Method Schools Corporation

BOARD PACK

for

Method Schools Board of Directors Regular Meeting

Tuesday, December 9, 2025

6:03 PM (PST)

Held at:

Method HQ

27232 Via Industria, Temecula, CA 92590

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AGENDA

METHOD SCHOOLS BOARD OF DIRECTORS REGULAR MEETING

Name:	Method Schools Corporation
Date:	Tuesday, December 9, 2025
Time:	6:03 PM to 6:47 PM (PST)
Location:	Method HQ, 27232 Via Industria, Temecula, CA 92590 https://methodschools.zoom.us/j/2615739608
Board Members:	Carolyn Andrews, Gloria Vargas, Shannon Clark, Steven Dorsey, Tyler Roberts
Attendees:	Jade Fernandez, Jessica Spallino, Mark Holley, Pete Getz, Sarah Avanessian, Sarah Delawder, Stefanie Bryant, Tracy Robertson, Yvette Serratos

1. Call to Order

1.1 Roll Call

1.2 Public Comment on Closed Session Item(s)

2. Closed Session

2.1 Pending Litigation

3. Open Session

3.1 Report Out from Closed Session (if any action taken)

4. Management Reports

4.1 CEO Report

4.2 CBO Report

4.3 CAO Report

5. Major Decisions and Discussions

5.1 Method Summit Academy Policy Package

For Decision

- Safety Plan for DMSA

- MSA Contractor Policy
- Method Schools Van Use Policy
- DMSA Closed Campus Policy
- DMSA Parent Code of Conduct
- DMSA Student Code of Conduct
- DMSA Coach Code of Conduct
- DMSA 2025-26 Parent/Student Handbook

Supporting Documents:

5.1.a	DMSA Comprehensive Safety Plan with training facilities 25-26.docx	9
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5.1.g	DMSA Coach Code of Conduct.pdf	75
5.1.h	25-26 DMSA Student_Parent Handbook.pdf	78

5.2 SAFE Act Policy

For Decision

Immigration enforcement response & notification policy

Supporting Documents:

5.2.a	0070 SAFE Act Policy.pdf	189

5.3 Employee Economic Security

For Decision

Supporting Documents:

5.3.a	Proposal for One-Time 5% Cost-of-Living Bonus.pdf	192

5.4 Final Audited Financial Statements

For Decision

Supporting Documents:

5.4.a	Method Schools Corporation 2025 Signed Final Governance Communication.pdf	196
5.4.b	Method Schools Corporation 2025 Signed Final Report and Financial Statements.pdf	199

5.5 Creative Back Office 25-26 Contract

For Decision

Supporting Documents:

5.5.a	25-26 Method Business Services Proposal - Creative Back Office.docx	233

5.6 25-26 1st Interims

For Decision

- Method Schools
- Method Schools, LA
- Method Summit Academy

Supporting Documents:

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5.7 Treasury Account and MSA Petition/Terms

For Decision

Supporting Documents:

5.7.a	SD treasury account board resolution MSA (1).pdf	259
5.7.b	Method Summit Academy Charter Term Resolution (2).pdf	261

5.8 Childcare Policy

For Decision

Supporting Documents:

5.8.a	4210 Childcare Policy.pdf	263

5.9 2025-26 Method Schools Comprehensive Safety Plan

For Decision

- Updated to include Immigration Enforcement Response & Notification Policy
- Minor edits (HQ address updated)

Supporting Documents:

5.9.a	0040 Method Schools Comprehensive Safety Plan (1).pdf	265

6. Public Hearings

6.1 Presentation of LCAP Mid-Year Updates

The Board of Trustees will hold a Public Hearing to receive public input on the following mid-year updates of 2025–26 LCAPs:

- Method Schools
- Method Schools, LA
- Method Summit Academy

- **Open Public Hearing**
- **Public Comments**
- **Close Public Hearing**

No action will be taken at this time. The LCAP is scheduled for adoption at a subsequent Board meeting in accordance with Education Code §52062(b)(2).

Supporting Documents:

6.1.a	MSA Midyear Update w Action Tables.pdf	341
6.1.b	Method Schools Midyear Update Fall 25 with Action Tables.pdf	363
6.1.c	Method Schools, LA Midyear Update - Fall 25 with Action Tables.pdf	385

6.2 Public Hearing: 2025–26 (LCAP) Mid-Year Updates

- Method Schools
- Method Schools, LA
- Method Summit Academy

7. Consent Items

7.1 Confirm Minutes

For Noting

Supporting Documents:

7.1.a	Minutes : Method Schools- Board of Directors Regular Meeting - 7 Oct 2025	407

7.2 Checking and Amex Registers Check/ACH/Expense registers for 9/1/25-11/30/25

For Decision

Supporting Documents:

7.2.a	AmexRegister.pdf	411
7.2.b	BofACheckRegister.pdf	444

7.3 Quarterly Investment Results

For Decision

Supporting Documents:

7.3.a	Qtrly Investment Results 10.31.2025.pdf	457

8. Discussion

9. Close Meeting

9.1 Close the meeting

Next meeting: No date for the next meeting has been set.

COMPREHENSIVE

SAFETY PLAN

2025-2026

DEHESA METHOD
Sports Academies San Diego

4612 Dehesa Rd.

El Cajon, CA 92019

(619) 444-2161

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EMERGENCY PREPAREDNESS PLAN

I. INTRODUCTION

The purpose of Dehesa Methods Sports Academy is to provide safety for all students and staff. An emergency preparedness plan helps to ensure a safe school environment and helps to fulfill the mission of our organization. The plan is implemented to protect the safety of students, staff, parents, and itinerant staff at Dehesa Methods Sports Academy . This plan addresses the following objectives:

- Protect the safety and welfare of students and staff
- Provide for a safe and coordinated response to emergency situations
- Protect the organization's facilities and property
- In the case of emergency, allow Dehesa to restore normal conditions with minimal confusion in the shortest time possible
- Provide for coordination between the organization and local emergency services when necessary

II. DEHESA SCHOOL DISTRICT IMPORTANT PHONE NUMBERS

POSITION	NAME	PHONE	EMAIL
Superintendent	Bradley Johnson	(619) 957-4661	Bradley.johnson@dehesasd.net
Dehesa Principal	Hee-Jin Peterson	818-458-7406	HeeJin.Peterson@dehesasd.net
MSA Principal	Enrique Gonzalez	619-208-5018	EGonzalez@methodschools.org
Dehesa Assistant Principal	Ashley James	619-733-7143	Ashley.James@dehesasd.net
Assistant Superintendent	Francesca Martinez	(619) 519-5384	francesca.martinez@dehesasd.net

of Business Services			
Administrative Assistant	Deborah Schweitzer	(619) 403-3417	deborah.schweitzer@dehesasd.net
Chief Academic Officer	Jade Fernandez	(760)-807-9116	jfernandez@methodschools.org
DMSA Director of Athletics and Special Programs	Austin Cipres	(915)562-4289	acipres@methodschools.org
District Administrative Assistant	Sub - Stacey Howe		Stacey.Howe@dehesasd.net
Office Assistant	Alicia Crow	(619)985-8874	Alicia.crow@dehesasd.net

III. EMERGENCY CONTACT INFORMATION

DEHESA SCHOOL DISTRICT & TRAINING SITES

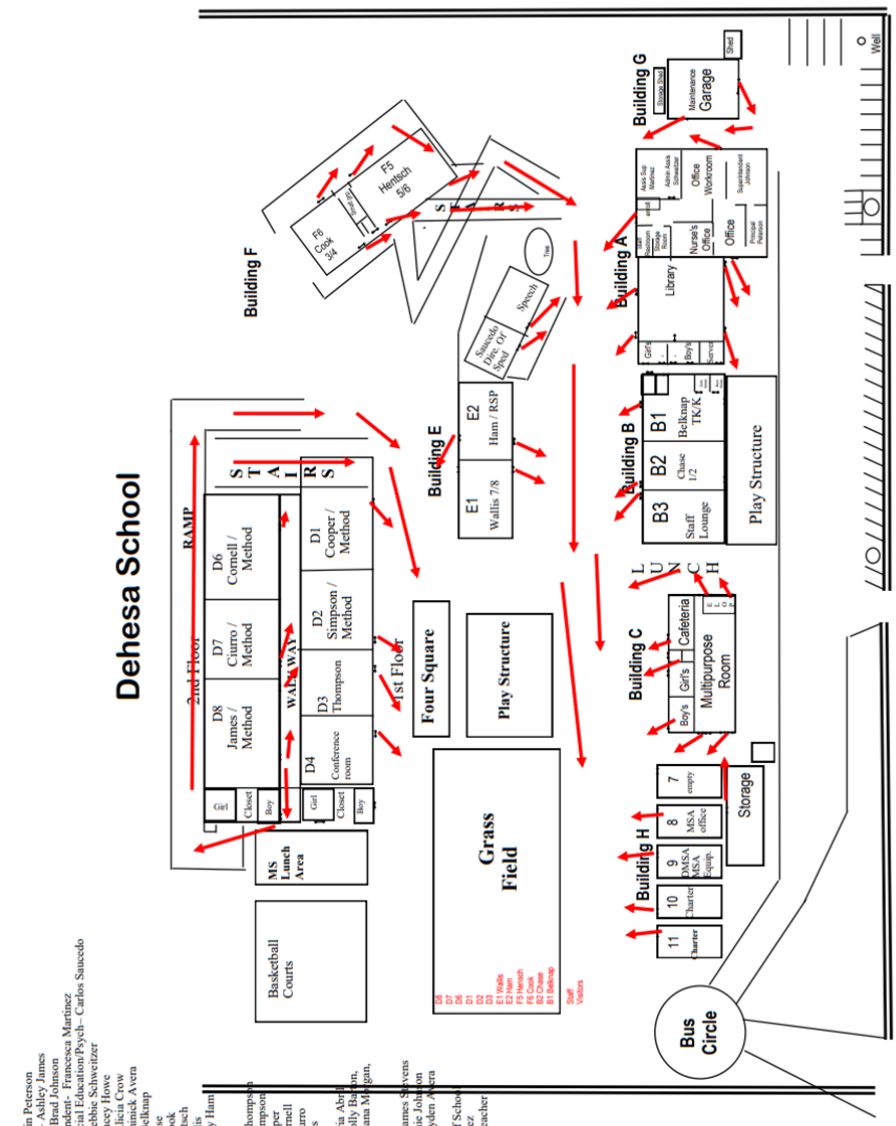
EMERGENCY	**911**
DEHESA SCHOOL- 4612 Dehesa Road, El Cajon, CA 92019	**Phone**
LAW ENFORCEMENT	
Sheriff's Department **2751 Alpine Blvd.** **Alpine, CA 91901**	**Dispatch: (858)565-5200** **Office: (619)659-2650**
FIRE	**Phone**
CAL Fire **2249 Jamacha Rd** **El Cajon, CA 92021**	**(619) 590-3100**
SD Cap Hitting- 160 Denny Way, El Cajon, CA 92020	
LAW ENFORCEMENT	**Phone**
El Cajon Police Department **100 Civic Center Way,** **El Cajon, CA 92020**	**Dispatch: (619) 938-1360**

FIRE	Phone
Heartland Fire and Rescue **100 Lexington Ave, El Cajon, CA 92020**	**(619)-258-4100 ext. 207**
CACTUS PARK- 10610 Ashwood Street, Lakeside, Ca 92040	**Phone**
LAW ENFORCEMENT	
Sheriff's Department **12365 Parkside St.** **Lakeside, CA 92040**	**Dispatch: (619) 938-1360**
FIRE	**Phone**
12216 Lakeside Ave. **Lakeside, CA 92040**	**(619) 390-2350**
SANTEE SPORTSPLEX- 9951 Riverwalk Dr., Santee, CA 92071 **TOWN CENTER COMMUNITY PARK EAST- 550 Park Center Dr,. Santee, CA**	**Phone**
LAW ENFORCEMENT	
Sheriff's Department **8811 Cuyamaca.** **Santee, CA 92071**	**Dispatch: (858)565-5200** **Office: (619) 956-4000**
FIRE	**Phone**
Santee FIre Station 4 **8950 Cottonwood Ave.** **Santee, CA 92071**	**Emergency 9-1-1** **Office: (619) 258-4151**
OTHER IMPORTANT EMERGENCY NUMBERS	
Poison Control	(800) 222-1222
S.D. County Environmental Health	(858) 253-9933
S.D. County Hazardous Materials and Waste	(858) 505-6680
S.D. County Public Health and Human Services	(619) 337-6212
S.D. County Office of Education	(858) 292-3500
S.D. County Office of Emergency Services	(858) 565-3490

San Diego Gas and Electric	(800) 411-7343
Otay Water District	(619) 670-2222

IV. EVACUATION PLANS

A. Dehesa School- 4612 Dehesa Road, El Cajon, CA 92019



Staff
Principal-Hoc-Jin Peterson
Assis Principal– Ashley James
Superintendent-Brad Johnson
Assis Superintendent- Francesca Martinez
Director of Special Education/Psych– Carlos Saucedo
Admin Assis-Debbie Schweitzer
Enrollment– Stacey Howe
Office Assis– Alicia Crow
Library/IT-Dominick Avera
TK/K-Brenna Belknap
1/2-Crystal Chase
3/4-Sharlene Cook
5/6-Rachel Hentsch
7/8 – Doug Wallis
Ed Spec– Stacey Ham

DMSA
K-2– Brianna Thompson
3/4– Lindsay Simpson
4– Brianna Cooper
5– Penelope Cornell
5/6– Brooke Ciurro
6– Ashley James

Inst Aides: Gloria Abril,
Sara Kelley, Molly Bacon,
Cheryl Kinz, Diana Magan,
AJ Cataray

Maintenance– James Stevens
Grounds– Jeannie Johnson
Custodian– Brayden Avera

Method Head of School
Enrique Gonzalez
Method Lead Teacher
Lauren Terrell

B. SD Cap Hitting- 160 Denny Way, El Cajon, CA 92020



C. CACTUS PARK- 10610 Ashwood Street, Lakeside, Ca 92040



D. SANTEE SPORTSPLEX- 9951 Riverwalk Dr., Santee, CA 92071

TOWN CENTER COMMUNITY PARK EAST- 550 Park Center Dr,. Santee, CA 92071





AED location: Sportsplex snack bar- open AED and follow directions.
In an emergency:
Call 911

AED located at Town Center Community Park East, at the restroom
In an emergency:
Call 911
Give them the address on the box
The 911 dispatcher will give you the code to access the box
Put in the code and turn the handle

V. EMERGENCY PREPARATION

The School Clerk will:

1. Update Safety Binder with:
    a. Comprehensive Safety Plan
    b. Injury Illness Prevention Plan (IIPP)
    c. Exposure Control Plan
    d. Student Accident Procedures & Forms
    e. Student Emergency Cards
    f. Update all Emergency First Aid Kits

The Principal will:

1. Advise staff/parents of Comprehensive Safety Plan and Incident Command System (ICS).
2. Plan for students with special needs.
3. Meet with appropriate persons and review duties and special assignments according to ICS.
4. Complete earthquake drills (California Education Code 35297):
    - *at least once each school trimester*
5. Complete fire drills (California Education Code 32001):
    - *not less than once every calendar month*
6. Complete lockdown drills (not required by California law, but is required by EEI):
    - *not less than twice every school year*
7. *Recommended to include in Safety Binder:* Compile Emergency Response lists that contain:
    a. Student names with parent phone numbers (each trimester).
    b. Staff members and phone numbers (cell and home).

Students will:

1. Cooperate during emergency drills, exercises, and during an incident.
2. Learn to be responsible for themselves and others in an incident.
3. Understand the importance of not being a bystander by reporting situations of concern.
4. Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.

Parents/Guardians will:

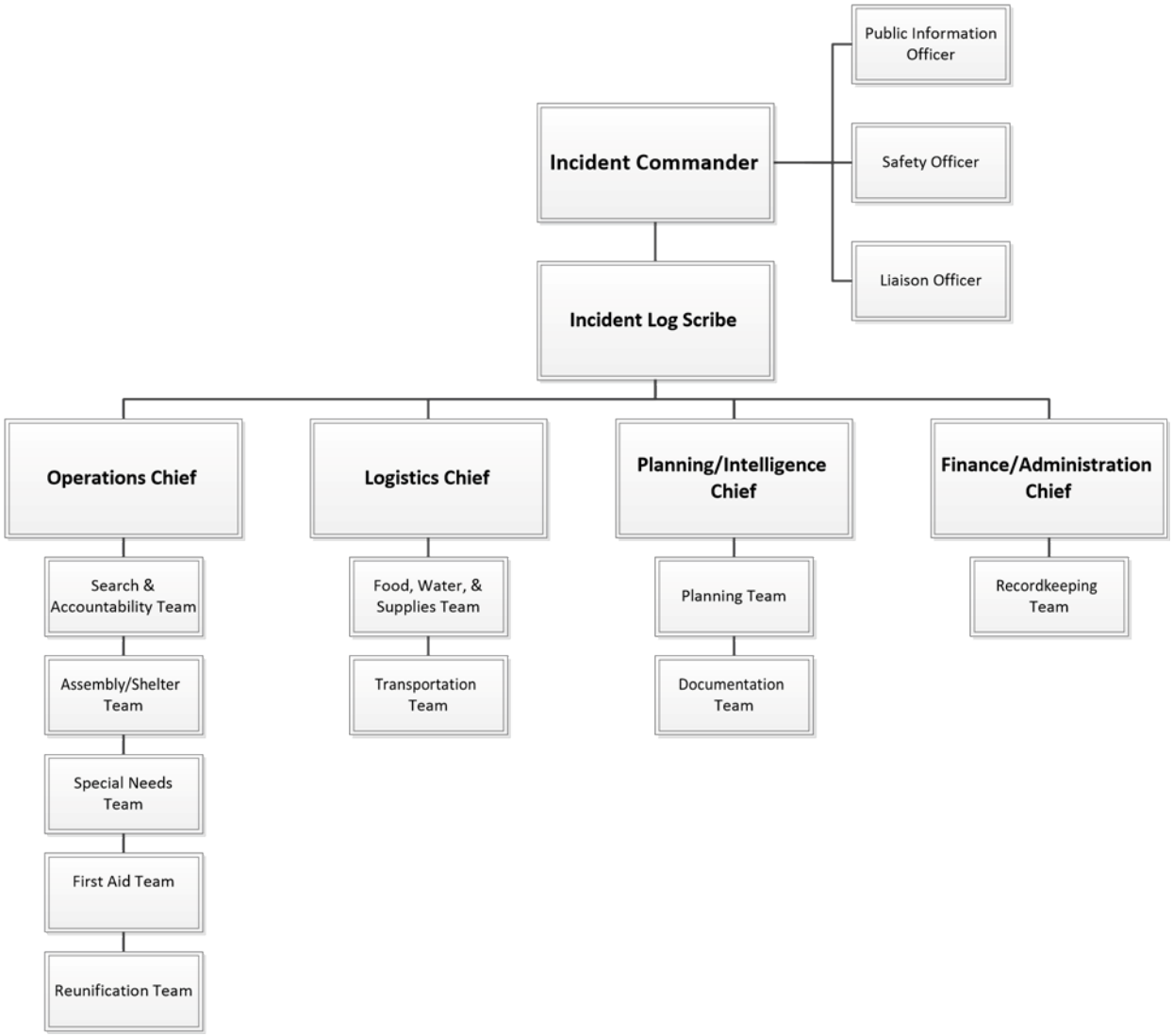
1. Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
2. Participate in volunteer service projects for promoting school incident preparedness.
3. Provide the school with requested information concerning any safety incidents.

4. Practice incident management preparedness in the home to reinforce school training and ensure family safety.
5. Understand their roles during a school emergency.

VI. THE INCIDENT COMMAND SYSTEM (ICS)

The Incident Command System (ICS), is a nationally recognized organizational structure developed by the Federal Emergency Management Agency (FEMA) incompliance with the National Incident Management System (NIMS; Department of Homeland Security) that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role.

Below is Dehesa Methods Sports Academy Incident Command System's Organizational chart. This chart specifies the roles needed to be performed by staff members in order for an effective ICS to take place during an emergency situation.



VII. THE INCIDENT COMMAND SYSTEM (ICS) ROLES AND RESPONSIBILITIES

While the Operations and Logistics teams have immediate and essential roles in a crisis, and will be deployed to some extent in any incident, it may not be feasible to activate the other teams during a crisis. The roles required by each team will either be shared between staff, or given to appropriate personnel.

Management/Command Section

The Management/Command section consists of four teams:

1. The Incident Commander (Superintendent)
2. The Liaison Officer (Administrative Assistant)
3. The Safety Officer (Principal)
4. The Public Information Officer (PIO) (Superintendent)

1. ***Incident Commander (Superintendent) Bradley Johnson***

RESPONSIBILITIES:

- Determine the level of emergency response needed
- Activate the emergency response system by
  - Dialing 911
  - Calling the Office
  - Initiate ICS
- Decide whether to stay put or evacuate
- Make an appropriate announcement to students and staff
- Get the safety backpack and any other supplies
- Account for all students, staff, and visitors
- Meet with city/county emergency responders upon arrival
- Inform Principal of emergency
- Establish Command Post if necessary
- Activate a plan for releasing students to parents
- Document all activities
- Set up location for Command Post

2. ***Liaison Officer (Administrative Assistant) Deborah Schweitzer***

The Liaison Officer coordinates with incoming agency representatives and establishes a “link” between the IC and emergency personnel.

RESPONSIBILITIES:

- Coordinate with incoming agency representatives

- Interface between the Superintendent and the First Responder IC

3. ***Safety Officer (Principal) Hee-Jin Peterson and Enrique Gonzalez***

RESPONSIBILITIES:

- Address the physical and emotional needs of responders
- Monitor responders to prevent unsafe actions by providing breaks or addressing other needs
- Provide ongoing updates to the Superintendent

4. ***Public Information Officer (Superintendent) Bradley Johnson***

The person is responsible for the formulation and distribution of information about the incident to the news media.

RESPONSIBILITIES:

- Field all media inquiries and request for interviews
- Coordinate with the Principal and responding agencies to determine appropriate release of information
- Develop key messages
- Provide timely and accurate official statements, news releases, fact sheets, website notices, and letters to families and employees as events unfold
- Schedule media briefings or news conferences to provide updates and address rumors
- Serve as official spokesperson and identify other spokespersons as appropriate
- Provide guidance and training for additional spokespersons and provide general guidelines to staff for working with the media if appropriate
- Establish a media staging area and regulate access
- Manage media coverage and arrange coverage of memorial services and special events, if appropriate

Operations Team- Francesca Martinez

The Operations Team section consists of four teams:

1. ***Search and Accountability Team- Coaches, Assistant Coaches and support staff***

The role of this team is to check attendance of students and staff for the day of the incident and to determine who is missing or unaccounted for.

RESPONSIBILITIES:

- Checks attendance for that day for both students and adults (everyone on campus)
- Responsible for "sweeping" bathrooms, hallways, and other areas for students, staff, and visitors
- Determines who is missing or unaccounted for people
- Emergency responders will do actual major rescue efforts when they arrive
- Provide ongoing welfare checks

2. ***Assembly/Shelter Team-Coaches, Assistant Coaches and support staff***

RESPONSIBILITIES:

- Sets up evacuation location
- Coordinates evacuation of students
- Coordinates the supervision of students until release
- Gets information from Search and Accountability team
- Assess and report emergency needs of students/staff
- Ensure students are occupied with activities
- Sets up a parent center (staff personnel would be present)
- Documents person picking up child
- Coordinate with the Reunification Team
- Document all activities

3. ***First Aid Team-Coaches, Assistant Coaches and support staff***

The First Aid team is responsible for coordinating school emergency medical response. This responsibility includes determining when the scope of an emergency exceeds the capabilities of the team and the need to notify the Regional Manager for outside assistance.

RESPONSIBILITIES:

- Get the medical supplies in school safety backpack
- Establish a first-aid station in a safe area
- Coordinate with paramedics when they arrive
- Move students away from people who are injured
- Maintain records of the injured or deceased
- Identify staff to accompany injured to hospital
- Document all activities
- Attach an ID tag on every victim in preparation for transporting to the hospital

4. ***Reunification Team-Coaches, Assistant Coaches and support staff***

The Reunification Team is primarily responsible for coordinating the reunion of students and parents or legal guardians.

RESPONSIBILITIES:

- Coordinate reunion of students and parents
- Set up a reunion location in an appropriate space
- Coordinate with Shelter/Assembly Coordinator
- Ensure parents or legal guardians sign out each student
- Make sure all students are accounted for
- Maintain Student Release Sign Out Sheet (Appendix 4) and other records
- Document activities

Logistics Team-James Stevens

The Logistics Team section consists of two teams:

1. ***Food, Water, and Supplies Team-Coaches, Assistant Coaches and support staff***

RESPONSIBILITIES:

- Provide support people, supplies, and resources to the Operations team and other section teams
- Document all activities

2. ***Transportation Team –James Stevens***

The transportation team is responsible for arranging buses or alternative modes of transportation for evacuation

RESPONSIBILITIES:

- Call for buses and supervise the loading of buses
- Arrange alternative transportation if necessary
- Log students on and off each bus

Intelligence Team- Francesca Martinez

The Logistics Team section consists of two teams:

1. Planning Team- Dominick Avera

RESPONSIBILITIES:

- Works with Superintendent in developing an action plan for next steps within a specified timeframe
- Coordinates social and emotional support services for students, staff, and visitors if necessary
- Provides information to parents in collaboration with Superintendent
- Develops plans to support students' return to learning in collaboration with Superintendent

2. Documentation Team-Deborah Schweitzer

RESPONSIBILITIES:

- Also known as "incident Log Scribe" on Organizational Chart
- Team with the Superintendent and Principal
- Gather incident-related information from other teams for entry into the IC Post log
- Ensures all verbal communications are recorded
- Maintain and periodically distribute a situation report
- Referring newsworthy information to the Superintendent
- Ensuring that all messages are properly routed
- Document, in writing, all actions and communications (including the time) ordered and received by the Superintendent or other assigned personnel

Finance Team- Francesca Martinez & Deborah Schweitzer

The Logistics Team section consists of one team:

1. Record Keeping Team – Dominick Avera & Deborah Schweitzer

RESPONSIBILITIES:

- Establish and maintain a file for employee time reports
- Establish objectives, make assignments and evaluate performance
- Maintain a list of all damaged or lost equipment for after-incident billing claims
- Maintain a current posting on all charges or credits for fuel, parts, services, etc.
- Ensure that all employee/agency identification is verified to be correct on the time report
- Ensure that time reports are signed
- Ensure that all records, personnel time recording forms, and any other finance documents are in order and have been submitted for processing.

VIII. EMERGENCY ACTIONS AND PROCEDURES

Below is a list of common emergency actions. The Principal will decide which emergency actions to implement, based on the situation. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities according to the ICS. All students must be taught what to do when any of the common emergency actions are implemented.

COMMON	
ALL CLEAR Used to conclude other immediate emergency actions and to notify staff and students that normal school operations can resume.	**DROP/DUCK/COVER AND HOLD ON** The action taken during an earthquake to protect students and staff from flying and falling debris.
EVACUATION The orderly movement of students and staff from school to another area when conditions outside are safer than inside.	**LOCKDOWN** Initiated when there is an immediate or imminent threat to occupants of a school and movement within will put students and staff in jeopardy. Lockdown involves a "no one in, no one out" scenario.
SHELTER IN PLACE Implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants.	**STAND BY** Notifies students and staff that further instructions will follow shortly.
TAKE COVER Instructs staff and students to move to and take refuge in the best-shielded areas within the facility.	**STUDENT RELEASE** Implemented when students are released from school/facility or relocating them at a time when parents expect their children to be at the school/facility. Only implemented in times of extreme emergency that would warrant its execution.

The following pages will outlines these emergency actions and procedures in more detail.

IX. DROP, COVER, AND HOLD ON

DROP, COVER, AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

PRINCIPAL ANNOUNCEMENT:

1. Make the following announcement:

> Example: "**Attention please. We are experiencing seismic activity. For your protection, follow DROP, COVER, AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions**."

2. Initiate the Incident Command System if necessary.

STAFF AND STUDENT ACTIONS:

Inside

- ❑ Arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave school. Do not run. Avoid routes with architectural overhangs. Do not re-enter school until declared safe by competent authority.

Outside

- ❑ Instruct students to move away from school, trees, overhanging wires and **DUCK, COVER and HOLD ON.**
- ❑ Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ❑ Remain in place until shaking stops or for at least 20 seconds.

X. EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the school. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Explosion or threat of explosion
- Bomb threat
- Post earthquake
- Chemical accident

PRINCIPAL ANNOUNCEMENT:

1. Fire alarm
2. Provided time is available, make an announcement:

Example*:*	"**Attention please. We need to initiate an EVACUATION of the school. Staff is to take their students to their designated safe area. Students please remain with your teacher**."

SUPERINTENDENT ACTIONS:

- ❑ Initiate the Incident Command System if necessary.
- ❑ A safe location should be established at the school away from the school and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate safe location.
- ❑ Take staff attendance.
- ❑ When clearance to return to the school is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- ❑ Send students home with a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to leave the school in an orderly manner using the designated evacuation routes and reassemble in the assigned safe location.
- ❑ Take the emergency backpack and student roster when leaving the classroom and take attendance when the class is reassembled in a safe location using the Student Emergency Evacuation Absence List in Appendix 2. Report attendance to the Superintendent or Principal.
- ❑ Remain in the safe location until further instructions are given.
- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to the classroom and normal class routine.

XI. LOCKDOWN

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the school and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the school. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the school.

