it is based on individual needs. The plan is reviewed yearly and every three years for continued eligibility.

### *What are adaptations?*

Adaptations are frequently used by teachers. They are quick and easy changes to the classroom environment such as moving an easily distracted child away from the window, providing blockades, noise reduction headphones or seating the student closer to the front. Adaptations provide access for a student with a disability to participate in a course, standard, or test but does not alter or lower the course standards. Some adaptations may be found on 504 Plans or IEPs.

### *What are accommodations?*

Accommodations are frequently used by teachers and are methods used to assist with student learning without changing the academic content. These are often found on 504 Plans or IEPs and are based on student needs and/or disabilities. The following types are listed below:

*Presentation* - the way information is presented.

*Response* - the way a student completes an assignment.

*Setting* - the environment of the student

*Time/schedule* - dates, days, hours, minutes, and other time issues

*Organizational* - the ability to keep a student organized and focused.

*Study* - methods to teach students to retain information and self-study, which may be called accommodations or simply strategies.

## Child Find

Method Schools participates in a comprehensive “child find” protocol to identify students who have or may have exceptional needs. All instructional, support and administrative staff seek to participate in the “child find” protocol of the special education local plan area (SELPA). These systems include a variety policies and practices that are not limited to the following:

- Comprehensive post-enrollment practices that aim to identify students with exceptional needs in order to ensure that all instructional, support and administrative staff is aware of all students who have identified special needs
- Continuous efforts to maintaining and nurturing relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion
- Ongoing professional development and training for all instructional, support and administrative staff, to ensure proper identification of special needs within all students
- As part of the Multi-tiered Support System, continuously review and monitor all student assessment data, including state mandated testing and all internal assessments in order to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services

## Confidentiality

Please notify our enrollment specialists should your contact information change and provide any updated proof of residency for your new address. Our staff will update the records accordingly. Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student address. Parents are requested to update their account information in the online curriculum should their email address change. Communication is often sent via email to the email address listed in the online curriculum. Thus, we would like to keep all records up-to-date.

## Code of Conduct

Freedom of speech and expression is valued not only throughout society but also, and particularly, in the academic setting. No more is this so than in the classroom.

At Method Schools, a classroom is defined as many different locations. These may include, but are not limited to:

- Online classroom sessions.
- Any Method Schools event
- Any Method Schools community area.

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established.

- When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
  - Conflicting opinions among members of a class are respected and responded to in a professional manner.
  - No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
  - No offensive comments, language, or gestures are part of the classroom environment.
  - Posting anonymous messages is not permitted unless authorized by the course's online teacher.
- Impersonating another person is also strictly prohibited.
- Use only your own username and password, and do not share these with anyone.
  - Do not post personal information (any social media, YouTube, Facebook, email address, etc.)
  - Do not interfere with other users' ability to access Method Schools or disclose anyone's password to others or allow them to use another user's account. **You** are responsible for all activity that is associated with your user name and password.
  - Do not download, transmit or post material that is intended for personal gain or profit, non- Method Schools commercial activities, non-Method Schools product advertising, or political lobbying on a Method Schools owned instructional computing resource.
  - Do not use Method Schools instructional computing resources to sell or purchase any illegal items or substances.
  - Do not upload or post any software on Method Schools instructional computing resources that are not specifically required and approved for your assignments.
  - Do not post any MP3 files, compressed video, or other non-instructional files to any Method Schools server.
  - Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain email, viruses, or other intentionally destructive content.

Adherence to this code of conduct will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.

### *Bullying and Intimidation*

Method Schools believes that all students have a right to a safe and healthy school environment. To that end, the schools and community have an obligation to promote mutual respect, tolerance, and acceptance. Method Schools will not tolerate any act of intimidation including direct physical contact, gestures, comments, threats or actions, either written, verbal or physical, which cause, threaten to cause or are likely to cause bodily harm, social isolation, manipulation, or personal degradation at any school site, at any school activity whether on or off campus, while traveling to and from school or a school sponsored activity, or during the lunch period, whether on or off the school site.

## Discipline

In order to promote learning and protect the safety and well-being of all students, Method Schools adheres to the Suspension and Expulsion guidelines established by California Education Code Section 48900. When a student interferes with the learning, safety, and well-being of students, it may be necessary to suspend or expel a student from regular classroom instruction. Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, and the use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("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. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School 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.

## Dress Code

It is important to require a standard of dress for when students attend a school-related event. These instances include (but are not limited to) online web conferences, outings, testing, community day, etc. Clothing worn should promote the learning process and appropriate behavior. It is expected that students will wear clothing that is consistent with their health, safety, and welfare.

The following standard of dress must be observed in these instances:

- Shorts and skirts must be longer than the tips of fingers when arms are relaxed at sides.
- No strapless or backless tops or dresses.
- No bare midriffs.
- No low-cut tops revealing cleavage.
- Undergarments must not show (i.e., saggy pants or sheer clothing).
- No item of clothing may display foul or derogatory language or artwork.

## Student Records

Your student's records may be viewed at any time pursuant to the Notification of Rights under FERPA. Please provide our office with five (5) days' notice so that the record may be pulled. The record must be viewed in the presence of a Method Schools administrative staff member.

Method Schools' Registrar will send a Release of Student Records form to your student's previous school upon enrollment in order to obtain your student's records. It is the responsibility of your previous school to mail the records to Method Schools at that time.

Should you decide to withdraw from Method Schools and transfer to a new school, your new school will contact Method Schools to request your student's records, and we will mail the records to them.

Should you decide to withdraw from Method Schools and teach in the home, please contact our school offices and we will mail a copy of your student records to you.

## Work Permits

Students requesting a work permit need to speak with their Method teacher, complete the required paperwork, and submit it to their Method Schools teacher. Work permits are only issued

to students who meet the following guidelines the following guidelines after enrollment for a full quarter:

- Maintain at least a 2.0 GPA.
- Are not under attendance evaluation.

Please allow for at least 10 working days to return your permit paperwork. In order for us to complete Work Permit paperwork, your student must be in good standing with the school and maintain good standing in terms of attendance and progress or work permit is revoked.

## Elementary School Policies

### Attendance

#### *Absence Defined*

No login recorded in the curriculum platform and no work submitted for a school day.

#### *Missed Engagement*

Students can make up missed classes by completing the missed assignment and turning it in within 1 week from the missed class for 3 of the 5 points.

Students who attend a homework club and complete the missed assignment for a teacher to check within 1 week of missing class will receive 5 points; making up full credit.

Make-up work must be completed within 1 week of missed class for credit. Unless special circumstances and the Homeroom teacher agrees with department's lead's approval.

Students who have more than 3 consecutive absences in a live instruction will not be allowed to make up work for the remainder of the quarter. Any further absences will result in any further absences will result in a Student Success Team meeting for academic intervention..

#### *Vacation/ Illness/ Family Emergency*

Families must inform the Homeroom teacher by email and/or call the school line to inform them their student(s) will be out of school due to illness, vacation, or family emergency.

Students going on vacation will need to work with their Homeroom teacher regarding work progress and plan. The department lead and homeroom teacher will work together with the parent to support learning or a plan for the student to make up missed work.

### *Weekly Homeroom Meetings (1 on 1)*

Students/ parents are required to email their homeroom teacher as soon as possible if they will miss their weekly meeting. The teacher will reach out with an alternative makeup day and time. Families are to make every effort to meet the rescheduling meetings.

- Students who miss 1 or more weekly meetings without rescheduling may be flagged for an SST.
- 3 or more missed weekly meetings including continuous rescheduled meetings may be flagged for a Student Success Team Meeting..

### *Tardy*

Students who are 5 minutes late to class will be asked to attend the second session or the next session. It is recommended they attend the 2nd session of that scheduled class if possible. The classes are 30 min. long and tardiness interferes with instruction but also causes distractions for other students. Missed classes due to tardiness will fall under the absence policy for make-up work.

### *Mid-Year Enrollment*

Students will be provided with the pacing guide. Based on diagnostic and current pacing; Homeroom teachers will assign work that is based on current pacing and some prior lessons and assignments that correlate with current work. Students will be given up to 2 week to catch up to the current pacing of their peers.

### *Engagement*

Students are required to log into the assigned curriculum platform daily to work on lessons, quizzes, and assignments. It is recommended that students spend a minimum of 4 hrs daily engaging in curriculum.

### *Morning Meetings*

Morning meetings daily by grade level are required.

### *Pacing Guides*

The weekly pacing guide will be broken down into daily chunks and students will receive daily goals aligned with the weekly pacing. Unless specified otherwise by the student's homeroom teacher.

### *5th Grade*

Students will be assigned a grade level Math, Language Arts, and Science (5th grade only) live instruction class. Attendance is mandatory for live instruction classes. Class attendance is 5 points in that subject class course. Missed classes impact a student's grade.

### *iReady Diagnostic Testing*

iReady diagnostics conducted during regular intervals assess and determine a student's eligibility for TDI Math and Reading classes. Students whose scores determine extra support will attend the assigned TDI Math and/or Language Arts class during the week.

Students have the opportunity to select an afternoon or morning class of grade level Math and Language Arts. TDI classes are also available 2 times a week in the morning and afternoon.

### *Weekly 1 on 1 Meeting*

Weekly meetings with a Homeroom teacher are required. This is a 30 minute meeting with a Homeroom teacher assigned to the student. Students will discuss course progress, work on assignments, receive personal academic support from their homeroom teacher. It is also a requirement for attendance.

## Live Instruction

### Class Behavior & Expectations

Students are expected to demonstrate respect during live instruction classes, 1 on 1 meetings, and with communication to all Method Staff. Come prepared to class with the necessary materials. Computer charged, paper, and pencil

#### **Student expectations during live instruction:**

- Muting during instruction
- Raising hand
- Positive attitude
- Respectful chat with staff and students
- Cameras on
- First & Last name on Zoom
- Dress in appropriate attire
- No distracting behavior
- Response to teacher's instructions/questions/ and participation

Students who cause disruptions or disrespectful behavior/ communication in class will be warned and parents/guardians notified.

#### **Disruptive behavior as described but not limited to:**

- Inappropriate comments involving threats



- demeaning comments aimed at a student(s) or teacher
- Inappropriate in a sexual content
- Distractive and off topic
- Camera filters/ or actions behind the camera

Continued issues will result in a behavior contract created by the Homeroom teachers, department lead and signed by parent and student. Behavior contract may include:

- restriction(s) to class
- breakout room for time-out of no more than 5 min.
- Positive reinforcement for behavior
- Time limit on the behavior contract

## Curriculum

Students in 3-5 will be provided with log in access to the SmartFox curriculum platform. Students Kindergarten through Second Grade will be provided login information for the K12 curriculum platform.

- Each student will also work within the iReady program daily equaling 45 minutes in Math and 45 minutes in Reading.
- Each student will be given login credentials for their own RazKids reading account. Students will read 3 stories, listen, and complete the short quiz where applicable.

**\* Changes to curriculum or assignments will be approved by the homeroom teacher and department lead or with the direction of the Special Education Director where applicable.**

8 Samples for the TK-2 curriculum are required each learning period. 2 samples from each core subject from the K12 curriculum workbooks. 1 sample from a live instruction class or a 1-on-1 meeting with a homeroom teacher.

## Academic Integrity Policy

Students and staff at Method Schools are responsible for upholding academic integrity, which refers to honesty and responsibility in representing your own work and recognizing and acknowledging the contribution of others. Acts of academic dishonesty violate the foundations of Method Schools; diminish learning; and are unfair to students who do their own work. For these reasons, academic dishonesty is taken seriously with consequences ranging from failing the assignment or course or being withdrawn from Method Schools.

Definition of Academic Dishonesty and Plagiarism: Academic dishonesty, cheating, and plagiarism are considered any attempt to obtain credit through dishonest means. This includes cheating, plagiarism and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

Some examples of this include (but are not limited to):

- Using another's work and claiming it as your own.
- Copying other students' work or allowing your work to be copied.
- Using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Copying from text, websites, or other course materials.
- Purchasing a completed paper or project created by someone else.
- "Recycling" an assignment – submitting the same assignment to more than one course.
- Asking for answers in any social media forum, discussion, or chat room.
- Manipulating online assessments to achieve a passing score without mastering the content.
- Plagiarism is the presentation of someone else's ideas or work as one's own.

Academic dishonesty and plagiarism constitute fraud or theft. Plagiarism or any form of academic dishonesty is a grave offense and will not be tolerated. So Cal | Method Schools | [methodschoools.org](http://methodschoools.org) 30 If a teacher or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the teacher may exercise one or more of the following options, depending on the severity of the offense.

## Consequences

**First Offense**–Content teacher will remove credit for any assignment related to the offense and communicate to the HR teacher. HR Teacher will contact and conference with parents and students regarding the offense and discuss the repercussions of additional offenses. Teacher will provide required resources to help students succeed while maintaining academic integrity. The student will be required to resubmit assignment(s) to receive credit.

- Resources include the video test the student will watch and complete. They will need to submit a screenshot of the completed video.
- The student will also need to write one paragraph defining plagiarism, giving examples and explaining what is not plagiarism.

**Second Offense**– Content teacher will remove credit for any assignment related to the offense and communicate to the HR teacher. Administrators/ department lead will conference with the teacher, parent, and student regarding the seriousness of academic integrity. The student may be required additional supervision (example: complete assessments in the online classroom) to help support the student to be successful in the future. The student can redo the assignment but will only receive ½ credit.

**Third Offense**– Content teacher will remove credit for any assignment related to the offense. Administrators/ department leads will conference with the teacher, parent, and student regarding the seriousness of academic integrity. The student may be withdrawn from Method Schools and placed back in their school of residence. A letter will be placed in the student's file. The repeat incidents will be noted in the student's permanent file. Plagiarized assignments will not be allowed to be resubmitted and will be given 0's.

Avoiding Plagiarism: Students must give credit for any information that is not either the result of original research or common knowledge. If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not he/she should cite, he/she is encouraged to cite. Students are also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as "The Essential Little Brown Handbook" and for formatting questions refer to manuals such as The MLA Handbook for the Humanities, The Publication Manual of the APA for social sciences and business and The CBE Style Manual for natural and applied sciences. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and revoked access to course(s).

## Learning Coach

The Learning Coach is identified as the parent(s) or guardian on record. The learning coach can specify and give permission for another point of contact to be included in communication between LC and Elementary teachers.

The learning coach is responsible for communicating and supporting their enrolled student in their curriculum, attendance, technology, and academic scheduling. They are the main support in the independent learning environment.

### Learning Coach Responsibilities:

- Ensuring attendance by student to meetings/ live instructional classes/
- Helping to support academic plans implemented by staff and teachers
- Communicating foreseeable absences

- Supporting your student(s) in completing work
- Checking your student's progress daily in completion of work
- Communicating directly with staff and teachers regarding attendance
- Signing Learning Journals at the end of each month
- Providing work samples/or uploading within the time frame as applicable

## Grading Policy

### Grades 3-5 Grading Scale

A	95 - 100
A-	94 - 90
B+	87 - 89
B	85 - 86
B-	80 - 84
C+	77 - 79
C	75 - 76
C-	70 - 74
D+	67 - 69
D	65 - 66
D-	60 - 64
F	Below 60

### Grades TK-2 Grading Scale

E	Exceeds Expectations
M	Meets Expectations
P	Partially Meets Expectations
I	Incomplete

## Report Cards

Report cards are issued at the end of Semester 1 and Semester 2. Grades will be given as deemed by the grade groupings. Homeroom teachers will conference with students and parents the week after report cards are sent out for Semester 1. Parents will be invited to their student's scheduled 1 to 1 for a remote call in or zoom.

## Progress Reports

Progress reports are sent out quarterly. These are mid-point progress grades between semester grades. Homeroom teachers may give more frequent reports at that discretion and that of a SSM and department lead. Greater frequency of progress reports will occur with Academic and Attendance Action Plan.

## Middle School Policies

### Middle School Academic Policy

#### Progress in Curriculum

Method Schools offer students, in the state of California, the opportunity to work in a self-paced learning environment where academic course levels are tailored to meet the student at his/her point of need. With this being said;

- Progress is logged daily. Students must make continuous progress (actively engaged and completing assignments) in the curriculum.
- Students are required to complete diagnostic testing (done typically three times in the school year) per their homeroom teacher to determine progression.

Method Schools realizes that not all students work at the same pace, but students are typically expected to complete assigned coursework each week. Students needing additional support either for remedial or advanced work can join online classroom sessions, additional Targeted Direct Instruction groups, and/or complete supplemental lessons approved by Method.

#### Lack of Progress

Teachers will send parents/students an email reminder if there has been no academic engagement documented in SF by 3:00 pm. It is expected that students will login to SF to either work in their courses or record other academic activities into their Learning Journals by 11:00 pm.