SUPERINTENDENT/PRINCIPAL ANNOUNCEMENT:

1. Make the following announcement:

Example: "**Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by a school administrator or law enforcement."**

SUPERINTENDENT/PRINCIPAL ACTIONS:

- □ Initiate the Incident Command System if necessary.
- □ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- □ Call 911. Provide location, status of campus, all available details of situation.
- □ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- □ Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- □ If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- □ Immediately lock doors and instruct students to lie down on the floor or prepare for ALICE techniques depending on the situation.
- □ Close any shades and/or blinds if it appears safe to do so.
- □ Remain quiet and calm in the classroom or secured area until further instructions are provided by the Principal or law enforcement.

STUDENT ACTIONS:

- □ Move quickly and quietly to the closest safe classroom.

□ If rooms are locked, immediately hide in the closest safe zone: bathroom, closet, office area, etc. Lock the door or move furniture or trash bin to bar access to the room. Remain quiet until further instructions are provided by a school administrator or police.

XII. SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/school heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SUPERINTENDENT/PRINCIPAL ANNOUNCEMENT:

1. Make the following announcement:

Example: "**Attention please. We have a hazard in the community and are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions**."

SUPERINTENDENT/PRINCIPAL ACTIONS:

□ Initiate the Incident Command System if necessary.

□ Make an announcement. Give clear instructions, remain calm, and convey reassurance that the situation is under control.

□ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.

□ Make arrangements for central HVAC shutdown, as necessary.

STAFF ACTIONS:

□ Immediately clear students from the halls. Stay away from all doors and windows.

□ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.

□ Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.

□ Take attendance and call report in to Principal. Wait for further instructions.

STUDENT ACTIONS:

□ Proceed to the classroom, if it is safe to do so.

□ If not, follow staff directions to nearby classrooms or other rooms (e.g., auditorium, multipurpose room).

□ If these are unsafe, follow instructions to proceed to an alternative indoor room.

XIII. ALL CLEAR

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- **DUCK, COVER and HOLD ON**
- **EVACUATION and REVERSE EVACUATION**
- **LOCKDOWN**
- **SHELTER IN PLACE**
- **STANDBY**
- **TAKE COVER**

ANNOUNCEMENT:

1. Make the following announcement:

Example: "**Your attention please**. (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR**. (Pause). **It is now OK to resume normal school activities. Thank you all for your cooperation**."

SUPERINTENDENT/PRINCIPAL ACTIONS:

- ❑ Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- ❑ Make the **ALL CLEAR** announcement.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety, and other concerns.
- ❑ Notify parents, if appropriate.

XIV. STUDENT RELEASE

Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school. Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.

FOUR STEPS FOR STAFF	FOUR STEPS FOR PARENTS
1. Verify parent ID and authorization.	1. Fill out Student Release Sign Out Sheet in Appendix 2.
2. Have a staff member locate student(s).	2. Show photo ID to school administrator.
3. Verify Student Release Sign Out Sheet in Appendix 2 is signed	3. Wait for student.
4. Release student to custody of authorized adult.	4. Leave campus immediately after student is released to your custody.

SUPERINTENDENT/PRINCIPAL ACTIONS:

- ❑ Set up Incident Command Post (ICP)
- ❑ Notify staff and communicate that this is not a drill.
- ❑ Designate a safe location. Analyze situation; re-evaluate evacuation spot to determine if students should be moved.
- ❑ Determine medical and assistance needs after population assessment. Determine search and rescue needs.
- ❑ Reassess as situation changes. Reassign emergency teams as needed.
- ❑ Keep staff informed as to status of missing student(s).

STAFF ACTIONS:

- ❑ Evacuate students to designated area, with students grouped as determined by school.
- ❑ Take student attendance using the Student Emergency Evacuation Absence List in Appendix 3. Please note if student was absent at roll call or if the student was a no show at the evacuation area and the possible location of student.
- ❑ Report population assessment to the Superintendent/Principal.
- ❑ Organize students. Monitor students' medical and emotional condition.

XV. TAKE COVER

TAKE COVER is implemented when it is necessary to move to and take refuge in the best- shielded areas within the school. It is appropriate for, but not limited to, the following:

- Actual enemy attack or imminent threat of attack.
- Severe windstorm with little or no warning.

ANNOUNCEMENT:

1. Make the following announcement:

Example: **"Attention please.** (Pause) **TAKE COVER (**Pause**) TAKE COVER.** (Pause) **TAKE COVER** (Pause) **Severe windstorm imminent**."

REGIONAL INCIDENT COMMANDER ACTIONS:

- ❑ Initiate the Incident Command System if necessary.
- ❑ Give clear instructions, remain calm, and convey reassurance.
- ❑ When clearance is received from appropriate agencies, give another ACTION instruction or the **ALL CLEAR** to indicate that the normal school activities can resume.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

XVI. CHILD ABUSE REPORTING PROCEDURES

Child abuse shall be reported in compliance with the procedures set forth in Dehesa School's Board Policy and in accordance with California law. As a general guideline, reporting should happen within 24 hours of the occurrence or incident. Child abuse reporting forms can be downloaded online. The reporting of suspected child abuse is mandatory.

Child abuse reporting procedures can be found here: http://oag.ca.gov/regionals/all/files/agweb/pdfs/childabuse/8572_instruct.p df.

Child abuse reporting form can be found here: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf.

XVII. STUDENT INJURY OR ACCIDENT

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident.

STAFF ACTIONS:

- ❑ Report accident to Principal and Superintendent.
- ❑ Provide the appropriate medical attention; including performing necessary life- sustaining measures (CPR/etc.), until trained Emergency Medical Services technicians arrive.
- ❑ Refer student to the family's choice of medical provider, or if needed, call 911 for emergency medical treatment.

REGIONAL INCIDENT COMMANDER ACTIONS:

- ❑ Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- ❑ It is required that all classified staff have a CPR/1st Aid/AED certification. Dehesa provides this training to staff every August.
- ❑ Be sure to know the location of the AEDS on campus. (Office and MPR)
- ❑ Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

XVIII. EMPLOYEE INJURY ON THE JOB

If an employee is injured on the job, the Principal or Superintendent must complete the Injury/Accident Investigation Report in Appendix 4, refer the employee for appropriate medical treatment, and complete the following steps:

1. If it is an emergency, call 911 and request an ambulance.
2. If it is not an emergency, refer the employee to the Medical Provider Network designated by the employer (unless the employee has pre-designated to use his or her own physician).
3. Contact the Confidential Secretary immediately after incident.
4. Contact Cal-OSHA within 8 hours of a death. A severe injury that requires hospitalization, amputation or loss of an eye, must be reported within 24 hours. (800) 321-6742.
5. District to contact JPA for Workman's Compensation Claim.

EXPOSURE CONTROL PLAN

I. INTRODUCTION

Dehesa School is committed to providing a safe and healthful work environment for our entire staff. In pursuit of this goal, the following exposure control plan (ECP) is provided to eliminate or minimize occupational exposure to blood borne pathogens in accordance with OSHA standard 29 *CFR* 1910.1030, "Occupational Exposure to Blood borne Pathogens."

The ECP is a key document to assist our organization in implementing and ensuring compliance with the standard, thereby protecting our employees. This ECP includes:

- Determination of employee exposure
- Implementation of various methods of exposure control, including: Universal precautions, Engineering and work practice controls, Personal protective equipment and Housekeeping
- Post-exposure evaluation and follow-up
- Communication of hazards to employees and training
- Recordkeeping
- Procedures for evaluating circumstances surrounding exposure incidents

Implementation methods for these elements of the standard are discussed in the subsequent pages of this ECP.

II. PROGRAM ADMINISTRATION

- The Superintendent is responsible for implementation of the ECP. Superintendent will maintain, review, and update the ECP at least annually, and whenever necessary to include new or modified tasks and procedures.

- Those employees who are determined to have occupational exposure to blood or other potentially infectious materials (OPIM) must comply with the procedures and work practices outlined in this ECP.

- The Superintendent will provide and maintain all necessary personal protective equipment (PPE), engineering controls, labels, and red bags as required by the standard. Superintendent will ensure that adequate supplies of the aforementioned equipment are available in the appropriate sizes.

- The Superintendent will be responsible for ensuring that all medical actions required by the standard are performed and that appropriate employee health and OSHA records are maintained.

- The Superintendent will be responsible for training, documentation of training, and making the written ECP available to employees, OSHA, and NIOSH representatives.

III. EMPLOYEE EXPOSURE DETERMINATION

The following is a list of all job classifications at our establishment in which all employees have occupational exposure and could potentially be exposed to blood and/or body fluids in the performance of their duties.

- □ Teacher
- □ Lead Teacher
- □ Instructional Aide
- □ Superintendent
- □ Principal
- □ Child Nutrition Coordinator
- □ Administrative Clerk
- □ Administrative Secretary
- □ Student Care Coordinator
- □ Student Care Assistant
- □ Resource Specialist
- □ Custodian
- □ Groundskeeper
- □ Multimedia Center Lead
- □ Transportation Coordinator
- □ School Bus Driver
- □ Maintenance Operations Lead
- □ Head and Assistant Coaches

The following are tasks and procedures that may be performed and include a risk of exposure to blood borne pathogens:

- first aid procedures
- cleaning procedures involving blood or body fluid visibly contaminated with blood
- plumbing procedures involving maintenance and repair of bathrooms or cleaning solution disposal areas
- laundering of contaminated clothing, towels, etc.
- all “sharps” use and disposal procedures

IV. METHODS OF IMPLEMENTATION AND CONTROL

Standard Precautions (previously known as Universal Precautions)

All employees of Dehesa School are required to know and follow "standard precautions" as described by the Center for Disease Control (CDC). "Standard precautions" recognizes all body fluids as though they are infected with blood borne pathogens. This requires that all employees assume that all human blood and specific human body fluids are infectious for blood borne pathogens.

Exposure Control Plan

Employees covered by the blood borne pathogens standard receive an explanation of this ECP during the beginning of the school year. All employees can review this plan at any time during their work shifts by contacting the Confidential Secretary. Physical copies of this plan are available by request.

Engineering Controls and Work Practices

Engineering controls and work practice controls will be used to prevent or minimize exposure to blood borne pathogens. The specific engineering controls and work practice controls used are listed below:

- Gloves: Employees should wear protective gloves appropriate for risk status.

- Handwashing: Employees should wash hands immediately or as soon as possible after removal of gloves or other PPE and after contact with blood or other potentially infectious materials. If hand washing facilities are not immediately available, employees should use antiseptic hand cleaner or towelettes, and then wash hands with soap and water as soon as feasible.

- Hazardous Materials: Any container for storage, transport or shipping of potentially infectious material should be sealed and labeled or color coded.

  If outside contamination of the primary container occurs, it should be placed within a second container which prevents leakage during handling/processing, storage, transport or shipping. The second container should be labeled with a biohazard sign. If the specimen could puncture the primary container, it should be placed in a puncture resistant second container meeting the characteristics as just stated.

- Equipment: Equipment which may become contaminated with blood or other potentially infectious material should be decontaminated unless decontamination is not feasible.

  Contaminated equipment should be enclosed in a red biohazard bag or have attached a biohazard label stating which portions remain contaminated.

  It is the responsibility of the Superintendent or his/her designated charge person (whoever handles the contaminated equipment) to notify all employees potentially handling the equipment, the servicing representative and/or manufacturer prior to releasing the contaminated equipment for shipping and/or decontamination.

- All procedures involving blood or other infectious materials should be performed in such a manner as to minimize splashing, spraining, splattering and generation of droplets.

Personal Protective Equipment (PPE) PPE is provided to our employees at no cost to them. Training in the use of the appropriate PPE for specific tasks or procedures is provided by the Superintendent.

The types of PPE available to employees are as follows:

- Gloves: Gloves should be worn when it can reasonably be anticipated the hands might have contact with blood, mucous membranes, non-intact skin, other potentially infectious materials and when touching or handling contaminated items or surfaces.

- Face protection: Face protection should be worn whenever splashes, spray, spatter, droplets or aerosols of blood or other potentially blood borne infectious materials may be present and eye, nose or mouth contamination can be anticipated.

- Protective clothing: Appropriate protective clothing should be worn in occupational exposure situations. The type and characteristics of the clothing will depend upon the task and degree of exposure anticipated.

PPE is located in the First Aid boxes

All employees using PPE must observe the following precautions:

- Wash hands immediately or as soon as feasible after removing gloves or other PPE.

- Remove PPE after it becomes contaminated and before leaving the work area.

- Wear appropriate gloves when it is reasonably anticipated that there may be hand contact with blood or OPIM, and when handling or touching contaminated items or surfaces; replace gloves if torn, punctured or contaminated, or if their ability to function as a barrier is compromised.

- Utility gloves may be decontaminated for reuse if their integrity is not compromised; discard utility gloves if they show signs of cracking, peeling, tearing, puncturing, or deterioration.

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Never wash or decontaminate disposable gloves for reuse.

- Wear appropriate face and eye protection when splashes, sprays, spatters, or droplets of blood or OPIM pose a hazard to the eye, nose, or mouth.

- Remove immediately or as soon as feasible any garment contaminated by blood or OPIM, in such a way as to avoid contact with the outer surface.

Housekeeping

Employees must wear appropriate personal protective equipment (PPE) during all cleaning of blood or other potentially infectious materials. Regulated waste is placed in containers which are closable, constructed to contain all contents and prevent leakage, appropriately labeled or color-coded (see the following section "Labels"), and closed prior to removal to prevent spillage or protrusion of contents during handling.

The procedure for handling sharps disposal containers is the person using the sharp instrument or item shall be responsible for its proper disposal immediately after use. Contaminated sharps are discarded immediately or as soon as possible in containers that are closable, puncture-resistant, leak proof on sides and bottoms, and appropriately labeled or color-coded. Sharps disposal containers are available at (must be easily accessible and as close as feasible to the immediate area where sharps are used).

Mops should be soaked in disinfectant after use and rinsed thoroughly. Non-disposable cleaning equipment (bins and pails) should be thoroughly rinsed in a disinfectant as soon as feasible after visible contamination and on a regular basis. Gloves and eye protection must be worn during all cleaning and disinfecting procedures.

Broken glassware that may be contaminated is only picked up using mechanical means, such as a brush and dustpan or other appropriate tools.

Labels

Biohazard warning labels shall be affixed to all containers containing blood or other potentially infectious material designated as “regulated waste”.

Warning labels will include the biohazard symbol and will be fluorescent orange or orange-red with lettering or symbols in a contrasting color.

Labels should be attached to the biohazard container by string, wire, adhesive or other method to prevent loss or unintentional removal.

The Superintendent or designee is responsible for ensuring that warning labels are affixed or red bags are used as required if regulated waste or contaminated equipment is brought into the facility. Employees are to notify the Superintendent or designee if they discover regulated waste containers, refrigerators containing blood or OPIM, contaminated equipment, etc., without proper labels.

V. POST-EXPOSURE EVALUATION AND FOLLOW-UP

Should an exposure incident occur, contact the Superintendent at the following number (619) 5406204.

If an exposure incident occurs (i.e. an employee comes into contact with blood or OPIM), provide the initial first aid treatment such as cleaning the wound, flushing eyes, or other mucous membranes.

Following initial first aid, the following activities will be performed:

- Document the routes of exposure and how the exposure occurred.

- Identify and document the source individual (unless the employer can establish that identification is infeasible or prohibited by state or local law).
- Obtain consent and make arrangements to have the source individual tested as soon as possible to determine HIV, HCV, and HBV infectivity; document that the source individual's test results were conveyed to the employee's health care provider.
- If the source individual is already known to be HIV, HCV and/or HBV positive, new testing need not be performed.
- Assure that the exposed employee is provided with the source individual's test results and with information about applicable disclosure laws and regulations concerning the identity and infectious status of the source individual (e.g., laws protecting confidentiality).
- After obtaining consent, collect exposed employee's blood as soon as feasible after exposure incident, and test blood for HBV and HIV serological status
- If the employee does not give consent for HIV serological testing during collection of blood for baseline testing, preserve the baseline blood sample for at least 90 days; if the exposed employee elects to have the baseline sample tested during this waiting period, perform testing as soon as feasible.

While Dehesa School will always strive to comply with OSHA requirements, we will also use every precaution to protect the privacy of each individual in accordance with all applicable laws and regulations.

VI. ADMINISTRATION OF POST-EXPOSURE EVALUATION AND FOLLOW-UP

The Superintendent ensures that the health care professional evaluating an employee after an exposure incident receives the following:

- a description of the employee's job duties relevant to the exposure incident
- route(s) of exposure
- circumstances of exposure
- if possible, results of the source individual's blood test
- relevant employee medical records, including vaccination status

The Superintendent provides the employee with a copy of the evaluating health care professional's written opinion within 15 days after completion of the evaluation.

VII. PROCEDURES FOR EVALUATING THE CIRCUMSTANCES SURROUNDING AN EXPOSURE INCIDENT

The Superintendent or designee will review the circumstances of all exposure incidents to determine:

- engineering controls in use at the time
- work practices followed
- a description of the device being used (including type and brand)
- protective equipment or clothing that was used at the time of the exposure incident (gloves, eye shields, etc.)
- location of the incident

- procedure being performed when the incident occurred
- employee's training

Superintendent will record all percutaneous injuries from contaminated sharps in a Sharps Injury Log.

If revisions to this ECP are necessary, Superintendent will ensure that appropriate changes are made.

VIII. EMPLOYEE TRAINING

All employees who have occupational exposure to blood borne pathogens receive initial and annual training.

All employees who have occupational exposure to blood borne pathogens receive training on the epidemiology, symptoms, and transmission of blood borne pathogen diseases. In addition, the training program covers, at a minimum, the following elements:

- a copy and explanation of the OSHA blood borne pathogen standard
- an explanation of our ECP and how to obtain a copy
- an explanation of methods to recognize tasks and other activities that may involve exposure to blood and OPIM, including what constitutes an exposure incident
- an explanation of the use and limitations of engineering controls, work practices, and PPE
- an explanation of the types, uses, location, removal, handling, decontamination, and disposal of PPE
- an explanation of the basis for PPE selection
- information on the Hepatitis B vaccine, including information on its efficacy, safety, method of administration, and the benefits of being vaccinated
- information on the appropriate actions to take and persons to contact in an emergency involving blood or OPIM
- an explanation of the procedure to follow if an exposure incident occurs, including the method of reporting the incident and the medical follow-up that will be made available
- information on the post-exposure evaluation and follow-up that the employer is required to provide for the employee following an exposure incident
- an explanation of the signs and labels and/or color coding required by the standard and used at this facility
- an opportunity for interactive questions and answers with the person conducting the training session

IX. RECORDKEEPING

Training records are completed for each employee upon completion of training. These documents will be kept for at least three years at the Superintendents' office.

The training records include:

- the dates of the training sessions
- the contents or a summary of the training sessions
- the names and qualifications of persons conducting the training
- the names and job titles of all persons attending the training sessions

Employee training records are provided upon request to the employee or the employee's authorized representative within 15 working days. Such requests should be addressed to Superintendent.

Medical Records

Medical records are maintained for each employee with occupational exposure in accordance with 29 *CFR* 1910.1020, "Access to Employee Exposure and Medical Records."

The Confidential Secretary is responsible for maintenance of the required medical records. These confidential records are kept in the Superintendents' office for at least the duration of employment plus 30 years.

Employee medical records are provided upon request of the employee or to anyone having written consent of the employee within 15 working days. Such requests should be sent to the Superintendent

OSHA Recordkeeping

5. An exposure incident is evaluated to determine if the case meets OSHA's Recordkeeping Requirements (29 CFR 1904). This determination and the recording activities are done by the Superintendent. Contact Cal-OSHA within 8 hours of a death. A severe injury that requires hospitalization, amputation or loss of an eye, must be reported within 24 hours. (800) 321-6742.

Sharps Injury Log

In addition to the 1904 Recordkeeping Requirements, all percutaneous injuries from contaminated sharps are also recorded in a Sharps Injury Log. All incidences must include at least:

- date of the injury
- type and brand of the device involved (syringe, suture needle) · department or work area where the incident occurred
- explanation of how the incident occurred.

This log is reviewed as part of the annual program evaluation and maintained for at least five years following the end of the calendar year covered. If a copy is requested by anyone, it must have any personal identifiers removed from the report.

HAZARD COMMUNICATION PLAN

I. INTRODUCTION

To ensure that information about the dangers of all hazardous chemicals used by Dehesa School is known by all affected employees, the following hazardous information program has been established. Under this program, you will be informed of the contents of the OSHA Hazard Communications standard, the hazardous properties of chemicals with which you work, safe handling procedures and measures to take to protect yourself from these chemicals.

This program applies to all work operations in our company where you may be exposed to hazardous chemicals under normal working conditions or during an emergency situation. All work units of this company will participate in the Hazard Communication Program. Copies of the Hazard Communication Program are available in the Superintendents' Office for review by any interested employee.

The Superintendent is the program coordinator, with overall responsibility for the program, including reviewing and updating this plan as necessary.

II. CONTAINER LABELING

The Superintendent or designee will verify that all containers received for use will be clearly labeled as to the contents, note the appropriate hazard warning, and list the manufacturer's name and address.

The Superintendent or designee in each section will ensure that all secondary containers are labeled with either an extra copy of the original manufacturer's label or with labels marked with the identity and the appropriate hazard warning. For help with labeling, see the Superintendent or designee.

The Superintendent will review the company labeling procedures annually and will update labels as required.

III. SAFETY DATA SHEETS (SDSs)

The Superintendent is responsible for establishing and monitoring the company SDS program. He/she will ensure that procedures are developed to obtain the necessary SDSs and will review incoming SDS for new or significant health and safety information. He/she will see that any new information is communicated to affected employees. The procedure below will be followed when an SDS is not received at the time of initial shipment:

Employees, in most cases, will not be allowed to receive shipments without accompanied SDS information. Employee is expected to return the shipment to the vendor. If shipment cannot be returned, it is the responsibility of the Employee to contact the vendor and request a copy of the SDS information for the received shipment.

Copies of SDSs for all hazardous chemicals to which employees are exposed or are potentially exposed will be kept in the Superintendents' office.

SDSs will be readily available to all employees on Google Docs. If an SDS is not available, contact the Superintendent.

SDS have 16 sections under the American National Standards Institute (ANSI) SDS standard:

1. Substance identity and company contact information
2. Chemical composition and data on components
3. Hazards identification
4. First aid measures
5. Fire-fighting measures
6. Accidental release measures
7. Handling and storage
8. Exposure controls and personal protection
9. Physical and chemical properties
10. Stability and reactivity
11. Toxicological information
12. Ecological information
13. Disposal considerations
14. Transport information
15. Regulations
16. Other information

IV. EMPLOYEE TRAINING AND INFORMATION

The Superintendent is responsible for the Hazard Communication Program and will ensure that all program elements are carried out.

Everyone who works with or is potentially exposed to hazardous chemicals will receive initial training on the hazard communication standard and this plan before starting work. Each new employee will participate in a health and safety training provided by Safe Schools (or similar organization) and the Superintendent that includes the following information and training:

- An overview of the OSHA hazard communication standard.
- The hazardous chemicals present at his/her work area.
- The physical and health risks of the hazardous chemicals.
- Symptoms of overexposure.
- How to determine the presence or release of hazardous chemicals in the work area.
- How to reduce or prevent exposure to hazardous chemicals through use of control procedures, work practices and personal protective equipment.
- Steps EEI has taken to reduce or prevent exposure to hazardous chemicals.
- Procedures to follow if employees are overexposed to hazardous chemicals.
- How to read labels and SDSs to obtain hazard information.
- Location of the SDS file and written Hazard Communication program.

Prior to introducing a new chemical hazard into any section of EEI, each employee in that section will be given information and training as outlined above for the new chemical hazard.

V. HAZARDOUS NON-ROUTINE TASKS

Periodically, employees are required to perform non-routine tasks that are hazardous. Any employee contemplating a non-routine task involving possible chemical hazards will contact their supervisor. The supervisor will ensure that employees are informed of:

1. The specific chemical hazards associated with the performance of these tasks.
2. Protective and safety measures the employee should use.
3. Steps that EEI is taking to reduce the hazards, including ventilation, respirators, the presence of another employee.
4. Specific emergency procedures to be used in the event of an accident or injury.

VI. INFORMING OTHER EMPLOYERS/CONTRACTORS

It is the responsibility of the Superintendent or designee to provide other employers and contractors with information about hazardous chemicals that their employees may be exposed to on a job location and suggested precautions for employees. It is the responsibility of the Superintendent or designee to obtain information about hazardous chemicals used by other employers to which employees of EEI may be exposed.

Other employers and contractors will be provided with SDS for hazardous chemicals generated by this company's operations in the following manner:

Requests will need to be made in writing to the Superintendent.

In addition to providing a copy of an SDS to other employers, other employers will be informed of necessary precautionary measures to protect employees exposed to operations performed by EEI.

Also, other employers will be informed of the hazard labels used by the company. If symbolic or numerical labeling systems are used, the other employees will be provided with information to understand the labels used for hazardous chemicals for which their employees may have exposure.

VII. LIST OF HAZARDOUS AND NON-TOXIC CHEMICALS

Cleaning Supplies

1. Kleen Pine
2. Bleach (Waxie)
3. Mean Green All Purpose Degreaser
4. Windex
5. Zep Spree
6. Zep Floor Polish
7. Zep Floor Stripper
8. Liquid Odor Control
9. Graffiti Remover
10. C.L.R
11. Soft Scrub

12. Zep Carpet Shampoo
13. Folex Carpet Spot Remover
14. Krud Cutter
15. Lysol
16. Armor all
17. Foam Soap
18. Vinegar

Maintenance/Transportation

1. Tile Sealer
2. Great Stuff Foam Filler
3. Carburetor and Choke Cleaner
4. Gojo Hand Cleaner
5. Wall Texture Spray
6. Rustoleum Spray Paint
7. Round Up Weed Killer
8. Ortho Home Defense (Ants)
9. Wasp/Hornet Spray
10. Rubbing Alcohol (Green)
11. Hydrogen Peroxide
12. WD-40
13. White Lithium Grease
14. Spackling
15. Plaster of Paris
16. Mineral Spirits
17. Turpentine
18. Paint Thinner
19. Echo Lube Chain
20. Echo Gas Mix
21. Oil Stain
22. Paint
23. Caulk

VIII. CHEMICALS IN UNLABELED CONTAINERS

Work activities are sometimes performed by employees in areas where chemicals are transferred through unlabeled containers. Prior to starting work in these areas, the employee shall contact Superintendent for information regarding:

- The chemical in the containers
- Potential hazards

- Required safety precautions

IX. PROGRAM AVAILABILITY

A copy of this program will be made available, upon request, to employees and their representatives. Staff are trained on proper disposal and storage of all chemicals.

ILLNESS & INJURY PREVENTION PLAN

I. INTRODUCTION

Dehesa Methods Sports Academy is committed to providing a safe and healthful workplace for all employees and to providing a safe and healthful facility for employees, students, and visitors. To achieve this goal, Dehesa School has implemented this Injury and Illness Prevention Program (IIPP) and COVID-19 Prevention Program (Addendum to IIPP). The program is designed to comply with the requirements contained in Title 8 of the California Code of Regulations, Section 3203 (T8 CCR 3203) and consist of the following eight elements:

- Responsibility
- Compliance
- Communication
- Hazard Assessment
- Accident/Exposure Investigation
- Hazard Correction
- Training and Instruction
- Recordkeeping

II. RESPONSIBILITY

The Injury and Illness Prevention Program (IIPP) Administrator, or Superintendent of Dehesa School has the authority and the responsibility for implementing and maintaining this IIPP for Dehesa School.

The Superintendent is responsible for:

- Updating IIPP annually
- Accident reporting
- Submitting 5020 reports to the insurance carrier and filing copies
- Completing the employer's section of the DWC-1 form for all medically treated accidents, and ensuring the employee receives this form within 24 hours of notification.
- Conducting accident investigations
- Claims management
- Administering employee safety training and recordkeeping
- Display postings as required by this program and Cal-OSHA regulations

The Superintendent has a major responsibility in ensuring their employees are provided a safe and healthy workplace by strictly complying with the provisions of the IIPP. This is accomplished by communicating EEI's emphasis on health and safety, analyzing work procedures for hazard identification and correction, ensuring regular workplace inspections, and encouraging prompt employee reporting of health and safety concerns without fear of reprisal.

They are responsible for:

- Communicating EEI's emphasis on health and safety
- Encouraging employees to report health and safety issues

- Immediately reporting all workplace injuries or illness(es) to Superintendent
- Ensuring injured employees are provided prompt medical care
- Conducting accident investigations
- Inspecting designated work area daily for safety hazards
- Correcting identified hazards
- Observe and evaluate safe work practices

Immediate responsibility for workplace health and safety rests with each individual employee. **Employees** and **students** are responsible for following the established work procedures and safety guidelines in their area. Employees and students are also responsible for using the personal protective equipment issued to protect them from identified hazards, and for reporting any unsafe conditions to their supervisors/teachers.

Other employee responsibilities include:

- Using common sense and good judgment at all times to prevent unnecessary injury or illness on the job
- Informing supervisors of workplace hazards without fear of reprisal
- Report any job-related injury or illness to the Superintendent, and seeking treatment promptly
- Reading and complying with the IIPP

III. COMPLIANCE

All employees are responsible for complying with safe and healthful work practices. Our system of ensuring that all workers comply with these practices includes one or more of the following:

- Informing workers of the provisions of the IIPP
- Evaluating the safety performance of all workers
- Recognizing employees who perform safe and healthful work practices
- Providing training to workers whose safety performance is deficient
- Disciplining workers for failure to comply with safe and healthful work practices

IV. COMMUNICATION

The Superintendent is responsible for communicating with all employees about occupational safety and health in a form readily understandable by all employees. Our communication system encourages all employees to inform their supervisors about workplace hazards without fear of reprisal. Our communication system includes the following items:

- New employee orientation, including a discussion of safety and health policies and procedures
- Review of the IIPP
- Training programs
- Posted or distributed safety information
- A system for employees to anonymously inform management about workplace hazards

V. HAZARD ASSESSMENT

Identifying and controlling hazards is one of the most important elements of a successful Injury and Illness Prevention Program. All employees share responsibility for identifying hazards in the workplace. Inspections to identify and evaluate workplace hazards shall be performed by a competent observer.

Inspections are performed annually or every two years and when the following occur:

1. Establishment of the IIPP.
2. New substances, processes, procedures, or equipment which presents potential new hazards are introduced into our workplace.
3. New and previously unidentified hazards are recognized.
4. Severe occupational injuries and illnesses.
5. Workplace conditions warrant an inspection.

- All inspections conducted annually should be documented using the Office/Classroom Inspection Checklist in Appendix 5. Please send this form to the Superintendent and keep a copy in the safety binder.

VI. ACCIDENT/EXPOSURE INVESTIGATIONS

Employees who are injured at work must report the injury immediately to their supervisor and the Superintendent. If immediate medical treatment beyond first aid is needed, call 911 or take to Urgent Care. The injured employee will be taken to the appropriate medical provider network (MPN).

Procedures for investigating workplace accidents and hazardous substance exposures include:

1. Interviewing injured employees and witnesses.
2. Examining the workplace for factors associated with the accident/exposure.
3. Determining the cause of the accident/exposure.
4. Taking corrective action to prevent the accident/exposure from reoccurring.
5. Recording the findings and actions taken on the Injury/Accident Investigation Report in Appendix 6. Please send this form to the Superintendent.
6. Following Cal OSHA regulations when applicable.

VII. HAZARD CORRECTION

Unsafe or unhealthy work conditions, practices, or procedures shall be corrected in a timely manner based on the severity of the hazards. Hazards shall be corrected as follows:

1. Immediately corrected when observed or discovered.
2. When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, all exposed employees, students, and visitors will be removed from the area, except those necessary to correct the existing conditions. Employees who are required to correct the hazardous condition shall be provided with the necessary protection.

All hazards assessments and corrections should be documented using the Hazard Assessment & Correction Form in Appendix 7. Please send this form to the Superintendent and keep a copy in the safety binder.

VIII. TRAINING AND INSTRUCTION

All employees shall have training and instruction on general and job-specific safety and health practices.

Training and instruction is provided:

1. When the IIPP is first established.
2. For all new employees.
3. For all employees given new job assignments, for which training had not been previously provided.
4. Whenever new substances, processes, procedures, or equipment are introduced to the workplace and represent a new hazard.
5. Whenever the employer is made aware of new or previously unrecognized hazards.
6. For the Superintendent to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed.
7. For all employees with respect to hazards that is specific to each employee's job assignment.

General workplace safety and health practices include, but are not limited to, the following:

1. Implementation and maintenance of the IIPP.
2. Emergency action and fire prevention plan.
3. Provisions for medical services and first aid, including emergency procedures.
4. Prevention of musculoskeletal disorders, including proper lifting techniques.
5. Proper housekeeping, such as keeping stairways and aisles clear, work areas neat and orderly, and promptly cleaning up spills.
6. Prohibiting horseplay, scuffling, or other acts that adversely influence safety.
7. Proper storage to prevent stacking goods in an unstable manner and storing goods against doors, exits, fire extinguishing equipment, and electrical panels.
8. Proper and immediate reporting of hazards and accidents to the Superintendent using the appropriate form.
9. Hazard communication, including employee awareness of potential chemical hazards, and proper labeling of containers.
10. Proper storage and handling of toxic and hazardous substances, including prohibiting eating or storing food and beverages in areas where they can become contaminated.

IX. RECORDKEEPING

We are a local governmental entity (county, city, district, and/or any public or quasi-public corporation or public agency), and we are not required to keep written records of the steps taken to implement and maintain our IIPP. While written records are not required, we will maintain the following records:

1. Records of hazard assessment inspections.
2. Documentation of safety and health training.

I. APPENDICES

Appendix 1

POST-EMERGENCY EVACUATION DRILL SURVEY

1. School/ Facilty name:

- Dehesa Methods Sports Academy -4612 Dehesa Rd. El Cajon, CA 92019
- Santee Sportsplex- 9951 Riverwalk Dr, Santee, CA 92071
- Cactus Park-10610 Ashwood Street, Lakeside, Ca 92040
- Analytic Baseball Academy- 10744 Rockville St # 112, Santee, CA 92071

2. Your name:

3. Emergency Evacuation Drill date:

4. What was the most valuable part of the exercise?

5. Were individual roles and responsibilities clearly defined before the drill?

6. Please provide any suggestions for how this exercise could have been improved.

7. Do you feel there is any additional information or training regarding emergency preparedness at your School that you may need? Please explain.

8. Please list and explain any materials you feel is necessary for your location in regards to emergency planning?

9. Please list any additional comments you may have.

After completion of this survey, please submit to Superintendent

Appendix 2

STUDENT EMERGENCY EVACUATION ABSENCE LIST

- Please list all students absent from your class.
- Check “Absent” if the student was absent at roll call.
- Check “No show” if the student did not show up to the evacuation area. List location if known. Include any aides or parent volunteers who may have been in your room and did not make it out to the evacuation area.
- If all students on your class roster are present and accounted for, check the box below.

Total # of students present _____

TEACHER _____

□ **All students present and accounted for.**

Student	Absent	No Show / Location?

Appendix 3

STUDENT RELEASE SIGN OUT SHEET

School administrator(s) will be responsible for checking out student(s) by filling in the information below in the event of an emergency:

School Name: _____

Classroom Teacher_____

Location: _____

Student's Name	Signature of Parent/Guardian

Appendix 4

SUPERVISOR'S INJURY/ACCIDENT INVESTIGATION REPORT

(Please Print Clearly)

TYPE OF INCIDENT

☐ Student ☐ Injury/Illness Employee Injury/Illness ☐ Property Damage
☐ Vehicle Accident ☐ Other

LOCATION OF INCIDENT

School/ Facilty Name: _____Other: _____

PERSONAL INFORMATION (If applicable)

Name of injured person:_____
Location:_____
Title:_____
Address:_____
City/State/Zip:_____
Telephone:_____
Email:_____
Date of Birth:_____ Grade (if applicable): _____
If employee injury, was employee given a DWC-1 form?_____*Yes*_____*No*
If no, why not? _____

PARENT/GUARDIAN INFORMATION (If student injury/illness)

Name:_____
Address:City/Sate/Zip:_____
Telephone:_____
Email:_____

INCIDENT INFORMATION

Describe the incident in detail (attach additional pages if necessary):

_____
_____
_____

Date of incident:_____Time:__AM____PM____
Address of incident:_____
City/State/Zip: _____

If property damage, vehicle accident, or other, describe the incident in detail (attach additional pages if necessary):

_____
_____
_____

Specific body part(s) injured (If applicable):

_____ _____ _____

Type of injury or illness:

*Burn*_____*Fracture*_____*Cut*_____*Sprain/strain* *Other* _____

_____

Was medical treatment recommended? ____*Yes*__*No* Was treatment refused? _____*Yes* ____*No*

What type of medical treatment was given?_____*First Aid*_____*Clinic*_____*Emergency Room* _____*Paramedics*_____*Hospitalization*

Did paramedics transport person? *Yes*____*No*___Date and Time: _____

If student injury was from school to EMS/Hospital was a Transfer Sheet completed Yes_____No_____

Cal OSHA Notification #_____ Date and Time:_____

WITNESS INFORMATION

Name: _____

Address:_____City/State/Zip:_

Telephone:_____Email: _____

REPORTING INFORMATION

Name of person to whom the incident was reported: _____

Date and time the incident was reported to this person: _____ If the incident was not reported immediately, why not?_____

_____

PREVENTION INFORMATION

What steps have been taken or recommended to prevent a recurrence?

_____

_____

_____

I hereby certify that the above information is true and correct to my understanding of the incident.

Print Name: _____Title: _____

Signature:_____Date_____

Please forward this form to Francesca Martinez immediately via email to francesca.martinez@dehesasd.net

Appendix 5

ANNUAL OFFICE/CLASSROOM DEPARTMENT SAFETY CHECKLIST

SCHOOL: _____

LOCATION: _____

DATE: _____

ROOM/SPACE: _____

NAME(S):_____

Instructions: Check each item below as "Satisfactory or "Unsatisfactory." Add any pertinent comments and the location of hazards in the space provided for each item checked "Unsatisfactory."

	Satisfactory	Unsatisfactory	Comment/Location
FLOORS No wet/slip, fall hazard No trip hazard No cords across walkway Other			
STAIRS – RAMPS (if applicable) Lighting adequate Non-slip surface Handrails – available & secure Other			
GENERAL SAFETY No aisles obstructed Area free of falling hazards First-aid material available Emergency lighting functioning Lighting okay Ladders/stools in good condition Housekeeping good Emergency phone number posted Other			
FIRE EQUIPMENT/EXITS Fire extinguishers accessible Fire extinguishers tagged/serviced Exits properly illuminated Exits clear and unobstructed Other			
FIRE HAZARDS Flammable aerosols and liquids – (Stored and handled properly) Storage areas labeled No Defective electrical cords Other			
ELECTRICAL HAZARDS Cords are put away after use No improper use of extension cords No extension cords plugged in that aren't being utilized Outlets at sinks are GFI Protected All outlet and switch covers in place Electrical panels are unobstructed Other			

HAZARDOUS MATERIALS Safety Data Sheets available Containers properly labeled Containers properly stored Other			

Inspector's signature: _____

INSTRUCTIONS FOR COMPLETING THE
OFFICE/CLASSROOM INSPECTION
DEPARTMENT CHECKLIST
Staff Self-Evaluation and/or Facility Safety Checklist

FLOORS:

- Look for slip/fall hazards such as wet or contaminated floors, leaking sinks, pipes, refrigerators, or other equipment, obstructed doorways, etc.
- Look for trip hazards such as uneven walking surfaces, loose or damaged floor tiles, torn carpets & mats, accumulated objects, etc.

STAIRS AND RAMPS:

- Look around work areas and surrounding areas that are frequently used. Look to see if ramps are outlined to indicate change in elevation.
- Check if stair edges are chipped or rounded off, making it easy to slip.
- Check if hand rails are secure and not loose.
- Look around work area and surrounding areas for adequate lighting at stairs and ramps.

GENERAL SAFETY:

- Make sure the lighting of the work space is adequate.
- Check if top of bookshelves or cabinets are overloaded with stored items. If so, remove items.
- Check if stacks of stored items are stable. If not, make stable.
- Remove or secure any stored items that may fall and hit someone in the event of an earthquake.
- Check the location of the nearest first aid station. Check if the station is properly stocked.
- Ask custodial or administration staff for the location of emergency lighting in the immediate work area or surrounding areas. Most emergency lighting will be in the interior halls or windowless rooms.
- Ask custodial or administration staff how to test battery operated emergency lighting in the area.
- Check light fixtures for any exposed wires, flickering (may indicate an electrical short), smoking, or odor.
- Check stools and step ladders for stability. All rubber feet should be in place to prevent slipping.
- Damaged stools and ladders should be removed from use immediately. NEVER USE THE TOP STEP!
- All areas should be neat and orderly. The hallway should not be used for storage. Walkways should be clear of trip, fall, or slip hazards.
- Emergency phone numbers for local contacts should be posted in the classrooms, in addition to 911.
- Check with the local administration staff for emergency procedures.

FIRE EQUIPMENT/EXITS:

- Know the location of the nearest fire extinguisher.
- No items should be hung on or blocking fire extinguishers.
- Fire extinguishers should be hung in an easily accessible location, approximately five feet above the floor.
- The location of the fire extinguisher should be marked with a sign.
- Check the fire extinguisher tag to see if it has been serviced within the last year. If it has not, the extinguisher is in need of service.
- Check the pressure gauge to see if the needle is in the green area of the gauge. If it is not, the extinguisher is in need of service.
- Check if exits are marked with exit signs.
- Check if the natural light during normal operating hours provides enough light to illuminate the exit sign in the event of a power failure. If not, the exit sign should be battery powered.
- Remove any obstructions from the exits.

FIRE HAZARDS:

- Remove any flammable aerosols and liquids from the classrooms.
- Flammable aerosols and liquids should be stored in a flammable liquid storage cabinet in the custodian area only.
- Check for any frayed, cut, or otherwise damaged electrical cord. If a light or appliance has a damaged cord, the light or appliance should be removed from the classroom.

ELECTRICAL HAZARDS:

- Extension cords should not be used for permanent power to equipment; additional permanent electrical outlets should be provided.
- Eliminate use of multiple extension cords and surge bars.
- Never use multiple extension cords and surge bars end-to-end.
- Extension cords should be unplugged when there are no appliances or equipment attached.
- Make sure all electrical outlets near sinks are equipped with GFI (“test” and “reset” buttons). Push the “test” and “reset” buttons to see if they work. When the “test” button is pushed, there should be no electrical power to the outlet. After testing, push the “reset” button to resume power to the outlet.
- Check that all outlet and switch plate covers are in place and not broken thereby exposing live electrical wires.
- Check that the electrical panel is not blocked by signs or art work, and the panel is easily accessible to emergency response personnel.

HAZARDOUS MATERIALS:

- There should be no hazardous materials (cleaning supplies, commercial paints, solvents, etc.) in the classrooms.
- Hazardous materials should be stored in the custodial areas.
- Safety Data Sheets (SDS) should be in a predetermined location for all hazardous materials. (In the same room supplies are used and stored.)
- All containers, especially secondary containers (containers used for smaller amounts of materials) and water, should be clearly labeled with the content name.

Appendix 6

HAZARD ASSESSMENT & CORRECTION RECORD FORM

School Name: _____

Location: _____

Date of Inspection:	Area Inspected:	Inspected By:
Unsafe Condition or Work Practice:		
Corrective Action Taken:		
Date of Inspection:	Area Inspected:	Inspected By:
Unsafe Condition or Work Practice:		
Corrective Action Taken:		

BOARD POLICY 4200
Board Approval:

Training Program Contractor Requirements

Purpose

To uphold the consistency, integrity, and quality of programs at MSA, the Board establishes the following policy governing training program expectations, coach and contractor requirements, and personnel communication protocols. This policy ensures alignment with the organization's mission, values, and vision.

Policy Statements

Training Program Framework

MSA shall implement and maintain a standardized framework for the sports training programs. This framework is intended to ensure clear expectations, consistent practices, and high-quality experiences for all participants.

Coach and Contractor Requirements

a. All coaches, consultants, and external contractors engaged in MSA programs are required to participate in an interview or vetting process conducted by the MSA Leadership Team.

b. All coaches and contractors must review and formally agree to the MSA Code of Conduct as a condition of engagement.

c. Coaches/contractors must complete required training & contractor screening:

- CPR/First Aid certification (or ability to obtain prior to start date)
- Negative TB test/risk assessment dated within the last 4 years
- Clear & maintained clearance of LiveScan through Method Schools/SDCOE
- Must complete all mandated training provided by Method Schools

d. These requirements are designed to ensure that all individuals involved in MSA programs demonstrate the professionalism, conduct, and instructional quality expected by the organization.

Personnel Communication Protocol

a. All personnel-related issues, concerns, or inquiries involving program staff must be communicated directly between MSA and DSA staff.

b. Bypassing this communication protocol is not permitted.

c. This requirement ensures clarity, appropriate handling, and confidentiality in all personnel matters.

Implementation and Compliance

The Athletic Director or designee shall ensure that all relevant staff, coaches, and contractors are informed of this policy and that compliance measures are integrated into onboarding, partnership agreements, and

program operations.

Review

This policy shall be reviewed periodically to ensure alignment with organizational needs, regulatory requirements, and best practices.

Board Policy 3080
Board Approval:

Method Schools Van Use Policy – Method Sports Academy Coaches

Coaches may utilize the Method Schools van **solely for commuting to and from training sessions and for other approved Sports Academy–related purposes**. **Personal use of the van is strictly prohibited.**

Any individual operating the Method Schools van must meet the following requirements:

1. **Obtain prior approval** from the designated Method Schools administrator.
2. **Possess a valid driver's license** at all times while operating the vehicle.
3. **Provide a current DMV driving record** to Method Schools before approval to drive is granted. Updated records will be required annually.

All Method Schools vans must be operated **safely, responsibly, and in compliance with all traffic laws**. Drivers are expected to exercise good judgment, maintain the vehicle's condition, and report any incidents or concerns promptly.

Failure to adhere to this policy—including unauthorized use, unsafe operation, or failure to maintain required documentation—may result in **suspension or revocation of driving privileges**, and may include additional disciplinary action if warranted.

Coach Signature

X_____

Date:

BOARD POLICY 5140
Board Approval:

Dehesa Method Sports Academy (DMSA)
Closed Campus Policy

In order to ensure a safe, secure, and focused learning environment for all students enrolled in the Dehesa Method Sports Academy (DMSA). Consistent with Dehesa Elementary School and Method Schools practices, DMSA maintains a closed campus across all instructional and training locations. This policy outlines expectations regarding campus access, family presence at training sites, and designated opportunities for parent observation.

This policy applies to all DMSA training and instructional settings, including any locations or facilities where DMSA conducts academic or athletic programming.

To prioritize student safety, maintain instructional and athletic focus, and ensure effective campus management, all DMSA locations are designated closed campuses. Only authorized staff, approved personnel, and enrolled students may access training or instructional areas during school hours or scheduled program activities.

Staff are authorized to redirect or deny access to any individuals who do not comply.

The closed campus model is essential to:

- Enhance student safety by ensuring only authorized individuals are present.
- Minimize distractions, supporting student focus during academic and athletic training.
- Maintain a controlled environment where staff can effectively monitor campus activity.
- Improve emergency preparedness by reducing external traffic and safeguarding entry/exit points.

Family and Visitor Expectations

On non-observation days, parents and visitors may only be in staff-designated areas at all training locations. Access to training areas or non-designated spaces remains restricted.

Student Visitors

DMSA permits student visitors only through the formal Guest Student Visitation process, designed for prospective students who wish to experience the program prior to enrollment. Guest students may attend for no more than two total days and only on designated visitor dates. A completed Guest Student Visitation Form must be submitted at least one week in advance, and approval by DMSA administration is required, as submission does not guarantee a visit. Parents/guardians must also provide all required emergency contact information and ensure timely drop-off and pick-up.

During the visit, guests must follow all DMSA rules and staff directions, remain with their assigned host or designated staff member, and maintain appropriate conduct at all times. As a closed campus, DMSA restricts visitor access to approved areas only and may end a visit early if any safety or behavioral concerns arise. Only authorized, pre-approved student visitors may be present on campus during instructional or training hours.

Parent Training Observation Days

To support transparency and strengthen family engagement, DMSA hosts a designated Parent Observation Days once a month. This allows families to view students' training progress in a structured, safe, and minimally disruptive format.

Expectations for Parent Participation

- Parents and guardians may observe scheduled training sessions only on official Parent Observation Days.
- Families must adhere to Parent Code of Conduct and location-specific guidelines provided by DMSA staff upon arrival.
- Observation is limited to designated areas to ensure safety and maintain training flow.
- Interaction with staff or students during training should be minimal to avoid disruptions.

Outside Observation Requests

Any observation outside these days requires:

- A formal request submitted to the Dehesa Elementary School front office

- Compliance with district visitor policies, including sign-in procedures
- Approval prior to attendance

Requests may be approved or denied based on safety considerations, staffing capacity, and program schedules.

Families with questions or concerns may contact DMSA administration for clarification or support.

Parent Code of Conduct

At Dehesa Method Sports Academy, families and staff work side by side to nurture the full potential of every student. Just as we encourage students to persevere through challenges, uplift others, and grow as whole individuals, we ask parents and guardians to reflect those same values in their partnership with the school.

This Code of Conduct provides a framework for how families and the school community can thrive together—academically, athletically, and personally.

Guiding Expectations

1. Build Community & Teamwork

- Approach interactions with staff, students, and other families with kindness, respect, and cooperation.
- Work as partners in your child's journey, recognizing that every member of the school community contributes to its success.
- Seek to build bridges and connections that strengthen our shared sense of belonging.

2. Support Growth & Learning

- Encourage your child to see challenges as opportunities to learn and grow.
- Reinforce habits of responsibility, curiosity, and thoughtful exploration at home.
- Honor both academics and athletics as important parts of a balanced education.

3. Demonstrate Perseverance

- Address concerns constructively, focusing on solutions instead of blame.
- Model resilience and calm when conflicts arise, showing students how to navigate adversity with integrity.
- Be patient and respectful with processes, communication, and timelines.

4. Respect School Spaces & Operations

- Follow school policies around attendance, safety, and campus access.
- Allow teachers and staff to fulfill their roles without disruption.
- Support a safe, orderly environment where all students can thrive.

5. Nurture a Positive Environment

- Uplift others by speaking and acting with encouragement and respect.
- Refrain from using aggressive, disruptive, or harmful language or behavior.

- Avoid disciplining or directing other students—allow staff to guide student behavior.

6. Engage Responsibly Online

- Represent the school community with dignity and positivity on social media.
- Protect the privacy of students, families, and staff by avoiding the sharing of confidential or sensitive information.
- Use digital platforms to strengthen connections rather than to spread negativity.

Prohibited Conduct

Parents/guardians are expected to avoid:

- Verbal or physical aggression, intimidation, or harassment.
- Disruptions to classroom learning, athletic training, or school operations.
- Disrespectful or disparaging comments in any form, including online.
- Breaches of confidentiality, unauthorized recordings, or sharing student/staff information.
- Possession of harmful substances, weapons, or unsafe items on school grounds.

When Concerns Arise

- **Reminder/Warning:** For first-time or minor concerns, staff will provide a reminder of expectations.
- **Restricted Access:** Repeated or serious violations may lead to restrictions or bans on campus, athletic training facilities, or event participation.
- **Escalation:** Ongoing or severe misconduct may result in further action, including legal steps
- **Appeal:** Families may use the school's grievance process if they wish to appeal a decision.

Dehesa Method Sports Academy (DMSA) is a community built on growth, character, teamwork, and the pursuit of excellence—both academically and athletically. As a program operating on the Dehesa Elementary School campus, we are committed to upholding a safe, respectful, and supportive environment for all students, staff, and families on site.

Because DMSA shares campus space with Dehesa Elementary School, all DMSA students and staff must follow the Dehesa Elementary behavior expectations and comply with the directions of any Dehesa Elementary School staff member. This shared responsibility ensures safety, harmony, and positive experiences for all students on campus.

This Code of Conduct reflects the standards of behavior that guide our learning and athletic community—encouraging perseverance, curiosity, responsibility, teamwork, and meaningful connection.

Student Code of Conduct

The following expectations describe how students embody DMSA values throughout the school day – academically, athletically, and socially. At DMSA, students will:

1. Be respectful & support a team mentality

- Speak and act with kindness and respect.
- Support and uplift teammates and classmates.
- Listen attentively when others are speaking.
- Demonstrate sportsmanship during games, practices, and competitions.

2. Carry Responsibility and a Growth Mindset

- Arrive prepared and ready to learn or train.
- Take ownership of their choices, materials, and responsibilities.
- Seek opportunities to grow, reflect, and improve.
- Use technology and equipment appropriately.

3. Prioritize Safety & Well-Being

- Move safely around campus.
- Keep hands, feet, and objects to themselves.
- Follow all safety guidelines in classrooms and athletic environments.
- Report unsafe behavior, concerns, or hazards to adults.

4. Uphold Integrity in Academics and Athletics

- Demonstrate honesty in their work and daily interactions.
- Give full effort in both academic and athletic settings.
- Follow rules and expectations even without direct supervision.
- Strive to bring their best selves to each learning and training environment.

Expectations Across Campus Areas

Classrooms, hallways, restrooms, cafeteria, sports fields, and arrival/dismissal procedures all require respectful and safe conduct. Students will conduct themselves appropriately in:

1. Classrooms & Learning Spaces

- Engage actively and respectfully in learning.
- Follow teacher instructions promptly.
- Contribute positively to the learning environment.

2. Hallways & Transitions

- Walk safely and calmly.
- Keep noise levels low to respect nearby learning.
- Show awareness and consideration for others moving through shared spaces.

3. Cafeteria & Eating Areas

- Clean up after themselves.
- Use polite language and an appropriate voice level.
- Demonstrate courtesy and patience while eating and waiting in lines.

4. Restrooms

- Respect privacy and personal boundaries.
- Keep restroom areas clean and report any issues.
- Return to class or activities promptly.

5. Sports Fields & Athletic Areas

- Follow coach and staff instructions at all times.
- Use equipment safely and responsibly.
- Demonstrate discipline, effort, and sportsmanship.
- Encourage teammates and uphold the spirit of athletic challenge.

6. Online Spaces

- Use school devices for learning and program-related tasks.
- Communicate respectfully online.
- Protect personal information.
- Engage responsibly with digital tools.

- Understand responsible digital behavior reflects the same character expectations as in-person interactions.

7. Arrival & Dismissal Areas

- Follow staff guidance in drop-off and pick-up areas.
- Stay within supervised areas.
- Model respectful and safe behavior during transitions.

Family Partnership

Families play an essential role in creating a supportive and united school community. Families support the Code of Conduct by:

- Reinforcing respectful behavior and responsibility.
- Staying informed and communicating with staff.
- Encouraging consistent attendance, effort, and balance.
- Modeling positive and constructive interactions.

Restorative Practices & Discipline

When student behavior falls short of expectations, DMSA approaches discipline through restorative practices designed to repair harm, strengthen relationships, and support the student's continued growth. Rather than focusing solely on consequences, DMSA emphasizes reflection, accountability, and learning. Students may engage in guided reflection activities to help them understand the impact of their actions, participate in restorative conversations or circles to rebuild trust, or contribute positively through community or campus service. When appropriate, staff may adjust expectations or develop behavior plans that help students practice new skills and strategies for success. Administrative support may be required to ensure safety and uphold community standards. All responses are intended to guide students back toward positive decision-making and to help them rejoin the community with renewed purpose and understanding.

Commitment to our Shared Community

By attending DMSA, students and families become partners in upholding a community built on mutual respect, responsibility and shared purpose. This commitment includes honoring the expectations outlined in the DMSA Code of Conduct, as well as the behavioral standards established by Dehesa Elementary School. Together, these commitments foster a learning and athletic environment where every student can grow -- one grounded in respect, connection, perseverance, curiosity, and the pursuit of personal excellence.

Coach Code of Conduct

At Dehesa Method Sports Academy (DMSA), our independent contractor coaches play a vital role in shaping a positive, inspiring, and developmentally supportive environment for student-athletes. As independent contractors partnering with DMSA, coaches contribute their professional expertise to cultivate growth, character, teamwork, and athletic excellence.

This Coach Code of Conduct outlines the expectations for how coaches uphold DMSA values while providing contracted coaching services**.** It is designed to protect student safety, promote a unified community, and support a consistent standard of professionalism—while fully respecting the independent contractor relationship. Nothing in this Code is intended to control the manner or means by which a coach performs services; coaches retain discretion over how they deliver contracted services, consistent with this Code, applicable law, and DMSA safety requirements.

Guiding Expectations for Coaches

1. **Foster Community & Teamwork**

- Interact with students, staff, and families with respect, encouragement, and professionalism.
- Promote teamwork, sportsmanship, and positive peer relationships.
- Maintain professional communication with designated DMSA contacts as reasonably necessary to deliver contracted services**.**

2. **Support Student Growth & Learning**

- Encourage student-athletes to approach challenges with perseverance.
- Provide constructive feedback that builds resilience and confidence.
- Model a learning mindset through adaptable, strengths-based coaching approaches.
- Recognize the dual importance of academics and athletics for each student's success.

3. **Prioritize Safety & Well-Being**

- Follow all relevant safety procedures for athletic environments.
- Maintain vigilance regarding hazards, injuries, or unsafe behavior.

- Report safety concerns promptly to designated DMSA staff.
- Support the physical and emotional well-being of students during contracted coaching sessions**.**

4. **Uphold Integrity & Professionalism**

- Provide accurate information and maintain honesty in interactions.
- Ensure fairness, inclusivity, and respect in coaching practices.
- Avoid favoritism, harmful language, or behavior that could undermine trust.
- Model conduct that aligns with DMSA values during all contracted activities and on-campus sessions**.**

5. **Respect School Spaces & Operations**

- Follow all campus safety guidelines and facility rules applicable to visitors and contractors.
- Use equipment responsibly and support a clean, orderly athletic environment.
- Coordinate with designated DMSA staff regarding student arrival/dismissal and movement procedures as applicable to the contracted session**.**

6. **Engage Responsibly Online**

- Represent DMSA with professionalism and integrity in communications related to contracted services.
- Protect student privacy and confidentiality.
- Avoid posting images or identifying information of students without required permissions.
- Use online communications in ways that build community and support learning.
- These expectations apply only to online communications related to contracted services or DMSA-connected activities.

Prohibited Conduct
Coaches must avoid:

- Aggressive, intimidating, or harassing behavior.
- Discriminatory or harmful language or actions.
- Breaches of confidentiality, including sharing student information without authorization.
- Possession or use of harmful substances, weapons, or unsafe items on campus.

- Actions that jeopardize student safety.
- Disruption to school operations or training environments while performing contracted services.

When Concerns Arise

1. **Reminder or Clarification.** DMSA may provide a reminder of expectations related to safety, legal compliance, or the service agreement. Clarifications will relate to the contractor's obligations under this Code of Conduct and their service agreement.
2. **Restricted Access.** Access to campus or training facilities may be limited or suspended if conduct creates risk.
3. **Agreement Review or Discontinuation.** Significant or repeated violations may result in review or discontinuation of contracted services.
4. **Legal or Safety Escalation.** If required by law or safety protocols, appropriate steps will be taken.