If there is no recorded activity in SF or SF learning journal, it is considered an unexcused absence and will be handled according to the response below:

### **Tiered Attendance Response:**

Method Schools has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures are as follows:

1. Verification of current contact information for each enrolled pupil;
2. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
3. Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
4. When the evaluation described above under paragraph 2.b.iv. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

### **Grade Level Promotion**

Method Schools start with the expectation that most of our students who regularly attend school will be promoted to the next grade level by the end of the school year. Grade-level promotion is not based solely on percentages, numbers of lessons completed, or test scores. Rather, grade-level promotion is based on a more comprehensive view that includes satisfactory progress in skill development, acceptable attendance, prior school experience, and achievement on lesson assessments and teacher assessment of student ability. As would be the case in a traditional classroom, students at Method will exhibit a significant range of achievement in a certain grade and most students in this range will move to the next grade.

### **Promotion/Retention: Grades 6-8**

Students shall be considered for promotion and retention in specific subject areas (Language Arts and Math) and between certain grade levels:

- The beginning of middle school grades (grade 6)
- The end of middle school grades (grade 8)

As early as possible in the school year and in the students' school careers, teachers shall identify students who should be retained or who are at risk of being retained in accordance with law, Board policy, and administrative regulation. When a student has more than one teacher, the designee shall determine which individual teacher or teachers shall be responsible for the promotion/retention decision.

Students shall be identified based on grades, internal assessments done by Method, and on the assessment results on the State's Standardized Testing and Reporting Program.

When a student is identified as being at risk of retention, parents/guardians shall be notified as early in the school year as practicable. In addition to being notified, a student's parent/guardian shall have the opportunity to consult with the teacher or teachers responsible for the decision to promote or retain the student.

### Report Cards

Method Schools will provide a written report card or progress report for each student:

- At the end of each QUARTER (Progress report)
- At the end of each SEMESTER (Report card)

The report card will include an indicator of the student's progress as well as a short narrative report provided by the child's teacher.

### Grades 6-8 Grading Scale

A	95 - 100
A-	94 - 90
B+	87 - 89
B	85 - 86
B-	80 - 84
C+	77 - 79
C	75 - 76
C-	70 - 74
D+	67 - 69
D	65 - 66
D-	60 - 64
F	Below 60

Each report card is a "snapshot," an important indicator of where a student is in his or her lesson schedule in a particular grade. Progress and achievement will vary according to lesson planning, teaching schedules, the date when a student enrolls, the student's learning style, and aptitude.

Students beginning after the start of school will receive a progress report based on the completion of lessons in accordance with the amount of time they have been enrolled.

## **Late Work**

The belief and expectation of our faculty and school governance structure is that our students will work to exceed their goals and personal expectations. Method Schools Faculty strives to support all students in this endeavor. The course instructor and/or homeroom teacher will work to support students with missing or late assignments. Grading and content penalties may apply to assignments once submitted.

## **Academic Dishonesty and Plagiarism**

Academic dishonesty, cheating, and plagiarism is considered any attempt to obtain credit through dishonest means. This includes cheating, plagiarism, and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

Some examples of this include (but are not limited to):

- Using another's work and claiming it as your own.
- Copying other students' work or allowing your work to be copied.
- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- Copying from text, websites, or other course materials.
- Purchasing a paper or project.
- "Recycling" an assignment – submitting an assignment to more than one course.
- Asking for answers in any social media forum, discussion, or chatroom.
- Manipulating online assessments to achieve a passing score without mastering the content.

Plagiarism is the presentation of someone else's ideas or work as one's own. This constitutes fraud or theft. Plagiarism or any form of academic dishonesty is a grave offense and will not be tolerated.

If a teacher or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the teacher may exercise one or more of the following options, depending on the severity of the offense.

## **Consequences**

- First Offense – The teacher will remove credit for any assignment related to the offense. Teachers will conference with parent and student regarding the offense and discuss the repercussions of additional offenses. Teachers will provide resources and support to help students succeed while maintaining academic integrity. Students will be required to resubmit assignment(s) to receive credit.
- Second Offense – The teacher will remove credit for any assignment related to the offense. Administrators will conference with the teacher, parent, and student regarding the seriousness of academic integrity. A letter will be placed in the student's file regarding the offense. The student may be required additional supervision (example: complete assessments in the online classroom) to help support the student be successful in the future. The student will not receive academic credit for the assignment(s).
- Third Offense – The student may be withdrawn from Method Schools and placed back in their school of residence. The incidents will be noted in the student's permanent file.



## Avoiding Plagiarism

Students must give credit for any information that is not either the result of original research or common knowledge. If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and on the reference page. If students are unsure whether he/she should cite, he/she is encouraged to cite. Students are also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as the Essential Little Brown Handbook and for formatting questions refer to manuals such as The MLA Handbook for the Humanities, The Publication Manual of the APA for social sciences and business and The CBE Style Manual for natural and applied sciences. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and revoked access to course(s).

***“Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student’s withdrawal from Method Schools. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re – enroll for the remainder of the current academic year and one academic year following.”***

## Middle School Attendance Policy

### Independent Study Master Agreement (ISMA)

California Independent Study regulations require that any student enrolled in Method Schools has signed an Independent Study Master Agreement on file for each year they are enrolled. The student, the parent/guardian and our teachers must sign the agreement. Additionally, should a learning coach other than the parent/guardian be responsible for instruction, he/she must also sign the Master Agreement. Please work with your teacher to ensure that your child’s ISMA is signed in a timely manner.

***“Failure to provide a signed Independent Study Master Agreement prior to each year will result in your child’s withdrawal from our program due to this state requirement.”***

### Student Expectations

**Students are expected to complete coursework and log into Smartfox every school day, Monday through Friday. For Method to consider a student in attendance, the student must:**

- Log into Smartfox for NO LESS than 20 minutes each school day.
- Engage in NO LESS than 20 hours per week of academic activities, ideally split evenly within each course in Smartfox.
- Turn in NO LESS than 8 work samples per Learning Period, with each course providing 2 samples.
- Meet with their Homeroom Teacher for NO LESS than 30 minutes each week.

- Meet with their Homeroom Teacher and Parent ONE TIME PER LEARNING PERIOD for NO LESS than 30 minutes. This also satisfies one of the regular meetings between the Student and Homeroom Teacher.
- Attend NO LESS than one Homeroom Group Session per week. These session lengths can vary, but each is no less than 30 minutes long.
- Participate in assigned TDI courses if assigned by the Homeroom Teacher or Administration at Method.

### Learning Coach Expectations

**The Learning Coach is the person primarily responsible for supervising the student(s) during regular school hours (8:30am – 3pm). In terms of attendance, Learning Coaches have two major responsibilities:**

1. Meet with their Homeroom Teacher and Student NO LESS than one time per Learning Period for approximately 30 minutes.
2. Sign, with their Student's and Homeroom Teacher, their student's Learning Journal once per Learning Period and/or month.

**In addition to maintaining attendance with Method Schools, the Learning Coach also:**

- Ensures that the student is participating appropriately in the instructional program. This can include but is NOT limited to:
  - o Completing assigned lessons
  - o Completing assessments
  - o Participating in a weekly virtual session with the homeroom teacher (may include supplemental instruction)
  - o Participating in a weekly homeroom group session with the homeroom teacher and other homeroom students (may include supplemental instruction)
  - o Having the student available and actively participating in the meetings and in person assessments or instructional assistance as assigned by Method.
- Ensures that the student participates in interventions as deemed necessary by our staff.
- Can read and understand the curriculum and instructional materials provided by Method Schools.
- With help from Method staff, identifies and supports the student with any academic issues.
- Supports the student in attending state-mandated testing.
- Has a working phone number, email account, and internet access at the time of enrollment, and knows that email is the primary means of communication.
- Monitors email and phone messages daily and responds to all calls and emails from Method staff within 48 hours.
- Maintains the student's enrollment by meeting attendance requirements as laid out by Method Schools.
- Informs Method staff within 48 hours of any changes to contact information (i.e., address, phone number, and email address).
- Submits work samples as requested by Method staff in a timely manner.
- Treats teachers and staff with respect and professionalism. This includes but is not limited to:

- o Not using rude language (including profanity, yelling, badgering) on the phone, email or in person.
  - o Not threaten teachers and/or staff on the phone, email or in person.
- Is available to meet with teachers and/or staff with reasonable accommodation.

### Learning Coach: No Communication

Regular communication with your Method Schools Homeroom Teacher is a requirement of our program. If you are planning to be out of state, on vacation, or otherwise unable to communicate with your teacher for a period of time please notify your teacher so that proper arrangements to monitor your student's progress and attendance can be made.

Due to the enrollment requirements of our school, if your teacher is unable to contact you for 2 days, Method will attempt contact via phone requesting contact. If after these procedures have been followed and contact has not been made within 24 hours, it will be assumed that your child is enrolled in another educational program and your child will be withdrawn.

### Mid-Year Enrollment

All students who enter mid-year work with their assigned Method Schools **Homeroom Teacher and Student Success Manager** to identify the academically appropriate starting point in the curriculum. Most often, we advise students who enter mid-year to complete the unit assessments offered at the end of each unit. If a unit assessment is mastered, you can assume that the student has mastered all concepts taught in that unit and you can mark all lessons in that unit as complete.

***“Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student’s withdrawal from Method Schools. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re – enroll for the remainder of the current academic year and one academic year following.”***

## High School Policies

### Daily Academic Engagement

Students must engage in academic activity each scheduled school day, Monday through Friday. Examples of academic activities include viewing lessons, completing quizzes, submitting assignments, and meeting with teachers. Work in iXL, meetings with teachers, and attending study halls are also considered academic activities. If students do not login to Smart Fox while completing academic activities (for instance, reading or writing assignments outside of Smart Fox, academic project participation, iXL, meetings with teachers, etc.), **students must record those activities into their students' learning journal that day.**

Teachers will send parents and students an email reminder if there has been no academic engagement documented in Smart Fox by 3:00 pm, Monday through Friday. It is expected that

students will login to Smart Fox to work in their courses or record other academic activities into their SmartFox Learning Journals that evening.

If there is no recorded activity in SmartFox or the students Smart Fox Learning Journal, it is considered an unexcused absence and will be handled according to the response below:

### Tiered Attendance Response:

Method Schools has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures are as follows:

1. Verification of current contact information for each enrolled pupil;
2. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
3. Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
4. When the evaluation described above under paragraph 2.b.iv. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

### Meeting Participation

**1 on 1 Meetings** - Students must attend weekly or 2x weekly 1 on 1 Mentor Teacher meetings. If a student is unable to attend their scheduled meeting, they must provide a 24 hour notice to the Mentor Teacher. Missing a 1 on 1 meeting with no 24 hour notice will result in an unexcused participation absence and a letter of notification will be issued to parent, student, and Student Success Manager.

Missing 2 consecutive 1 on 1 meetings will result in a mandatory Parent Teacher Conference that parents and students must attend. Students who miss more than four 1 on 1 meetings in any one semester will be recommended for an SST (Student Success Team Meeting) and are at risk of withdrawal.

**Study Halls/Office Hours** - Study Hall participation is voluntary for students who are academically on track. Mentor Teachers may require students to attend Study Halls as an academic support

intervention any time a student's grade drops below a 60% based on low scoring graded items or falling behind the assigned pacing guide.

After the grade is above 60%, attendance is again voluntary. Once a Study Hall is assigned by the Mentor Teacher and a student fails to attend, it is considered a participation absence and falls under the same policy as missed 1:1 meetings: Missing 2 consecutive assigned Study Hall meetings, either excused or unexcused, will result in a mandatory Parent Teacher Conference that parents and students must attend. Students that miss more than 4 assigned Study Halls in any one semester will be recommended for an SST and are at risk of withdrawal.

## Academics

### *Course Placement*

After initial enrollment, IXL language arts and math placement diagnostic assessment, and counselor review of transcripts and/or withdrawal grades for previous high school, students will be enrolled into 6 courses equalling 30 credits unless there are extenuating circumstances for which a credit variance agreement will need to be drafted and signed by parent, student, Homeroom Teacher, Counselor, and Grade Level Lead.

### *Personalized Pacing*

Based upon results of initial IXL Reading and Math placement diagnostic exam and review of past academic performance, each course will have personalized pacing options available to best fit students needs.

### *Accelerated Pacing*

To qualify for accelerated pace Math and English courses (6 week completion pace), students must score at or above grade level on their IXL Reading and Math Placement diagnostic assessment. All students, including those that placed at or above grade level on their placement assessment, may participate in full semester Math and English courses.

### *Satisfactory Progress*

Students are expected to maintain satisfactory academic progress in all assigned courses and complete assigned work **daily**, Monday through Friday. We recommend that students spend between 4-6 hours per day participating in academic activities. Progress reports are sent to parents frequently each semester.

Mentor teachers will work with students to make sure the weekly assigned work is challenging and yet feasible. To assist students that struggle with completing 6 week or 9 week courses successfully, homeroom teachers will discuss the option of conversion to a semester length course. Any failed course will need to be repeated either by enrollment into a Credit Recovery version of the course or repeating the full course. NCAA students must repeat the full course.

### *Targeted Direct Instruction (TDI)*

Additionally, to ensure that all students attain proficiency in Math and Language Arts, students are required to complete a minimum of 30 minutes of personalized Language and Math instruction via iXL weekly in addition to the work in their SmartFox courses. For students needing additional academic support, study hall sessions may be assigned.

### *Summer School*

Students who do not maintain satisfactory progress in credit completion will be required to attend summer school to remain on track for graduation.

## **Learning Coach Expectations**

**The Learning Coach is the person primarily responsible for supervising the student(s) during regular school hours (8:30am – 3pm). In terms of attendance, Learning Coaches have two major responsibilities:**

1. Ensure their student is engaging in academic activity during each scheduled school day.
2. Sign their student's Learning Journal once per Learning Period and/or month.

**In addition to monitoring their students daily attendance at Method Schools, the Learning Coach also:**

- Ensures that the student is participating appropriately in the instructional program. This can include but is NOT limited to:
  - o Completing assigned lessons
  - o Completing assessments
  - o Participating in a weekly virtual session with the mentor teacher (may include supplemental instruction)
  - o Participating in a weekly homeroom group session with the mentor teacher and other homeroom students (may include supplemental instruction)
  - o Having the student available and actively participating in the meetings and in person assessments or instructional assistance as assigned by Method.
- Ensures that the student participates in interventions as deemed necessary by our staff.
- Can read and understand the curriculum and instructional materials provided by Method Schools.
- With help from Method staff, identifies and supports the student with any academic issues.
- Supports the student in attending state-mandated testing.
- **Has a working phone number, email account, and internet access at the time of enrollment, and knows that email is the primary means of communication.**
- **Monitors email and phone messages daily and responds to all calls and emails from Method staff within 48 hours.**
- Maintains the student's enrollment by meeting attendance requirements as laid out by Method Schools.
- Informs Method staff within 48 hours of any changes to contact information (i.e., address, phone number, and email address).
- Submits work samples as requested by Method staff in a timely manner.

- Treats teachers and staff with respect and professionalism. This includes but is not limited to:
  - Not using rude language (including profanity, yelling, badgering) on the phone, email or in person.
  - Not threaten teachers and/or staff on the phone, email or in person.
- Is available to meet with teachers and/or staff with reasonable accommodation.

### **Learning Coach: No Communication**

Regular communication with your Method Schools Mentor Teacher is a requirement of our program. If you are planning to be out of state, on vacation, or otherwise unable to communicate with your teacher for a period of time please notify your teacher so that proper arrangements to monitor your student's progress and attendance can be made.

Due to the enrollment requirements of our school, if your teacher is unable to contact you for 2 days, Method will attempt contact via phone requesting contact. If after these procedures have been followed and contact has not been made within 24 hours, it will be assumed that your child is enrolled in another educational program and your child will be withdrawn.

## 2022-2023 Student Services Annual Notices

### Animal Dissections

Method Schools utilizes virtual labs. However, in the case that educational projects or in-person activities involve the use of animals, pupils may choose to refrain from participating in educational projects involving the harmful or destructive use of animals based on moral objections, and may complete an alternative educational project acceptable to the teacher. In order to refrain from participation, a parent or guardian must submit a written note of the objections to participating in an educational project involving the harmful or destructive use of animals. The written note may be submitted via email to the homeroom teacher.

### Availability of Health Insurance

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals [“DACA”] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. MediCal enrollment is available year-round. Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:

[http://hbex.coveredca.com/toolkit/PDFs/ALL\\_IN\\_Flyer\\_EnrollGetCareRenew\\_CC.pdf](http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf)

Method Schools shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil’s health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil’s family.

### Availability of Prospectus

Method Schools makes available to any parent or legal guardian, a school prospectus, including the curriculum, titles, descriptions, and instructional aims of every course offered via its website: [methodschools.org](http://methodschools.org).

Upon request, Method Schools will make available a print copy to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, Method Schools may charge for the prospectus in an amount not to exceed the cost of duplication.



## Cal Grant Program

All pupils enrolled in grade 12 will be deemed Cal Grant applicants, unless they, or their parent or guardian if the pupil is 17 years or younger, specifically opts-out of such notification. Method Schools will electronically submit each 12th grade pupil's grade point average by October 1, of the pupil's 12th grade school year. A pupil of 18 years of age or a parent or guardian of a pupil 17 years or younger, may by written statement, opt out of the Cal Grant program.