Commitment to the DMSA Community

By partnering with DMSA, coaches join a community built on mutual respect, growth, and shared purpose. Upholding this Code of Conduct ensures that every student-athlete experiences a supportive environment grounded in perseverance, character, curiosity, teamwork, and the pursuit of excellence.

DEHESA METHOD
Sports Academies | San Diego

Student/Parent Handbook

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13. APPENDIX: Student Services Annual Notices

Welcome

It is with great excitement and pride that we continue to grow, learn, and achieve together in our third year.! You are joining a community that values individuality, collaboration, and excellence.

We are excited to bring a dynamic athletic and academic program that offers flexibility, rigor, and elite training to its students. We remain committed to academic achievement, strength of character, athletic prowess, and the holistic development of all our student athletes,

MISSION

At DMSA, our mission is to ignite a passion for growth and development through transformative academic and athletic experiences that nurture individuality and build character for all students.

VISION

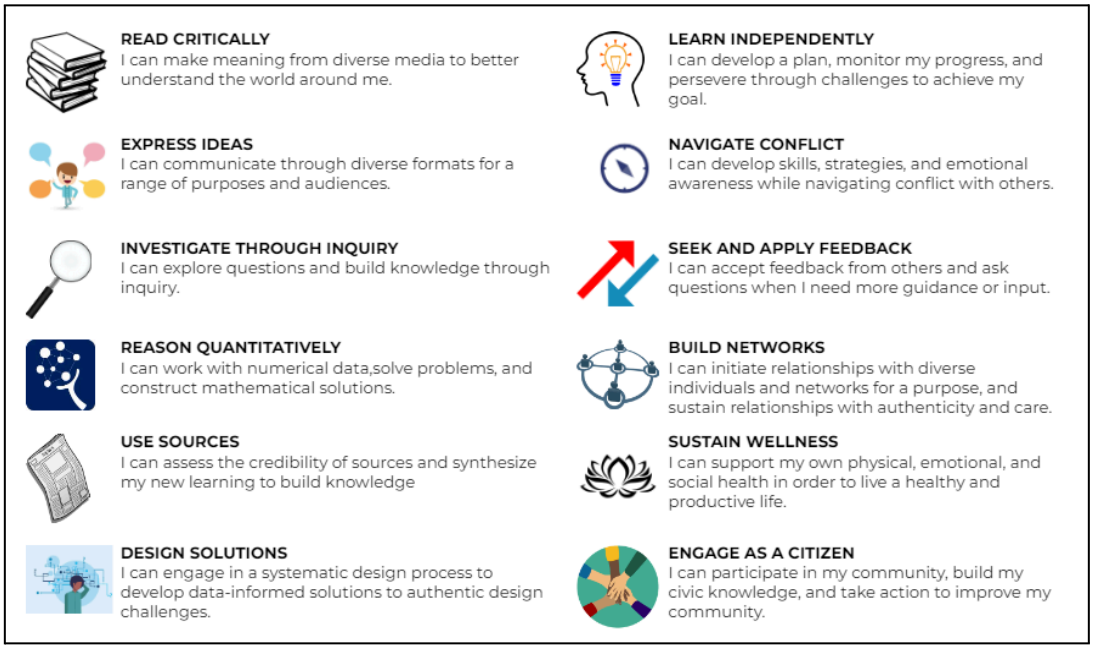
Dehesa Method Sports Academy combines Dehesa Sports Academy and Method Summit Academy is a unique partnership between Dehesa Elementary School District and Method Schools. Our vision is to be a dynamic learning community where every student is empowered to reach their fullest potential—excelling academically, thriving athletically, and growing as confident, compassionate individuals who contribute meaningfully to the world.

STUDENT EXPECTED OUTCOMES

Dehesa Method Sports Academy and Method Summit Academy partner 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.

The school is committed to educating the entire child and appealing to all learning styles and modalities. Dehesa Method Sports Academy and Method Summit Academy believe that each student should develop the following traits and skills by the time of graduation.

Students will:



Dehesa Method Sports Academy work 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.

On Campus Policies and Procedures

ARRIVAL AND DISMISSAL PROCEDURES ARRIVAL

For the Safety of our students and staff:

- Students shall not arrive at school before 8:10 AM..
- Students must be dropped off at the Bus Circle (in front of the gate). Do not drop off your child until you see a staff member at the gate..
- Students arriving between 8:10-8:30, shall go straight to the blacktop. They may either eat breakfast or go to the walking track where they will be supervised until the bell rings at 8:30 AM for the morning huddle.
- Students arriving at school after 8:30 AM have to be dropped off at the front gate with the blue awning. Parents are to park and check in with the office when students arrive after 8:30 for a late slip to class. Students are not to use the ramp to enter the school.

STUDENT CODE OF CONDUCT

The following expectations describe how students embody DMSA values throughout the school day – academically, athletically, and socially. At DMSA, students will:

1. Be respectful & support a team mentality

- Speak and act with kindness and respect.
- Support and uplift teammates and classmates.
- Listen attentively when others are speaking.
- Demonstrate sportsmanship during games, practices, and competitions.

2. Carry Responsibility and a Growth Mindset

- Arrive prepared and ready to learn or train.
- Take ownership of their choices, materials, and responsibilities.
- Seek opportunities to grow, reflect, and improve.
- Use technology and equipment appropriately.

3. Prioritize Safety & Well-Being

1. Move safely around campus.
2. Keep hands, feet, and objects to themselves.
3. Follow all safety guidelines in classrooms and athletic environments.
4. Report unsafe behavior, concerns, or hazards to adults.

4. Uphold Integrity in Academics and Athletics

- Demonstrate honesty in their work and daily interactions.
- Give full effort in both academic and athletic settings.
- Follow rules and expectations even without direct supervision.
- Strive to bring their best selves to each learning and training environment.

Expectations Across Campus Areas

Classrooms, hallways, restrooms, cafeteria, sports fields, and arrival/dismissal procedures all require respectful and safe conduct. Students will conduct themselves appropriately in:

1. Classrooms & Learning Spaces

- Engage actively and respectfully in learning.
- Follow teacher instructions promptly.
- Contribute positively to the learning environment.

2. Hallways & Transitions

1. Walk safely and calmly.
2. Keep noise levels low to respect nearby learning.
3. Show awareness and consideration for others moving through shared spaces.

3. Cafeteria & Eating Areas

- Clean up after themselves.
- Use polite language and an appropriate voice level.
- Demonstrate courtesy and patience while eating and waiting in lines.

4. Restrooms

- Respect privacy and personal boundaries.
- Keep restroom areas clean and report any issues.
- Return to class or activities promptly.

5. Sports Fields & Athletic Areas

- Follow coach and staff instructions at all times.
- Use equipment safely and responsibly.
- Demonstrate discipline, effort, and sportsmanship.
- Encourage teammates and uphold the spirit of athletic challenge.

6. Online Spaces

- Use school devices for learning and program-related tasks.
- Communicate respectfully online.
- Protect personal information.
- Engage responsibly with digital tools.
- Understand responsible digital behavior reflects the same character expectations as in-person interactions.

7. Arrival & Dismissal Areas

- Follow staff guidance in drop-off and pick-up areas.
- Stay within supervised areas.
- Model respectful and safe behavior during transitions.

Family Partnership

Families play an essential role in creating a supportive and united school community. Families support the Code of Conduct by:

- Reinforcing respectful behavior and responsibility.
- Staying informed and communicating with staff.
- Encouraging consistent attendance, effort, and balance.
- Modeling positive and constructive interactions.

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a **preventative** and **positive** school-wide approach to decreasing challenging behaviors, promoting prosocial skills, and making schools safe. PBIS has a three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.

Purpose of PBIS

As a result of implementing Positive Behavior Interventions and Supports, we plan to:

- Create a positive school culture
- Acknowledge positive behavior
- Implement clear and consistent behavior expectations for staff and students
- Strengthen peer/staff relationships
- Use data to guide our decision-making process
- Reduce the number of office referrals
- Increase instructional time and increase levels of academic achievement

Key Features of PBIS

- Assumes that all students need to be taught school and classroom expectations

- Pro-social behaviors are taught in the same way to academic subjects are taught.
- Teachers directly teach, model, practice and reinforce appropriate behaviors
- Data is used to monitor progress
- Similar to students who struggle academically, different and more intense instructional strategies are used for students who struggle behaviorally.
- PBIS is based on years of research and effective school practices.

Traditional Discipline vs. PBIS

Traditional discipline programs often reacts to problems after they happen, repeatedly using punishment in hopes that students will change behavior. PBIS is different because it creates a system to prevent behavior problems by focusing on positive behaviors instead of negative behaviors.

Restorative Practices

Restorative practices is a range of community building, peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline. Restorative inquiry is an essential restorative practice. A series of guiding questions are asked:

- What happened?
- What were you thinking of when it happened?
- What have you thought about since?
- Who has been affected by your actions? In what way?
- What do you think you need to do to make it right?
- How can others support you?

Incident Equity

Processes are developed to support the reduction of exclusionary discipline to provide our students with equitable access to education. Our work is focused on increasing classroom engagement for every learning style and our capacity for being culturally competent in our instructional practices and inclusive of our diverse learning styles.

Core Beliefs

When working with students in a disciplinary situation, we believe:

- Every attempt should be made to maintain the dignity of both the adult and the student.
- Students should be given the opportunity to make decisions and live with the results, whether the consequences are good or bad.
- Students should have the opportunity to tell their side of the story (due process hearing) when consequences seem unfair.

- Misbehavior should be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on the school and staff.
- There should be a logical connection between misbehavior and resulting consequences.

Although many of our students consistently make positive choices for themselves, sometimes there might be unwise or unsafe choices made where we need to implement additional consequences/interventions that may include parent/teacher conferences, alternatives to lunch, campus beautification, in or out of school suspensions or loss of privileges.

Challenge of Authority

All school staff members are in a position of authority on campus or at any school-related activity. Students must follow the directions of all staff members. Direct challenges or verbal abuse toward a staff member will result in disciplinary action. If the challenge or verbal abuse is considered to be a threat, or results in bodily harm to a staff member, or their property, disciplinary action will include contact with local law enforcement.
Progressive Discipline Plan

The school follows a PBIS discipline plan. PBIS also known as Positive Behavioral Intervention and Supports system is an evidence-based three-tiered framework to improve behaviors and reactions. We work to acknowledge positive behaviors and we use data to make decisions that develop and promote school values and implement school-wide policies that are proactive, preventative, and restorative.

Bullying

Definition of Bullying-In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic communication, including name-calling, put-downs, extortion, or threats; or threats of reprisal or retaliation for reporting such acts.

Students who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to any staff member.

Students will be asked to complete an incident report in the office. Any school employee receiving such a report shall promptly transmit the report to the Principal.

Public Display of Affection

Public displays of affection are not allowed at school or during school activities. Inappropriate displays of affection include, but are not limited to hugging, hand-holding, intimate embraces, touching, kissing, and arms around the waist.

Items Not to be Brought to School

The following items are not to be brought to school:

- Aerosol cans, lighters
- Glass containers
- Energy drinks
- Laser lights
- Drugs, tobacco, or alcohol
- Weapons
- Toys (Pokémon cards, plush dolls, trading cards, etc..)
- Fidgets of any kind
- Slime
- Any items associated with social media challenges (i.e., ghost chips, tide pods)
- Any other item that would distract from learning opportunities or learning environment

Sexual Harassment

Any action, comment, or remark (whether written or spoken) that may provoke a negative reaction from another person is forbidden and subject to disciplinary action.
Unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature constitute sexual harassment. Sexual harassment may occur as a pattern of degrading sexual speech or actions ranging from verbal or physical annoyance or distractions to deliberate intimidations and threats or demands. Sexual harassment may include, but is not limited to:

- Vulgar remarks
- Sexual derogatory remarks
- Physical touching, pinching, patting, or blocking free movement
- Sexual propositions or advances
- Physical assault

Harassing behavior includes:

- Vulgar writings, notes, posters, or symbols

- Inappropriate actions such as verbal comments, gestures, and touches that are deliberate and unwelcome.
- Any forced action such as pulling clothes down, blocking, or cornering someone in a sexual way.
- Negative comments or behavior based on gender or misuse of pronouns.

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:

- Clothing and shoes must be suitable from all scheduled classroom activities including physical education, science labs, and other activities where unique hazards exist.
- Clothing, shoes, and accessories must not pose a threat to the safety of any student or staff.
- Hats, hoodies, and other headwear must allow the face and ears to be visible and not interfere with the line of sight to any student or staff (religious headwear excluded).
- Clothing, jewelry, and accessories that contain images and/or writing the refer to alcoholic beverages, illegal drugs, or racist epithets may not be worn.
- Clothing, jewelry, and accessories that contain images and/or writing with messages of hostility toward race, ethnicity, culture, and religion.
- Students must wear a top/shirt with pants/shorts/skirt, or a dress.
- Clothing must cover undergarments.

For the safety of our student athletes, the following dress is required of students during athletic and training activities:

- Athletic apparel: Participants are typically expected to wear appropriate athletic clothing, such as shorts, track pants, leggings, or athletic shorts. These should be made of breathable and flexible materials to allow ease of movement.
- T-shirts/tank tops: Athletes may be required to wear comfortable T-shirts or tank tops that allow free movement of the arms and provide breathability.
- Athletic shoes: Proper athletic shoes are essential for safety and performance. Participants should wear sports-specific footwear suitable for their chosen activity, such as running shoes, soccer cleats, or basketball shoes. Shoes should be in good condition and provide adequate support.

- Socks: Athletic socks that cover the ankles are usually recommended. These should be moisture-wicking to keep feet dry and prevent discomfort.
- No jewelry: For safety reasons, it is often required that participants remove all jewelry, including necklaces, bracelets, rings, and earrings.
- Headbands or sweatbands may be allowed to keep sweat away from the face.
- No jeans or street clothes: Participants should avoid wearing jeans, dress pants, or street clothes that may restrict movement or cause discomfort during physical activities.
- Academy attire: In some cases, DMSA may provide specific uniforms, jerseys, or training gear that participants are required to wear during sessions. This helps create a sense of unity and identifies participants as part of DMSA.

Students not complying with this policy shall be subject to the following:

- Students will be asked to either replace or cover the inappropriate clothing.
- Chronic offenses may result in disciplinary actions.

This policy may not address all of the potential problems. The administration will review cases individually as needed and a final decision will be made. These decisions are made so that Dehesa Method Sports Academy is able to keep a safe and non-disruptive learning environment.

Locker Room/Changing Areas

In an effort to provide clean and safe facilities on campus, students that desire to change into or out of workout attire for athletic training must do so at the time and areas designated by Dehesa or Method Staff.

TECHNOLOGY

Cell Phone & Device Use Policy

- As digital natives, our students use technology to communicate regularly. We believe that it is imperative that we teach digital citizenship as a means to becoming a well-rounded global citizen.

Expectations for using cell phones/devices

- Power off your phone when on campus.
- Students who bring a cell phone to school, will need to agree to and sign an agreement with the use of our Yondr cell phone pouches.
- Cell phones must be kept in the cell phone pouch (Yondr pouch) during the school hours.

- Students will place their cell phone in the pouch and lock the pouch and submit them to the teacher at the beginning of the school day and will remain with the teacher during school hours. This helps reduce theft and distraction.
- Teachers shall request students to place their cell phones in the pouch and the pouch shall be placed in a designated classroom container during school hours.
- Students will not be allowed to take their cell phone out of the pouch during school hours to text or make phone calls during class.
- If students have an emergency, they need to let the teacher know and the teacher will let the office know of any further actions that need to be taken to support the student.
- No social media posting during school hours or after school hours on school campus.
- Students may not use cell phones on the bus at any time.
- Students may not allow other students to use their cell phones.
- All rules regarding cell phones apply to after-school activities and field trips.
- Watches that connect to the phone should not be used for texting or responding instead of the cell phone.

Recording Glasses and Electronic Devices

Students may not use recording glasses or any electronic device capable of capturing audio or video in the classroom without prior permission from the teacher or school staff, as outlined in Education Code Sections 51512 and 78907. These laws protect the privacy and rights of all individuals in the learning environment. Unauthorized recording may result in disciplinary action and may also violate California Penal Code §632, which prohibits recording private conversations without the consent of all parties.

No Valuables at School

Keep money and items of value at home to ensure a distraction and stress-free learning environment. Personal property that is not used in the instructional program should not be brought to school to prevent loss/theft for which the school is not responsible.

Lost and Found

“Lost and Found” cart is located in the breezeway. Smaller valuables such as watches, jewelry, and keys are held in the front office. Unclaimed items are donated to various charities at the end of Spring Break and then again at the end of the year.

Lunchtime Behavior

The school expects all students to behave appropriately throughout the school day including lunchtime. Each student should find their class-assigned table to sit at for the entire lunch period. Students may leave their table after asking for permission to throw away the trash, use the restroom or go to the office.

Lunch Area Expectations:

- Students are to walk in line to the lunch area.
- Students who brought lunch will go immediately to the seating area; students getting a school lunch will enter the MPR using the west doors.
- Students will walk, NOT RUN. Students will take their ID cards only. Students will place ID cards in the blue bin for the cafeteria worker.
- While students are waiting in line to receive their lunch, they will keep hands, feet, and other objects to themselves.
- Students will not cut in front of other students or push students in front of them.
- Once students receive their lunch they will walk to their assigned table and sit down.
- Students will stay in their seats and raise their hands for help or to use the restroom.
- Students will use a level 2 voice and will use good manners while eating.
- Students are to always walk in the lunch area, and never run.
- Students ARE NOT to trade, share, or give away any food to another student or take another student's food.
- Students are to keep their hands off other students' food and lunch boxes.
- Students will help clean up their table and on the ground around their table, throwing away all trash.
- After the area is clean students will sit down and wait to be dismissed.

PARENT CODE OF CONDUCT

At Dehesa Method Sports Academy, families and staff work side by side to nurture the full potential of every student. Just as we encourage students to persevere through challenges, uplift others, and grow as whole individuals, we ask parents and guardians to reflect those same values in their partnership with the school.

This Code of Conduct provides a framework for how families and the school community can thrive together—academically, athletically, and personally.

Guiding Expectations

1. Build Community & Teamwork

- Approach interactions with staff, students, and other families with kindness, respect, and cooperation.
- Work as partners in your child's journey, recognizing that every member of the school community contributes to its success.
- Seek to build bridges and connections that strengthen our shared sense of belonging.

2. Support Growth & Learning

- Encourage your child to see challenges as opportunities to learn and grow.
- Reinforce habits of responsibility, curiosity, and thoughtful exploration at home.
- Honor both academics and athletics as important parts of a balanced education.

3. Demonstrate Perseverance

- Address concerns constructively, focusing on solutions instead of blame.
- Model resilience and calm when conflicts arise, showing students how to navigate adversity with integrity.
- Be patient and respectful with processes, communication, and timelines.

4. Respect School Spaces & Operations

- Follow school policies around attendance, safety, and campus access.
- Allow teachers and staff to fulfill their roles without disruption.
- Support a safe, orderly environment where all students can thrive.

5. Nurture a Positive Environment

- Uplift others by speaking and acting with encouragement and respect.
- Refrain from using aggressive, disruptive, or harmful language or behavior.

- Avoid disciplining or directing other students—allow staff to guide student behavior.

6. Engage Responsibly Online

- Represent the school community with dignity and positivity on social media.
- Protect the privacy of students, families, and staff by avoiding the sharing of confidential or sensitive information.
- Use digital platforms to strengthen connections rather than to spread negativity.

Prohibited Conduct

Parents/guardians are expected to avoid:

- Verbal or physical aggression, intimidation, or harassment.
- Disruptions to classroom learning, athletic training, or school operations.
- Disrespectful or disparaging comments in any form, including online.
- Breaches of confidentiality, unauthorized recordings, or sharing student/staff information.
- Possession of harmful substances, weapons, or unsafe items on school grounds.

When Concerns Arise

- **Reminder/Warning:** For first-time or minor concerns, staff will provide a reminder of expectations.
- **Restricted Access:** Repeated or serious violations may lead to restrictions or bans on campus, athletic training facilities, or event participation.
- **Escalation:** Ongoing or severe misconduct may result in further action, including legal steps
- **Appeal:** Families may use the school's grievance process if they wish to appeal a decision.

OBSERVATION OF CLASSROOMS

Dehesa Method Sports Academy and Method Summit Academy welcome visits to individual classrooms during instructional time. Classroom observations shall be permitted only with Administrative and teacher approval. Such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

Parents and guardians are always welcome to visit their child's classroom within the school guidelines of the Dehesa Elementary School District's Board Policy. In order to facilitate many requests made for classroom observations in a timely manner, a specific process is utilized by Dehesa Elementary School District.

Before scheduling any observation, a classroom observation confidentiality acknowledgment form and observation guideline and rules form needs to be signed and on file.

Requests for observations must be made at least one week in advance or preferred visit dates by submitting a Parent Classroom Observation Form. Classroom observations are limited to a maximum of 15 minutes per teacher, per visit. Parents may only observe

classrooms while their child is in attendance in that class. Classroom Observation forms will be turned in to the Principal or Superintendent if the Principal is not available.

All visitors will be accompanied by Administrative staff or Special Education team members. Visits will be scheduled in an effort to accommodate the classroom schedule, school personnel schedule, and the requests of the parents. If there is a need for a follow-up discussion with the teacher, this must be scheduled in addition to the actual observation.

CLOSED TRAINING AND PARENT OBSERVATION DAYS

In order to ensure a safe, secure, and focused learning environment for all students enrolled in the Dehesa Method Sports Academy (DMSA). Consistent with Dehesa Elementary School and Method Schools practices, DMSA maintains a closed campus across all instructional and training locations. This policy outlines expectations regarding campus access, family presence at training sites, and designated opportunities for parent observation.

This policy applies to all DMSA training and instructional settings, including any locations or facilities where DMSA conducts academic or athletic programming.

To prioritize student safety, maintain instructional and athletic focus, and ensure effective campus management, all DMSA locations are designated closed campuses. Only authorized staff, approved personnel, and enrolled students may access training or instructional areas during school hours or scheduled program activities.

Staff are authorized to redirect or deny access to any individuals who do not comply.

The closed campus model is essential to:

- Enhance student safety by ensuring only authorized individuals are present.
- Minimize distractions, supporting student focus during academic and athletic training.
- Maintain a controlled environment where staff can effectively monitor campus activity.
- Improve emergency preparedness by reducing external traffic and safeguarding entry/exit points.

Family and Visitor Expectations

On non-observation days, parents and visitors may only be in staff-designated areas at all training locations. Access to training areas or non-designated spaces remains restricted.

Student Visitors

DMSA permits student visitors only through the formal Guest Student Visitation process, designed for prospective students who wish to experience the program prior to enrollment. Guest students may attend for no more than two total days and only on designated visitor dates. A completed Guest Student Visitation Form must be submitted at least one week in advance, and approval by DMSA administration is required, as submission does not guarantee a visit. Parents/guardians must also provide all required emergency contact information and ensure timely drop-off and pick-up.

During the visit, guests must follow all DMSA rules and staff directions, remain with their assigned host or designated staff member, and maintain appropriate conduct at all times. As a closed campus, DMSA restricts visitor access to approved areas only and may end a visit early if any safety or behavioral concerns arise. Only authorized, pre-approved student visitors may be present on campus during instructional or training hours.

Parent Training Observation Days

To support transparency and strengthen family engagement, DMSA hosts a designated Parent Observation Days once a month. This allows families to view students' training progress in a structured, safe, and minimally disruptive format.

Expectations for Parent Participation

1. Parents and guardians may observe scheduled training sessions only on official Parent Observation Days.
2. Families must adhere to Parent Code of Conduct and location-specific guidelines provided by DMSA staff upon arrival.
3. Observation is limited to designated areas to ensure safety and maintain training flow.
4. Interaction with staff or students during training should be minimal to avoid disruptions.

Outside Observation Requests

Any observation outside these days requires:

- A formal request submitted to the Dehesa Elementary School front office
- Compliance with district visitor policies, including sign-in procedures
- Approval prior to attendance

Requests may be approved or denied based on safety considerations, staffing capacity, and program schedules.

Families with questions or concerns may contact DMSA administration for clarification or support.

Emergency Procedures

During a crisis, staff will implement the Comprehensive Safety Plan for that particular emergency. Students will be responsible for following the directions of staff members. Staff members have been trained and will know the correct response to any crisis. Students also will be taught the correct response to emergency situations.

The school has a Comprehensive Safety Plan to deal with emergencies, including earthquakes, fires, active shooter on campus, intruders on campus, or any disaster. Each response includes procedures for safely evacuating students from classrooms and for articulating with law enforcement or other emergency agencies. The school has a plan for uniting students with their parents, setting up a first aid center, establishing a command center, and providing for the comfort and security of students.

In Case of An Emergency

What do students do during an emergency?
Follow the directions of staff members, since they are trained to handle emergencies. If you are not in a classroom, find the nearest adult and follow their directions.

How will students be reunited with their parents?
During an emergency situation, the school will establish a Reunification area where parents can pick up their children. Only parents or others listed on the emergency list may pick up a student. They must have identification.

What happens when a student needs their medication that is kept in the office?
All student medication will be taken to the First Aid Center, so students needing their medication will have it available.

What happens if a parent is unable to pick a student up?
During an emergency situation, students who are still at the Reunification area at the end of the day (4:00 p.m.) would be released to the San Diego Sheriff's Department. The Sheriff's Department would reunite students with their parents. In the case of a severe disaster/emergency, Dehesa Method Sports Academy will follow the directions of the District's Comprehensive Safety Plan. All students will be cared for until reunited with their parents or placed in the care of the appropriate emergency agency.

Health and Allergy Awareness School

Dehesa Method Sports Academy and Method Summit Academy take all allergies, including food allergies seriously. Recognizing that the risk of accidental exposure to allergens including food can be reduced in the school setting, we are committed to working with

students, parents/guardians, and medical providers to minimize risks and provide a safe educational environment for students with allergies. At the start of each school year, an annual update is required by a medical provider. In order to reduce the risk of exposure for students who have an allergy to peanut/tree nut products, these items are not served in the school lunch and breakfast programs. The school does its best to monitor items sent from home.

- Parents are asked to refrain from sending food items containing peanuts, peanut products, almonds, cashews, walnuts, or other tree nuts to school.
- Parents are encouraged to send healthy food options for their child.
- Parents are encouraged to contact the school office if they have questions pertaining to an allergy that could affect their child's health and safety at school.

Food/Pet and Campus Safety

- No energy drinks, gum, hard candy, or glass bottles or glass dishes allowed at school.
- Drinking containers must have lids to avoid spills.
- Students are not allowed to share or trade food due to safety and allergy concerns.
- Do not bring personal toys or sport equipment from home to school, such as toys, balls, games, radios, trading cards, etc. Items from home will be kept in the office if brought to school.
- Due to safety and allergy concerns, pets are not allowed on campus, unless preapproved by the principal for classroom sharing purposes only. Pre-Approval must be made prior to the day pets are brought on campus.

Health and Medication

- All children are required to meet state law requirements for immunizations before attending school.
- School personnel are prohibited from administering any medication, including both prescription and over-the-counter drugs, without written authorization from a doctor and/or verbal from the parent.
- If your child needs to take medication at school, your physician must complete and sign the appropriate Physician's Authorization Form. This form requires a parent's signature to be valid and must be renewed every year. Forms are available in the school office and first-day packets.
- Medications must be brought to the school office by a parent in the original containers labeled with the name of the child and the name of the medication.

- Students are not to carry medication with them at any time. This includes any over-the-counter medications like Advil or cough drops.

Illness or Injury at School

- When your child becomes ill or is injured at school, every attempt will be made to reach you. If the school is unable to reach you, the person listed on your child's emergency contact list will be contacted. If authorized emergency friends/relatives are not available and immediate treatment is advisable, the child may be transported to the nearest hospital.
- When children experience a communicable disease/illness such as chicken pox, strep throat, head lice, etc., it must be reported to the school office immediately. After appropriate treatment and recuperation, the student will need to check in through the school office before returning to school.

Enrollment

Dehesa Method Sports Academy and Method Summit Academy 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. Dehesa Method Sports Academy and Method Summit Academy 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.

Student registration is always online at www.methodschools.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 Dehesa Method Sports Academy or Method Summit Academy 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 Dehesa Method Sports Academy and will cause the student to be withdrawn immediately. This does not include college-level coursework. Please refer to our enrollment requirements.

FEES

Dehesa Method Sports Academy and Method Summit Academy do not charge fees for our programs or services provided to our families. Enrollment 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, Dehesa Method Sports Academy and Method Summit Academy sponsored events, and the cost for providing paper are a few examples.

Requirements

AGE REQUIREMENTS

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.

IMMUNIZATIONS

All of the following are required for enrollment into Dehesa Method Sports Academy.

- 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.

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. 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.

Attendance

Consistent attendance is critical to the success of students now as well as in the future.

Each person between the ages of 6 to 18 is subject to compulsory full-time education. Each person subject to compulsory full-time education and each person subject to compulsory continuation education shall attend the public full-time school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residency of either parent or legal guardian is located.

Education code's classification of "a Truant" is a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a

valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant and shall be reported to the attendance supervisor or to the superintendent of the school.

Allowable and excused absences

- Illness
- Quarantine directed by a county or city health officer
- Medical, Dental, or Optometrical services rendered
- Attending the funeral services or a member of his or her immediate family
- Observance of a holiday or ceremony of his or her religion
- Spending time with a member of the pupil's immediate family, who is an active duty member and is on leave from or has immediately returned from deployment.