## Concussion & Head Injuries

Pursuant to the athletic programs offered by Method, (apart from athletic activity during the regular school day or as part of a physical education course) Method will provide each student athlete's parent and guardian with a "concussion and head injury" information sheet. A signed notice of verification shall be signed and returned by the athlete's parent or guardian before the athlete may participate in practice or competition. Also, pursuant to the athletic programs offered by Method (apart from athletic activity during the regular school day or as part of a physical education course) Method shall annually give the Opioid Factsheet for Patients to each athlete. The athlete, and if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign the document acknowledging receipt of the factsheet and return it to the district before the athlete initiates practice or competition.

## English Immersion Program

In order to facilitate parental choice of program, Method will inform any parent or guardian of a pupil who is to be placed in a structured English immersion program and will notify the parent or guardian of an opportunity to apply for a parental exception waiver.

## Human Trafficking Prevention

The governing board of Method will work with their schools that maintain any grades 6 to 12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods in those schools by January 1, 2020.

## Immunizations

All of the following are required for enrollment into Method Schools

- Diphtheria
- Measles
- Mumps (except for children who have reached the age of 7 years old)

- Pertussis (whooping cough)
- Poliomyelitis
- Rubella
- Tetanus
- Hepatitis B
- Varicella (chicken pox) – persons already admitted into California public or private schools at the Kindergarten level or about, before July 1, 2001, shall be exempt from Varicella immunization requirements for school entry.
- TDAP (pertussis) – the TDAP must be administered after a student’s seventh birthday but before entering the 7th grade.

The schools’ verification of immunization is through written medical records from your doctor or immunization clinic. Exceptions are allowed under the following conditions:

- o 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 identifying the specific nature of probable duration of the medical condition.
- o As of January 1, 2016, due to Senate Bill 277, a parent may no longer request exemption of their child from immunization for personal or religious beliefs for students. The bill does exempt pupils enrolled in an independent study program, who do not receive classroom-based instruction. Any child leaving the United States for a short vacation, to any country considered by Center of Disease Control and Prevention (D) to have increased risk of TB exposure, such as, Mexico, Philippines, India or Southeast Asia must call the County of Tuberculosis clinic for TB screening upon return.

### Involuntary Removal Process

No student shall be involuntarily removed by Method Schools for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action (“Involuntary Removal Notice”). The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder.

The Involuntary Removal Notice shall include the charges against the student and an explanation of the student’s basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with Method Schools expulsion procedures. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Method Schools issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to Method Schools suspension and expulsion policy. Upon parent/guardian request for a hearing, Method Schools will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses,

and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of Method Schools expulsion hearing process. If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If a parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. Page 8 of 40 A hearing decision not to disenroll the student does not prevent Method Schools from making a similar recommendation in the future should student truancy continue or reoccur.

## Mental Health Services

Method Schools recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at Method Schools and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child: Available on Campus: • School-based counseling services – your child is encouraged to directly contact Jade Fernandez, Head of Schools, by coming into the main office during school hours and making an appointment to speak with a counselor. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary. • Special education services – if you believe your child may have a disability, you are encouraged to directly contact Jade Fernandez, Head of Schools at (951) 461-4620 to request an evaluation.

Refer to the below resources available for your student:

- Care Solace - a concierge service which will connect you to local mental health resources Information can be found at [www.caresolace.com/ms](http://www.caresolace.com/ms) or by calling 24/7 at 888-515-0595 or email [weserve@caresolace.org](mailto:weserve@caresolace.org)
- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit [www.thetrevorproject.org](http://www.thetrevorproject.org)

Prescription medication while on campus – if your child requires prescription medication during school hours while participating in an in-person activity and you would like assistance from School staff in providing this medication to your child, please contact your child's homeroom teacher and the Director of Schools.

### Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the Registrar if you have questions about this requirement.

### Parent and Family Engagement

Method Schools aims to provide all students in our school significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). Method Schools staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of Method Schools complete Policy is available upon request in the main office.

### Physical Examinations and Right to Refuse

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in Kindergarten. Parents may request a waiver for the physical examination. The school recommends that children undergo a yearly speech, hearing, and eye examination.

### Pregnant and Parenting Students

Method Schools recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil's physician, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. Method Schools will ensure that absences from the pupil's regular school program are excused until the pupil is able to return to

the regular school program. Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during the pregnant or parenting pupil's leave, including, but not limited to, makeup work plans and re enrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in Method Schools if it is necessary in order for the pupil to be able to complete any graduation requirements, unless Method Schools determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school. Complaints of noncompliance with laws relating to pregnant or parenting pupils may be filed under the Uniform Complaint Procedures ("UCP") of Method Schools. The complaint may be filed in writing via the website. A copy of the UCP is available for download on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Director of Schools.

### Right to Ask for Teacher Qualifications

Parents or guardians of all pupils may request specified professional qualifications of the student's classroom teacher(s) and assigned paraprofessional(s).

### School Safety Plan

Method Schools is committed to ensuring that students enrolled in this School, and all employees attend campuses that are safe and secure. The School believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school within the School. The School intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement. The school site committee will review these safe school plans on an annual basis and proposed changes will be submitted to the Board for approval.

Method Schools has established a Comprehensive School Safety Plan. The Plan is available upon request via the website.

### Section 504 Notice

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("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. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA),

the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School 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.

## Sexual Health Education

Students enrolled in Method Schools programs or activities may receive instruction in personal health and public safety, which may include accident prevention, first aid, fire prevention, conservation of resources, and health education including comprehensive sexual health education and HIV prevention. Method plans to provide comprehensive sexual health education and/or HIV prevention education during the 2022-2023 school year in grades 7 and 11. The instruction shall include, among other things, information about sexual harassment, sexual abuse, and human trafficking. Information on human trafficking shall include both of the following: a. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and b. Information on how social media and mobile device applications are used for human trafficking. Students will be taught by Method personnel or an outside agency. If Method decides to arrange for an outside consultant to provide comprehensive sexual health education and/or HIV prevention education, Method will provide notice to parents no fewer than 14 days before the instruction is delivered by mail or another form of communication. A pupil's parent or guardian has the right to request from Method, a copy of the California Healthy Youth Act, Education Code section 51930, et. seq. A pupil's parent or guardian also has the right to inspect and review the written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education by contacting the school in which their child is enrolled. A pupil's parent or guardian may submit a written request to excuse the pupil from participation in any class involving comprehensive sexual education or HIV prevention education by submitting their request in writing to the school in which their child is enrolled. The excused pupil shall not be subject to disciplinary action, academic penalty, or other sanction if the pupil's parent or guardian declines to permit the pupil to receive comprehensive sexual health education or HIV prevention education. Alternative educational activity shall be made available to pupils whose parents or guardians have requested that they not receive this instruction.

## State Testing: CAASPP

As members of a public charter school, our students participate in all state-mandated tests. Participation rates are critical to the success of our school. According to recent regulations, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California.

A testing schedule will be distributed to all families. Individual student performance results on statewide achievement testing will be distributed to both parents and teachers in a timely manner.

## Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

## Policies

### Education of Foster, Homeless Children & Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

1. "Foster/Juvenile Court Youth" refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. "Former juvenile court school pupils" refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to Method Schools.
3. "Child of a military family" refers to a student who resides in the household of an active duty military member.
4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to Method Schools from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of his or her immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as "Foster and Mobile Youth."

Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent."

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison. School Liaison: The School Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)): Jade Fernandez, Senior Director of Schools, [jfernandez@methodschoools.org](mailto:jfernandez@methodschoools.org) or 38750 Sky Canyon Rd., Suite B, Murrieta, CA 92563

The School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at Method Schools.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by Method Schools, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, Method Schools, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.



8. Charter School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging

State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act. The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Acceptance of Course Work: Method Schools will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

For any homeless student who enrolls at Method Schools, a copy of Method Schools complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office

### Educational Records and Student Information Policy

Your student's records may be viewed at any time pursuant to the Notification of Rights under FERPA. Please provide our office with five (5) days notice so that the record may be pulled. The record must be viewed in the presence of Method Schools Administrative Staff Member. Students who transfer into Method Schools will complete the Release of Student Records Form Included in the student enrollment package. Our office will send this form to your student's previous school upon receipt in order to obtain your student's records. It is the responsibility of your previous school to mail the records to Method Schools at that time. Should you decide to withdraw from Method Schools and transfer to a new school, your new school will contact Method Schools to request your student's records, and we will mail the records to them. Should you decide to withdraw from Method Schools and teach in the home, please contact our school offices and we will email a copy of your student records to you.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Method Schools receives a request for access.
- Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the

records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Method Schools to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure.

Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))

- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

## Employee Interactions with Students Policy

Method Schools teachers and staff may not communicate with students via personal text message or direct messaging in any social media platforms.

All communication with students is to be sent only through the following public communication platforms: Smartfox Broadcast Messaging, Zoom, Email, Sagebot and any other Method approved platforms.

Method recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

### *Corporal Punishment*

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 this 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 property. For clarification purposes, the following examples are offered for direction and guidance of School personnel: A. Examples of PERMITTED actions (NOT corporal punishment) 1. Stopping a student from fighting with another student; 2. Preventing a pupil from committing an act of vandalism; 3. Defending yourself from physical injury or assault by a student; 4. Forcing a pupil to give up a weapon or dangerous object; 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills; 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities. B. Examples of PROHIBITED actions (corporal punishment) 1. Hitting, shoving, pushing, or physically restraining a student as a means of control; 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment; 3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

### *Acceptable and Unacceptable Staff/Student Behavior*

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff. Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?" For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust. Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct. Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although personal interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

#### *Duty to Report Suspected Misconduct*

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to an administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse. Examples of Specific Behaviors The following examples are not an exhaustive list: Unacceptable Staff/Student Behaviors (Violations of this Policy) (a) Giving gifts to an individual student that are of a personal and intimate nature. (b) Kissing of any kind. (c) Any type of unnecessary physical contact with a student in a private situation. (d) Intentionally being alone with a student away from the school. (e) Making or participating in sexually inappropriate comments. (f) Sexual jokes. (g) Seeking emotional involvement with a student for your benefit. (h) Listening to or telling stories that are sexually oriented. (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding. (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior. Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission (These behaviors should only be exercised when a staff member has parent and supervisor permission.) (a) Giving students a ride to/from school or school activities. (b) Being alone in a room with a student at school with the door closed. (c) Allowing students in your home.

### *Cautionary Staff/Student Behaviors*

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone. (b) Excessive attention toward a particular student. (c) Sending emails, text messages or letters to students if the content is not about school activities.

**Acceptable and Recommended Staff/Student Behaviors**

(a) Getting parents' written consent for any after-school activity. (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions. (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology). (d) Keeping the door open when alone with a student. (e) Keeping reasonable space between you and your students. (f) Stopping and correcting students if they cross your own personal boundaries. (g) Keeping parents informed when a significant issue develops about a student. (h) Keeping after-class discussions with a student professional and brief. (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries. (j) Involving your supervisor if conflict arises with the student. (k) Informing the School Director about situations that have the potential to become more severe. (l) Making detailed notes about an incident that could evolve into a more serious situation later. (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers. (n) Asking another staff member to be present if you will be alone with any type of special needs student. (o) Asking another staff member to be present when you must be alone with a student after regular school hours. (p) Giving students praise and recognition without touching them, (q) Pats on the back, high fives, and handshakes are acceptable. (r) Keeping your professional conduct a high priority. (s) Asking yourself if your actions are worth your job and career.

### English Learners

Method Schools meets all applicable legal requirements for English Learners ("EL") in regards to annual notification to parents, student identification, placement, program options, EL and core content instruction, facilitator qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Method Schools has developed policies in place to ensure proper placement, evaluation and support for ELs and the rights of students and parents. In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a Home Language Survey upon enrollment at the school. Cal. Education Code § 52164.1. Students who indicate that their home language is other than English are assessed using the English Language Proficiency Assessment for California (ELPAC). ELPAC assessment takes place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school, and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The English language proficiency of all currently enrolled English learners is assessed in accordance with the test coordinator's directions and California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the learner's Individualized Education Program ("IEP") or Section 504 plan. An alternate assessment for English language proficiency is administered to learners who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. Method Schools staff notifies parents of the school's responsibility to conduct ELPAC testing and informs parents of ELPAC assessment results within 30 calendar days following receipt of test results from the test coordinator. Parents and guardians are informed of their rights, and they are encouraged to participate in the reclassification process. Results of students' designation and English proficiencies are reported annually to the state on the school's R30-LC report. In addition to the program options that support students who are English learners, teachers utilize Specially Designed Academic Instruction in English (SDAIE) strategies in their instruction, which include a variety of strategies to shelter instruction towards language acquisition and are based on the latest California ELD Standards. Method Schools continues to administer the ELPAC as the state's measure of ELP and for federal accountability under Title III of the ESEA. Students are expected to advance at least 1 ELD level or the equivalent ELPAC Proficiency Level Descriptor, each year. At the end of each school year, the Director or designee uses data including ELPAC scores, progress reports, annual test scores and the student's teachers and parent feedback, to determine if the learner is ready to be reclassified. The Director or designee also collaborates with teachers to present data to determine if a student has progressed to the next ELD Proficiency Level. To evaluate different data sources effectively, Method Schools has established a reclassification process, to determine if an English learner is ready for reclassification. If the student meets or exceeds the standards outlined in the reclassification process, a reclassification letter is sent to these student's parents. Reclassified students continue to be monitored over a two-year period to ensure their continued ability to achieve mastery of the state standards for ELA/Literacy

### Nondiscrimination Statement Policy

The Board of Directors of Method Schools recognizes that it is responsible for complying with applicable laws and regulations governing educational programs. It is the policy and commitment of Method Schools to not discriminate on the basis of race, age, color, sex, national origin, physical or mental disability, or religion. Equal Employment Opportunity, Method Schools is an organization is committed to a policy of equal employment opportunity and does not discriminate in the terms, conditions, or privileges of employment on account of race, age, color, sex, national origin, physical or mental disability, or religion or otherwise as may be prohibited by federal and state law.

Any employee, board member, volunteer or client who believes that s/he or any other

affiliate of Method Schools has been discriminated against is strongly encouraged to report this concern promptly to the Executive Director. Discriminatory, harassment, or intimidation of a client, staff person or guest because of that person's race, age, color, sex, national origin, physical or mental disability, or religion is specifically prohibited and may be grounds for termination. Harassment and intimidation includes abusive, foul or threatening language or behavior. Method Schools is committed to maintaining a workplace that is free of any such harassment and will not tolerate discrimination against staff members, volunteers or agency clients. Issues of discriminatory treatment, harassment, or intimidation on any of these bases should immediately be reported to the Executive Director or immediate supervisor and, if substantiated, prompt action will be taken.

### Special Education

Method Schools offer special education services within our full-inclusion model general education independent study model. These services are available for all students who have been identified as qualifying for special needs. In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the California Education Code, Method works to both identify and serve eligible children. Any parent who suspects that their child may have a disability should discuss their concerns with their child's regular education teacher. Any Special Education needs or concerns should be directed to the Director. Method Schools complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights ("OCR").

Method Schools complies with all California laws pertaining to special education students and all students are fully integrated into Method Schools' programs with the necessary materials, services, and equipment to support their learning. Method Schools ensures that any student with a disability is properly identified, evaluated and provided with necessary services and supports. Method Schools is solely responsible for its compliance with Section 504 and the IDEA and the resources to be utilized by the school shall be accessible for all students with disabilities. Method Schools meets all the requirements within a learner's Individualized Education Plan and includes all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs.

Method Schools reserves the right to contract with professionals outside the district. The School will initially be a member of the District Special Education Local Plan Area (SELPA). The school will not discriminate on the basis of special education needs and the District will ensure that the student's needs are being addressed. The District will provide special education services for the School's special education pupils to the extent of the law.



The School reserves the right to act as its own Local Education Agency (LEA) for the purposes of special education and will make appropriate notification to the District before such plans are made. To the extent the school opts for District delivery of special education services, it will support the District's implementation of these services and will make resources available in a manner consistent with the District's need to provide

Method Schools provides services to all special education students. The School will develop a Memorandum of Understanding (MOU) with the District as to how it will provide evaluation and related services (for example, speech and language, occupational therapy, or physical therapy) that could include third party service providers.

Should the student not qualify for special education services or should the SST decide against formal evaluation, the SST or the parent may request that a 504 Plan meeting be scheduled. At the meeting, if it is determined that the learning process is being limited by a physical or mental condition, a 504 Plan will be developed including instructional and curricular modifications to provide the student with full access to academic programs. This plan will be implemented by Method Schools staff and will be reviewed annually.

### Suicide Prevention Policy

Method Schools understand that it is critical to play a leading role in implementing policies that follow best practices, are developmentally appropriate, and are culturally responsive. Equally important are parents and guardians, who also play a key role in youth suicide prevention. It is critical that school staff members actively and continuously engage and educate parents on suicide prevention policies and practices in place at the school and in the community.

This outlined policy has been utilized from a template offered by a suicide prevention agency and as Method School will continue to further refine this policy and it is further developed. Method Schools has adopted its own suicide prevention curriculum program called Hope Squad and has integrated it into our current LMS for students to utilize.