Uniform Complaint Procedures

State regulations require Dehesa Method Sports Academy to address allegations of unlawful discrimination and complaints alleging violation of federal or state regulations in programs and activities receiving state funds: adult basic education, SIP, EIA/LEP, Title 1, Title 6, vocational education, special education, child development, child nutrition, Miller-Unruh special reading, tenth grade counseling, and school-based coordinated programs. Details on Dehesa Elementary School District's Policy and Procedures (Grades K-6) and Method Schools' Policy and Procedures (Grades 7-8) are linked or can be found on the Dehesa Method Sports Academy website.

Work Samples

Work samples are collected at the beginning of every Learning Period throughout the school year. Teachers collect 2 samples per subject area each learning period.

Two work samples per enrolled course must be completed in order to maintain satisfactory minimum requirements for attendance. *Students may still tier if submitted work or lack of work does not meet academic engagement progress.

Daily Educational Activity Record - Learning Journals

Each student at Dehesa Method Sports Academy must log activity every school day. Dehesa Method Sports Academy 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
- School event or field trip
- Completed assignments in (educational platform)
- Offline assignment

An uploaded file of the activity or assignment must accompany the submission.

Activity records must be signed by the student, parent, and teacher of record at the end of each month..

Dehesa Method Sports Academy recognizes that families may not evenly distribute student’s work assignments over weekdays. However, due to strict state law requirements for charter school attendance, **Dehesa Method Sports Academy expects each student to be engaged in an educational activity on each weekday that Dehesa Method Sports Academy is in session**. This should not be read as Dehesa Method Sports Academy 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 Re-engagement

Dehesa Method Sports Academy has adopted tiered reengagement strategies for all pupils 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.

Tiered re-engagement strategies are added layers of support to provide academic resources for 1 or more of the triggers and eliminate the continued movement through tiers.

2. The Homeroom Teacher and the Grade Level Lead under the guidance of the Tiered Re-engagement 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:

5. When any pupil fails to complete the minimum of two (2) work samples per subject per learning period in which they are enrolled.
6. In the event Student's educational progress falls below satisfactory levels as determined by the Charter School's Tiered Re-engagement 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. When the student fails to attend a 10% minimum instructional time over four continuous weeks.
    d. When the student fails to participate in 50% of assigned live instructional
    e. sessions over the course of a month.
    f. Learning required concepts, as determined by the supervising teacher.
    g. 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.

Commitment to Growth

Dehesa Method Sports Academy 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.

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.

Promotion/Retention

Dehesa Method Sports Academy and Method Summit Academy's 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.

Dehesa Method Sports Academy and Method Summit Academy make every effort to meet students where they are by providing ample support 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 the school'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

1. Identification of Learning Concern
Student, parent, or homeroom teacher expresses a learning concern. Homeroom teachers, parents, and students work collaboratively to implement general interventions. Homeroom teacher documents students' responses to general interventions. If there is no response to intervention, student is elevated to Student Success Team Meeting
2. Student Success Team #1 (SST-1) Meeting
Learning concerns documented Targeted interventions agreed upon 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
3. Student Success Team #2 (SST-2) Meeting
Learning concerns documented Interventions adjusted based on students response to interventions in SST-1 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.
4. Assessment Meeting
Determine the need for Special Education assessment Records review for appropriate grade placement Determine appropriate placement in independent study model

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 school'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. Please refer to the board policy for more details on student promotion or retention

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. Dehesa Method Sports Academy 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 staff finds that it is not in the best interest to remain in independent study, then the student shall be withdrawn from enrollment at Dehesa Method Sports Academy and the parent/guardian will immediately enroll in a site-based program through the local school district or other appropriate educational program. Dehesa Method Sports Academy' decisions are final.

Academic Dishonesty and Plagiarism Policy

Dehesa Method Sports Academy and Method Summit Academy are committed to upholding a culture of academic integrity, fostering student growth through personal effort, and preparing students to become ethical, self-directed learners. This policy outlines expectations and guidelines regarding plagiarism, including the misuse of Artificial Intelligence (AI), and provides a clear framework for maintaining academic accountability.

Policy Overview

Academic integrity is a core value of the school. Students are expected to complete their work independently and honestly. While technology and AI tools can enhance learning, students must use them responsibly, ensuring that all work submitted reflects their own understanding and effort.

Expectations for Student Work

- All assignments submitted by students must be their own work, demonstrating independent thinking and engagement with the learning process.
- The use of AI tools (e.g., ChatGPT, Grammarly, etc.) is permitted only when used responsibly—as a means of support, not substitution.
- Acceptable uses of AI include:
    - Requesting feedback on specific aspects of already completed work (e.g., grammar, clarity).
    - Seeking guidance on how to begin an assignment (e.g., creating an outline).
- Unacceptable uses include submitting AI-generated content as original work or using AI to bypass the learning process.

Response to Violations

If a student submits plagiarized or AI-generated work, the following process will be followed:

1. **Direct Communication**: The teacher will speak directly with the student to discuss the nature of the concern and determine the underlying reasons for the misuse.
2. **Student Reflection and Support**: The conversation will focus on identifying academic challenges the student may be facing and offering appropriate support.
3. **Opportunity to Redo**: The student will be given one opportunity to redo the assignment for full credit, after understanding the expectations and receiving guidance.
4. **Family Notification**: Parents or Learning Coaches will be notified of the concern, reinforcing the school's commitment to academic integrity and outlining steps for improvement.
5. **Repeat Offenses**: An administrator will meet with the family to determine if placement in independent study is still appropriate. Student may be withdrawn if administration determines that placement is not conducive to the student's learning needs.

Parent and Student Partnership

We ask parents and Learning Coaches to partner with us in reinforcing these expectations at home by:

- Reviewing the Academic Integrity Policy with your student as outlined in the Parent/Student Handbook.
- Encouraging open conversations about the importance of personal effort and honesty in schoolwork.
- Supporting students in developing responsible digital habits and using AI as a learning aid, not a replacement.

Ongoing Commitment

Method Schools is committed to maintaining high academic standards while offering students the support they need to succeed. We believe that academic accountability, high expectations, and meaningful support must coexist to build a strong learning culture.

This policy will be reviewed annually to ensure it reflects evolving technology trends and continues to serve the best interests of our students and community.

> *"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."*

Fitness and Athletic Training Policy

Method Summit Academy believe that physical fitness, athletic training, and sports participation are essential components of a well-rounded educational experience. To ensure students benefit from a holistic learning environment, fitness and athletic training opportunities are offered to students who demonstrate consistent academic engagement and attendance.

Students must meet schoolwide expectations for engagement, coursework completion, and attendance in order to remain eligible for training. Please see attendance expectation policies specific to DSA and MSA for further details on the attendance expectations for your student.

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 Dehesa Method Sports Academy 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 school 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.

Students enrolling with an IEP

Method Sports Academy and Method Summit Academy facilitates admissions for a student with an IEP in the same manner as for a student without an IEP per federal and state laws. Students will provide the same enrollment information as non-IEP students such as proof of residency, a legal form of identification for the child, and vaccination records, etc. Typically, students enroll and then provide the IEP. We explain that for students transferring from a traditional in-person campus within the same school district, the IEP will usually stay in place with possible minor word changes to reflect an online at-home setting instead of in-classroom instruction. For example, an IEP may state that the student will go to a specific classroom for instruction and testing; however, the IEP language should be changed to state learning and assessments will be achieved through its academic framework, and parents acknowledge this fact and may choose to enroll their child with the stated understanding. If the student relocates from another school district, we provide comparable services and maintain the original IEP as much as reasonably possible, disclosing adaptations and accommodations to MSA's virtual instruction format. An initial 30-day IEP meeting is scheduled as soon as possible after official enrollment to review the existing IEP, and

parental input is highly encouraged. A copy of parental rights is always provided to the parents and included with the proposed IEP draft that will be discussed at the 30-day IEP meeting.

In cases where a student enrolls from another state, the procedures are slightly different. We still have the initial 30-day IEP meeting, provide a copy of parental rights, and offer temporary comparable services and/or accommodations, but we also explain that the state of California requires us to assess the student to ensure that he/she meets the state's qualifications for special education in California. Parents are requested to sign a testing consent form and another meeting is scheduled after assessment for IEP qualification has been completed by a state-approved professional who is authorized to assess students for special education services. The current timeline for this phase is within 60 days to allow sufficient time for student assessments but we will seek a timelier testing period to allow the subsequent IEP determination meeting to occur as soon as possible. We follow this protocol in compliance with EDC 5604(c), which states, "Once a child has been referred for an initial assessment to determine whether the child is an individual with exceptional needs and to determine the educational needs of the child, these determinations shall be made, and an individualized education program team meeting shall occur within 60 days of receiving parental consent for the assessment, pursuant to the subdivision." In the event a student does not qualify for the special education program under California's criteria, we inform parents their children might qualify for appropriate accommodations and/or services as provided by a 504 Plan pursuant to the Rehabilitation Act of 1973. The parameters of inclusion in such a plan are discussed with parents for their approval, or should parents decide to decline the 504 Plan option, the child is retained at Dehesa Method Sports Academy or Method Summit Academy as a general education student.

Child Find

Dehesa Method Sports Academy and Method Summit Academy 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

School Policies

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.

Freedom of Speech and Expression

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 Dehesa Method Sports Academy and Method Summit Academy, a classroom is defined as many different locations. These may include, but are not limited to:

• Online classroom sessions.
• Any school event
• Any school 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
- 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 school or disclose anyone's passwords 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-school commercial activities, non-school product advertising, or political lobbying on a school owned instructional computing resource.
- Do not use school instructional resources to sell or purchase any illegal items or substances.
- Do not upload or post any software on school 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 Dehesa Method Sports Academy 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.

Suspension and Expulsion

In order to promote learning and protect the safety and well-being of all students, Dehesa Method Sports Academy and Method Summit Academy 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.

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 an administrative staff member.

School 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 Dehesa Method Sports Academy or Method Summit Academy at that time.

Should you decide to withdraw from Dehesa Method Sports Academy or Method Summit Academy and transfer to a new school, your new school will contact Dehesa Method Sports Academy or Method Summit Academy to request your student's records, and we will mail the records to them.

Should you decide to withdraw from the school 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 complete the required and submit the required paperwork. Work permits are only issued to students who meet the following guidelines the following guidelines after enrollment for a full quarter:

Attendance & Grades

- All students are expected to attend their scheduled classes during the designated class times. Regular attendance enables active participation, course material engagement, and teacher and peer interaction.
- Maintain at least a 2.0 GPA.
- Are not under attendance or progress evaluation

Communication with Employers

- Student must inform their employer about the required high school class times. Communicate availability, ensuring the employer understands the commitment to the student's education.

Digital Citizenship and Policy

Dehesa Method Sports Academy and Method Summit Academy will provide users with the privilege of email accounts for the purpose of school-related communication. Email accounts are hosted on and availability and use is restricted based on school policies. If users are provided with email accounts the account should be used with care. Users should not send personal information or attempt to open files or follow links from unknown or untrusted origins. Users should use appropriate language and only communicate with other people as allowed by the school policy. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage is monitored and archived.

Social Media

Students cannot use their school email account to open social media accounts or for any other use than for school communication.

Hacking

There are both state and federal laws in place to protect the privacy of both email and social media. Hacking of either of these types of accounts is an illegal action by the student. Students need to be reminded that accessing another student's DMSA email, Google drive, or social media accounts is considered an illegal act but also a serious offense and will not

be tolerated by Dehesa Method Sports Academy. Immediate disciplinary action will be taken.

Student Users should never share personal information including phone number, address, social security number, birthday, or financial information over the internet without permission from an adult. Users recognize that communicating over the internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others. Users should never agree to meet in real life someone they meet online without parental permission. If users see a message, comment, image, or anything else online that makes them concerned for their personal safety, they should immediately bring it to the attention of an adult.

Web Conference Nettiquette

Disruptions in web conferences are considered a disciplinary offense and are taken seriously.

Disruptive behavior includes but not limited to:

- Yelling
- Using obscene or profane language including racial slurs
- Making gestures
- Appearing in an undressed manner
- Showing visuals or sharing audio that is sexual or political in nature outside of the curriculum

Disciplinary action may include but not limited and dependent upon the seriousness of the offense:

- Meeting with School Administration
- Temporary hold on live sessions that will result in lost points for specific zoom classes and/or attendance
- Possible suspension from school

Cyber Bullying and Digital Citizenship

Cyberbullying will not be tolerated and can take on many forms. Understanding the different ways technology can be used to hurt others can help prevent it from happening.

- **Flaming**- Online fights using electronic messages with angry or vulgar language.
- **Harassment**- Repeatedly sending nasty, mean, and insulting messages.
- **Denigration**- “Dissing” someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.

- **Impersonation**- Pretending to be someone else and sending or posting material to get that person in trouble or damage their reputation.
- **Outing**- Sharing someone's secrets or embarrassing information or images online.
- Trickery- Tricking someone into revealing secrets or embarrassing information and then sharing it online.
- **Exclusion**- Intentionally and cruelly excluding someone.
- **Cyberstalking**- Repeated, intense harassment and denigration that includes threats or creates significant fear.

Engaging in cyberbullying to harm (physically or emotionally) another person will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Users should remember that digital activities are monitored and retained.

Students shall receive age-appropriate education including, but not limited to appropriate online behaviors in social networking sites, chat rooms, electronic communications etc.; the dangers inherent with the online disclosure of personally identifiable information; and, consequences of unlawful activities, including cyberbullying awareness and response, and other unlawful or inappropriate online activities by students.

Loaner Laptops

Dehesa Method Sports Academy and Method Summit Academy loans school laptops to students for academic purposes. It is the student's responsibility to care for the equipment and ensure it is maintained in a safe environment. If the computer is lost, stolen, or damaged, parents/guardians and the student need to notify the school immediately.

The laptop and all accessories are school property and are loaned to the student for educational purposes and only for the academic term. Students may not deface or destroy this property in any way. Inappropriate material on the machine may result in the student losing the use of this computer. The equipment will be returned to the school on a date to be requested or sooner if the student is discharged from school prior to the end of the school year.

If the laptop equipment is lost, stolen, or damaged while in the borrower's possession, the borrower is responsible for the replacement or repair thereof of the device the student was loaned. Borrower will be given a loaner receipt that includes items assigned and their replacement cost at the time of receiving their loaner equipment. The borrower may use laptop equipment only for non-commerical and academic purposes.

Student Responsibilities

Your laptop is an important learning tool and is for educational purposes only. The student must be willing to accept the following responsibilities.

- I know this computer is on loan to me. All school policies, procedures, applicable laws, and the Network and Internet Policy must be followed. I understand that any violation could result in the loss of the computer for my use.
- I will treat the laptop with care and will be responsible for using the laptop.
- I will not load or delete any software from the laptop and I will comply with all copyright laws.
- I will not give personal information when using the internet.
- I will not attempt to make any repairs to the laptop.
- I understand that misuse or inappropriate use as determined by school personnel may result in any and/or all of the following:
    - Student conference
    - Parent conference
    - Cancellation of access privileges and/or loss of computer privileges
    - School disciplinary actions

Consumable/Non-Consumable Policy

- All materials ordered with state funding, including consumable items, such as workbooks, pencils, paper, clay, and any other materials consumable in nature, are the property of the school.
- Materials are loaned to enrolled students for their educational usage only. The items must be returned to the school when the student is done using that item, or when the student leaves the school.
- If an item has been "consumed" by the student—used up and no longer usable by any other student—then it can be "archived" by the Enrollment Specialist.
- If a student disenrolls or is dropped by the school prior to the end of the school year for any reason, all materials must be returned to the school within two business days. Families will be billed for any items not returned, including those that are consumable in nature. Student transcripts will not be released until all materials are returned. This includes chromebooks and charging cords.

Meals

Per Education Code (EC) 49501.5, daily nutritious meals that meet National School Lunch Program standards are provided on campus for students at no cost regardless of their free

or reduced-price meal eligibility. Students are still welcome to bring their own lunch if desired.

Independent Study Policies

Attendance

Absence Defined

No login recorded in the curriculum platform and no work submitted for a school day.

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 who have appointments are not excused and are required to still log into their courses and submit work. Due to the independent online learning format, students can log into the platform and submit course work at any point during the day and evening to maintain good attendance standing.

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.

iReady Diagnostic Testing

iReady diagnostics conducted during regular intervals assess and determine a student's reading and mathematics levels and measure growth during the school year. Students whose scores determine extra support may be assigned to additional classes. These classes are required.

Curriculum

Students in 2-5 will be provided with log in access to the SmartFox curriculum platform. Students Kindergarten through Grade 1 will be provided login information for the K12 curriculum platform.

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

Grade Level Promotion

The school starts 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.

Grading Policy

GRADES K-1 GRADING SCALE

E	Exceeds Expectations
M	Meets Expectations
P	Partially Meets Expectations
I	Incomplete

GRADES 2-8 GRADING SCALE

A	88 - 100

B	70- 87
C	50-69
D	25-49
F	0-24

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.

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.

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.

High School Policies

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 the 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 student's needs.

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.

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:

4. Ensure their student is engaging in academic activity during each scheduled school day.

5. Sign their student's Learning Journal once per Learning Period and/or month.

In addition to monitoring their students daily attendance at Dehesa Method Sports Academy, the Learning Coach also:

- Ensures that the student is participating appropriately in the instructional program. This can include but is NOT limited to:
    - Completing assigned lessons
    - Completing assessments
    - Participating in a weekly virtual session with the mentor teacher (may include supplemental instruction)
    - Participating in a weekly homeroom group session with the mentor teacher and other homeroom students (may include supplemental instruction)
    - Having the student available and actively participating in the meetings and in person assessments or instructional assistance as assigned by DMSA.
- Ensures that the student participates in interventions as deemed necessary by our staff.
- Can read and understand the curriculum and instructional materials provided by Dehesa Method Sports Academy.
- With help from DMSA 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 DMSA staff within 48 hours.
- Maintains the student's enrollment by meeting attendance requirements as laid out by Dehesa Method Sports Academy.
- Informs staff within 48 hours of any changes to contact information (i.e., address, phone number, and email address).
- Submits work samples as requested by 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 Dehesa Method Sports Academy 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, 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.

Grading Scale (9-12)

Letter Grade	Percent Grade	4.0 Scale
A	88 - 100	4.0
B	70- 87	3.0
C	50-69	2.0
D	25-49	1.0
F	0-24	0.0

Changes in Class Schedule

Students may drop with a W no later than the drop dates established by Dehesa Method Sports Academy 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.

Course Transfer and Credit Evaluation

When a student transfers to Method Schools from another school, their transcripts and coursework will be carefully reviewed to ensure that previously completed classes are applied toward graduation whenever possible. All equivalent coursework from accredited public, private, charter, or nonpublic schools will be accepted in accordance with California Education Code §§ 49068 and 51225.2–51225.3.

Method Schools converts credits from other grading systems (such as quarter or trimester schedules) into semester equivalents and strives to place each student in corresponding courses that maintain their academic progress.

Students and families are encouraged to meet with a counselor to review how transfer credits apply to graduation and college admission (UC/CSU A–G) requirements. Coursework completed by foster youth, homeless students, children of military families, and students transferring from juvenile court schools will be accepted in accordance with California law to ensure these students are not penalized for midyear moves.

For questions or to request a review of transfer credit decisions, please contact the counseling or administrative office.

Requirements for Concurrent Enrollment in Community College

High school students actively enrolled at Dehesa Method Sports Academy are expected to complete the majority, if not all, of their high school-earned credits in Dehesa Method Sports Academy approved catalog courses. Students may earn credit from a California community college, based on review and approval of the course or courses by Dehesa Method Sports Academy. Students must complete the college's Concurrent Enrollment form and submit it to Dehesa Method Sports Academy for approval. Students must submit the form and be granted approval prior to beginning the course. Dehesa Method Sports Academy will approve or not approve the submitted course, based on demonstrated rigor, alignment to the standards, need, student status in their Dehesa Method Sports Academy courses, and to Dehesa Method Sports Academy Board approved graduation requirements. Approved courses may or may not be eligible for UC A-G approval.

DMSA high school students wishing to enroll in a community college must submit all forms to their 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 Dehesa Method Sports Academy 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 Dehesa Method Sports Academy.

All coursework taken will appear on the student's community college transcript. If the coursework is pre-approved the student will receive credit from Dehesa Method Sports Academy on their high school transcript. Dehesa Method Sports Academy 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 . 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 Dehesa Method Sports Academy 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 Dehesa Method Sports Academy Counselor to obtain his/her signature and discuss your selection. Some colleges submit these documents to counselors digitally so be sure you have your Dehesa Method Sports Academy 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, Dehesa Method Sports Academy must receive the final transcript with the class taken from the community college.

Student Services Annual Notices

Animal Dissections

Dehesa Method Sports Academy 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

Dehesa Method Sports Academy 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

Dehesa Method Sports Academy 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: www.mydymsa.org.

Upon request, Dehesa Method Sports Academy 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, Dehesa Method Sports Academy may charge for the prospectus in an amount not to exceed the cost of duplication.

Cal Grant Program HERE

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. Dehesa Method Sports Academy will electronically submit each 12th grade pupil's grade point average by October 1, including the sophomore year, the summer following the sophomore, and the junior year, and the summer following the junior 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.

Cal Grants are for students who are pursuing an undergraduate degree or vocational or career training, and do not have to be repaid. In addition to meeting the financial criteria and Cal Grant requirements, you must:

- submit the FAFSA or CA Dream Act Application and your verified Cal Grant GPA by the deadline
- be a U.S. citizen or eligible noncitizen or meet AB540 eligibility criteria
- be a California resident for 1 year
- attend a qualifying California college
- not have a bachelor's or professional degree
- have financial need at the college of your choice
- have family income and assets below the minimum levels
- be enrolled or plan to enroll in a program leading to an undergraduate degree or certificate
- be enrolled or plan to enroll at least half time
- not owe a refund on any state or federal grant or be in default on a student loan
- not be incarcerated
- maintain the Satisfactory Academic Progress standards as established by the school. Recipients who do not meet the standards are ineligible for Cal Grant payment and will not use eligibility during the terms they are ineligible for payment.

Concussion & Head Injuries

Pursuant to the athletic programs offered by DMSA , (apart from athletic activity during the regular school day or as part of a physical education course) DMSA 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 DMSA (apart from athletic activity during the regular school day or as part of a physical education course) DMSA 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.

Human Trafficking Prevention

The governing boards of Dehesa Method Sports Academy 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 Dehesa Method Sports Academy

- 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 Dehesa Method Sports Academy 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 Dehesa Method Sports Academy 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 Dehesa Method Sports Academy issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to Dehesa Method Sports Academy suspension and expulsion policy. Upon parent/guardian request for a hearing, Dehesa Method Sports Academy 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 Dehesa Method Sports Academy 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 Dehesa Method Sports Academy from making a similar recommendation in the future should student truancy continue or reoccur.

Mental Health Services

Dehesa Method Sports Academy 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 Dehesa Method Sports Academy 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:
● Special education services – if you believe your child may have a disability, you are encouraged to directly contact the Special Education Director 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 or by calling 24/7 at 888-515-0595 or email 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

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

Dehesa Method Sports Academy 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"). Dehesa Method Sports Academy 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 Dehesa Method Sports Academy 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

Dehesa Method Sports Academy 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. Dehesa Method Sports Academy 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 Dehesa Method Sports Academy if it is necessary in order for the pupil to be able to complete any graduation requirements, unless Dehesa Method Sports Academy 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 Dehesa Method Sports Academy. 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).

Safe Storage of Firearms

It is required to inform and remind parents of their responsibilities for keeping firearms out of the hands of children as required by California law. Seventy-four percent of children know where their parents' firearms are stored, and 60 percent report that they have handled them. Sadly, over 80 percent of teens who have died by suicide used a firearm that belonged to someone in their home . These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
    - Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a child never actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, having custody or control, owning, receiving, or purchasing a firearm for 10 years.

- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Safety Plan

Dehesa Method Sports Academy 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.

Dehesa Method Sports Academy 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 Dehesa Method Sports Academy 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. DMSA plans to provide comprehensive sexual health education and/or HIV prevention education 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 DMSA personnel or an outside agency. If DMSA decides to arrange for an outside consultant to provide comprehensive sexual health education and/or HIV prevention education, DMSA 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 DMSA, 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 Dehesa Method Sports Academy.
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 Dehesa Method Sports Academy 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 (42U.S.C.§ 11432(g)(1)(J)(ii)):
Dr. Elizabeth Carzoli (Grades K-6), bradley.johnson@dehesasd.net or 4612 Dehesa Rd., El Cajon, CA 92019
Jade Fernandez (Grades 7-12), jfernandez@methodschools.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 Dehesa Method Sports Academy.
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 Dehesa Method Sports Academy, 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, Dehesa Method Sports Academy, 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: Dehesa Method Sports Academy 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 Dehesa Method Sports Academy, a copy of Dehesa Method Sports Academy complete policy shall be provided at the time of enrollment. The complete policy is available below: Dehesa Method Sports Academy / www.mydmsa.org

Notification of Rights of Children of Military Families and Other Protected Pupils

A pupil who is a “child of a military family” is defined as a school-aged child or children, enrolled in kindergarten through twelfth grade, in the household of an active duty member. “Active duty” means full time status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. sections 1209 and 1211. Children of military families who transfer between schools any

time after the completion of the pupil's second year of high school shall be exempt from all coursework and other graduation requirements adopted by the governing board of the local educational agency that are in addition to the statewide coursework requirements, unless the local educational agency makes a finding that the child of a military family is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

Within 30 days of the child of a military family's transfer into a school, the local educational agency should determine whether the child of a military family is reasonably able to complete the local educational agency's graduation requirements within the pupil's fifth year of high school. If the pupil is reasonably able to complete the local educational agency's graduation requirements within a fifth year of high school, the local educational agency shall do all of the following:

> (1) Inform the pupil of his or her option to remain in school for a fifth year to complete the local educational agency's graduation requirements.
> (2) Inform the pupil, and the educational rights holder, about how remaining in school for a fifth year to complete the local educational agency's graduation requirements will affect the pupil's ability to gain admission to a postsecondary educational institution.
> (3) Provide information to the pupil about transfer opportunities available through the California Community Colleges.
> (4) Permit the pupil to stay in school for a fifth year to complete the local educational agency's graduation requirements upon agreement with the pupil, if the pupil is 18 years of age or older, or, if the pupil is under 18 years of age, upon agreement with the educational rights holder.

Within 30 calendar days of the date that a pupil who is a child of a military family who may qualify for the exemption from local graduation requirements transfers into a school, the school shall notify the pupil and the pupil's parent or guardian of the availability of the exemption and whether the pupil qualifies for an exemption.

If the school fails to provide timely notice, the pupil shall be eligible for the exemption from local graduation requirements, even if that notification occurs after the pupil no longer meets the definition of "a child of a military family." If a child of a military family is exempt from local graduation requirements pursuant to this section and completes the statewide coursework requirements before the end of his or her fourth year of high school and that pupil would otherwise be entitled to remain in attendance at the school, a school or local educational agency shall not require or request that the pupil graduate before the end of his or her fourth year of high school, nor shall the child of a military family be required to

accept the exemption or be denied enrollment in courses for which they are otherwise eligible.

If a child of a military family is not exempt from local graduation requirements or has previously declined the exemption pursuant to this section, a local educational agency shall exempt the pupil at any time if an exemption is requested by the pupil and the pupil qualifies for the exemption. The exemption shall apply after the pupil no longer meets the definition of “a child of a military family” while he or she is enrolled in school or if the pupil transfers to another school or school district.

A school district shall not require and a parent or guardian shall not request a child of a military family to transfer schools solely to qualify the pupil for an exemption under this section.

The local educational agency shall accept coursework satisfactorily completed by a pupil who is a child of a military family while attending another public school (including schools operated by the United States Department of Defense), a juvenile court school, or a nonpublic, nonsectarian school or agency even if the pupil did not complete the entire course and issue that pupil full or partial credit for the coursework completed.

The local educational agency may not require a child of a military family to retake a course if the pupil has satisfactorily completed the entire course in a public school, a juvenile court school, or a nonpublic, nonsectarian school or agency. If the pupil did not complete the entire course, the local educational agency may not require the pupil to retake the portion of the course the pupil completed unless the local educational agency in consultation with the educational rights holder, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the child of a military family shall be enrolled in the same or equivalent course, if applicable, so that the pupil may continue and complete the entire course. The pupil shall not be prevented from taking or retaking a course to meet eligibility requirements for admission to the California State University or University of California.

A complaint of noncompliance with the requirements of this section may be filed with the local educational agency under the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations. A complainant not satisfied with the decision of a local educational agency may appeal the decision to the CDE and shall receive a written decision regarding the appeal within 60 days of the CDE's receipt of the appeal. If a local educational agency finds merit in a complaint, or the Superintendent finds merit in an appeal, the local educational agency shall provide a remedy to the affected pupil.

The above protections shall also apply to pupils in foster care, pupils who are homeless, former juvenile court school pupils, migratory children, and pupils participating in a newcomer program, as defined in Education Code section 51225.2(a)

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 Dehesa Method Sports Academy Administrative Staff Member. Students who transfer into Dehesa Method Sports Academy 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 Dehesa Method Sports Academy at that time. Should you decide to withdraw from Dehesa Method Sports Academy and transfer to a new school, your new school will contact Dehesa Method Sports Academy to request your student's records, and we will mail the records to them. Should you decide to withdraw from Dehesa Method Sports Academy 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 Dehesa Method Sports Academy 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 Dehesa Method Sports Academy 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

Dehesa Method Sports Academy 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 DMSA approved platforms.