The school, especially the school psychologist and other school-employed mental health professionals, plays an integral role in suicide prevention. The Policy recommends that each school district designate suicide prevention coordinators at the district and the school levels. These people would help plan and implement suicide prevention policies and practices and be the points of contact when a student, parent, or staff member is concerned that a student is at elevated risk for suicide. Coordinators would work with administrators and other school staff to ensure that additional recommended preventive steps be taken school-wide (for example, that staff receive annual professional development on how to recognize the warning signs of suicide and make referrals for help; and that developmentally appropriate, student centered education about mental health and suicide prevention be infused into the K-12 health curriculum). School psychologists are critical resources for schools and are a logical choice for serving as these suicide

prevention coordinators. School psychologists should also be involved in the development and implementation of suicide prevention education for staff and students. However, it is equally important that school employed mental health professionals receive annual professional development on best practices in risk assessment and crisis intervention so that they are equipped with the knowledge and tools needed to respond safely and effectively when receiving referrals from staff and students.

A key component of supporting overall student wellness and suicide prevention is access to a continuum of school-based mental health supports. Early identification of at-risk students can enhance opportunities for positive outcomes by addressing problems as they first arise. This enables the school, and in particular the school-employed mental health professional, to support the young person and the family in identifying and implementing potential solutions together, before the problem develops into a crisis situation in need of more intensive intervention or treatment. Assessment and referral. It is important to take every statement regarding suicide or a wish to die be taken seriously. Although each school and school district will have unique policies and procedures for conducting threat assessments, the Policy outlines specific actions to take when a young person is thought to be at risk for suicide, when a suicide attempt is made in school, and when an attempt is made outside of the school setting.

In all cases, the school should make every attempt to notify the student's parent or guardian. When a student makes a verbal or written suicide threat, or if the student presents with several risk factors and a staff member is concerned, this student should be seen by a school-employed mental health professional within the same school day. That professional would conduct the risk assessment and facilitate any necessary referrals to an outside mental health agency. If the school-employed mental health professional is not immediately available, the school nurse or school administrator should assist the student until the mental health professional can be brought in. During this time, the student should be under constant supervision to ensure safety, and the suicide prevention coordinator should be made aware of the situation as soon as possible. Additionally, the school-employed mental health professional or principal should notify the student's parent or guardian to assist them with an urgent referral, if necessary, or to help facilitate an appointment with another health care provider. If such a referral is made, school staff should seek permission from the parent or guardian to exchange information with the outside healthcare provider. When a suicide attempt has been made during the school day, all students should be removed from the immediate area as soon as possible and the health and safety of the student who made the attempt should be of primary concern. The student should be supervised until any necessary medical treatment has been provided, per district emergency medical policy. If appropriate, a mental health assessment should be immediately requested and the principal, school suicide prevention coordinator, and the student's parent or guardian should be contacted. Based on the specific school or district policy, as well as the judgment of the school principal and school mental health staff, additional steps should be taken to ensure the safety and well-being of any students who may have been affected by the suicide attempt. Re-entry procedure. Each school and district will have specific procedures for handling students who are returning to school after a

mental health crisis such as a suicide attempt or psychiatric hospitalization based on the specific needs and unique population of the school.

However, The Policy recommends that the following three specific components be a part of any re-entry plan:

- A designated school employed mental health professional will coordinate with the student, family, and any outside mental health providers (if permission was granted).
- The parent or guardian will provide documentation from a healthcare provider that the student is no longer a danger to themselves or others.
- The designated school-employed mental health person will determine what supports are needed to help the student readjust to the school community and meet with him or her periodically to address any concerns.

Postvention: Suicide in a school community is tremendously sad, often unexpected, and can leave a school with many uncertainties about what to do next. Schools need reliable information, practical tools, and pragmatic guidance to help students and the community at-large as they struggle to cope with and respond to the loss. The Policy, coupled with more detailed guidance from NASP and AFS (included in the resource section below) can help.

The specific circumstances surrounding a death by suicide will guide the school and community response. However, to prevent suicide contagion while effectively managing the situation, the Policy suggests the development and implementation of an action plan with the following steps:

- **Verify the death:** Even if the student's death is perceived to be suicide, it should not be considered such until confirmed by the coroner's office or local police department.
- **Assess the situation:** The school/district crisis team should consider the impact of the suicide on the student and community population and determine the appropriate resources and supports needed for individual students as well as the general school population.
- **Share information:** It is important to report only confirmed and factual information to faculty, students, and families. Additionally, the school should inform parents about supports available to students in school, as well as available resources in the community.
- **Avoid suicide contagion:** The crisis team should work with teachers and families to identify students who may be at a high risk of suicide and those who are most significantly impacted by the student's death.
- **Initiate support services:** School-employed mental health professionals should collaboratively determine which students need additional risk assessment or mental health support services and implement those as needed.
- **Develop memorial plans:** School communities often wish to memorialize a student who has died.

It can be challenging for schools to strike a balance between compassionately meeting the needs of grieving students while preserving the ability of the school to fulfill its primary purpose of education. In the case of suicide, schools must consider how to appropriately memorialize the student who died without risking suicide contagion among other students who may themselves be at risk. Treating all deaths in the same way avoids stigma and also protects against inadvertently

sensationalizing the suicide loss. Wherever possible, schools should meet with the student's friends and coordinate with the student's family to identify a meaningful, safe approach to acknowledging the loss.

External Communication: Following a student suicide, the media will almost certainly want to become involved in reporting the story. Although the school cannot control everything that is reported, there are steps that schools can take to help contain the media firestorm that often follows the report of a suicide. In many cases, a school has a designated media spokesperson who will respond to all media inquiries. The Policy recommends that the media spokesperson:

- Keep the suicide coordinator, superintendent, and other relevant administrators updated on how the school is handling the necessary postvention activities.
- Prepare a statement for the media that only includes confirmation of the death, the school's postvention plans, and available resources.
- Encourage the media to respect the privacy of the student who died and the family, and to avoid sensationalizing the suicide (e.g., putting story on the front page, describing the method of suicide). Additionally, the spokesperson should strongly suggest that the media refrain from speculating about the reason for the suicide.

### Suspension and Expulsion Policy

In order to promote learning and protect the safety and well-being of all students, Method Schools adheres to the Suspension and Expulsion guidelines established by California Education Code Section 48900. When a student interferes with the learning, safety, and well-being of students, it may be necessary to suspend or expel a student from regular classroom instruction or activity. Method Schools staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students.

If a Method Schools administrator does recommend expulsion for a specified offense, a student is entitled to a hearing within 30 school days after that determination, unless the student or parents or guardians request in writing that the hearing be postponed. It is important to note that suspension for students in grades kindergarten to grade eight, inclusive, for disruption or defiance (EC Section 48900[k]) is prohibited, and expulsion for students in kindergarten to grade twelve, inclusive, is also prohibited.

Upon enrollment of the school, Method Schools' teachers ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion.

Pursuant to EC Section 48900 paragraphs (v) and (w) Method Schools will encourage other means of correction, rather than suspension or expulsion, be used to bring about proper conduct as part of a Multi-Tiered System of Supports. This Multi-Tiered System of Supports includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, which may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community. This also includes referral to a School Attendance Review Board for students who are habitually insubordinate or disorderly during attendance at school (EC Section 48263).

Pursuant to EC 48915(c), Method Schools will recommend **mandatory** expulsion in the event that the following acts are committed at school or during a school activity:

1. Firearm
  1. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.
  2. Selling or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in *Health and Safety Code* Section 11053 et. seq.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC48900 or committing sexual battery as defined in subdivision (n) of 48900.
5. Possession of an explosive.

Pursuant to EC Section 48915 (a) an administrator shall **recommend** expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance:

1. Causing serious physical injury to another person, except in self-defense. EC Section 48915 (a)(1).
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. EC Section 48915 (a)(2).
3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the *Health and Safety Code*, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
4. Robbery or extortion. EC Section 48915 (a)(4).
5. Assault or battery, or threat of, on a school employee.

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

Method Schools will abide by **discretionary** expulsion guidelines pursuant EC 48900 in circumstances where acts committed at school or school activity or on the way to and from school or school activity, including:

1. Inflicted physical injury†
2. Possessed dangerous objects
3. Possessed drugs or alcohol (policy determines which offense)
4. Sold look alike substance representing drugs or alcohol
5. Committed robbery/extortion
6. Caused damage to property‡
7. Committed theft
8. Used tobacco (policy determines which offense)
9. Committed obscenity/profanity/vulgarity
10. Possessed or sold drug paraphernalia
11. Disrupted or defied school staff
12. Received stolen property
13. Possessed imitation firearm
14. Committed sexual harassment
15. Harassed, threatened or intimidated a student witness
16. Sold prescription drug Soma
17. Committed hazing
18. 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, directed specifically toward a pupil or school personnel.

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

† Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in *Penal Code* 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.

‡ Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.

## Hearing & Due Process

Pursuant to EC 48918, Method Schools will hold hearings that will include, but are not necessarily limited to, all of the following:

(a) (1) The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 schooldays after the date the principal or the superintendent of schools determines that the pupil has committed any of the acts enumerated in Section 48900, unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations shall specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the governing board of the school district.

(2) Within 10 school days after the conclusion of the hearing, the governing board of Method Schools shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed. If the hearing is held by a hearing officer or an administrative panel, or if the governing board of the school district does not meet on a weekly basis, the governing board of the school district shall decide whether to expel the pupil within 40 schooldays after the date of the pupil's removal from his or her school of attendance for the incident for which the recommendation for expulsion is made by the principal or the superintendent of schools, unless the pupil requests in writing that the decision be postponed.

(3) If compliance by the governing board of Method Schools with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable during the regular school year, the superintendent of schools or the superintendent's designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. If compliance by the governing board of the school district with the time requirements for the conducting of an expulsion hearing under this subdivision is impractical due to a summer recess of governing board meetings of more than two weeks, the days during the recess period shall not be counted as school days in meeting the time requirements. The days not counted as school days in meeting the time requirements for an expulsion hearing because of a summer recess of governing board meetings shall not exceed 20 schooldays, as defined in subdivision (c) of Section 48925, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

(b) Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days before the date of the hearing. The notice shall include all of the following:

- (1) The date and place of the hearing.
- (2) A statement of the specific facts and charges upon which the proposed expulsion is based.
- (3) A copy of the disciplinary rules of Method Schools that relate to the alleged violation.
- (4) A notice of the parent, guardian, or pupil's obligation pursuant to subdivision (b) of Section 48915.1.
- (5) Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a nonattorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. This section does not require a pupil or the pupil's parent or guardian to be represented by legal counsel or by a nonattorney adviser at the hearing.

(A) For purposes of this section, "legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

(B) For purposes of this section, "nonattorney adviser" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the pupil or pupil's parent or guardian to provide assistance at the hearing.

(c) (1) Notwithstanding Section 35145, the governing board of Method Schools shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the governing board of Method Schools



may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

(2) If the governing board of the Method Schools or the hearing officer or administrative panel appointed under subdivision (d) to conduct the hearing admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.

(3) If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

(d) Instead of conducting an expulsion hearing itself, the governing board of Method Schools may contract with the county hearing officer, or with the Office of Administrative Hearings pursuant to Chapter 14 (commencing with Section 27720) of Part 3 of Division 2 of Title 3 of the Government Code and Section 35207 of this code, for a hearing officer to conduct the hearing. The governing board of Method Schools may also appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the governing board of Method Schools or employed on the staff of the school in which the pupil is enrolled. The hearing shall be conducted in accordance with all of the procedures established under this section.

(e) Within three school days after the hearing, the hearing officer or administrative panel shall determine whether to recommend the expulsion of the pupil to the governing board of Method Schools. If the hearing officer or administrative panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with Method Schools personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior

school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of Method Schools. The decision not to recommend expulsion shall be final.

(f) (1) If the hearing officer or administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the governing board of Method Schools. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing. If the governing board of the Method Schools accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendations submitted by the hearing officer or panel or upon the results of any supplementary hearing conducted pursuant to this section that the governing board of Method Schools may order.

(2) The decision of the governing board of Method Schools to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this section, no evidence to expel shall be based solely upon hearsay evidence. The governing board of Method Schools or the hearing officer or administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a 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 that shall be examined only by the governing board of Method Schools or the hearing officer or administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

(h) (1) Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the governing board of Method Schools to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.

(2) In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, evidence of specific instances, of a complaining witness' prior sexual conduct is to be 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 the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the

complaining 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, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

(i) (1) Before the hearing has commenced, the governing board of Method Schools issue subpoenas at the request of either the superintendent of schools or the superintendent's designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the governing board of Method Schools or the hearing officer or administrative panel may, upon request of either the county superintendent of schools or the superintendent's designee or the pupil, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.

(2) Any objection raised by the superintendent of schools or the superintendent's designee or the pupil to the issuance of subpoenas may be considered by the governing board of Method Schools in closed session, or in open session, if so requested by the pupil before the meeting. Any decision by the governing board of Method Schools in response to an objection to the issuance of subpoenas shall be final and binding.

(3) If the governing board of Method Schools hearing officer, or administrative panel determines, in accordance with subdivision (f), that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for in subdivision (f).

(4) Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

(j) Whether an expulsion hearing is conducted by the governing board of Method Schools or before a hearing officer or administrative panel, final action to expel a pupil shall be taken only by the governing board of Method Schools in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the superintendent of schools or his or her designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:

(1) Notice of the right to appeal the expulsion to the county board of education.

(2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion.

(3) Notice of the obligation of the parent, guardian, or pupil under subdivision (b) of Section 48915.1, upon the pupil's enrollment in a new school, to inform that school district of the pupil's expulsion.

(k) (1) The governing board of Method Schools shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

(2) The expulsion order and the causes for the expulsion shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

### Tobacco-Free Schools

Method Schools takes the use of tobacco, drugs, or alcohol by any student seriously. Students involved in the possession, sale and/or use of behavior affecting substances shall be subject to disciplinary procedures which may result in suspension or expulsion. Method Schools is committed to taking positive action through education, counseling, parental involvement, medical referral, and police referral in the handling of incidents in the schools involving the possession, sale, and/or use of behavior affecting substances and drug paraphernalia. These substances shall include but not be limited to marijuana, LSD, glue, alcohol, and barbiturates.

School properties may be inspected by school authorities in the interest of maintenance, health and safety. Inspections for the location of drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable purposes for inspection by school personnel; so long as such inspections are conducted in accordance with constitutional requirements of applicable state law relating to searches and seizures.

#### Use or Possession

1. No internal medication is to be administered to students by school personnel except as prescribed by a doctor.

2. Dangerous and narcotic drugs which a student has on prescription for ingestion as prescribed by a doctor must be in their original containers and kept in the nurse's or Director/Principal's office, whichever provides greater security

3. Whenever any staff member has reason to believe that a student may be under drug influence, he/she shall immediately notify the Director/Principal. The Director/Principal, if in agreement, shall notify the parent to come for the student and to remove the student to his/her home, to the jurisdiction of the police, and/or the paramedics.

4. In severe cases, if the parents or the doctor cannot or will not come to the school, the Director/Principal is authorized to call an ambulance to remove the student to a hospital. Parents will be notified of this action and shall be responsible for the incurred expenses.

5. In any first offense in which students illegally use or possess prescription or nonprescription drugs, including alcohol, marijuana, or inhalants, at school or at school activities, the following will result:

- a. Suspension from school for at least five (5) days.
- b. Referral to the proper police authority.
- c. A parent conference.
- d. A schedule of regular appointments with a school counselor or other school official.

In addition, the following action may be taken:

- a. Transfer to another school or alternative education program as appropriate.
  - b. Recommendation for expulsion.
  - c.. A second incidence of use or possession of illegal drugs within one year at any school or school activity will result in a recommendation for expulsion as provided for in Education Code 48900.
- Selling or Providing

When there is reason to believe that a student is selling or is in possession of drugs, the following procedures listed below will be followed:

- 1. The school administrator shall advise the local juvenile narcotics officer or law enforcement personnel. Juvenile authorities will make the decision as to whether they or the school will notify the parent.
- 2. The school administrator will escort the student to the school office and confront him/her with the suspicion. The administrator may notify the police before taking the student to the office. The student should be removed from a classroom by a school administrator or designee when there is reasonable cause.
- 3. For reasonable cause, a search for drugs may be made by the administrator. This may include searching the student's locker and/or other School-owned facilities such as science drawers, shop lockers, etc. Such search should be conducted by the administrator with at least one other certificated person as witness. No school staff member should search a student, but may ask a student to volunteer for self search. In cases when a personal search seems to be in order, the administrator should call for a law enforcement officer to make the search. Repeated attempts shall be made to notify the student's parent/guardian before the personal search is made.
- 4. The student may be questioned by the school administrator without notifying the student of his/her rights, but if the administrator believes that a law has been broken, the police will be notified. When there is good evidence that a student has actually used, sold or is in possession of narcotics or drug paraphernalia on or about school premises or at school-sponsored functions, the police must be notified. Regardless of any legal action taken by the police, the School must immediately suspend the student according to the provisions of BP/AR 5144.1 – Suspension and

Expulsion/Due Process. The school administrator may, at his/her discretion, recommend expulsion to the Governing Board.

## Uniform Complaint Procedures

The Board of Directors of Method Schools recognizes that it is responsible for complying with applicable laws and regulations governing educational programs. This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by a local educational agency of state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, and bullying.

This policy outlines Method Schools' UCP and provides a comprehensive approach to resolution on any complaint. A complaint is a written and signed statement by a complainant alleging a violation of state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, Method Schools shall assist the complainant in the filing of the complaint.

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain any school equipment or supplies.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity. This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section

11135, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept. of Social Services (DSS), Protective Services Division or appropriate law enforcement agency (or equivalent in the State of Tennessee.)
2. Health and safety complaints regarding a Child Development Program shall be referred to Dept. of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities (or equivalent in the State of Tennessee.)
3. Employment discrimination complaints shall be sent to the State Dept. of Fair Employment and Housing (DFEH, or equivalent in the State of Tennessee.)
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education.

#### The responsibilities of Method Schools

Method Schools has the primary responsibility to insure compliance with applicable state laws and regulations. We shall investigate complaints alleging failure to comply with applicable state laws and regulations and/or alleging discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity and seek to resolve those complaints in accordance with our UCP procedures. In regards to complaints of noncompliance with laws relating to pupil fees, if Method Schools finds merit in a complaint a remedy will be provided to all affected pupils, parents and guardians, that, where applicable, will include reasonable efforts by Method Schools to ensure full reimbursement to all affected pupils, parents and guardians. Our UCP policies shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remain confidential as appropriate.

The person responsible for receiving and investigating complaints and ensuring our compliance with state laws and regulations is: Jade Fernandez, Senior Director of Schools

Method Schools

ATTN: Jade Fernandez

38750 Sky Canyon Rd., Suite B

Murrieta, CA 92563

We ensure that the person above, who is responsible for compliance and/or investigations, is knowledgeable about the laws/programs that he/she is assigned to investigate. Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school. We shall annually notify in writing our pupils, employees, parents or guardians of our pupils, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties of our UCP process regarding an alleged violation by a local agency or state law or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. The UCP Annual Notice will be disseminated to all of the six required groups each year and will include information on how to appeal to the CDE. An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

Our UCP Annual Notice shall also advise the recipient of any civil law remedies that may be available under state discrimination, harassment, intimidation, and bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice. A copy of this UCP complaint policies and procedures document shall be available free of charge. Filing a complaint with the Method Schools Emergency or urgent facilities conditions that pose a threat to the health or safety of pupils or staff, and teacher vacancies or misassignments, and complaints that allege discrimination, harassment, intimidation, and bullying, any individual, public agency or organization may file a written complaint with our district superintendent or his or her designee alleging a matter which, if true, would constitute a violation by our LEA of - or state law or regulation governing a program. A complaint of noncompliance with laws relating to pupil fees may be filed with the principal of a school under the Uniform Complaint Procedures and may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

An investigation of alleged unlawful discrimination, harassment, intimidation, and bullying shall be initiated by filing a complaint no later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and bullying. The time for filing may be extended in writing by our district superintendent or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing may be extended by our superintendent or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six-month time period. Our superintendent shall respond immediately upon a receipt of a request for extension. The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.



An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process. Within 60 calendar days from the date of the receipt of the complaint, we shall conduct and complete an investigation of the complaint in accordance with our UCP policies and procedures and prepare a written Decision; also known as a final report. This time period may be extended by written agreement of the complainant.

The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of non-compliance with state laws and/or regulations. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by Method Schools to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We shall issue a Decision based on the evidence. The Decision shall be in writing and sent to the complainant within 60 calendar days from receipt of the complaint by the local educational agency. The Decision should contain:

- (i) the findings of fact based on the evidence gathered,
- (ii) conclusion of law,
- (iii) disposition of the complaint,
- (iv) the rationale for such disposition,
- (v) corrective actions, if any are warranted,
- (vi) notice of the complainant's right to appeal our LEA Decision to the CDE, and (vii) procedures to be followed for initiating an appeal to the CDE.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

Method Schools reserves the right to modify locations for receipt of forms as necessary.

## COMMUNITY COMPLAINT FORM

Name : \_\_\_\_\_

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

Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

1. School site and person you are filing a complaint against:

2. Has this been discussed with him/her?

Y \_\_\_ N \_\_\_ Date:

3. Has the complaint been discussed with the principal or supervisor?

Y \_\_\_ N \_\_\_ Date:

Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is Needed.

What remedy or action do you suggest?

Signature \_\_\_\_\_

Date \_\_\_\_\_

Date received by Method Schools Corporate Office \_\_\_\_\_

**2022-2023 Student/Parent Handbook**  
Acknowledgement of Receipt

Please sign the following statements indicating that you have reviewed and accept the following from Method Schools for the 2022-2023 school year.

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

**I have reviewed and agree to abide by the Method Schools Student/Parent Handbook for the year 2022-2023.**

\_\_\_\_\_

Parent/Guardian Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Printed Name

\_\_\_\_\_

Parent/Guardian Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Printed Name

2022-2023 Annual Notifications  
Acknowledgement of Receipt

Please sign the following statements indicating that you have reviewed and accept the following from Method Schools for the 2022-2023 school year.

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

**I have reviewed and acknowledge receipt of the 2022-2023 Annual Notifications via Method Schools.**

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name



2022-2023 Student/Parent Handbook

Revised May 2022  
For Board Approval: June 1st, 2022

## **I. Introduction**

This Handbook summarizes the Method Schools' (hereinafter referred to as "School" or "Company") personnel policies applicable to all employees. Please review these policies carefully. If you have any questions about the policies outlined in this Handbook, or if you have any other personnel related questions, whether related to policies specifically addressed in this Handbook, please consult the Co-Founders, Executive Director, or HR Department. This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. Additionally, personal integrity, good judgment, and strict ethical standards shall always be practiced in all aspects of workplace behavior. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein. With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general workplace policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only the Co-Founders and/or current Executive Director may alter the at-will employment status of any of its employees. Once you have reviewed this Handbook, please sign the employee acknowledgment form at the end of this Handbook. This signed acknowledgment demonstrates to the School that you have read, understand and agree to comply with the policies outlined in the Handbook.

## **II. Hiring Policies and Procedures**

### **A. At Will Employment**

The School is an at-will employer. This Handbook does not in any way reflect a modification to this policy and does not reflect a contract of employment, either express or implied, between you and the School. Accordingly, either you or the School may terminate this relationship at any time, for any reason, with or without cause, and with or without prior notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to any employee in connection with his/her employment shall require the School to have "cause" or reason to terminate an employee or otherwise restrict the School's right to terminate an employee at any time for any reason. No School representative is authorized to modify this policy for any employee, unless in writing, signed by both the Co-Founders and/or current Executive Director and approved in writing by the Board of Directors.

Nothing contained in this Handbook, the employment application, School memoranda or other materials provided to any employee in connection with his/her employment, other than a signed, approved employment contract, shall require the School to have "cause" or reason to terminate an employee or otherwise restrict the School's right to terminate an employee at any time for any reason. No School representative is authorized to modify this policy for any employee, unless in writing, signed by both the Co-Founders and/or current Executive AND approved in writing by the Board of Directors.

### **B. Equal Employment Opportunity Policy**

The School is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunities to all qualified individuals without regard to race, creed, color, religion, national origin, ethnicity, ancestry, sex, sexual orientation, age, physical or mental disability,

genetic information, gender identity and expression, gender related appearance and behavior, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees. Furthermore, the School prohibits all unlawful discrimination against any employee or applicant for employment in its programs or activities based on race, color, religion, sex, gender, ethnic group identification, age, national origin, ancestry, genetic characteristics, mental or physical disability, marital status, sexual orientation or other category protected by law. To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result. In order to perform the essential functions of the job, any applicant or employee requiring an accommodation should contact Co-Founders and/or current Executive and request such an accommodation.

### **C. Fair Employment and Housing Act**

The Fair Employment and Housing Act (FEHA) prohibits discrimination of an applicant or employee based on the following protections: race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental and physical), sex, gender, (including pregnancy, childbirth, breastfeeding or related medical conditions), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status. If you believe prohibited discrimination has occurred, please contact your direct supervisor or Co- Founders and/or current Executive immediately. Reports will be investigated and appropriate corrective action will be taken.

### **D. Immigration Compliance**

The School does not discriminate against any individual because of his or her national origin, citizenship, or intent to become a US citizen, in compliance with the Immigration Reform and Control Act of 1986. It is, however, the policy of the School to only employ those individuals that are authorized to work in the United States. In furtherance thereof, the School requires each prospective employee to provide documents verifying his or her identity and authorization to be legally employed in the United States. The employee will also be required to sign a legal verification attesting to her/his authorization to be legally employed in the United States.

### **E. Employee Classification**

The School's employees are classified in the following categories: Exempt, non-exempt, and full-time, part-time or temporary. **Exempt:** Exempt employees are those employees with job assignments that meet exemption tests under state and federal law making them exempt from overtime pay requirements. Exempt employees are compensated on a salary basis, not pursuant to overtime pay requirements. **Non-Exempt:** Non-exempt employees are those employees with job assignments that do not meet exemption tests under state or federal law. Thus, these employees are paid overtime wages for overtime worked in accordance with the law. **Full Time:** Full time employees are those employees who are scheduled to work 40 hours in a week. **Part Time:** Part time employees are those employees who are scheduled to work less than 40 hours in a week. **Temporary:** Temporary employees are those employees who are hired for a limited time period, or for a specific project, and usually are not employed more than 1 month.

**Independent Contractors:** Independent contractors are not employees of the School. Rather, independent contractors are free from control and direction of the School in connection with

performance of work; contractor performs work outside the usual School's business operations; contractor is customarily engaged in an independently established trade, occupation, or business of the same nature as work performed.

Part time employees working less than 30 hours per week, and temporary employees are not entitled to benefits provided by the School. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School.

If you have any questions about your classification, please consult with Co-Founders and/or current Executive Director.

## **F. Relationships Between Employees**

While the School's policies do not permit discrimination based on an individual's marital status, the individual's relations to another School employee or his or her lawful off duty conduct, some situations can create conflicts of interest requiring the School to take the employee's relationship with another employee into account. An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations of favoritism. A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arises, both employees shall notify the School so that appropriate measures can be taken to prevent conflicts of interest or favoritism. The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

## **G. Certification and Licensure of Instructional Staff**

Each of the School's core academic teachers is required to hold a current California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. Paraprofessional staff may also be required to document that they meet federal requirements for paraprofessional staff. It is the responsibility and a condition of continued employment of all instructional staff, including teachers and paraprofessionals to maintain and keep current such certificates, permits or other documentation and provide to the HR team no later than the close of business on the first day the employee reports for duty. If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee should immediately report the same to the Executive Director. Staff who are required to meet these state and federal certification, expertise, and related requirements must maintain such qualifications as a condition of employment at the School. Nothing in this section is intended to alter that at-will status of the employee's employment.

## **H. Tuberculosis Testing**

Except for employees transferring from other schools, no person shall be employed by the School unless the employee has submitted proof of an examination within the past 60 days that the employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous 60 days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.



The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive shall be followed by an X-ray of the lungs.

All employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting "food handlers" who shall be examined annually. After such examination, each employee shall cause to be on file with the School a certificate from the examining physician showing the employee was examined and found free from active tuberculosis.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. However, the cost of the examination shall be a reimbursable expense. Employees should follow the School's reimbursement procedures. The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the School.

## **J. Criminal Background Checks**

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The School will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

## **III. General Workplace Policies**

### **A. Prohibition of Harassment/Discrimination and Protection Against Retaliation**

#### **1. Policy**

The School is committed to providing a workplace and educational environment free of sexual harassment, as well as harassment and discrimination based on such factors as race, religion, creed, color, ethnicity, national origin, ancestry, age, medical condition, genetic information, gender identity and expression, gender related appearance and behavior, marital status, sex, sexual orientation, citizenship status, disability, military and veteran status, status as a victim of the crimes enumerated in Labor Code section 230.5, or any other category protected by law. The School will not condone or tolerate harassment or discrimination of any type by any employee, whether supervisory or co-employee, against an employee, third party vendor or student. The School also does not condone or tolerate harassment of its employees by any third parties or students. The School will promptly and thoroughly investigate any complaint of harassment or discrimination and take appropriate corrective action, if warranted. The School will take all reasonable steps to prevent discrimination and unlawful harassment from occurring. Sexual or other unlawful harassment in employment violates the School's policy and is prohibited under Title VII of the Civil Rights Act and the California Fair Employment and Housing Act.

#### **2. Definition of Harassment**

Harassment includes verbal, physical or visual conduct that creates an intimidating, offensive or hostile working or educational environment or that unreasonably interferes with job performance. Verbal harassment includes, but is not limited to, epithets, derogatory comments or slurs based on a protected category.

Physical harassment includes, but is not limited to, assault, impeding or blocking movement or any physical interference with normal work or movement, when directed at a legally protected individual. Visual harassment includes, but is not limited to, derogatory posters, cartoons or drawings on a basis protected by law.

### **3. Definition of Sexual Harassment**

Federal law defines sexual harassment as unwelcome sexual conduct that is a term or condition of employment. The Equal Employment Opportunity Commission's Guidelines define two types of sexual harassment: "quid pro quo" and "hostile environment." "Unwelcome" sexual conduct constitutes sexual harassment when "submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment." "Quid pro quo harassment" occurs when "submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals." A "hostile environment" claim for harassment occurs when discrimination based on sex has created a hostile or abusive work environment.

California law defines unlawful sexual harassment in largely the same ways. Sexual harassment occurs where a term of employment (i.e., compensation or in terms, conditions or privileges of employment), academic status or progress (i.e., a student's grades or promotion to the next grade is explicitly or implicitly conditioned upon submission to unwelcome sexual advances, as more fully described below. Sexual harassment also occurs where the submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual. Additionally, sexual harassment occurs where harassment (unwanted sexual advances, visual, verbal or physical conduct of a sexual nature) is sufficiently severe, persistent, pervasive or objectively offensive so as to alter the conditions of employment and create an abusive or hostile educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.

Sexual harassment occurs where the conduct has the purpose or effect of having a negative impact on the individual's academic performance, work or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. Finally, sexual harassment occurs where

submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the School.

The educational environment includes, but is not limited to, the School's campus or grounds, the properties controlled or owned by the School and off-campus, if such activity is School sponsored or is conducted by organizations sponsored by or under the jurisdiction of the School. 5 C.C.R. § 4916(e).

The following are examples of offensive behavior:

- Unwanted sexual advances, flirtations, touching or requests for sexual favors
- Verbal abuse of a sexual nature
- Graphic or suggestive comments about dress or body and the sexual uses to which it could be put
- Unwarranted graphic discussion of sexual acts
- Sexually degrading words
- Suggestive or obscene letters, notes or invitations;
- Verbal harassment including, but not limited to, unwelcome epithets, jokes, derogatory comments, or slurs of a sexual nature, or sexually degrading words used to describe a person

- Physical harassment including, but not limited to, assault, impeding or blocking movement or any physical interference with normal work or school activities or movement, when done because of your sex
- Visual harassment including, but not limited to, leering, making sexual or obscene gestures, displaying sexually explicit or derogatory posters, cartoons or drawings, or computer-generated images of a sexual nature
- Making or threatening retaliatory action after receiving a negative response to sexual advances.

### **3.What to do if Sexual or Other Unlawful Harassment Occurs**

#### **Internal Procedures:**

School Level Investigation: Each employee has the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment. Consequently, should Co-Founders or supervisors become aware of any conduct that may constitute sexual harassment, discrimination or other prohibited behavior, immediate action will be taken to address and remediate such conduct. Any employee who has experienced or is aware of a situation that is believed to be sexually or otherwise unlawfully harassing has a responsibility to report the situation immediately to Jessica Spallino at 760- 224-0758 or Mark Holley at 951-319-1198. A Harassment Complaint Form may be obtained from Jessica Spallino . A prompt investigation will take place and appropriate corrective action will take place where warranted. Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter.

If an employee has a complaint regarding an alleged violation of federal or state law or regulations governing educational programs (including but not limited to Consolidated Categorical Aid Programs, Migrant Education, Special Education Programs), including allegations of unlawful discrimination not involving employment, the employee should utilize the Uniform Complaint Procedure adopted by the School.

Any employee found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible dismissal.

#### **External Procedures:** Filing a Complaint with the Department.

Employees or job applicants who believe that they have experienced unlawful employment discrimination may file a complaint directly with the Department. The Department serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the Department finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the Department may file a formal accusation.

Employees can also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the Department and a Right to Sue Notice has been issued. For more information, contact the Department toll free at (800) 884-1684, in the Sacramento area and out of state at (916) 227-0551 or visit its website at [www.dfeh.ca.gov](http://www.dfeh.ca.gov). To contact the nearest field office of the Equal Employment Opportunity Commission ("EEOC"), call 1-800-669-4000. You should be aware that state and federal law provide time limits within which complaints must be filed.