DMSA 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

Dehesa Method Sports Academy 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. Dehesa Method Sports Academy 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. Dehesa Method Sports Academy 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. Dehesa Method Sports Academy 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, Dehesa Method Sports Academy 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 Dehesa Elementary School District and Method Schools recognizes that it is responsible for complying with applicable laws and regulations governing educational programs. It is the policy and commitment of Dehesa Elementary School District and Method Schools to not discriminate on the basis of race, age, color, sex, national origin, physical or mental disability, or religion. Equal Employment Opportunity, Dehesa Method Sports Academy 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 Dehesa Method Sports Academy 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. Dehesa Method Sports Academy 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 School administration or immediate supervisor and, if substantiated, prompt action will be taken.

For any concerns or questions regarding discrimination, equity or Title IX, please contact:

Tracy Robertson
trobertson@methodschools.org

Jade Fernandez
jfernandez@methodschools.org

Bradley Johnson
bradley.johnson@dehesasd.net

Special Education

Dehesa Method Sports Academy 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, DMSA 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. Dehesa Method Sports Academy 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 19Section 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").

Dehesa Method Sports Academy complies with all California laws pertaining to special education students and all students are fully integrated into Dehesa Method Sports Academy' programs with the necessary materials, services, and equipment to support their learning. Dehesa Method Sports Academy ensures that any student with a disability is properly identified, evaluated and provided with necessary services and supports. Dehesa Method Sports Academy 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. Dehesa Method Sports Academy 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.

Dehesa Method Sports Academy 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

Dehesa Method Sports Academy 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 Dehesa Method Sports Academy staff and will be reviewed annually.

Suicide Prevention Policy

Dehesa Method Sports Academy 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 DMSA will continue to further refine this policy and it is further developed. Dehesa Method Sports Academy has adopted its own suicide prevention curriculum program called Hope Squad and has integrated it into out 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 the 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, Dehesa Method Sports Academy 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. Dehesa Method Sports Academy staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students.

If a Dehesa Method Sports Academy 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, Dehesa Method Sports Academy' 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) Dehesa Method Sports Academy 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), Dehesa Method Sports Academy 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)].

Dehesa Method Sports Academy 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, Dehesa Method Sports Academy 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 boards of Dehesa Method Sports Academy 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 boards of Dehesa Method Sports Academy 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 Dehesa Method Sports Academy 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 non attorney 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 non attorney 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, “non attorney 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 boards of Dehesa Method Sports Academy 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 boards of Dehesa Method Sports Academy may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.
(2) If the governing boards of the Dehesa Method Sports Academy 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 boards of Dehesa Method Sports Academy 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 boards of Dehesa Method Sports Academy may also appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the governing boards of Dehesa Method Sports Academy 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 boards of Dehesa Method Sports Academy. 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 Dehesa

Method Sports Academy 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 Dehesa Method Sports Academy. 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 boards of Dehesa Method Sports Academy. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing. If the governing boards of the Dehesa Method Sports Academy 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 Dehesa Method Sports Academy may order.

(2) The decision of the governing boards of Dehesa Method Sports Academy 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 boards of Dehesa Method Sports Academy 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 boards of Dehesa Method Sports Academy 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 boards of Dehesa Method Sports Academy 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 boards of Dehesa Method Sports Academy 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 boards of Dehesa Method Sports Academy 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 boards of Dehesa Method Sports Academy in closed session, or in open session, if so requested by the pupil before the meeting. Any decision by the governing boards of Dehesa Method Sports Academy in response to an objection to the issuance of subpoenas shall be final and binding.

(3) If the governing boards of Dehesa Method Sports Academy 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 boards of Dehesa Method Sports Academy or before a hearing officer or administrative panel, final action to expel a

pupil shall be taken only by the governing boards of Dehesa Method Sports Academy 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 boards of Dehesa Method Sports Academy 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

Dehesa Method Sports Academy 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. Dehesa Method Sports Academy 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 Dehesa Method Sports Academy 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 Dehesa Method Sports Academy' 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, Dehesa Method Sports Academy 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 Dehesa Method Sports Academy

Dehesa Method Sports Academy 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 Dehesa Method Sports Academy 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 Dehesa Method Sports Academy 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

Dehesa Method Sports Academy
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 Dehesa Method Sports Academy 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 Dehesa Method Sports Academy 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.

Dehesa Method Sports Academy 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 Dehesa Method Sports Academy _____

Student Freedom of Speech/Expression Policy

Education Code sections 48907 and 48950 were amended in 2010 to explicitly include charter schools within their reach. Section 48907 requires charter schools to adopt rules and regulations in the form of a written publications code, including reasonable provisions for the time, place and manner of conducting such activities within that school's jurisdiction. This policy is drafted in conformity with section 48907. Section 48950 essentially provides that students may not be disciplined for speech that is constitutionally protected.

A. PURPOSE AND SCOPE

1. To outline administrative procedures relating to individual rights and responsibilities of students in the exercise of free speech on school grounds outside the classroom situation.

2. To serve as a starting point for discussion of student rights and responsibilities in the study of the Bill of Rights in American government courses, moving to personal level aspects of government formerly treated more impersonally.

3. This procedure includes distribution of literature, publicity, use of bulletin boards, non-school publications, spoken work, symbolic speech (e.g., buttons, armbands, flags), and petitions.

B. LEGAL AND POLICY BASIS

1. Reference: Education Code Sections 48907, 48950, 51501, 51520; State Board of Education Guidelines for Student Expression (10–15–71).

C. GENERAL

1. Suggestions or questions concerning this procedure should be directed to the Superintendent.

2. Definitions

a. **School-sponsored materials (or official school publications)**: Materials

developed, printed, or produced and distributed, in whole or in part, at school expense. “At school expense” includes use of school staff time, facilities, equipment, or supplies.

b. **Non-school-sponsored student materials**: Materials developed and printed off campus by students for distribution by students on campus.

c. **Non-school materials**: Materials developed and printed by community organizations and/or individuals.

3. Free Speech and Public School-Age Students.

Federal judicial decree has profoundly changed the law governing First Amendment “free speech” rights of students on public school grounds. The two cases most directly related to this change of law in California are Tinker v. Des Moines Independent Community School (decided by a three-judge Federal Court in February 1969) and Rowe vs. Campbell Union High School District (decided by a three-judge Federal Court convened in the U.S. Court for the Northern of California in September 1970). In the Tinker case, the U.S. Supreme Court set up a three- pronged test to judge the constitutional validity of any school regulation attempting to circumscribe the exercise of First Amendment “free speech” rights by students. The court said that “. . . conduct by the student, in class or out of it, which for any reason—it stems from time, place, or type of behavior—(1) materially disrupts classwork, or (2) involves substantial disorder, or (3) (involves) invasion of the rights of others . . .” may properly be proscribed by school authorities.

In the Campbell Union High School District case, the federal court summarized the legal status of students today:

a. Students are “persons” within the meaning of the Constitution and are possessed of fundamental rights that are not lost in school.

b. Students are not the“closed circuit” recipients of only that which the state wishes to communicate; they may not be confined to officially approved sentiments.

c. Student freedom of speech includes personal communication of controversial ideas.

d. School officials have the burden of showing constitutionally valid justifications for limitations on student speech.

e. A generalized fear or apprehension of a disturbance is not a constitutionally adequate justification. A desire to avoid the expression of controversial or unpopular ideas or the discomfort and unpleasantness that accompany them is not a constitutionally adequate justification.

f. School officials must demonstrate that the prohibited speech would have actually caused substantial and material disruption of, or interference with, classwork, or with the requirements of discipline appropriate to the operation of the school. Reasonable time, place, and manner regulations regarding expression of ideas orally or in writing are permissible, as they are in any other public institution or facility. The new criteria, discussed generally above, have been framed in terms of practical guidelines pertinent to the public school setting in California. These practical guidelines appear in C.5. and C.6.

4. In addition to the evolving legal mandates described in this procedure, another significant dimension of First Amendment “free speech” rights in the public school must be considered. Responsible exercise of “free speech” rights should be recognized as a prime educational objective. This goal, which is indispensable to the successful continuation and improvement of our democracy, cannot be achieved without the close cooperation of the Board of Trustees; the administrative, teaching, and classified staff; the students; and the citizens who are served by public schools.

5. General Rights and Responsibilities Applying to All Manner of Free Speech.

Included in, but not limited to, forms of free expression available to students are school- sponsored materials, literature, publicity, bulletin boards, non-school publications, the spoken word, symbolic speech (e.g., armbands, buttons, signboards, flags), and petitions. The right of free speech guaranteed by the First Amendment to the United States Constitution shall not be restricted nor shall disciplinary action be taken because of the exercise thereof, if the exercise of such right is in accord with the following:

a. It is not likely to substantially disrupt or materially interfere with the educational program. The fundamental purpose of the

public school is to provide an educational program; it includes classwork, school activity programs, or any other element of programs conducted by the school. Every student enrolled therein has a right to participate without hindrance or unlawful denial by anyone. The educational program includes supervisory and disciplinary authority of teachers and administrators, both inside and outside the classroom as prescribed by law.

b. Similarly, any act by students or others that substantially or materially impairs the capacity of a school official to perform his / her professional work in the school shall not be permitted. This includes complaints relating to the personal or professional capacity of a school official to render service to the school that are defamatory or slanderous and that are calculated to cause disturbance and disruption of school activities. (After exhausting all administrative remedies, complaints may be made to the LPS Board of Trustees.)

c. It does not infringe on the rights of others.

In addition to the right of any student to an education free from disruption, hindrance or unlawful denial, other individual rights must not be violated, including:
(1) The right to be secure in person and in property—free from threats to health and safety.
(2) The right to be free from coercion—to be left alone.
(3) The right to respect for the dignity of the individual and the expression of his/her views and opinions.

d. It does not involve substantial disorder.

Any act through which, in the judgment of school officials, physical injury and/or property damage is anticipated or does occur, shall not be permitted. Similarly, any act that so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school shall be prohibited.

e. It does not violate existing laws covering specific matters including, but not limited to:

(1) Harmful matter: Matter that, taken as a whole, . . . [T]he predominant appeal of which to the average person, applying contemporary standards, is to prurient interest; i.e., a shameful or morbid interest in nudity, sex, or excretion; and is matter which taken

as a whole goes substantially beyond customary limits of candor in description or representation of such matters; and is matter which taken as a whole is utterly without redeeming social importance for minors. (Penal Code Sec. 313, 313.1; Ginsburg v. New York, 390 U. S. 629, 1968.)
(2) Profanity: Matter containing words that, according to standards of the Leadership Public Schools/ school community, are deemed to be profanity (Education Code Sections 48900 and 44806; Penal Code Section 415; California Code of Regulations, Title 5, Section 300).
(3) Prejudicial or discriminatory matter: Matter advocating prejudice or discrimination on account of sex, race, ethnic origin, or religion (Education Code Sections 51500–51501 and 44806.)
(4) Injurious matter: Matter that encourages or advocates the use of tobacco, intoxicating liquor, narcotics, or other hallucinogenic or dangerous drugs (Education Code Section 48900).
(5) Materials or instruction concerning human reproduction and venereal disease. This matter may not be distributed because state law prohibits students from receiving such information in the schools without first having written approval of their parents/guardians. (Education Code Sections 51550, 51551, 51820; Procedure 4188.)
(6) Libel or slander: Matter, disseminated either in writing or verbally, that defames a person or, in some cases, a private organization. (Civil Code Sections 44 et seq.)

f. It does not advocate breaking the law. Any material that advocates breaking the law or school regulations is prohibited. This includes any material that would incite students so as to create a clear and present danger of the committing of unlawful acts on school premises or of causing substantial and material disruption of, or interference with, classwork or with requirements of discipline appropriate to the operation of the school.

g. It does not endorse political candidates or ballot measures. Endorsements of political candidates or ballot measures are prohibited (applicable to school- sponsored materials only). Newspapers, however, may publish stories on the issues as long as both sides are discussed.

h. It does not violate the time, place, and manner regulations of the individual school designed to ensure compliance with the above restrictions (C.6.)

6. Local school time, place, and manner regulations shall be established by each school and should address:

a. School-sponsored materials.

School-sponsored materials should be submitted by a student to the Superintendent or designee for review prior to time of printing and/or distribution of such materials. (A student editor who fails to submit a publication for review and publishes materials which are obscene, discriminatory, libelous, or otherwise in violation of C.5. and C.6. of this procedure, shall be held personally responsible and shall be subject to disciplinary action. Note: Failure to submit a publication for review, in itself, is not cause for disciplinary action.) It is the responsibility of the designated officials (journalism advisor or advisors of student publications) in each school to supervise publication activities, to maintain professional standards of English and journalism, and to comply with the provisions of this procedure (Education Code Section 48907). Student editors shall be fully responsible for assigning and editing the news and feature content of their publications (Education Code Section 48907).

(1) School official(s) designated by the Superintendent as authorized to receive and review written materials submitted pursuant to this procedure shall be specifically identified. The office to which such materials shall be submitted also shall be specifically identified.
(2) In order to prevent the "prior review" provision from operating as an invalid "prior restraint," the school official reviewing written materials shall give his/her views with regard to violations of this procedure and forward a response within four hours following submission of such materials, unless the material is submitted after 10:30 a.m. on any school day, in which case the school official shall give his/her views before noon on the following school day. Such views must be given in writing to the student, with a copy kept by the Superintendent or designee in the case of noncompliance. The decision of the Superintendent or designee may be appealed to the appropriate instructional leader who shall render a decision within four (4) work hours and communicate that decision to the student. The decision and appeal process should not cause the student to miss the publishing deadline for the item.
(3) A review of written materials submitted hereunder shall not be construed to mean that the school necessarily agrees with or approves of the views contained in material distributed.

b. Non-school-sponsored student materials. Materials printed by students off campus and intended for distribution on campus shall include the

Superintendent's office in the distribution. When such materials are in violation of prohibitions listed in C.5. or the "time, place, and manner" regulations of this procedure, the Superintendent may stop distribution and discipline those responsible.

(Distribution of materials which are not in violation of C.5. may not be prevented through censorship or actions which might constitute prior restraint.) The student assumes sole responsibility for any materials distributed that are in violation of statutes and/or provisions of this procedure.

C. Specific rules governing distribution of printed materials and circulation of petitions

(1) Time of such activity shall be limited to periods before school, after dismissal, and during established lunch periods as deemed feasible by the Superintendent.
(2) Place of the activity shall be reasonably restricted to permit normal flow of traffic within the school, in lunch locations, and at exterior doors, and to avoid interference with school programs.
(3) Manner of conducting such activity shall be restricted to prevent coercion and undue levels of noise.
(4) School shall require that all printed matter distributed or circulated on school property be identified with the name of sponsoring organizations or individuals, both school-connected and non-school-connected.
(5) School may require that the individual(s) or group(s) distributing materials assume responsibility for cleanup of those materials that contribute to littering.

d. Buttons, badges, armbands, flags, and other items of symbolic speech bearing slogans, sayings, or symbols are permitted as another form of expression, provided the message or symbol does not violate provisions of this procedure. Only American and California State flags may be flown from the main (school) flag pole. A flag other than American or California State flags may be flown from a portable stand at a time, place, and manner specified by the Superintendent in accordance with C.6.f. Permanent structures may not be installed without permission of the Superintendent.

e. Bulletin boards and the posting of publicity. School authorities may restrict the use of certain bulletin boards and display areas to school announcements. Additional bulletin board and/or display space shall be provided for use of students and student organizations.

The following limitations on use of such areas must be observed:

(1) Identification of the student or student group issuing a notice shall be required on any posted notice.
(2) All notices shall be officially dated prior to posting and such material shall be removed after a prescribed time to ensure full access to bulletin boards by others.
(3) Bulletin board space should be made available to all students under uniform rules approved by the Superintendent.

f. Privileges accorded students who, as individuals, are members of community organization youth programs. Students who, as individuals, are members of community youth organizations not considered school clubs, may disseminate information regarding youth organizations activities as provided in C.6.e.

g. Public expression on school grounds (outside the classroom). Students have the right to engage in speech or other communication that, when engaged in off campus, is protected under the First Amendment (Education Code Section 48950). A student shall have the right, either publicly or privately, to express opinions, to take stands, and to support causes. There shall be no limitations to this right except as specified below:
(1) An area for speaking to mass groups of students shall be set aside by the Superintendent.
(2) Time of such expressions shall be limited to periods before school begins, after dismissal, and during established lunch periods as deemed feasible by the Superintendent.
(3) Manner of such expression shall be such as to prevent undue noise, substantial disorder, or infringement upon the rights of others not to listen. Therefore, electronic sound-amplification systems or devices of any kind are prohibited for this purpose unless allowed by school the Superintendent.
(4) Such expression must be in compliance with C.5.
(5) Violations. Acts in violation of any of the above limitations and rules constitute defiance of school regulations and can result in suspension or other appropriate disciplinary action.

(6) Others. This term is used to describe all persons who are not students enrolled in the school, staff members of the school, or other school employees with legitimate business at the school site. Such persons may not come on to school grounds without permission of the Superintendent or designee.

D. IMPLEMENTATION

1. To establish specific written school guidelines and procedures, the CEO:

a. May develop specific written school regulations and guidelines consistent with this procedure. In doing so, Superintendent may consult with faculty, students, and other interested parties.

b. May designate other administrator, teacher, or group(s) to function as his/her designee in carrying out all or part of function of reviewing materials submitted for compliance with school policy and procedure.

c. May communicate accepted school guidelines and procedures, as well as school guidelines and limitations, as deemed necessary, to all students, staff, and parents. (Student handbook, faculty handbook, and parent newsletter may be used.) Guidelines include time, place, manner, penalties for violation, and "prior submission" review procedure for school-sponsored materials.

2. Prior to printing and/or distribution

a. Student

(1) Prepares or obtains printed materials, petitions, buttons, badges, armbands, and flags.

(2) Identifies all written material with name of student or organization that sponsored/prepared it.

(3) Checks for compliance with provisions of local school regulations.

(4) Submits, at his/her option, school-sponsored materials to Superintendent or designee for review as provided in C.6.a.

(5) Includes Superintendent's office in distribution of non-school- sponsored materials.

b. Superintendent or designee

(1) Reviews materials only on the basis of established limitations and guidelines.
(2) Expresses his/her views as to applicability of such established limitations and guidelines to school-sponsored materials. Consults with Legal Counsel as appropriate.
(3) Notifies student(s) of his/her views on school-sponsored materials. Provides student with written notice of noncompliance with this procedure if such is the case.

c. Appeal from declaration of noncompliance by Superintendent or designee
(1) Student may appeal to appropriate instructional leader having jurisdiction over school in which student is enrolled.
(2) Instructional leader shall make his/her decision on the appeal within a reasonable period of time and communicate decision to student.
(3) Nothing herein shall preclude a student from further appealing instructional leader's decision to the LPS Board of Trustees.

California student free expression law (1977)

In addition to the First Amendment to the U.S. Constitution, states can also provide free speech protection to their own citizens by enacting state laws or regulations. The California Student Free Expression Law is such a provision and provides student journalists attending California public high schools, including charter schools, with added protection against administrative censorship. The law also protect teachers and other school personnel against retaliation for students' lawful exercise of their free-speech rights. California's law, passed in 1977 and amended over the years to include protection for charter schools and advisers , was the first state law in the country specifically protecting student media. It is the only such law to pre-date the U.S. Supreme Court's 1988 *Hazelwood* decision and was the model for the anti-*Hazelwood* and New Voices laws that have followed.

Cal. Educ. Code Section 48907 – Student exercise of free expression

48907(a) Pupils of the public schools, including charter schools, shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities, except that expression shall be prohibited which is obscene, libelous,

or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

(b) The governing board or body of each school or charter school and each county board of education shall adopt rules and regulations in the form of a written publications code, which shall include reasonable provisions for the time, place, and manner of conducting such activities within its respective jurisdiction.

(c) Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of a journalism adviser or advisers of pupil publications within each school to supervise the production of the pupil staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section.

(d) There shall be no prior restraint of material prepared for official school publications except insofar as it violates this section. School officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this section.

(e) "Official school publications" refers to material produced by pupils in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

(f) This section does not prohibit or prevent the governing board or body of a school or charter school from adopting otherwise valid rules and regulations relating to oral communication by pupils upon the premises of each school.

(g) An employee shall not be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a pupil engaged in the conduct authorized under this section, or refusing to infringe upon conduct that is protected by this section, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

(Amended by Stats. 2010, Ch. 142, Sec. 2. (SB 438) Effective January 1, 2011.)

Student/Parent Handbook

Acknowledgement of Receipt

Please sign the following statements indicating that you have reviewed and accept the following from Dehesa Method Sports Academy for the 2025-26 school year.

I have reviewed and agree to abide by the Dehesa Method Sports Academy Student/Parent Handbook.

_____

Student Name

_____

Parent/Guardian Printed Name

_____ _____

Parent/Guardian Signature Date

Annual Notifications

Acknowledgement of Receipt

Please sign the following statements indicating that you have reviewed and accept the following from Dehesa Method Sports Academy for the 2025-2026 school year.

I have reviewed and acknowledge receipt of the Annual Notifications via Dehesa Method Sports Academy.

_____

Student Name

_____

Parent/Guardian Printed Name

_____ _____

Parent/Guardian Signature Date

Board Policy 0070
Board Approved:

Immigration Enforcement Response & Notification Policy
(SAFE Act – SB 98 Compliance)

This policy establishes the required Procedures for Notification when Immigration Enforcement is Confirmed on the Schoolsite, as mandated by California SB 98 (the SAFE Act) and Education Code 32282(a)(2)(N). The goal is to ensure a safe, calm, and inclusive environment for students, families, staff, and community members during any confirmed immigration enforcement activity.

"Immigration enforcement" includes any efforts to investigate or enforce federal civil immigration law, as well as federal criminal immigration law related to presence, entry, re-entry, or employment in the United States.

This policy applies to:

- All district/charter school sites and facilities
- School-sponsored activities
- All students, families, staff, contractors, and visitors

If any staff member observes or is informed of the presence of immigration enforcement on or near the schoolsite, they must immediately notify:

- School Administrator (Principal or Head of School)
- Chief Operating Officer

The designee will:

1. Approach the officers only if safe to do so.
2. Request and examine:
    - Valid judicial warrant, OR
    - Court order, OR
    - Subpoena
3. Confirm identity, agency, and purpose of visit.
4. Determine whether the officer is seeking access to non-public areas and whether the provided documentation legally permits such access.
5. Contact legal counsel immediately if documentation appears invalid, the purpose is unclear, or officers refuse to provide documentation.

Immigration enforcement is considered confirmed when:

- Officers physically appear on the schoolsite AND

- Documentation is reviewed OR presence is clear and identifiable.

Upon confirmation, the LEA must notify:

- Parents and guardians
- Teachers
- Administrators
- All school personnel

by end of school day of the confirmed immigration enforcement presence unless the Compliance Officer determines that sending communication earlier would jeopardize immediate safety or well-being.

If safety requires temporarily delaying notification, it must be sent as soon as conditions allow, with documentation of timing and rationale.

Notifications will include the following required content:

- Date and time enforcement was confirmed
- Location on the schoolsite
- General statement of presence (no personal identifiers)
- Links to family resources

Notification must not include any personally identifiable information. All communications must be crafted to reduce panic and support calm and safety. Secure two-way communication systems shall be used, such as:

- Mass notification system (SMS, phone, email)
- School portals
- Multilingual formats as needed

Notifications may include links to:

- Educational rights
- Privacy laws
- Counseling and support services for families impacted by immigration enforcement
- LEA model policies and SAFE Act resources

The school will provide annual training for all staff and enhanced training for the Principal(s) and Head(s) of School.

Records & Documentation

The LEA will document:

- All officer presence incidents
- Verification steps
- Notification timing and method
- Reasons for any delays
- Annual training completion

This policy must be evaluated annually by the School Safety Planning Committee. All safety-related plans and materials, including this policy, must be publicly accessible.

Proposal for One-Time Employee Inflation Relief/Cost-of-Living Bonus

Method Schools Board of Directors Meeting: December 8, 2025

Executive Summary

Method employees are experiencing significant and sustained financial strain due to inflation, rising housing costs, and reduced purchasing power. Despite Method's strong culture, competitive benefits, and annual COLA adjustments, most staff report difficulty keeping up with basic expenses. A **one-time 5% (of annual salary) cost-of-living bonus, paid in December 2025**, will provide short-term relief, boost retention, and reinforce the organization's commitment to employee well-being.

Economic Context: Inflation Remains High and Purchasing Power Weakens

Consumer sentiment nationally remains depressed as prices stay elevated and incomes are failing to keep pace. According to Yahoo Finance, U.S. consumers report "higher prices and weaker incomes" and increasingly feel that inflation is eroding their financial stability. Grocery, housing, and transportation costs remain among the most burdensome categories.

Regionally, KTLA reports that a majority of Inland Empire residents describe themselves as "struggling," even when employed full-time. Rising rents and basic household costs are singled out as the most significant pressures. Because a large share of Method employees live in Riverside and San Bernardino Counties (38% and 11%, respectively, per survey data), these environmental pressures directly affect our workforce.

Findings from the Method Employee Economic Security Survey

A November 2025 staff survey clearly demonstrates that inflation is outpacing employees' ability to absorb costs.

1. Financial Insecurity Among Staff Appears to be Widespread

- 75% of employees feel *somewhat* or *very* financially insecure.
- 66% report that their financial situation has stayed the same or worsened over the last 12 months.
- 40% say they are living paycheck to paycheck.

2. Employees Are Struggling to Handle Emergencies

- Only 28% feel "very" confident they could cover an unexpected $1,000 expense, while nearly 27% are "not very" or "not at all" confident.

3. Rising Costs Are Outpacing COLA Adjustments

- 95% report that monthly expenses have increased (50% significantly).
- The most inflation-impacted categories include:
    - Food – 93%
    - Utilities – 65%
    - Housing – 42%
    - Transportation – 37%

4. Four out of 10 Method Employees Are Taking Second Jobs

- 38% of employees report taking on additional work or gig jobs to meet basic needs.

5. Housing Costs Are a Major Pain Point

- **82%** are *extremely* or *somewhat* concerned about housing affordability.
- **40%** have considered moving out of their area due to housing costs.
- This action won't fix housing issues for staff, but it would provide inflation relief

6. Clear Employee Feedback: Cost-of-Living Support Is the #1 Need

When asked which supports would most improve their financial security:

- 83% selected "salary adjustments tied to cost of living."
- Open responses repeatedly emphasize pay adjustments to keep up with inflation, student loan relief, and support for housing costs.

Rationale for a One-Time 5% Cost-of-Living Bonus

1. Targeted Relief Without Long-Term Structural Commitments

A one-time bonus helps employees absorb rising costs without permanently increasing payroll obligations in future years.

2. Improves Retention and Stability

Replacing a single experienced educator can cost 20–30% of salary. A 5% bonus is significantly less costly than turnover, especially given statewide hiring shortages.

3. Aligns With Market Conditions and Organizational Values

As a mission-driven, service-oriented organization, supporting employee stability directly enhances student support, quality of instruction, and organizational morale.

4. Responds to Concrete Data From Staff

The Method Employee Economic Security Survey survey shows a clear, widely shared need for financial support. A 5% bonus is an evidence-based response to empirical data.

Fiscal Impact

Exact cost would depend on December 2025 payroll totals. A preliminary estimate:

- 5% of total certificated + classified annual salary (contractors not included to ensure contractor vs. employee lines remain unblurred)
- Payable in a single lump-sum payroll distribution in December 2025, on our around 12/19
- No impact to ongoing salary schedules or benefits costs

Recommendation for Board

Approve a one-time 5% cost-of-living bonus for all eligible Method Schools employees, to be distributed in December 2025 if board approved.

This action:

- Responds directly to staff needs
- Supports employee well-being and retention
- At a total cost of approximately $415,000, doesn't adversely affect Method's short or long-term budget or fund balances

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Board of Directors
Method Schools Corporation
Murrieta, California

We have audited the financial statements of Method Schools Corporation (the School) as of and for the year ended June 30, 2025, and have issued our report thereon dated October 13, 2025. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America and *Government Auditing Standards*, *and the 2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Appeals Panel,* as well as certain information related to the planned scope and timing of our audit in our planning communication dated May 28, 2025 Professional standards also require that we communicate to you the following information related to our audit.

Significant audit findings or issues

Qualitative aspects of accounting practices

Accounting policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the School are described in Note 1 to the financial statements.

No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2025.

We noted no transactions entered into by the entity during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. There were no accounting estimates affecting the financial statements which were particularly sensitive or required substantial judgments by management.

Financial statement disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures.

The financial statement disclosures are neutral, consistent, and clear.

Significant unusual transactions

We identified no significant unusual transactions.

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Difficulties encountered in performing the audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Uncorrected misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management did not identify and we did not notify them of any uncorrected financial statement misstatements.

Corrected misstatements

Management did not identify and we did not notify them of any financial statement misstatements

Disagreements with management

For purposes of this communication, a disagreement with management is a disagreement on a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management representations

We have requested certain representations from management that are included in the management representation letter dated October 13, 2025.

Management consultations with other independent accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the entity's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Significant issues discussed with management prior to engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the entity's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

Other audit findings or issues

The following describes findings or issues arising during the audit that are, in our professional judgment, significant and relevant to your oversight of the financial reporting process:

- 2025-001 - Unduplicated Local Control Funding Formula Pupil Counts

We have provided a separate communication to you dated [Date], communicating internal control related matters identified during the audit.

Supplementary information in relation to the financial statements as a whole

With respect to the Method Schools, Method Schools, LA, and eliminations columns in the statements of financial position, activities and cash flows, Schedule of Instructional Time, Schedule of Average Daily Attendance (ADA), and Reconciliation of Annual Financial Report with Audited Financial Statements (collectively, the supplementary information) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated October 13, 2025.