Contact the relevant agency to determine the applicable time limit.

### **5.Retaliation Policy**

It is in violation of the School's policy for the School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to

treat impartially in the context of any recommendations for subsequent employment that the School may make, adversely affect working conditions or otherwise deny any employment benefit to or take actions that are materially adverse against an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, proceeding or hearing conducted by the Department or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the School's retaliation policy include seeking advice from the Department; filing a complaint with the Department, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

## **B. Workplace Violence**

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. You should report any act or threat of violence immediately to the Lead Teacher or Co- Founders.

## **C. Open Door Policy**

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or complaints relating to your job, conditions of employment, the School or the treatment you are receiving. Other than in situations involving harassment (as outlined and described above), please contact the Lead Teacher or Co-Founders with your questions or concerns. If the situation is not resolved to your satisfaction, please contact at [mark@methodschools.org](mailto:mark@methodschools.org), preferably in writing, who will further investigate the issue.

## **D. Drug Free Workplace**

It is the School's policy to maintain a drug and alcohol-free workplace. No employee may use, possess, offer for sale or be under the influence of any illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils or on School property at any time. Engaging in any of the activities above shall be considered a violation of School policy and the violator will be subject to discipline, up to and including termination. The School complies with all federal and state laws and regulations regarding drug use while on the job.

## **E. Smoking**

All School buildings and facilities are non-smoking facilities. Vaping/e-cigarettes are also prohibited

## **F. Health, Safety and Security Policies**

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. The School maintains an Injury and Illness

Prevention Program, which is kept by the Lead Teacher and Co-Founders and is available for your review.

You are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. You are required to immediately report to your supervisor any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

The School has also developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances, exits and service areas. Report any suspicious persons or activities to security personnel or to your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. You should immediately notify your supervisor when keys are missing or if security access codes, identification materials, or passes have been breached. The security

of the facilities, as well as the welfare of our employees, depends upon the alertness and sensitivity of every individual.

### **G.Company Property Inspections**

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other school provided storage devices.

The School also reserves the right to inspect any vehicle, its trunk, glove compartment or any container therein that is parked on the School property or premises. The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

### **H.Soliciting/Conducting Personal Business While on Duty**

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter or is conducted in areas where other employees are working. Solicitation during non- work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non- employees is strictly prohibited.

### **I.Use of Company Communication Equipment and Technology**

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for non-business use. Any devices or equipment provided by the School must be recorded on Property Issuance Form, and returned at the termination of employment. Employees have no expectation of privacy in any communications made using School owned equipment and technology.

Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School. Additionally, the School uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, internet access harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter. Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide to the Co-Founders all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or changed. In addition, employees are

required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination. Internet use is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use the School's communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors. The e-mail system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted. The e-mail system and internet access is not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students. Employees should not attempt to gain access to another employee's email files or voicemail messages without the latter's express permission. Each employee is responsible for the content of the messages sent out using his/her School issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless that employee expressly authorizes such use.

### **Communication Policy**

Method Schools teachers and staff may not communicate with students via personal text message. All communication with students is to be sent only through the following public communication platforms: SmartFox Broadcast Messaging, Zoom, Email, Sagebot and any other Method approved platforms.

### **J.Employee Blogs and Social Media**

If an employee decides to keep a personal blog, or use other social media (including, but not limited to Facebook, Instagram, Twitter, Snapchat, etc.) , that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes
- Student and employee confidentiality policies must be adhered to
- Employees must make clear that the views expressed in their blogs are their own and not those of the School
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf, unless authorized in writing by Mark Holley
- Employees are not authorized to publish any confidential information maintained by the School
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation

The School reserves the right to take disciplinary action against any employee whose blog violates this or other School policies.

#### **K. Participation in Recreational or Social Activities**

Employees may participate in activities sponsored by or supported by the School. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and the School disclaims any and all liability arising out of the employee's participation in these activities.

#### **L. Personnel Files and Record Keeping Protocols**

At the time of your employment, a personnel file is established for you. Please keep the Business and/HR department advised of changes that should be reflected in your personnel file. Such changes include: change in name, address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. A request for inspection or copying of information contained in the personnel file must be directed to the Business and/HR department.

The School will restrict disclosure of your personnel file to authorized individuals within the School. Only the Business and/HR department is authorized to release information about current or former employees. The School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

### **IV. Hours of Work, Overtime and Attendance**

#### **A. Work Hours and Schedules**

The School's normal working hours are from 8:00 AM to 5:00PM Monday through Friday. The work schedule for full-time non-exempt employees is normally 40 hours per week. Your supervisor will assign your work schedule.

#### **B. Overtime**

The School follows all federal and state laws regarding the payment of overtime wages by compensating all non-exempt employees for overtime hours worked. For purposes of overtime calculations for non-exempt employees, the School's workweek begins on Monday and ends the following Sunday. The workday begins at midnight and ends the following day at 11:59 p.m.

You will be informed when you are required to work overtime hours. All overtime hours worked must be pre authorized in writing by one of the Co-Founders.

Only those hours that are actually worked are counted to determine an employee's overtime pay. Compensated holidays, for example, are not hours worked and are therefore not counted in overtime calculations.

#### **C. Make Up Time**

You may request in writing that you be able to make up work time that is or would be lost as a result of a personal obligation. The hours of that make-up work may only be performed in the same



workweek in which the work time was lost and must not exceed 11 hours of work in one day or 40 hours of work in one week. You shall provide a signed written request for each occasion that you make a request to make up work time and authorization is at the option of the School. **D. Work**

### **Breaks**

Non-exempt School employees are allowed one duty free 30 minutes minimum; 60-minute maximum unpaid meal break each work day where the employee works more than six (6) hours in one day. Non-exempt employees are not allowed to work more than five (5) hours in one period without taking a meal break, unless the employee does not work more than six (6) hours in one day and the employer and employee mutually agree to waive the meal period. Non-exempt employees must take two ten-minute paid break periods for each full workday, as close as practicable to the mid-point of any continuous four (4) hour work period, or major fraction thereof. Non-exempt employees should contact their immediate supervisor to schedule their meal and break periods

**E. Pay Days** For all employees, paydays are scheduled on the 15th and the last day of each month unless otherwise notified. There may be changes to the paydays throughout the school year to which all employees will be notified with ample notice. Each paycheck will include earnings for all reported work performed through the end of the payroll period. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the nearest business day. Unless other arrangements are made all employees will receive pay by direct deposit to the checking or savings account they designate at hiring. You should promptly notify the business and/or HR department if you have a question regarding the calculations of your paycheck; any corrections will be noted and will appear on the following payroll.

### **F. Payroll Withholdings**

The School is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows: Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount. State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability. Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Business and/or HR Department to explain them to you. You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting through Zenefits. The School's HR department can also assist with providing these forms. All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the employee's W-4 form, which should be completed upon hire. It is the employee's responsibility to report any changes in filing status to the Business and/or HR Department. It is also the employee's responsibility to fill out a new W-4 form if his/her filing status changes. At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages. The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks. The amount that is deducted is 20% of the monthly premium on a pre-tax basis. In other words, the School agrees to pay for the first \$500 plus 80% of anything over \$500 toward the monthly insurance premium. For employees who voluntarily choose not to participate in the School's medical

insurance plan, the School agrees to reimburse \$150 per month toward the employee that will be added to the employee's check in \$75 increments each pay period. This applies only to employees who are eligible for school- sponsored benefits (i.e. employees who work at least 30 hours per week).

### **G. Attendance Policy**

Employees are expected to adhere to regular attendance and to be punctual. If you find it necessary to be absent or late, you are expected to arrange it in advance with their immediate supervisor. If it is not possible to arrange your absence or tardiness in advance, you must notify your supervisor no later than one-half hour before the start of your workday. If you are a teacher, you are also responsible to arrange for a qualified substitute to be approved by your supervisor. If you are absent from work longer than one day, you are expected to keep your supervisor sufficiently informed of your situation. Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination. An absence or tardiness without notification to your supervisor will lead to disciplinary action, up to and including termination.

If you fail to come to work for three consecutive work days without authorization, the School will presume that you have voluntarily terminated your position with the School.

### **H. Remote Work Policy**

**Compensation and Work Hours** The employee's compensation, benefits, work status and work responsibilities will not change due to working remotely.

The amount of time the employee is expected to work per day or pay period will not change as a result of participation in the teleworking program.

**Equipment/Tools** Method Schools may provide specific tools/equipment for the employee to perform his/her current duties. This may include computer hardware, computer software, phone lines, email, voicemail, connectivity to host applications, and other applicable equipment as deemed necessary. The use of equipment, software, data supplies and furniture when provided by Method Schools for use at the remote work location is limited to authorized persons and for purposes relating to company business. Method Schools will provide for repairs to company equipment. When the employee uses her/his own equipment, the employee is responsible for maintenance and repair of equipment. A loaner laptop may be provided when available. Loaner computers will vary in performance and configuration. Loaners must be returned upon request.

**Workspace** The employee shall designate a workspace within the remote work location for placement and installation of equipment to be used while teleworking. The employee shall maintain this workspace in a safe condition, free from hazards and other dangers to the employee and equipment. Method Schools must approve the site chosen as the employee's remote workspace. Any company materials taken home should be kept in the designated work area at home and not be made accessible to others.

**Office Supplies** Office supplies will be provided by Method Schools as needed. Out-of-pocket expenses for other supplies will not be reimbursed unless by prior approval of the employee's manager.

**Dependent Care** Teleworking is not a substitute for dependent care. Teleworkers will not be available during company core hours to provide dependent care.

**Income Tax** It will be the employee's responsibility to determine any income tax implications of maintaining a home office area. Method Schools will not provide tax guidance nor will Method Schools assume any additional tax liabilities. Employees are encouraged to consult with a qualified tax professional to discuss income tax implications.

**Communication** Employees must be available by phone and email during core hours. All client interactions will be conducted on a client or company site. Participants will still be available for staff meetings, and other meetings deemed necessary by management.  
Method Schools will pay work-related voice and data communication charges

### **Compliance with Policies**

Remote employees must follow Method Schools' policies like their office-based colleagues. Examples of policies that all employees should abide by are (full list of policies can be referenced in Board Policy Manual):

- Attendance
- Employee Code of Conduct
- Anti-discrimination/Equal Opportunity
- Dress Code

**Evaluation** The employee shall agree to participate in all studies, inquiries, reports and analyses relating to this program.

The employee remains obligated to comply with all company rules, practices and instructions.

### **I. Time Records**

Time records must be accurately kept reflecting all regular hours and overtime hours worked and meal periods taken by non-exempt employees. Time records must be signed by employees, verifying and attesting to the truth of the information contained therein. All absences, tardies and overtime must be accurately reflected on the time record.

Exempt employees must report only full day absences from work and pay deductions will only be as provided by law.

### **J. Mandatory Training and Meetings**

The School will pay non-exempt employees for attendance at mandatory training taking place outside of regular business hours.

All mandatory training, lectures and meetings will be identified as such. The School will not pay non-exempt employees for attendance at voluntary trainings.

All non-exempt employees must accurately reflect attendance at all mandatory training, lectures and meetings outside of regular working hours on their time records.

## **V. Standards of Conduct**

### **A. Personal Appearance**

Employees are expected to wear clothes that are neat, clean and professional while on duty, [including during Zoom meetings with staff and students, field trips, and at any School-related events.](#) Employees are expected to appear well-groomed and appear within professionally accepted standards suitable for the employee's position, and wear shoes at all times. Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.

## **B. Student Safety**

In accordance with the School's policies providing student safety, including those covering anti-harassment, anti-discrimination, anti-intimidation and anti-bullying, each employee is expected to assist in maintaining a student safe environment. Thus, each employee is required to take immediate steps to intervene when it is safe to do so if the employee witnesses an act of discrimination, harassment, intimidation or bullying of a student. The employee is also required to report such actions to administration as soon as practicable.

## **C. Prohibited Conduct**

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the at-will employment relationship the employee has with the School.

- Unexcused absence and/or lack of punctuality
- Release of confidential information without authorization
- Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances
- Theft or embezzlement
- Willful destruction of property
- Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position
- Falsification, fraud or omission of pertinent information when applying for a position
- Any willful act that endangers the safety, health or wellbeing of another individual
- Horseplay
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school
- Misuse of School Property
- Possession of firearms, or any other dangerous weapon, while acting within the course of School of your employment with the School
- Acts of discrimination or illegal harassment based on gender, ethnicity or any other basis protected by state or federal law
- Failure to comply with the School's safety procedures
- Insubordination
- Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School
- Violations of federal, state or local laws affecting the organization or your employment with the organization
- Unacceptable job performance
- Dishonesty
- Failure to keep a required license, certification or permit current and in good standing

- Recording the work time of any other employee, or allowing any other employee to record time on your! time record or falsifying any time record
- Unreported absence of any three consecutively scheduled workdays
- Unauthorized use of School equipment, materials, time or property
- Working unauthorized overtime or refusing to work assigned overtime
- Abuse of sick leave
- Sleeping or malingering on the job

#### **D. Confidential Information**

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

#### **E. Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action.

#### **F. Child Neglect and Abuse Reporting**

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the appropriate police or sheriff's department, or to a county probation department (if authorized to receive mandated reports) or the county welfare office. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect. Child abuse should be reported immediately by phone to the appropriate police or sheriff's department, or to a county probation department (if authorized to receive mandated reports) or the county welfare office. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child's parents. Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School administrator, coworker or other person shall not be a substitute for making a mandated report to the appropriate police or sheriff's department, or to a county probation department (if authorized to receive mandated reports) or the county welfare office.

#### **G. Outside Employment**

Employees should not accept any employment or consulting relationship with another person or entity while employed by the School that would interfere with their ability to satisfactorily perform their job duties. The School will hold all employees to the same standards of performance and scheduling demands and will not make any exceptions for employees who also hold outside jobs.

## **H. Expense Reimbursements**

The School will reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the School's policy regarding expenditures. In general, all expenses must have been previously approved in writing by the Co-Founders. All reimbursement forms must be complete and submitted to your supervisor

## **VI. Employee Benefits**

### **A. Paid Time Off**

The School provides PTO benefits to eligible employees to enable them to take paid time off for rest and recreation. The School believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with the School personally satisfying.

In addition, Method follows the calendar below regarding paid breaks and holidays for eligible staff:

## Paid Time Off Policy

Years with Method	PTO Days Per Year	Maximum Carryover
1	15	20
2	20	25
3	25	30
5+	30	40

\*PTO may not be sold back under any circumstances

\*All PTO requests must be submitted through Zenefits and approved by supervisor

\*During peak high-demand periods, max of 3 consecutive PTO days, unless approved by supervisor

### Modified PTO Allowance

PTO Days Per Year
5

\*Applies to employees opting out of summer 2022



### 2022-23 Staff Calendar



## 2022-23 Staff Calendar

SEPTEMBER 2022						
Su	M	T	W	Th	F	Sa
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2022						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2022						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2022						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2023						
Su	M	T	W	Th	F	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2023						
Su	M	T	W	Th	F	Sa
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2023						
Su	M	T	W	Th	F	Sa
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2023						
Su	M	T	W	Th	F	Sa
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2023						
Su	M	T	W	Th	F	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2023						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### Paid Holidays

- 7-4-22 Independence Day
- 9-5-22 Labor Day
- 10-13-22 & 10-14-22 Fall Break
- 11-11-22 Veterans' Day
- 11-24-22 Thanksgiving Day
- 11-25-22 Friday after Thanksgiving
- 12-24-22 Christmas Eve

**Paid Holidays**  
 7-4-22 Independence Day  
 9-5-22 Labor Day  
 10-13-22 & 10-14-22 Fall Break  
 11-11-22 Veterans' Day  
 11-24-22 Thanksgiving Day  
 11-25-22 Friday after Thanksgiving  
 12-24-22 Christmas Eve  
 12-25-22 Christmas Day  
 12-26-22 Day after Christmas  
 12-31-22 New Year's Eve  
 1-1-23 New Year's Day  
 1-16-23 Martin Luther King, Jr. Day  
 2-20-23 President's Day  
 5-29-23 Memorial Day  
**Paid for All Employees Working Over 30 Hours per Week**

**Additional Days Off**  
 November 23rd  
 December 19th, 20th, 21st, 22nd, 23rd, 27th, 28th, 29th, 30th  
 January 2nd  
**Paid for Salaried Employees**  
**Hourly Employees May take PTO or Discuss Alternative Work Arrangement with Manager**



## 2022-23 Staff Calendar, Opt-Out

SEPTEMBER 2022						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2022						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JULY 2022						
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AUGUST 2022						
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JANUARY 2023						
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FEBRUARY 2023						
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MARCH 2023						
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MAY 2023						
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JUNE 2023						
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### Paid Holidays

9-5-22 Labor Day  
10-13-22 & 10-14-22 Fall Break  
11-11-22 Veterans' Day  
11-24-22 Thanksgiving Day  
11-25-22 Friday after Thanksgiving  
12-24-22 Christmas Eve  
12-25-22 Christmas Day  
12-26-22 Day after Christmas  
12-31-22 New Year's Eve  
1-1-23 New Year's Day  
1-16-23 Martin Luther King, Jr. Day  
2-20-23 President's Day  
5-29-23 Memorial Day  
Paid for All Employees Working Over 30 Hours per Week

### Additional Days Off

November 23rd  
December 19th, 20th, 21st, 22nd, 23rd, 27th, 28th, 29th, 30th  
January 2nd  
Paid for Salaried Employees  
Hourly Employees May take PTO or Discuss Alternative Work Arrangement with Manager



## **B. Sick Leave**

Three days of sick leave are provided, in addition to PTO days.

## **C. Insurance Benefits**

### **1. Health Insurance**

Employees who work at least 30 hours per week are entitled to health insurance benefits in accordance with the School's health insurance plan as set forth in the Summary Plan Description ("SPD"). The School will cover approximately \$500 plus 80% percent of the premium for eligible employees who work at least 30 hours per week. The employee's portion of monthly premiums will be deducted from the employee's paycheck. If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence of more than 20 consecutive days are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage may result in the loss of coverage.

**2. 403b Retirement Savings Plan** Method Schools will match (up to 5%) of employee's contribution towards their retirement savings plan.

**3. Disability Insurance** All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage- replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the Business and/or HR Department. Additionally, Method provides STD and LTD coverage for its eligible employees.

### **4. Family Leave Insurance**

Employees covered by the California Disability Insurance program are also covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to six weeks of wage replacement benefits when they suffer a wage loss for taking time off to care for a seriously ill child, spouse, parent, domestic partner, grandparent, grandchild, sibling or parent-in-law or to bond with a new child within one year of birth or placement of the child in connection with foster care or adoption. Specific rules and regulations relating to Family Leave Insurance are available from the Business and/or HR Department.

### **5. Workers' Compensation Insurance**

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See the Director of Human Resources for further details of making a claim for Workers' Compensation Insurance benefits.

## 6. Family Leave Policy:

### **Board Policy 4140**

#### **Method Schools California CFRA/FMLA Leave**

Method Schools understands and respects the family care and bonding needs of its employees. In concurrence with the 12 weeks unpaid Family and Medical Leave Act and the California Family Rights Act, Method offers the following paid bonding leave to eligible employees after the birth of a child:

- Birth mother: 8 weeks paid leave
- Non-birth parent: 4 weeks paid leave
- 12-week job protection

Staff members employed with Method for a minimum of six months but less than one year qualify for the following:

- Birth mother: 4 weeks paid leave
- Non-birth parent: 2 weeks paid leave
- Job protection for the duration of leave

#### **Purpose/Objective**

The federal Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA) provide eligible employees the opportunity to take unpaid, job-protected leave for certain medical and nonmedical needs for themselves and family members. Each of these leaves is explained below. The maximum amount of leave available under this policy is twelve (12) weeks of CFRA leave in a 12-month period and twenty-six (26) weeks of FMLA leave (where military caregiver leave applies) in a 12-month period, some or all of which may run concurrently. For more information regarding leave under this policy, employees should contact Human Resources.

#### **Eligibility**

To be eligible for leave under this policy, employees must meet all of the following requirements:

1. Have worked at least twelve (12) months for Method Schools in the preceding seven (7) years (exceptions apply to the seven-year requirement).
2. Have worked at least 1,250 hours for Method Schools over the twelve (12) months preceding the date the leave would commence.
3. FMLA only: Currently work at a location where there are at least fifty (50) employees within seventy-five (75) miles.

All periods of absence from work due to or necessitated by service in the uniformed services are counted as hours worked in determining eligibility.

### Conditions Triggering Leave

The FMLA and CFRA have differing definitions of “family member,” and only the FMLA allows employees to take up to twenty-six (26) weeks of leave to provide care for an injured military family member. Because of this, FMLA and CFRA leaves may not always run concurrently. In general, CFRA/FMLA leave may be taken for any of the following reasons:

Reasons for Leave (See related definitions at the end of the policy.)		CFRA	FMLA	Both
To care for or bond with:	An employee’s newborn child or newly placed foster or adopted child.			X
	A domestic partner’s newborn child or newly placed foster or adopted child.	X		
To care for a family member with a serious health condition who is the employee’s:	Spouse, parent or child under age 18, or age 18 or older who is incapable of self-care.			X
	A domestic partner, child or registered domestic partner’s child of any age, sibling, grandparent, or grandchild.	X		
The employee’s own serious health condition makes the employee unable to perform his or her job, excluding leave for the medical disability related to pregnancy and birth.				X
The employee’s own medical disability related to pregnancy and birth.			X	
A qualifying military exigency related to the covered active duty or call to covered active duty of an employee’s spouse, parent or child in the United States armed forces.				X

Military caregivers leave for a service member with a serious health condition (defined under “Definitions”) who is the employee’s spouse, domestic partner, child, parent or next of kin.*		X	
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\*CFRA leave will run concurrently when the family member, regardless of military status and with the exception of next of kin, meets the standard criteria for a serious health condition.

## The 12-Month Measurement Period

Method Schools measures the period of twelve (12) months in which leave is taken by [*enter defined 12-month period*].

For military caregiver leave, an eligible employee may take up to twenty-six (26) workweeks of leave in a single 12-month period. The single 12-month period begins on the first day leave is taken to care for a covered service member and ends twelve (12) months thereafter, regardless of the method used to determine leave availability for other CFRA/FMLA-qualifying reasons.

## Intermittent and Reduced-Schedule Leave

Eligible employees may take leave in a single block of time, intermittently (in separate blocks of time) or by reducing the normal work schedule. [*Optional: Intermittent leave to bond with a new child must be taken in two-week increments, with a shorter duration allowed on two occasions.*]

Employees who require intermittent or reduced-schedule leave must try to schedule their leave so that it will not unduly disrupt Method Schools’ operations. Intermittent leave is permitted in the same increments as provided in Method School’s [vacation, sick or paid-time-off leave] policy.

## Interaction with Paid Leave

Depending on the purpose of the leave request, employees may choose (or Method Schools may require employees) to use accrued paid leave (such as sick leave, vacation or paid time off) concurrently with some or all of the leave taken under this policy. To use paid leave for FMLA/CFRA leave, eligible employees must comply with Method Schools normal procedures (e.g., call-in procedures, advance notice) for the applicable paid-leave policy.

Employee paid-leave accruals (paid time off, vacation, sick leave) will continue while paid leave is being used during periods of FMLA/CFRA absence and in accordance with those individual policies.

Employee paid-leave accruals will not continue during unpaid periods of FMLA/CFRA absence or when only disability payments are being received.

## Maintenance of Health Benefits

If employees and/or their families participate in Method School’s group health plan, Method Schools will maintain coverage during FMLA/CFRA leave on the same terms as if employees had continued to work. If applicable, employees must make arrangements to pay their share of health plan premiums while on leave. In some instances, Method Schools may recover the premiums it paid to maintain health coverage or other benefits for employees and/or their families while employees were absent. Use of FMLA/CFRA leave will not result in the loss of any employment benefit that accrued prior to

the start of leave under this policy. Employees should consult the applicable benefit plan document for information regarding eligibility, coverage and benefits.

## **Procedures**

When seeking leave under this policy, employees must provide the following to Human Resources:

1. Thirty (30) days' notice of the need to take FMLA/CFRA leave if the need for leave is foreseeable. In the case of unforeseeable leave, notice must be provided as soon as practicable and in compliance with Method Schools' normal call-in procedures, absent unusual circumstances.
2. Medical certification supporting the need for leave due to a serious health condition affecting the requesting employee or a covered family member or service member within fifteen (15) calendar days of Method Schools' request for the certification (additional time may be permitted in some circumstances). Second or third medical opinions may also be required when allowed.
3. For qualifying exigency leave: Within fifteen (15) days of the request, an employee requesting qualifying exigency leave may be required to provide appropriate supporting documentation in the form of a copy of the covered military member's active duty orders or other military documentation indicating the appropriate military status and the dates of active duty status, along with a statement setting forth the nature and details of the specific exigency, the amount of leave needed and the employee's relationship to the military member.
4. An employee must provide periodic reports as deemed appropriate during the leave regarding the employee's status and intent to return to work.
5. [*Optional*: A return-to-work release before returning to work if the leave was due to the employee's serious health condition.]

Failure to comply with these requirements may result in delay or denial of leave or disciplinary action, up to and including termination. Leave under this policy will be governed by and handled in accordance with CFRA- and FMLA-applicable regulations, and nothing within this policy should be construed to be inconsistent with those regulations.

## **Employer Responsibilities**

To the extent required by law, Method Schools will inform employees whether they are eligible for leave under the FMLA/CFRA. Should employees be eligible for FMLA/CFRA leave, Method Schools

will provide eligible employees with a notice that specifies any additional information required, as well as their rights and responsibilities. Method Schools will also inform employees if leave will be designated as FMLA/CFRA-protected and, to the extent possible, note the amount of leave counted against employees' leave entitlement. If employees are not eligible for FMLA/CFRA leave, Method Schools will provide a reason for the ineligibility.

### **Job Restoration**

Upon returning from FMLA/CFRA leave, employees will typically be restored to their original position or to an equivalent position with equivalent pay, benefits and other employment terms and conditions.

### **Failure to Return After Leave**

If an employee fails to return to work as scheduled after FMLA/CFRA leave or if an employee exceeds the authorized FMLA/CFRA entitlement, the employee will be subject to Method Schools's other applicable leave of absence, accommodation and attendance policies. This may result in termination if the employee has no other Method Schools -provided leave available to her or him that applies to the continued absence. Likewise, following the conclusion of the FMLA/CFRA leave, Method Schools' obligation to maintain the employee's group health plan benefits ends (subject to any applicable COBRA rights).

### **Military Caregiver Leave**

Military caregiver leave is designed to allow eligible employees to care for certain family members who have sustained serious injuries or illness while on active duty. Within the single 12-month period described above, an eligible employee may take a total of twenty-six (26) weeks of CFRA/FMLA leave, including up to twelve (12) weeks of leave for any other CFRA/FMLA-qualifying reason (i.e., birth or adoption of a child, serious health condition of the employee or close family member, or a qualifying exigency). For example, during the single 12-month period, an eligible employee may take up to sixteen (16) weeks of CFRA/FMLA leave to care for a covered service member when combined with up to ten (10) weeks of CFRA/FMLA leave to care for a newborn child.

Military caregiver leave applies on a per-injury basis for each service member. Consequently, an eligible employee may take separate periods of caregiver leave for each covered service member and/or for each serious injury or illness of the same covered service member. A total of no more than twenty-six (26) workweeks of military caregiver leave, however, may be taken within any single 12-month period.

### **Qualifying Exigency Leave**

Employees who meet the eligibility standards set forth above are eligible to request qualifying exigency leave. Although qualifying exigency leave may be combined with leave for other FMLA-qualifying reasons, under no circumstances may the total leave exceed twelve (12) weeks in any 12-month period (with the exception of military caregiver leave as set forth above).

Eligible employees may take unpaid qualifying exigency leave to tend to certain exigencies arising out of the duty under a call or order to active duty of a covered military member (i.e., the employee's spouse, child or parent). Up to twelve (12) weeks of qualifying exigency leave is available in any twelve (12) month period, as measured by the same method that governs measurement of other

forms of leave within this policy, with the exception of military caregiver leave, which is subject to a maximum of twenty-six (26) weeks of leave in a single 12-month period. The maximum amount of qualifying exigency leave an employee may use to bond with a military member on short-term, temporary rest and recuperation during deployment is fifteen (15) days.

Persons who can be ordered to active duty include active and retired members of the armed forces, certain members of the retired Reserve and various other Reserve members, including in the Ready Reserve, Selected Reserve, Individual Ready Reserve, National Guard, state military, Army Reserve, Navy Reserve, Marine Corps Reserve, Air National Guard, Air Force Reserve and Coast Guard Reserve.

A call to active duty refers to a federal call to active duty, and state calls to active duty are not covered unless under order of the president of the United States pursuant to certain laws.

Qualifying exigency leave is available under the following circumstances:

1. **Short-notice deployment:** To address any issue that arises out of short notice (within seven (7) days or less) of an impending call or order to active duty.
2. **Military events and related activities:** To attend any official military ceremony, program or event related to active duty or a call to active duty status, or to attend certain family-support or assistance programs and informational briefings.
3. **Child care and school activities:** To arrange for alternative child care; to provide child care on an urgent, immediate-need basis; to enroll a child in or transfer a child to a new school or day care facility; or to attend meetings with staff at a school or day care facility.
4. **Financial and legal arrangements:** To make or update various financial or legal arrangements or to act as the covered military member's representative before a federal, state or local agency in connection with service benefits.
5. **Counseling:** To attend counseling (provided by someone other than a healthcare provider) for the employee, the covered military member, or a child or dependent when necessary as a result of duty under a call or order to active duty.
6. **Temporary rest and recuperation:** To spend time with a covered military member who is on short-term, temporary rest and recuperation leave during the period of deployment. Eligible employees may take up to fifteen (15) days of leave for each instance of rest and recuperation.

7. **Post-deployment activities:** To attend arrival ceremonies, reintegration briefings and events, and any other official ceremony or program sponsored by the military for a period of up to ninety (90) days following termination of the covered military member's active duty status. This also encompasses leave to address issues that arise from the death of a covered military member while on active duty status.
8. **Mutually agreed leave:** Other events that arise from the close family member's call or order to active duty, provided that Method Schools and the employee agree that such leave shall qualify as an exigency and agree to both the timing and duration of such leave.

## Definitions

A *serious health condition* is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility or continuing treatment by a health care provider, and either prevents the employee from performing the functions of his or her job or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing-treatment requirement includes an incapacity of more than three (3) full calendar days and two (2) visits to a health care provider, or one (1) visit to a health care provider and a continuing regimen of care; an incapacity caused by a chronic condition or permanent or long-term conditions; or absences due to multiple treatments. Other situations may also meet the definition of "continuing treatment."

*Qualifying exigencies* include activities such as short-notice deployment, military events, arranging alternative child care, making financial and legal arrangements related to deployment, rest and recuperation, counseling, parental care, and post-deployment debriefings.

A *covered service member* is either 1) a current service member of the armed forces, including a member of the National Guard or Reserves, with a serious injury or illness incurred in the line of duty for which the service member is undergoing medical treatment, recuperation or therapy; otherwise in outpatient status; or otherwise on the temporary disability retired list; or 2) a covered veteran who is undergoing medical treatment, recuperation or therapy for a serious injury or illness.

A *covered veteran* is an individual who was discharged under conditions other than dishonorable during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran. The period between October 28, 2009, and March 8, 2013, is excluded in determining this five-year period.

*Next of kin* means the nearest blood relative of the service member, other than the service member's spouse, domestic partner, parent, son or daughter, in the following order of priority: blood relatives who have been granted legal custody of the service member by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins,



unless the service member has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave.

The definition of “serious injury or illness” for current service members and veterans is distinct from the definition of “serious health condition” for CFRA/FMLA leave. For purposes of this policy, “serious injury or illness” means an injury or illness incurred by the service member in the line of duty while on active duty in the armed forces that may render the service member medically unfit to perform the duties of the service member’s office, grade, rank or rating or that existed before the beginning of active duty and was aggravated by service while on active duty.

With regard to covered veterans, the serious injury or illness may manifest itself before or after the individual assumed veteran status and is 1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the armed forces and rendered the service member unable to perform the duties of the service member’s office, grade, rank or rating; 2) a physical or mental condition for which the covered veteran has received a VA service-related disability rating of 50 percent or greater, and such rating is based, in whole or in part, on the condition precipitating the need for caregiver leave; 3) a physical or mental condition that substantially impairs the veteran’s ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would absent treatment; or 4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

## **Purpose/Objective**

Method Schools provides female employees with job-protected unpaid leave, up to four months, for disabilities relating to pregnancy, childbirth or related medical conditions (meaning a physical or mental condition intrinsic to pregnancy or childbirth). For the purposes of leave under this policy, “four months” mean the number of days the employee would normally work within four calendar months (one-third of a year equaling 17 1/3 weeks), if the leave is taken continuously, following the date the pregnancy leave commences.

The company also provides reasonable accommodations, to the extent required by law, for conditions related to pregnancy, childbirth or related medical conditions. In addition, a transfer to a less strenuous or hazardous position or duties may be available pursuant to an employee’s request, if such a transfer is medically advisable. Employees requesting a leave or reasonable accommodation should promptly notify Human Resources.

For more information regarding leave under this policy employees should contact Human Resources

## **Eligibility**

All employees who experience disabilities relating to pregnancy, childbirth or related medical conditions (meaning a physical or mental condition intrinsic to pregnancy or childbirth) may request leave or a reasonable accommodation under this policy.

### ***Use of accrued paid leave***

Accrued paid sick leave must be used concurrently with leave taken under this policy. If SDI benefits have begun, the employee may choose to supplement those benefits with accrued paid sick leave. Paid sick leave and SDI benefits combined may not exceed 100% of regular pay.