This communication is intended solely for the information and use of the Board of Directors and management of Method Schools Corporation and is not intended to be, and should not be, used by anyone other than these specified parties.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Ontario, California
October 13, 2025

METHOD SCHOOLS CORPORATION

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2025

OPERATING:

Method Schools - #1617
Method Schools, LA - #1697



CPAs | CONSULTANTS | WEALTH ADVISORS

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METHOD SCHOOLS CORPORATION
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Method Schools Corporation
Murrieta, California

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Method Schools Corporation (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Method Schools Corporation and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

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Board of Directors
Method Schools Corporation

Auditors' Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Board of Directors
Method Schools Corporation

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The Method Schools, Method Schools, LA, and eliminations columns in the statements of financial position, activities and cash flows as well as the accompanying supplementary schedules as identified in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the local education agency organization structure but does not include the financial statements and our auditors' report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with Government Auditing Standards, we have also issued a report dated October 13, 2025 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Ontario, California
October 13, 2025

METHOD SCHOOLS CORPORATION
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2025

	Method Schools	Method Schools, LA	Eliminations	Total
ASSETS				
CURRENT ASSETS				
Cash and Cash Equivalents	$ 12,882,390	$ 23,106,245	$ -	$ 35,988,635
Certificates of Deposit	-	1,035,565	-	1,035,565
Accounts Receivable	1,301,732	145,001	-	1,446,733
Accounts Receivable - Intercompany	-	757,953	(757,953)	-
Prepaid Expenses and Other Assets	52,070	35,647	-	87,717
Total Current Assets	14,236,192	25,080,411	(757,953)	38,558,650
NONCURRENT ASSETS				
Operating Right-of-Use Asset	54,178	-	-	54,178
Property, Plant, and Equipment, Net	1,601,898	-	-	1,601,898
Total Long-Term Assets	1,656,076	-	-	1,656,076
Total Assets	$ 15,892,268	$ 25,080,411	$ (757,953)	$ 40,214,726
LIABILITIES AND NET ASSETS				
CURRENT LIABILITIES				
Accounts Payable and Accrued Liabilities	$ 2,561,628	$ 3,485,038	$ -	$ 6,046,666
Accounts Payable - Intercompany	757,953	-	(757,953)	-
Current Lease Liability - Operating	55,835	-	-	55,835
Total Current Liabilities	3,375,416	3,485,038	(757,953)	6,102,501
LONG-TERM LIABILITIES				
Long-Term Lease Liability - Operating	-	-	-	-
Deferred Revenue	225,658	726,365		952,023
Total Long-Term Liabilities	225,658	726,365		952,023
Total Liabilities	3,601,074	4,211,403	(757,953)	7,054,524
NET ASSETS WITHOUT DONOR RESTRICTIONS	12,291,194	20,869,008		33,160,202
Total Liabilities and Net Assets	$ 15,892,268	$ 25,080,411	$ (757,953)	$ 40,214,726

See accompanying Notes to Financial Statements.

METHOD SCHOOLS CORPORATION
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2025

	Method Schools	Method Schools, LA	Total
REVENUES, WITHOUT DONOR RESTRICTIONS			
State Revenue:			
State Aid	$ 7,484,798	$ 6,472,405	$ 13,957,203
Other State Revenue	833,782	749,062	1,582,844
Federal Revenue:			
Grants and Entitlements	58,758	68,419	127,177
Local Revenue:			
In-Lieu Property Tax Revenue	96,787	245,151	341,938
Investment Income	595,988	252,382	848,370
Unrealized Gains from Certificates of Deposit	-	426	426
Other Revenue	91,733	15	91,748
Total Revenues	9,161,846	7,787,860	16,949,706
EXPENSES			
Program Services	7,336,884	5,482,369	12,819,253
Management and General	928,534	635,233	1,563,767
Total Expenses	8,265,418	6,117,602	14,383,020
CHANGE IN NET ASSETS	896,428	1,670,258	2,566,686
Net Assets Without Donor Restrictions - Beginning of Year	11,394,766	19,198,750	30,593,516
NET ASSETS WITHOUT DONOR RESTRICTIONS - END OF YEAR	$ 12,291,194	$ 20,869,008	$ 33,160,202

See accompanying Notes to Financial Statements.

METHOD SCHOOLS CORPORATION
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2025

	Program Services	Management and General	Total Expenses
Salaries and Wages	$ 8,227,005	$ 397,923	$ 8,624,928
Pension Expense	267,221	12,925	280,146
Other Employee Benefits	966,902	41,834	1,008,736
Payroll Taxes	522,576	25,276	547,852
Management Fees	-	133,315	133,315
Legal Expenses	-	55,949	55,949
Accounting Expenses	-	167,337	167,337
Other Fees for Services	541,609	4,559	546,168
Advertising and Promotion Expenses	17,788	181,090	198,878
Office Expenses	10,023	49,409	59,432
Instructional Materials	1,317,279	-	1,317,279
Information Technology Expenses	659,567	114,661	774,228
Occupancy Expenses	-	222,195	222,195
Travel Expenses	106,623	-	106,623
Depreciation Expense	-	73,509	73,509
Insurance Expense	-	69,161	69,161
Other Expenses	182,660	14,624	197,284
Total Expenses by Function	$ 12,819,253	$ 1,563,767	$ 14,383,020

See accompanying Notes to Financial Statements.

METHOD SCHOOLS CORPORATION
STATEMENT OF CASH FLOWS
JUNE 30, 2025

	Method Schools	Method Schools, LA	Eliminations	Total
CASH FLOWS FROM OPERATING ACTIVITIES				
Change in Net Assets	$ 896,428	$ 1,670,258	$ -	$ 2,566,686
Adjustments to Reconcile Change in Net Assets				
Net Cash Provided (Used) by Operating Activities:				
Depreciation	73,509	-	-	73,509
Unrealized Gains from Certificates of Deposit	-	(426)	-	(426)
Noncash Lease Expense	(943)	-	-	(943)
Change in Operating Assets and Liabilities:				
Accounts Receivable	(1,113,824)	(7,680)	-	(1,121,504)
Accounts Receivable- Intercompany	-	7,899,848	(7,899,848)	-
Prepaid Expenses and Other Assets	16,558	24,480	-	41,038
Accounts Payable and Accrued Liabilities	1,667,508	952,773	-	2,620,281
Accounts Payable- Intercompany	(7,899,848)	-	7,899,848	-
Deferred Revenue	13,910	(506,664)	-	(492,754)
Net Cash (Used) Provided by Operating Activities	(6,346,702)	10,032,589	-	3,685,887
CASH FLOWS FROM INVESTING ACTIVITIES				
Purchases of Certificates of Deposit	-	(17,889)		(17,889)
Purchases of Property, Plant, and Equipment	(1,588,541)	-	-	(1,588,541)
Net Cash Used in Investing Activities	(1,588,541)	(17,889)	-	(1,606,430)
NET CHANGE IN CASH AND CASH EQUIVALENTS	(7,935,243)	10,014,700	-	2,079,457
Cash and Cash Equivalents - Beginning of Year	20,817,633	13,091,545	-	33,909,178
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 12,882,390	$ 23,106,245	$ -	$ 35,988,635

See accompanying Notes to Financial Statements.

METHOD SCHOOLS CORPORATION
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

Method Schools Corporation (the School) was formed as a nonprofit public benefit corporation on July 18, 2013 for the purpose of operating public schools. The School operates two California public schools: Method Schools and Methods Schools, LA. The School is economically dependent on state and federal funding.

Method Schools Corporation is authorized to operate as a charter school through the Dehesa School District in San Diego County. In July 2018, the board of directors of the Dehesa School District approved a charter petition for the Charter for a five-year term beginning July 1, 2019 and expiring on June 30, 2024. Method Schools, LA is authorized by the Acton Agua Dulce Unified School District in Los Angeles County. The charter petitions approved by the Acton Agua Dulce Unified School District are for a five-year term beginning July 1, 2020 and expiring on June 30, 2025. In July 2021, Governor Gavin Newsom signed into law a requirement to extend most charter school petitions terms by two years. The extension apply to all charter that would otherwise expire on or between January 1, 2022 and June 30, 2025. In July 2023, Governor Gavin Newsom signed into law a requirement to extend most charter school petitions terms by an additional year. Therefore, Method Schools' and Method Schools, LA's charter term are extended to June 30, 2027 and 2028, respectively.

The mission of Method Schools Corporation is to provide innovative tools and educational practices to maximize personalization and empower students to become problem solvers, effective communicators, critical thinkers, and creative innovators.

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

METHOD SCHOOLS CORPORATION
STATEMENT OF CASH FLOWS
JUNE 30, 2025

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Certificates of Deposit

Certificates of deposit are recorded at fair value. Both unrealized gains and losses from the fluctuation of fair value and realized gains and losses from the sale of certificates of deposits are reflected in the statement of activities.

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2025. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Property, Plant, and Equipment

Property, plant, and equipment are stated at cost, if purchased, or at estimated fair value, if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset. The School capitalizes all expenditures for land, buildings and equipment in excess of $5,000.

Compensated Absences

The School does not allow employees to carryover unused vacation. Accordingly, there were no accumulated compensated absence benefits at June 30, 2025.

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor- or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Gifts of long-lived assets and gifts of cash restricted for the acquisition of long-lived assets are recognized as restricted revenue when received and released from restrictions when the assets are placed in service. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

METHOD SCHOOLS CORPORATION
STATEMENT OF CASH FLOWS
JUNE 30, 2025

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restrictions, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restrictions.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2025, the School has conditional grants of $952,023 of which $952,023 is recognized as deferred revenue in the statement of financial position.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

METHOD SCHOOLS CORPORATION
STATEMENT OF CASH FLOWS
JUNE 30, 2025

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, other fees for service, advertising and promotion, and office expense, which are allocated on the basis of time and effort. Other expenses that are allocated are information technology, occupancy, and other expenses which are allocated on the basis of expense nature.

Income Taxes

The School is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The School files an exempt school return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Leases

In February 2016, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update 2016-02, *Leases* (ASC 842). The School determines if an arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) assets, and operating lease liabilities on the statement of financial position. Finance leases are included in financing ROU assets, and lease liabilities – financing on the statement of financial position.

ROU assets represent the School's right to use an underlying asset for the lease term and lease liabilities represent the School's obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term.

As most of leases do not provide an implicit rate, the School uses its incremental borrowing rate based on the information available at commencement date in determining the present value of lease payments. The operating lease ROU asset also includes any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that the School will exercise that option. The School has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or ROU assets on the statement of financial position.

METHOD SCHOOLS CORPORATION
STATEMENT OF CASH FLOWS
JUNE 30, 2025

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Evaluation of Subsequent Events

The School has evaluated subsequent events through October 13, 2025, the date these financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure are those without donor or other restrictions limiting their use within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents, certificates of deposit and accounts receivable for the total amount of $38,470,933.

As part of its liquidity management plan, the School monitors liquidity required and cash flows to meet operating needs on a monthly basis. The School structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

NOTE 3 CASH AND CASH EQUIVALENTS

Cash in County Treasury

Method Schools Corporation (Charter No. 1617) is a voluntary participant in an external investment pool with the San Diego County Treasurer. The fair value of the School's investment in the pool is reported in the financial statements at amounts based upon the School's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio in relation to the amortized cost of that portfolio. The balance available for withdrawal is recorded on the amortized cost basis and is based on the accounting records maintained by the County Treasurer. The balance as of June 30, 2025 was $12,882,390.

Except for investments by trustees of debt proceeds, the authority to invest school funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. Additional information about the investment policy of the County Treasurer and Tax Collector may be obtained from its website.

Cash in Banks

The School maintains cash balances held in banks and revolving funds which are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

METHOD SCHOOLS CORPORATION
STATEMENT OF CASH FLOWS
JUNE 30, 2025

NOTE 4 CERTIFICATES OF DEPOSIT AND FAIR VALUE MEASUREMENTS

Certificates of deposit are stated at fair value and are measured on a recurring basis. Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Investment income or loss (including realized gains and losses on investments, interest, and dividends) is included in unrestricted revenues support unless the income or loss is restricted by donor or law.

GAAP establishes a fair value hierarchy requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value.

GAAP describes three levels of inputs that may be used to measure fair value:

Level 1 – Quoted prices in an active market for identical assets. The School had no Level 1 investments at June 30, 2025.

Level 2 – Quoted prices for similar assets and market-corroborated inputs.

Level 3 – The Foundation's own assumptions about market participation, including unobservable assumptions about risk, developed based on the best information available in the circumstances. The School had no Level 3 investments at June 30, 2025.

Investments held at June 30, 2025 consist of Level 2 in accordance to the fair value measurement. Investments and investment earnings at June 30, 2025 consist of the following:

	Level 2 Total
Certificates of Deposit	$ 1,035,565
Unrealized Gains from Certificates of Deposit	$ 426

NOTE 5 PROPERTY, PLANT, AND EQUIPMENT

Property, plant and equipment in the accompanying financial statements is presented net of accumulated depreciation. Depreciation expense was $73,509 for the year ended June 30, 2025. The components of property, plant, and equipment as of June 30, 2025 are as follows:

Leasehold Improvements	$ 1,618,142
Equipment	265,556
Total	1,883,698
Less: Accumulated Depreciation	(281,800)
Property, Plant and Equipment, Net	$ 1,601,898

METHOD SCHOOLS CORPORATION
STATEMENT OF CASH FLOWS
JUNE 30, 2025

NOTE 6 OPERATING LEASES – ASC 842

The School leases equipment as well as certain operating and office facilities for various terms under long-term, non-cancelable lease agreements. The facility is to be utilized by Method Schools for instructional services in order to meet the educational goals established by the charter school as well as School administrative offices. In the normal course of business, it is expected that these leases will be renewed or replaced by similar leases. Certain facility leases provide for increases in future minimum annual rental payments based on defined increases in the Consumer Price Index, subject to certain minimum increases. Additionally, the agreements generally require the School to pay real estate taxes, insurance, and repairs.

The School has entered into various office lease agreements greater than one year. The latest lease term ends June 2026 and the School recognizes the right-of-use asset and lease liabilities on the Statement of Financial Position.

In April 2022, the School entered into a month-to-month Office Lease for workspace with monthly payments of $1,266.

The following table provides quantitative information concerning the various office leases for the year ended June 30, 2025:

Lease Cost:	Amount
Operating Lease Cost	$ 88,251
Month-to-Month Lease Cost	11,829
Total Lease Cost	$ 100,080
Other Information:	
Cash paid for amounts included in the measurement of lease liabilities:	
Operating cash flows from operating leases	$ 89,194
Weighted-average remaining lease term - operating leases	1 year
Weighted-average discount rate - operating leases	4.00%

The School classifies the total undiscounted lease payments that are due in the next 12 months as current. A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2025, is as follows:

Year Ending June 30,	Amount
2026	$ 57,441
Less: Interest	(1,606)
Present Value of Lease Liabilities	$ 55,835

METHOD SCHOOLS CORPORATION
STATEMENT OF CASH FLOWS
JUNE 30, 2025

NOTE 7 FACILITIES USE AGREEMENT COMMITMENTS

Method Schools entered into facilities use agreement with Dehesa Elementary School District (DESD), in which the agreement ends on August 31, 2023. Total facilities use fees paid to DESD amounted to $10,800 for the fiscal year ended June 30, 2025.

NOTE 8 DISTRICT OVERSIGHT FEES

The School makes payments to the authorizing agencies, Dehesa Elementary School District and Acton Agua Dulce Unified School District, for fees related to oversight. Fees associated with oversight consist of 3% of revenue from local control funding formula sources generated by each charter school. Total fees paid to the authorizing agencies for oversight amounted to $115,508 for the fiscal year ended June 30, 2025.

NOTE 9 EMPLOYEE RETIREMENT

The School offers an Internal Revenue Code Section 403(b) retirement plan to each of its qualifying employees. The School matches up to 6% for classified employees. During the year ended June 30, 2025, the School contributed $280,146 to this plan.

NOTE 10 CONTINGENCIES, RISKS AND UNCERTAINTIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

NOTE 11 SUBSEQUENT EVENTS

The School has received approval from the authorizers to administer classroom-based instruction for the fiscal school year 2025-2026.

SUPPLEMENTARY INFORMATION

METHOD SCHOOLS CORPORATION
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2025

	Required Instructional Days	Traditional Calendar Days	Status
Method Schools:			
Grade K	175	180	In compliance
Grade 1	175	180	In compliance
Grade 2	175	180	In compliance
Grade 3	175	180	In compliance
Grade 4	175	180	In compliance
Grade 5	175	180	In compliance
Grade 6	175	180	In compliance
Grade 7	175	180	In compliance
Grade 8	175	180	In compliance
Grade 9	175	180	In compliance
Grade 10	175	180	In compliance
Grade 11	175	180	In compliance
Grade 12	175	180	In compliance
Method Schools, LA:			
Grade K	175	180	In compliance
Grade 1	175	180	In compliance
Grade 2	175	180	In compliance
Grade 3	175	180	In compliance
Grade 4	175	180	In compliance
Grade 5	175	180	In compliance
Grade 6	175	180	In compliance
Grade 7	175	180	In compliance
Grade 8	175	180	In compliance
Grade 9	175	180	In compliance
Grade 10	175	180	In compliance
Grade 11	175	180	In compliance
Grade 12	175	180	In compliance

See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

METHOD SCHOOLS CORPORATION
SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2025

	Second Period Report		Annual Report	
Method Schools:	Classroom Based	Total	Classroom Based	Total
Grades TK / K-3	-	15.15	-	15.69
Grades 4-6	-	41.43	-	42.09
Grades 7-8	-	100.20	-	103.24
Grades 9-12	-	439.19	-	430.12
ADA Totals	-	595.97	-	591.14

	Second Period Report		Annual Report	
Method Schools, LA:	Classroom Based	Total	Classroom Based	Total
Grades TK / K-3	-	13.59	-	13.97
Grades 4-6	-	14.07	-	14.96
Grades 7-8	-	22.07	-	22.64
Grades 9-12	-	443.65	-	427.49
ADA Totals	-	493.38	-	479.06

See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

METHOD SCHOOLS CORPORATION
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

	Method Schools	Method Schools, LA
June 30, 2025 Annual Financial Report Fund Balances (Net Assets)	$ 12,291,194	$ 20,869,008
Adjustments and Reclassifications:		
Cash and Cash Equivalents	-	(1,035,565)
Certificates of Deposit	-	1,035,565
Accounts Receivable - Federal and State	-	(757,953)
Accounts Receivable - Intercompany	-	757,953
Accounts Payable and Accrued Liabilities	813,788	-
Accounts Payable - Intercompany	(813,788)	-
Net Adjustments and Reclassifications	-	-
June 30, 2025 Audited Financial Statement Fund Balances (Net Assets)	$ 12,291,194	$ 20,869,008

See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

METHOD SCHOOLS CORPORATION
NOTES TO SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2025

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of California Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

OTHER INFORMATION

METHOD SCHOOLS CORPORATION
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2025

Method Schools Corporation was established in 2013 when it was granted its charter through Dehesa School District in San Diego County and its charter school status from the California Department of Education. The charter school number is 1617.

Method Schools, LA was established in 2015 when it was granted its charter through Acton-Agua Dulce Unified School District in Los Angeles County and its charter school status from the California Department of Education. The charter school number is 1697.

The board of directors and the administrators as of the year ended June 30, 2025 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires (Three-Year Term)
Carolyn Andrews	President	June 30, 2025
Tyler Roberts	Vice President	June 30, 2025
Shannon Clark	Secretary	June 30, 2025
Gloria Vargas	Board Member	June 30, 2025
Steven Dorsey	Board Member	June 30, 2025

ADMINISTRATORS

Jessica Spallino	Chief Executive Officer
Mark Holley	Chief Business Officer
Stefanie Bryant	Chief Financial Officer
Jade Fernandez	Chief Academic Officer

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Method Schools Corporation
Murrieta, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Method Schools Corporation (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, the related notes to the financial statements, and have issued our report thereon dated October 13, 2025.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

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Board of Directors
Method Schools Corporation

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Ontario, California
October 13, 2025

CliftonLarsonAllen LLP
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INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors
Method Schools Corporation
Murrieta, California

Report on Compliance

Opinion on State Compliance

We have audited Method Schools Corporation's (the School) compliance with the types of compliance requirements applicable to the School described in the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2025. The School's applicable State compliance requirements are identified in the table below.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that are applicable to the School for the year ended June 30, 2025.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's state programs.

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Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Board of Directors
Method Schools Corporation

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Not Applicable
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant (CTEIG)	Not Applicable
Expanded Learning Opportunities Program	Not Applicable
Transitional Kindergarten	Not Applicable
Kindergarten Continuance	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Not Applicable
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes – Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

Not Applicable: The School did not receive program funding or did not otherwise operate the program during the fiscal year.

Other Matters

The results of our audit procedures disclosed instances of noncompliance, which are required to be reported in accordance with *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* and which are described in the accompanying schedule of findings and questioned costs as item 2025-001. Our opinion on each state program is not modified with respect to this matter.

Government Auditing Standards requires the auditor to perform limited procedures on the School's response to the noncompliance findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Board of Directors
Method Schools Corporation

Report on Internal Control over Compliance
Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be a significant deficiency.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as items 2025-001, to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Government Auditing Standards requires the auditor to perform limited procedures on the Schools' response to the internal control over compliance findings identified in our audit described in the accompanying schedule of findings and questioned costs. the Schools' response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Ontario, California
October 13, 2025

METHOD SCHOOLS CORPORATION
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2025

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accounting Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

FINANCIAL STATEMENTS:

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

STATE AWARDS AND COMPLIANCE:

2025-001 Unduplicated Local Control Funding Formula Pupil Counts 40000

Type of Finding: Significant Deficiency for the noncompliance with state compliance related to unduplicated local control funding formula pupil counts.

Criteria: Education code section 42238.02(b)(2) requires a charter school to submit its enrolled free and reduced-price meal eligibility, foster youth and English learner pupil-level records for enrolled pupils using the California Longitudinal Pupil Achievement Data System (CALPADS). The CALPADS 1.17 and 1.18 reports should accurately report the number of students eligible for free and reduced-price meals and those identified as “English Learners”.

Condition: During our testing we compared students’ family income per Free and Reduced Price Meal (FRPM) eligibility applications to the Income Eligibility Scales for 2024-25. We found for Method Schools #1617, 1 student out of 8 students selected for review, that was inaccurately reported as eligible for free price meals. The errors identified was extrapolated to the population (44 students) of the free and reduced eligible pupils, resulting in 6 pupils.

METHOD SCHOOLS CORPORATION
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2025

2025-001 Unduplicated Local Control Funding Formula Pupil Counts (Continued) 40000

Effect and Questioned Costs: Method Schools is not in compliance with Education code section 42238.02 (b)(2). We noted the 1.17 and 1.18 reports contained errors as follows:

Charter School Audit Adjustments to CALPADS Data - Method Schools for June 30, 2025

		Original		Updated		Net Change		LCFF Entitlement		
School Name	CDS Code	Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Original Entitlement	Revised Entitlement	Adjustment
Method Schools - #1617	37 68049 0129221	1,131	452	1,131	446	---	(6)	$ 724,475	$ 714,865	$ (9,610)

Cause: The School provided meal applications for the student that qualified the students as reduced and did not support the free or reduced classification that was submitted to CalPADS. The error was identified as a clerical error in entering the income information.

Repeat Finding: This is not a repeat finding.

Recommendation: We recommend that the School employ additional monitoring processes to review the Free and Reduced-Price Meal (FRPM) eligibility data to ensure reporting errors are minimized and corrections are made on a timely basis.

Management's Corrective Action Plan (Unaudited): The School does not concur with finding. The School believes the finding is immaterial given the income threshold was missed by only $1 and represents a reasonable oversight. The School will, however, ensure the monitoring processes to review the Free and Reduced-Price Meal (FRPM) eligibility data is improved where weaknesses may exist.

METHOD SCHOOLS CORPORATION
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2025

The findings from the prior audit's schedule of findings and questioned costs are discussed below. The findings are numbered consistently with the numbers assigned in the prior year.

FINDINGS—FINANCIAL STATEMENT AUDIT

There were no financial statement findings in the prior year.

FINDINGS— STATE AWARD PROGRAMS AUDITS

2024-001 Nonclassroom based instruction / Independent Study 40000

Criteria: Per Education Code section 51747(g), a written independent study agreement must contain all the required elements including student/parent signature affixed prior to the commencement of independent study for a pupil that is scheduled to participate for more than 14 schooldays, or within 10 schooldays of the commencement of independent study for a student scheduled for less than 15 schooldays, on the agreement.

Condition: During nonclassroom-based/independent study pupil testing we found that two pupils in eleventh grade did not have all the required signatures on the master agreement before the first day that ADA was recorded, for students considered long-term independent study. For Method Schools, one pupil had instruction of one day prior to all the required signatures on the master agreement. For Method Schools, LA, one pupil had instruction of five days prior to all the required signatures on the master agreement before.

Cause: The School failed to obtain all the signatures on master agreement before the first day that ADA was claimed for students enrolled in long-term independent study.

Repeat Finding: This is not a repeat finding.

Status: Remediated during the year ended June 30, 2025.

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Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an
SEC-registered investment advisor.

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Date: November 30th, 2025

School: Method Schools Corporation

Consultant: Creative Back Office

Introduction to Scope of Services & Company Mission

At Creative Back Office our mission is to provide reliable, accurate and innovative business solutions for each of our clients. Our expertise lies not only in school budgeting and finance, but also in delivering exceptional customer service to our clients thru years of consulting experience.

The goal of our firm is to provide specialized business services for your organization thru a customized service offering. We want to work with you on solutions that add value to your organization. As a result, we envision the services listed below as a menu; and your organization is welcome choose the bundle that best meet your needs.

We want to deliver only what you need, not charge you for what you don't.

As you review the services below, our hope is that you think about how best Creative Back Office can support your organization. Just as there is no "one size fits all" formula for educating students, we believe the same principle holds true for providing high quality back office services. Therefore we are here to help in a capacity that best adds value to your organization.

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SCHEDULE A

SCOPE OF SERVICES

Services and responsibilities to be rendered by the Consultant, for the School are listed below and hereinafter will be referred to as the "Services."

1.0 Accounts Receivable, & Credit Card Processing – The Consultant will handle the complete processing of receivables, and credit card management for the School.

1.1 Accounts Receivable Processing – the Consultant will provide Accounts Receivable Processing and Management. The Consultant will notify appropriate School staff when wire transfers are needed and help School staff with the wire process.

1.2 Credit Card Management – the Consultant will complete Credit Card management assistance. The Consultant will assist Method staff in monitoring Credit Card purchases made by the School, manage Credit Card receipts, verify division/object level account codes on expenditures, enter into School's general ledger. Credit Card transactions will be posted at least once every 5 business days.

2.0 General Ledger & Chart of Accounts Management – The Consultant will manage School's complete internal financials thru General Ledger management.

2.1 General Ledger Account Management – The Consultant will provide weekly reviews of the General Ledger to ensure proper coding, timely posting of receipts and expenditures, and ensure account reconciliations are maintained. General Ledger analysis will be done to ensure school is compliant with the California Department of Education (CDE) Standardized Account Code Structure (SACS).

2.1.1 For the purposes of this contract, General Ledger Management includes the reconciliation, coding and categorizing of appropriate documentation of all revenues, expenditures, payroll reports at the object code, division and class level as constructed in Quickbooks. Payroll transactions will be posted at least once every 5 business days.

2.2 Monthly Bank Reconciliations – Method School Staff will prepare monthly reconciliations for checking, savings, treasury and credit card accounts by the 17th of each month. All General Ledger activity should be posted accordingly.

3.0 Financial Statements & Reports – The Consultant may be requested to aid in developing and evaluating the School's internal and external financial reports on a periodic basis. Analysis of the reports may be requested

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to aid in understanding the School's financial position and to ensure the School is operating within the compliance of CDE guidelines.

3.1 Internal financial statements to be developed and evaluated available for School staff to access in QB will include: Income Statement, Balance Sheet, Trial Balance, General Ledger, Budget vs. Actual Report, Cash Flow Statement.

3.2 External financial statements to be developed and evaluated by the Consultant will include: Budget, 1st Interim Financial Report, 2nd Interim Financial Report, Unaudited Actuals Report, Funding Determination Form and applicable Special Education reports outlined below.

3.2.1 For external reports compiled by the Consultant for submission to district, county and state offices, the Consultant will be available to answer questions that may arise from the respective offices listed above.

3.2.2 If applicable and during a Funding Determination year, the Consultant will provide analysis throughout the course of the fiscal year to ensure the School is compliant with the SB-740 requirements of the Funding Determination Form.

3.3 Petition Budget & Authorization Process – the Consultant will develop the charter petition budget and attend (as requested) capacity meetings with potential authorizing districts

3.3.1 Petition Budget – the Consultant will develop the complete petition budget and subsequent revisions containing each of the elements required both within the CDE Charter Petition Guidelines and the (potential) authorizer.

3.3.2 Capacity Meetings – the Consultant will attend (as requested) capacity meetings with potential authorizing district to discuss charter petition budget and fiscal related items.

3.4 The Consultant will develop an annual and multiyear cash flow for The School's use. Cash Flow projections will reflect the revenues and expenditures outlined in the Adopted Budget.

3.4.1 The Consultant will provide the School will revenue updates from the CDE as they become available during the course of the contract. The Consultant will provide the School apportionment schedules based on the Advanced Apportionment, P-1 Apportionment, and P-2 Apportionment schedules.