Additionally, employees may choose to use accrued paid leave (such as vacation or paid time off), concurrently with some or all of the leave under this policy. To receive paid leave, eligible employees must comply with the company's normal procedures for the applicable paid-leave policy (e.g., call-in procedures, advance notice). If SDI benefits are being paid, accrued paid leave and SDI payments combined may not exceed 100% of pay.

### ***Maintenance of health benefits***

If employees and their families participate in the company's group health plan, the company will maintain coverage during leave under this policy on the same terms as if employees had continued to work. If applicable, employees must make arrangements to pay their shares of health plan premiums while on leave. In some instances, the company may recover premiums it paid to maintain health coverage or other benefits for employees and their families. Use of leave under this policy will not result in the loss of any employment benefit that accrued prior to the start of leave under this policy. Employees should consult the applicable plan document for information regarding eligibility, coverage and benefits.

### **Procedures**

When seeking leave or a reasonable accommodation under this policy, an employee must provide Human Resources with the following:

1. As soon as practicable and if possible prior to commencing leave, a statement from his or her health care provider supporting the request for leave or reasonable accommodation. The statement should confirm that the requested leave or reasonable accommodation is based on a pregnancy-related disability, and if the statement is provided in support of a leave request, the statement should include an anticipated start and end date. An employee must also supply periodic reports as deemed appropriate during the leave regarding the employee's status and intent to return to work.
2. [If the company requires a fitness-for-duty certification for other disability leaves:] Upon return from leave, medical certification of fitness for duty before returning to work. The company will require this certification to address whether employees can perform the essential functions of their positions.

Failure to comply with the foregoing requirements may result in delay or denial of leave, or disciplinary action, up to and including termination.

### **Employer responsibilities**

To the extent required by law, the company will inform employees whether they are eligible for leave under this policy. Should employees be eligible for leave, the company will provide eligible employees

with a notice that specifies any additional information required, as well as their rights and responsibilities.

As detailed in the California Family Rights Act (CFRA)-Family and Medical Leave Act (FMLA) Policy, the company will also inform employees if leave will be designated as FMLA-protected and, to the extent possible, note the amount of leave counted against employees' leave entitlements. If employees are not eligible for FMLA leave, the company will provide a reason for the ineligibility.

Additionally, the company will engage in an interactive process with employees who request a reasonable accommodation under this policy.

### ***Job restoration***

Upon returning from leave, employees will typically be restored to their original positions or to equivalent positions with equivalent pay, benefits, and other employment terms and conditions.

### ***Failure to return after leave***

If an employee fails to return to work as scheduled after leave under this policy, or if an employee exceeds the leave entitlement, the employee will be subject to the company's other applicable leave of absence, accommodation and attendance policies. This may result in termination if the employee has no other company-provided leave available to her that applies to the continued absence.

## **7. Personal Leave of Absence**

The School recognizes that special situations may arise where an employee must leave his or her job temporarily. In the School's sole discretion, the Co-Founders may grant employees unpaid leave of absences. Taking an unpaid personal leave of absence may affect your eligibility for employee benefits, including medical benefit plan coverage. Ask the Business and/or HR Department for information on personal leaves of absence.

## **8. Funeral/Bereavement Leave**

Employees may be allowed up to 3 consecutive working days off to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a current spouse, parent, legal guardian, sibling, child, current parent-, sister-, or brother-in-law, grandparent, grand child, or domestic partner. If any employee requires more than 3 days off for bereavement leave, the employee may request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted in the discretion of the School.

**9. Military Leave of Absence** The School provides military leaves of absence to employees who serve in the uniformed services as required by the Uniformed Services Employment and Reemployment Rights Act of 1994 and applicable state laws. Leave is available for active duty, active duty for training, initial active duty for training, inactive duty training, full-time National Guard duty and for examinations to determine fitness for any such duty. Total military leave time taken may not exceed five years during employment, except in special circumstances. Advance notice of leave is required. Please inform your supervisor and the HR Department of anticipated military leave time as far in advance as possible. Accrued vacation will be paid during military leave at your request and health plan coverage continuance can be arranged for up to 24 months during military leave if required premium payments are made by you. As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in termination of employment. Upon a return from military leave up to five years, an employee is entitled to reemployment within two weeks after the employee submits his/her reemployment application. Eligible employees may be entitled to other leave rights related to military leave. Please contact the Business and/or HR Department to understand all leave rights that may be available to you.

## **10. Time Off to Attend Child's School Discipline**

Any employee who is a parent or legal guardian of a child that has received written notice from the child's school requesting his or her attendance at a disciplinary conference is entitled to take unpaid leave to attend the conference. Please contact the School Director to determine eligibility and scheduling before taking any leave to attend a disciplinary conference.

## **11. Time Off to Serve as Election Official**

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service. Please notify your supervisor of your commitment to act as election official as far in advance as possible.

## **12. Time Off for Jury and Witness Duty**

The School will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide employees unpaid leave to appear in court or other judicial proceedings as a witness, as permitted by law, to comply with a valid subpoena or other court order. Please notify your supervisor of your commitment to serve on a jury or as a witness as far in advance as possible.

### **13. Time Off for Victims of Crime or Domestic Violence**

Employees who are victims of domestic violence, sexual assault or stalking will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advance notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim/domestic violence leave. Please notify your supervisor of your need to seek relief or for a reasonable accommodation as far in advance as possible. If applicable, an employee may use accrued vacation leave for these purposes.

### **14. Time Off for Victims of Crime**

An Employee who is a victim of certain crimes (violent felonies, felony thefts, serious felonies and crimes identified in Labor Code section 230.5 and as defined by law) or is an immediate family member of a victim, is a registered domestic partner of a victim or the child of a registered domestic partner of a victim will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advance notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim leave. Please notify **your supervisor** of your need for time off as far in advance as possible. As applicable, an employee may use accrued vacation leave or sick leave for crime victim leave purposes.

### **15. Time Off for Volunteer Firefighters**

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance with the law. Employees are requested to alert the Co-Founders of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify their supervisor before leaving the School's premises.

### **16. Time Off for Voting**

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact your supervisor to request and schedule time off to vote.

### **17. Workers' Compensation Leave**

Employees that are temporarily totally disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of the School. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

## **VII. Employment Evaluation and Separation**

### **A. Employee Reviews and Evaluations**

Each employee will receive periodic performance reviews conducted by administration. Performance evaluations will be conducted at least once annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of your job. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with **the Co-Founders** and that you are aware of its contents. The evaluation system in no way alters the employment at-will relationship.

### **B. Discipline and Involuntary Termination**

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions or termination.

The School's disciplinary system is informal, and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

### **C. Voluntary Termination**

Either the employee or the School may terminate the employment relationship at any time, with or without prior notice and with or without cause. While it is not required, the School requests that employees electing to resign to give as much advance notice as possible (preferably two weeks) to allow the School to plan for your departure.

An exit interview will normally be scheduled on the last day of work with **the Co -Founders**. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any company property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School.

The School appreciates receiving candid opinions of the employee's employment. Final pay, including pay for any earned but unused vacation time, will be provided in accordance with state law.

### **D. References**

All requests for references and employment verifications must be promptly directed to the HR Department. When contacted for a reference or employment verification, the School will only provide information concerning dates of employment and the title of the last position held. Other employees may not provide any employment verifications or act as a reference for any other employees.

### **E. School Culture**

The School has outlined "acceptable behavior" that if violated, will be treated as a performance issue.

- Respect for the worth of the individual
- Commitment to high standards
- Contributing to the community
- Achievement through teamwork
- Dependable to the entire School community
- Practice constructive communication to all members of the School community
- Highly collaborative to all members of the School community
- Consistently behave with high professionalism
- Regularly take initiative
- Practice absolute and consistent respect for oneself all other members of the School community

The School's employees will treat others – including co- workers and customers - with respect.

## **E. Professional Development**

For the school year, each certificated staff member will be required to participate in professional development opportunities throughout the school year. Beyond required professional development, each staff member is allotted a professional development stipend each year

### **Professional Development Allotment**

To encourage continued professional growth and development, Method offers an allotment to go toward continued PD each school year.

Leads: \$2,000 per school year

Teachers: \$1,500 per school year

All Other Staff: \$1,000 per school year

## ACKNOWLEDGEMENT OF HANDBOOK AND AT WILL EMPLOYMENT

I acknowledge that I have received Method Schools' Employee Handbook. I have read the Handbook and understand the contents of the Handbook. I agree to abide by all of the School's policies. I understand and agree to my at-will employment status as described in the Handbook, summarized as follows:

- This Handbook does not in any way reflect a contract of employment, either expressed or implied between me and the School.
- The School is an at-will employer. I am free to terminate the employment relationship with the School at any time; the School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me for any or no reason at any time. Specifically, the School may modify all terms of employment including any policy or practice and/or my hours, wages, working conditions, job assignments, position title, compensation rates and benefits in its sole discretion.
- Nothing in this Handbook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for me. Further, there is no agreement, express or implied, written or verbal, between the employee and the School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.
- I understand that other than the Co-Founders, no supervisor or representative of the School has the authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will.
- I understand that only the Co-Founders have the authority to make any such agreement and then only in writing signed by the Co-Founders.

**Employee Name:**

**Employee Signature:**

**Date:**





# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday, May 17, 2022, 6:00 PM**

24620 Jefferson Ave, Murrieta, California

<https://methodschools.zoom.us/j/96431280715?pwd=OEFiM2crYi9NMXUrTVJlQTBZNUlwdz09>

## **Instructions for Presentations to the Board by Parents and Citizens**

Method Schools ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

Agendas and "Submit a Public Comment" forms are available via the link on our website on the Board Page. If you wish to speak, please fill out the form and specify the agenda item on which you wish to speak. When addressing the Board, speakers are requested to state their name and address and adhere to the time limits set forth.

**Public Communication on Non-Agenda Issues:** This is an opportunity for members of the audience to raise issues that are not specifically on the agenda. You will be given an opportunity to speak for a maximum of three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. Non-English speakers requiring translation are allotted a maximum of six (6) minutes. Due to public meeting laws, the Board can only listen to your issue and not respond or take action. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item

**Agenda items:** To address the Board on agenda items, please specify the item on which you wish to speak on your "Public Comment". You will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.

**3. Public Records:** Any public records relating to an agenda item for an open session of the Board that are distributed to the Board members shall be available for public inspection at the School office. Minutes of each Board meeting will also be available at the School office.

**Americans with Disabilities Act (ADA):** Upon request, the School will furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate assistance in order to participate in Board meetings are invited to contact Method Board Secretary Gloria Vargas at [gvargas@methodschools.org](mailto:gvargas@methodschools.org) by noon of the business day preceding the board meeting.

**Translation services:** Translation services are available by notifying the above school office by noon of the business day preceding the board meeting.

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**1.0 Call to Order:** Board President Dr. Steven Dorsey called Board Meeting to order at 6:03 P.M.

**2.0 Roll Call**

**Present:** Carolyn Andrews, Shannon Clark, Tyler Roberts, Steven Dorsey, Gloria Vargas

**Absent:** None

**Method Staff:** Tracy Robertson, Yvette Rios, Stefanie Bryant, Jessica Spallino, Mark Holley

**3.0 Public Communication on Non-Agenda Items**

- None

**4.0 Emergency Findings:** Consideration of findings to continue to hold virtual meetings pursuant to AB 361, including without limitation that: (1) the State and local state of emergency due to the COVID-19 pandemic continues to directly impact the ability of members to meet safely in person, (2) state and local officials continue to recommend social distancing measures, and (3) meeting in person would present imminent risks to the health or safety of attendees and/or the state of emergency continues to directly impact the ability of the members to meet safely in person due to the prevalence of the Delta variant of the COVID-19 virus, the indoor setting of meeting facilities, the potential presence of unvaccinated individuals attending meetings, the potential for noncompliance with mask wearing requirements, and desire to protect the health of immuno-compromised persons.

Motion: Carolyn Andrews

Second: Gloria Vargas

Ayes: Gloria Vargas, Shannon Clark, Carolyn Andrews, Tyler Roberts, Steven Dorsey

Noes: 0

Action: Passed

**5.0 Reports**

- **CEO:**
  - **Founder Evaluations**
    - Jessica Spallino: We are finishing up state testing and just about reached 95% participation for both schools. Next time, we will have the evaluations for Mark and myself. I wanted to get guidance from you on how you would like that to look. Last year, we sent out the survey link and you have the opportunity to discuss offline or before the meeting.
    - Carolyn Andrews: I'm good with what we did last year.
    - Tyler Roberts: Last year worked pretty well.
    - Shannon Clark: I agree.
- **CBO:**
  - Mark Holley: From a marketing standpoint, we have a little over 2,400 students enrolled for a July 1st start. I think we'll probably start July 1st at 2,800 - 3,000, and we're hoping to be at around 700 or 800 by September. We're looking to complete SmartFox 2.0 by August 1st.
- **Senior Director of Schools:**
  - **Student Highlights**
    - Tracy Robertson: We have graduation coming up, and have 64 students graduating from San Diego and 40 from LA. We've had a big increase in CAASPP testing. Basketball ended at 8-2. We have some new sports for 22-23: Flag Football, Girls Volleyball, Cross County, Baseball, Softball, Basketball, and Soccer. We have 8th grade promotion on 5/31/2022 and High School graduation on 6/1/2022.
    - Question: Tyler Roberts: Is there any thinking of Esports in Method?
    - Jessica: Yes. It requires quite a bit of curriculum development to go with it.

# AGENDA

## Method Schools Regular Meeting of the Board of Directors

We have about 75% developed. It is something we are looking at exploring for the 2022-23 school year.

### 6.0 Action: Staff Compensation

**Discussion:** Mark Holley: We've always felt that our compensation package was pretty fair taking into consideration that our teachers work from home and have that flexibility and PTO. But, compared to Riverside County and San Diego County averages, we are about midway. This is a nice jump. There are 6 employees who are receiving additional increases.

Stefanie Bryant: All together it is about \$450,000.

Motion: Tyler Roberts

Second: Shannon Clark

Ayes: Gloria Vargas, Shannon Clark, Carolyn Andrews, Tyler Roberts, Steven Dorsey

Noes: 0

Action: Passed

### 7.0 Action: 2022-23 Board Assignments

**Discussion:** Jessica Spallino: We wanted to discuss board roles for next year and how you'd like to move forward. We should try to be ready by next month. We will send out descriptions of each role so you can review it, and it can help guide the conversation on June 1st. We can move it to an action item on June 1st.

### 8.0 Consent Items: All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board's votes on them.

- Approval of April 12, 2022 Meeting Minutes

- April 2022 Check Register

Motion: Shannon Clark

Second: Carolyn Andrews

Ayes: Gloria Vargas, Shannon Clark, Carolyn Andrews, Tyler Roberts, Steven Dorsey

Noes: 0

Action: Passed

### 9.0 Information/ Discussion Items:

- LCAP Hearing

- o Stefanie Bryant: This is an update of where we are at, as it is a three-year plan. There were three goals: 1) to increase academic achievement, 2) to work on wraparound services, 3) to improve PD. You'll be able to review this to approve on June 1st. Goal 1: Taking a look at the first metric, our baseline was to meet 80% of grades earned to be C's or better, and the outcome has been 95%. Goal 2: The first metric, participation in CTE, our baseline was to have 17 students enrolled for the 2021-22 school year, and we had 66. Goal 3: We had a baseline to have 67% of students rate their teachers as very or extremely effective, and the Year 1 outcome is at 90%. To highlight the finances, San Diego and LA finances are identical. As far

# AGENDA

## Method Schools Regular Meeting of the Board of Directors

as the spending goes, we are in compliance.

- **June Board Meeting**

- o Jessica Spallino: Do we know how many are coming to the June 1st graduation and board meeting? Last year we made it an option to attend virtually as well. It'd be great to see as many of you as we can.

- **Form 990**

- o Stefanie Bryant: The 2020 tax year 990 has been prepared by Clifton Larson. Jessica and Mark have approved that and it has been sent to the IRS. You as board members have been provided a copy via email, for informational purposes.

### 10.0 Upcoming Agenda Items

- **Action Item: LCAP (June 1st approval)**
- **Action Item: 22-23 Budget Approval (June 1st)**
- **Action Item: 2022-23 Board Assignments - Second Reading**
- **CEO Report: Founder Evaluations**

### 11.0 Board Member Reports: None

### 12.0 Action: Motion to Adjourn the Meeting

Board President Dr. Steven Dorsey motioned to adjourn the meeting at 6:51 P.M.

#### Board Meeting Recording Link:

[https://methodschoools.zoom.us/rec/share/ye5FFqNo4V5hCkO\\_uMRwpTbmEO3gTEGduw\\_AqVcni2cE4E0cvNv0V6\\_dIQAILbcc.N1bF6lxTBCQFI-Es](https://methodschoools.zoom.us/rec/share/ye5FFqNo4V5hCkO_uMRwpTbmEO3gTEGduw_AqVcni2cE4E0cvNv0V6_dIQAILbcc.N1bF6lxTBCQFI-Es)