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3.5 Special Education Budget Compliance – In conjunction with monitoring the annual budget, the Consultant will monitor special education revenues and expenditures to ensure compliance and appropriate use of funds.

3.5.1 The Consultant will work in conjunction with the School's SELPA and staff to provide projected revenues and expenditure recommendations to ensure compliance with the Education Memorandum of Understanding (MOE).

3.5.2 The Consultant will develop each of the required financial reports as required by the School El Dorado Charter SELPA.

3.5.2.1 Financial Reports to be developed by the Consultant include the following: Year End MOE Report, Mid-Year Expenditure Report, MOE Pre-Test, MH Expenditure Report, Federal Expenditure Report.

3.6 If not explicitly listed above, the Consultant will provide management support of newly created ancillary Federal and State Funding Categorical funding including reporting requirements. At the time of the proposal ancillary funding sources for includes – A-G Completion Grant Funding, Educator Effectiveness Fund (EEF), Learning Recovery Block Grant, Arts Music Instructional Block Grant, Proposition 28 Art & Music Funding Initiative, Expanded Learning Opportunities Grant (ELOG) Funding

4.0 Audit Preparation Support – the Consultant will maintain the general ledger and corresponding documentation in preparation for the School's annual financial audit and provide recommendations on proper expense and revenue documentation, common year-end auditor requested items, and general preparation support.

4.1 Audit Preparation - at the close of the fiscal year the Consultant will review proper coding and documentation of revenues and expenditures, verify correct accrued accounts receivable and accounts payable balances, and account balances for all School accounts (bank, county treasury, credit card, etc.). The Consultant will also review the following financial reports both collectively and by entity: income statement, balance sheet, general ledger, & trial balance.

5.0 Attendance Reporting and Calendar Development – the Consultant will assist in the development of the School's annual calendar and aid in filing the CDE required attendance reports.

5.1 Annual Calendar Development – The Consultant will provide consultation in developing the School's annual calendar. Consultation will include alignment of Learning Periods (LP), schedule

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considerations for maximizing ADA, and CDE Compliance Considerations.

5.2 Attendance Reporting Assistance – The Consultant will assist School Staff where needed to submit the three (3) CDE required attendance reports. The required attendance reports are as followed: P-1 Attendance Report, P-2 Attendance Report, and Annual Attendance Reports. The Consultant will provide training to designated School employees on the components of each report, how to extract each report from the School's internal SIS and how to submit the report (taken from the SIS) into the CDE's external PADC Software System.

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SCHEDULE
B
COMPENSATION

Consultant agrees to undertake and complete the Services (as defined in Exhibit A) in accordance with the Terms of this Agreement to be charged below:

Selected Services
An annual contract of $125,000 paid in (12) monthly equal installments of $10,416. The contract will include the following services as defined in Schedule A: Sections 1.0 – 5.0. This contract will cover 7/1/2025 thru 6/30/2026.

Estimated Hours
The contract is expected to cover approximately 600 consulting hours per fiscal year. If there is a significant deviation either above or below that threshold, a discussion between the consultant and the School will occur to adjust the compensation accordingly.

Additional Services Outside of Contract Scope
If the School requests additional services that fall outside of the services outlined in Sections 1.0 – 5.0, the Consultant will provide a written service proposal to the School prior to beginning the requested work. The written proposal will include estimated total hours and an estimated total cost. The Consultant's hourly rate will be $150 per hour unless otherwise noted. An Appendix of Additional Services is listed below.

Scope of Services and Compensation Provision
The Scope of Services and Compensation Schedule outlined in Schedule A and B are comprehensive service for Method Schools - Method School San Diego (Charter #1617), Method Schools LA (Charter #1697) and Method K-12 Sports Academy (Charter #2161).

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APPENDIX
A
ADDITIONAL SERVICES

1.1 Supplemental Audit Support - The Consultant can be a contributor in any Supplemental Audit, Review, or Discussion that is requested outside of the primary Annual Audit. These additional Audits, Reviews, or Discussions may come from any of the School's Authorizing Agencies (District, County Office, CDE) or any other related parties (i.e. Attorney's, WASC, FCMAT, etc.)

1.2 LCAP Development Support - The Consultant will provide support to the School's director in completing each of the following LCAP components: Plan Summary, Budget Summary, Annual Update, Stakeholder Engagement, Goals Actions & Services, and Demonstration of Services for Unduplicated Pupils. The Consultant will align the expenditures in the LCAP Goals, Actions and Services with the Adopted Budget.

1.3 Monitoring of Internal Attendance Records – The Consultant will provide monitoring and analysis of internal attendance records maintained in the Student Information System. Monitoring will be done to ensure internal attendance records are accurate and align for entry into the CDE Principal Apportionment Data Collection Software (PADC) system. If necessary, the Consultant will maintain separate attendance calculation spreadsheets to ensure accuracy of the SIS generated reports.

1.4 Training of School Staff on Internal Attendance Records – The Consultant will work with designated School employees on best practices for Internal Attendance Records and the underlying calculations behind cumulative attendance.

1.5 Further Development of CMO / Additional Non-Profit

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ARTICLE 1
SERVICE AGREEMENT

1.1 Service Agreement. Outlined in the agreement below, Creative Back Office (hereinafter referred to as "Consultant") will provide outsourced business services for Method Schools (hereinafter referred to as "School"). Consultant will provide the services outlined Exhibit A (collectively, the "consulting services")

1.2 Confidentiality. In order for Consultant to perform the consulting services, it may be necessary for The School to provide Consultant with Confidential Information (as defined below), regarding the School's business and products. The School will rely heavily upon Consultant's integrity and prudent judgment to use this information only in the best interests of the School.

1.3 Standard of Conduct. In rendering consulting services under this Agreement, Consultant shall conform to high professional standards of work and business ethics. Consultant shall not use time, materials, or equipment of the School without the prior written consent of the School. In no event shall Consultant take any action or accept any assistance or engage in any activity that would result in any university, governmental body, research institute or other person, entity, or organization acquiring any rights of any nature in the results of work performed by or for the School.

1.4 Client's Responsibility. As the Consultant is a third party contractor, the Consultant will rely on the School to provide requested information in a timely and comprehensive manner to allow the Consultant to carry out the agreed upon services. If after three requests and ten (10) business days, information is not provided to the Consultant in a timely and complete manner, the Consultant's ability the carry out agreed upon services will be in jeopardy and result in the Consultant issuing a formal memorandum to the School outlining the requested information. Additionally, in the event that a change in the School's operations may affect the ability of the Consultant to carry out agreed upon services, the School must inform the Consultant in writing within 7 (seven) business days of the effective change.

ARTICLE 2
INDEPENDENT CONTRACTOR

2.1 Independent Contractor. Consultant is an independent contractor and is not an employee, partner, or co-venturer of, or in any other service relationship with, the School. The manner in which Consultant's services are rendered shall be within Consultant's sole control and discretion. Consultant is not authorized to speak for, represent, or obligate the School in any manner without the prior express written authorization from an officer of the School.

2.2 Taxes & Benefits. Consultant shall be responsible for all taxes arising from compensation and other amounts paid under this Agreement, and shall be responsible for all payroll taxes and fringe benefits of

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Consultant's employees. Neither federal, nor state, nor local income tax, nor payroll tax of any kind, shall be withheld or paid by the School on behalf of Consultant or his/her employees. Consultant and Consultant's employees will not be eligible for, and shall not participate in, any employee pension, health, welfare, or other fringe benefit plan of the School.

ARTICLE 3
COMPENSATION FOR CONSULTING SERVICES

3.1 Compensation. The School shall pay the Consultant, per the payment scheduled outlined in Exhibit B which will be on based on the agreed upon services outlined in Exhibit A.

3.2 Reimbursements. Per the agreement, The Consultant will not bill the School for internal administrative costs. Internal administrative costs include Consultant's internal printing and reproduction, standard postage expenses, phone expenses, and travel & lodging expenses for contracted meetings per the agreement. Expenses that are not listed above are considered to be "Reimbursable Expenses" to be paid back to the Consultant. These expenses include, but are not limited to the following: express postage, materials that require external printing and reproduction, and travel & lodging expenses for meetings outside the contracted agreement. Prior to the Consultant executing any "Reimbursable Expenses," the Consultant will inform the School of the estimated charges and will seek prior approval from the School. "Reimbursable Expenses" will be billed at cost, plus 15% in an invoice to be generated by the Consultant.

ARTICLE 4
TERMS AND TERMINATION

4.1 Term. This Agreement shall be effective as of 1/1/2022 and shall continue in full force and effect for 18 months thru 6-30-2023. The School and Consultant may negotiate to extend the term of this Agreement and the terms and conditions under which the relationship shall continue. The Agreement will automatically renew for an additional one (1) year unless either party provides written notice of nonrenewal to the other party at least ninety (45) days prior to the expiration of the current term.

4.2 Termination for Cause. The School may terminate this Agreement for "Cause," after giving Consultant written notice of the reason. Cause means: (1) Consultant has breached the provisions of Article 5 of this Agreement in any respect, or materially breached any other provision of this Agreement and the breach continues for 30 days without cure by Consultant following receipt of a notice from the School; (2) Consultant has committed fraud, misappropriation, or embezzlement in connection with the School' s business; (3) Consultant has been convicted of a felony; or (4) Consultant's use of narcotics, liquor, or illicit drugs has a detrimental effect on the performance of his or her employment responsibilities, as determined by the School.

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4.3 Termination Payment Terms. If this Agreement is terminated pursuant to either of the above provisions, the School shall still be obligated to pay agreed upon monthly rates to the Consultant for all services rendered up until the effective date of the termination of the agreement.

4.4 Responsibility upon Termination. Any equipment provided by the School to the Consultant in connection with or furtherance of Consultant's services under this Agreement, including, but not limited to, computers, laptops, and personal management tools, shall, immediately upon the termination of this Agreement, be returned to the School.

4.5 Survival. The provisions of Articles 5, 6, 7, and 8 of this Agreement shall survive the termination of this Agreement and remain in full force and effect thereafter.

ARTICLE 5
CONFIDENTIAL INFORMATION

5.1 Obligation of Confidentiality. In performing consulting services under this Agreement, Consultant may be exposed to and will be required to use certain "Confidential Information" (as hereinafter defined) of the School. Consultant agrees that Consultant will not and Consultant's employees, agents, or representatives will not use, directly or indirectly, such Confidential Information for the benefit of any person, entity, or organization other than the School, or disclose such Confidential Information without the written authorization of the School, either during or after the term of this Agreement, for as long as such information retains the characteristics of Confidential Information.

5.2 Definition. "Confidential Information" means information not generally known and proprietary to the School or to a third party for whom the School is performing work, including, without limitation, information concerning any patents or trade secrets, confidential or secret designs, processes, formulae, source codes, plans, devices or material, research and development, proprietary software, analysis, techniques, materials, or designs (whether or not patented or patentable), directly or indirectly useful in any aspect of the business of the School, any vendor names, customer and supplier lists, databases, management systems and sales and marketing plans of the School, any confidential secret development or research work of the School, or any other confidential information or proprietary aspects of the business of the School. All information which Consultant acquires or becomes acquainted with during the period of this Agreement, whether developed by Consultant or by others, which Consultant has a reasonable basis to believe to be Confidential Information, or which is treated by the School as being Confidential Information, shall be presumed to be Confidential Information.

5.2.1 For the course of this Contact, "Confidential Information" will explicitly include, but is not limited to the following Method Schools intellectual property and propriety information: marketing strategy including marketing automation selection and overall marketing plan, Method summer school strategies including School

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Partners and outreach strategies, information pertaining to Method developed Student Information System (SIS), including name, API and specific features, information pertaining to School developed Courses and Courseware, and information on the School's current and/or future expansion plans.

5.3 Property of the School. Consultant agrees that all documents and tangible items developed by the Consultant on behalf of the School in connection with services rendered under this Agreement are and shall remain the exclusive property of the School. Promptly upon the expiration or termination of this Agreement, or upon the request of the School, Consultant shall return to the School all documents and tangible items, provided to Consultant or created by Consultant for use in connection with services to be rendered hereunder, including, without limitation, all Confidential Information, together with all copies and abstracts thereof.

ARTICLE 6
RIGHTS AND DATA

All documents and tangible items prepared as instruments of services, shall remain the property of the Consultant whether the agreement for which they are made is executed or not. They are not to be used by the School, by other vendors or extensions to external accounting systems except by agreement in writing to the Consultant.

Any unauthorized modification or reuse of the instruments of service shall be at the School's sole risk and the Consultant agrees to defend, indemnify and hold designer harmless, from all claims, injuries, damages, losses, expenses, and attorney's fees arising out of the unauthorized modification or use of these instruments of service.

ARTICLE 7

INDEMNIFICATION

7.1 Consultant's Indemnification. The Consultant shall indemnify, defend and hold you harmless against any claims brought against you to the extent the Consultant infringed or misappropriated classified information to a third party.

7.2 School's Indemnification. Subject to the preceding paragraph, you agree to indemnify, defend and hold the Consultant harmless against any claims brought against the Consultant to the extent those claims are based upon allegations that you (a) infringed intellectual property rights or (b) breached your agreement (if any) with any third parties.

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7.3 Conditions to Indemnification. The foregoing obligations are conditioned upon: (a) prompt written notice by the indemnified party to the indemnifying party of any claim, action or demand for which indemnity is claimed; (b) complete control of the defense and settlement thereof by the indemnifying party, provided that no settlement of an indemnified claim shall be made without the consent of the indemnified party, such consent not to be unreasonably withheld or delayed; and (c) reasonable cooperation by the indemnified party in the defense as the indemnifying party may request. The indemnified party shall have the right to participate in the defense against the indemnified claims with counsel of its choice at its own expense.

7.4 Definition of "Claims." For purposes of Section 8, "Claims" means losses, actions, liabilities, damages, expenses and reasonable attorneys' fees and court costs.

ARTICLE 8
GENERAL PROVISIONS

8.1 Construction of Terms. If any provision of this Agreement is held unenforceable by a court of competent jurisdiction, that provision shall be severed and shall not affect the validity or enforceability of the remaining provisions.

8.2 Governing Law. This Agreement shall be governed by and construed in accordance with the internal laws (and not the laws of conflicts) of the State of California

8.3 Complete Agreement. This Agreement constitutes the complete agreement and sets forth the entire understanding and agreement of the parties as to the subject matter of this Agreement and supersedes all prior discussions and understandings in respect to the subject of this Agreement, whether written or oral.

8.4 Dispute Resolution. If there is any dispute or controversy between the parties arising out of or relating to this Agreement, the parties agree that such dispute or controversy will be arbitrated in accordance with proceedings under American Arbitration Association rules, and such arbitration will be the exclusive dispute resolution method under this Agreement. The decision and award determined by such arbitration will be final and binding upon both parties. All costs and expenses, including reasonable attorney's fees and expert's fees, of all parties incurred in any dispute that is determined and/or settled by arbitration pursuant to this Agreement will be borne by the party determined to be liable in respect of such dispute; provided, however, that if complete liability is not assessed against only one party, the parties will share the total costs in proportion to their respective amounts of liability so determined. Except where clearly prevented by the area in dispute, both parties agree to continue performing their respective obligations under this Agreement until the dispute is resolved.

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8.5 Modification. No modification, termination, or attempted waiver of this Agreement, or any provision thereof, shall be valid unless in writing signed by the party against whom the same is sought to be enforced.

8.6 Waiver of Breach. The waiver by a party of a breach of any provision of this Agreement by the other party shall not operate or be construed as a waiver of any other or subsequent breach by the party in breach.

8.7 Successors and Assigns. This Agreement may not be assigned by either party without the prior written consent of the other party; provided, however, that the Agreement shall be assignable by the School without Consultant's consent in the event the School is acquired by or merged into another corporation or business entity. The benefits and obligations of this Agreement shall be binding upon and inure to the parties hereto, their successors and assigns.

8.8 No Conflict. Consultant warrants that Consultant has not previously assumed any obligations inconsistent with those undertaken by Consultant under this Agreement.



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IN WITNESS WHEREOF, this Agreement is executed as of the date set forth above.

[Method Schools]

Mark Holley

Co-Founder, Method Schools

Date:

[Method Schools]

Jessica Venezia

Co-Founder, Method Schools

Date:

[Creative Back Office]

Cory Cavanah

Managing Partner

Date:

First Interim Budgets

December 9, 2025 BOARD OF DIRECTORS MEETING

25-26 Projected ADA

Entity	1st Int Proj. ADA	1st Int % ADA
Method Schools	660	54%
Method Schools LA	475	38%
Method Summit Academy	95	8%
Combined	1230	

25-26 1st Interim Summary

Entity	7/1/2025 Balance (Actual)	Revenue Budget	Expenditure Budget	Net	6/30/2026 Balance (Forecast)
Method Schools	$12,291,194	$10,904,605	$9,842,722	$1,061,883	$13,353,077
Method Schools LA	$20,869,008	$7,842,510	$7,055,089	$787,421	$21,656,429
Method Summit Academy	$0	$1,284,000	$1,160,787	$123,213	$123,213
Combined	$33,160,202	$20,031,115	$18,058,598	$1,972,517	$35,132,719

2025-26 1st Interim Report Narrative – Method Schools

1. Key Statistics

2023-24 P-2 ADA: 546
2024-25 P-2 ADA: 595
2025-26 Adopted Budget ADA: 454
2025-26 1st Interim Budget ADA: 660

2. Revenue Assumptions

The ADA projection utilized in the LCFF calculator for the Adopted Budget was based on 2024-25 P2 ADA less approximately 180 students who were expected to enroll in the newly approved Method Summit Academy.

However, the actual attendance/enrollment data through the 2025-26 1st Interim resulted in only approximately 95 students shifting from Method San Diego to Method Summit Academy. 2025-26 1st Interim ADA is currently projected at 660, approximately 200 higher than the adopted budget projection, primarily due to fewer students transferring to MSA, and modest growth.

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. Total Revenues for these sources are estimated at $8,983,282.

The basis for Other State Revenues is a combination of the following revenue sources: Non-Prop Lottery ($126,060), Prop-20 Lottery ($54,120), Mandate Block Grant ($31,950) and State Special Education and Mental Health Funding ($588,518). All revenue sources are based on the most recent projections from California School Services. Method San Diego has also included the one-time funding for the Student Support Professional Development Block Grant ($235,672) and the one-time Learning Recovery Block Grant #2 ($15,973) in the Other State Revenue Projections. And finally, Method is expecting to allocate PY Prop 28 revenue from 2023-24 and 2024-25 totaling $39,030 in addition to current year Prop 28 funds of $67,940.

Method does not expect any Federal Revenue from the Federal Title programs as the school does not participate in any Federal funding programs. The only Federal Revenue projected in the adopted budget is for Federal Special Education funding from El Dorado SELPA totaling $62,060.

The only local revenue that Method is projecting for 2025-26 is $700,000 for interest in the San Diego County Treasury. For reference, through April 2025, Method had earned over $253,000 of interest income for the 2025-26 fiscal year.

3. Expenditure Assumptions

Salaries & Benefits Analysis

Method will have approximately 48 Certificated Staff members on staff during 2025-26, equating to approximately 48 FTEs between Teachers and Administrators. The total budgeted for Certificated Salaries average is $93,973 per FTE. Method offers a competitive medical plan and a 403(b) employer match of 7% for employees. Method does not participate in CALSTRS.

Classified Salaries are composed of Classified Administrators and a variety of Classified Support salaries that work directly with students and provide back-end support for Method.

Projected salary expenditures include a 6.0% COLA increase and Method projects medical benefits will increase by 10-15% during 2025-26.

MYP expense projections assume a 6% COLA increase to salaries and 10-15% increase to medical benefits each year over the previous year.

Curriculum & Operating Expenditure Analysis

Method is projecting total 4000 level expenditures for 2025-26 compared be $832,8000. This is an increase of $388,000 when compared to the Adopted Budget. The reason for the increase in expenditures is based on approximately 200 more ADA being budgeted at the 1st Interim when compared to the Adopted budget. There are no other significant changes to Method's expected curriculum program and appropriate funds have been budgeted for increased costs for core curriculum, supplemental curricula and replacement of student and staff laptops.

Method is projecting a $584,000 increase in 5000 level expenditures compared to the Adopted Budget. Again, this is based on the increase of approximately 200 ADA being projected at the 1st Interim when compared to the Adopted Budget. There are no other significant changes to Method's expected 5000 level expenditures.

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 began the 2025-26 fiscal year with a beginning fund balance of $12,291,194. The 2025-26 operating surplus is expected to be $1,061,833. Therefore, the projected 2025-26 Ending Fund Balance is projected to be $13,353,077. Method has allocated 5% 2025-26 expenditures ($332,832) as Designated for Economic Uncertainties.

Assignment of Ending Fund Balances

Response: Method has no commitments of the Ending Fund Balance other than the 5% designated for Economic Uncertainties.

Cash Flows

Response: Method Schools has a strong cash position. Method has no current expected cash shortages. The months of July – January Principal Apportionment rows of the cash flow are based on 2024-25 P-2, with an adjustment for 2025-26 ADA occurring in February. Additionally, during the 2024-25 audit process Method submitted a revised P-2 which resulted in liability owed back to the CDE of approximately $2.3 million. That repayment schedule will not begin until February once the CDE certifies prior year P-2 revisions.

The only other notable item for Method San Diego's cashflow is a $700,000 startup loan that Method SD will make to Method Summit Academy for startup cashflow for the new school. The beginning $300,000 loan has been accounted for in the July 1, 2025 beginning cash balance. During the 2025-26 Method SD will provide Method Summit Academy (2) additional inflows of cash - $200,000 in October 2025 and $200,000 in December 2025. Method Summit Academy did not apply for PENSEC funding and therefore has a need for additional cash prior to receiving their first apportionment payment in February 2026. Method Summit Academy will repay all $700,000 no later than June 2026, at the end of the 2025-26 fiscal year. The inflows from Method San Diego and repayment from Method Summit Academy are reflected in the cash flow accordingly.

2025-26 Adopted Budget Report Narrative – Method Schools LA

1. Key Statistics

2023-24 P-2 ADA: 571
2024-25 P-2 ADA: 493
2025-26 Adopted Budget P-2 ADA: 520
2025-26 1st Interim Report P-2 ADA: 475

2. Revenue Assumptions

The ADA utilized in the LCFF calculator for Adopted Budgets was based on 2024-25 P2 ADA of 493 plus a modest increase of approximately 5% or 27 ADA bringing projected 2025-26 ADA to 520. As of the 2025-26 1st Interim Budget the projected P-2 ADA is trending closer to 475 ADA.

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. Total Revenues for these sources are estimated at $6,675,945

The basis for Other State Revenues is a combination of the following revenue sources: Non-Prop Lottery ($90,725), Prop-20 Lottery ($38,950), Mandate Block Grant ($23,529) and State Special Education and Mental Health Funding ($464,845). All revenue sources are based on the most recent projections from California School Services. Method Los Angeles has also included the one-time funding for the Student Support Professional Development Block Grant ($154,468) and the one-time Learning Recovery Block Grant #2 ($10,723) in the Other State Revenue Projections. And finally, Method is expecting to allocate PY Prop 28 revenue from 2023-24 and 2024-25 totaling $9,151 in addition to current year Prop 28 funds ($37,854).

Method does not expect any Federal Revenue from the Federal Title programs as the school does not participate in any Federal funding programs. The only Federal Revenue projected in the adopted budget is for Federal Special Education funding from El Dorado SELPA totaling $36,320.

The only local revenue that Method is projecting for 2025-56 is $300,000 for interest earned by Method LA bank accounts, Fidelity Savings and CD Accounts. For reference, through October 2025, Method has already earned over $122,000 of interest income for the 2025-26 fiscal year.

3. Expenditure Assumptions

Salaries & Benefits Analysis

Method will have approximately 35 Certificated Staff members on staff during 2025-26, equating to approximately 35 FTEs between Teachers and Administrators. The total budgeted for Certificated Salaries average is $89,362 per FTE. Method offers a competitive medical plan and a 403b employer match of 7% for our employees. Method does not participate in CALSTRS.

Classified Salaries are composed of Classified Administrators and a variety of Classified Support salaries that work directly with students and provide back-end support for Method.

Projected salary expenditures include a 6.0% COLA increase and Method projects medical benefits will increase by 10-15% during 2025-26.

MYP expense projections assume a 6% COLA increase to salaries and 10-15% increase to medical benefits each year over the previous year.

Curriculum & Operating Expenditure Analysis

There are no significant changes to Method's expected curriculum program and appropriate funds have been budgeted for costs for core curriculum, supplemental curricula and replacement of student and staff laptops.

Similarly, there are no significant changes to Method LA's 5000 level operating expenditures in 2025-26 or when comparing the 1st Interim to the Adopted Budget.

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 LA began the 2025-26 fiscal year with a beginning fund balance of $20,869,008. The 2025-26 operating surplus is expected to be $787,421. Therefore, the projected 2025-26 Ending Fund Balance is projected to be $21,656,429. Method has allocated 5% of 2025-26 expenditures ($321,665) as Designated for Economic Uncertainties.

Assignment of Ending Fund Balances

Response: Method has no commitments of the Ending Fund Balance other than the 5% designated for Economic Uncertainties.

Cash Flows

Response: Method Schools has a strong cash position. Method has no current expected cash shortages. The months of July – January Principal Apportionment rows of the cash flow are based on 2024-25 P-2, with an adjustment for 2025-26 ADA occurring in February.

2025-26 Adopted Budget Report Narrative – Method Summit Academy

1. Key Statistics

2025-26 Adopted Budget P-2 ADA: 180
2025-26 1st Interim P-2 ADA: 95

2. Revenue Assumptions

The ADA utilized in the LCFF calculator for the Adopted Budget was based on a projected P-2 of 180 for Method Summit Academy. Method believed they could achieve this ADA in Year 1 of operations as most of the projected students for the Summit Academy would transfer from the existing Method Schools NCB charter authorized out of Dehesa.

Due to a variety of factors Method Summit Academy is now projecting 95 ADA as the 2025-26 P-2. MSA agreed to allow Dehesa Elementary enroll K-5 students and some students chose to stay with Method Schools NCB.

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. Total Revenues for these sources are estimated at $1,165,096.

The basis for Other State Revenues is a combination of the following revenue sources: State Special Education and Mental Health Funding ($92,969). Method Summit Academy has already applied for and been accepted into El Dorado SELPA and will expect to receive Special Education funding in February once 2052-26 P-1 is submitted.

Non-Prop 20 Lottery Funds ($18,145) and Prop 20 Lottery Funds ($7,790) have been budgeted for 2025-26, but Method Summit acknowledges these funds will not be received until December 2026. Mandate Block Grant and Prop 28 revenues were not budgeted for. All revenue sources are based on the most recent projections from California School Services.

Method Sports Academy does not expect any Federal Revenue from the Federal Title programs as the school does not participate in any Federal funding programs and Federal Special Education Revenues were not budgeted as those will not be received in operating Year 1. Federal Special Education Revenue will begin in Year 2.

Method Sports Academy did not budget any local revenue. A small amount of interest income could be earned after funds are deposited with San Diego County Treasurer, but for conservative budgeting it was not included in local revenue.

3. Expenditure Assumptions

Salaries & Benefits Analysis

Method Summit Academy will have approximately 4 Certificated Staff members on staff during 2025-26, equating to approximately 4 FTEs between Teachers and Administrators. The total budgeted for Certificated Salaries average is $78,571 per FTE. Method offers a competitive medical plan and a 403(b) employer match of 7% for employees. Method Summit Academy will not participate in CALSTRS.

Classified Salaries are composed of Classified Administrators and a variety of Classified Support salaries that work directly with students and provide back-end support for Method.

Projected salary expenditures include a 6.0% COLA increase and Method projects medical benefits will increase by 10-15% during 2025-26 as the school's

MYP expense projections assume a 6% COLA increase to salaries and 10-15% increase to medical benefits each year over the previous year.

Curriculum & Operating Expenditure Analysis

Method is projecting to spend $445,000 on 4000 level expenditures for 2025-26. Most of these expenditures will be for supplemental curriculum vendors who help support Method's sports program. Remaining costs in the 4000 level account for 4100 Core Curriculum, 4300 Materials and Supplies and $16,600 for Computers and Furniture. Overall, 4000 level expenditures decreased by $218,000 when compared to the Adopted Budget primarily due to a restructure of coaching costs.

Method Summit Academy is projected to spend $219,806 in 5000 level expenditures for Services and Other Operating Expenditures. This category includes appropriate costs for District Oversight, Legal Services, Back Office Services, Special Education Contracted Services, among other services and contracts. The 5000 level expenditures decreased by $84,428 when compared to the Adopted Budget due to the decrease in students.

Other Notable Financial Narrative Notes

Any New Notices of Assignment and Dates of Repayment

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

Obligations for Debt Repayment

Response: Method Summit Academy is not projected to have any debt at the close of the 2025-26 fiscal year. As documented in the cashflow exhibit, Method Summit Academy is projecting a short-term start up loan for cash flow purposes in Year 1. The original projected loan amount

was $300,000 and will be provided by Method Schools San Diego. The loan amount will be increased to $700,000 as Method Schools San Diego will need to provide additional start-up funds in October and December 2025. The loan is needed for cashflow purposes during the initial operating months, before Summit Academy receives their first apportionment in February 2026. The full $700,000 is expected to be paid back by June 30th, 2026 with a nominal interest charge of $5,000. That interest cost has been included in the budget under Section 7.

Changes in Ending Fund Balances

Response: Method Summit Academy is projected to end the 2025-26 fiscal year with a positive fund balance of $123,213 after its first operating year.

Assignment of Ending Fund Balances

Response: Method has no commitments of the Ending Fund Balance other than the 5% designated for Economic Uncertainties.

Cash Flows

Response: As mentioned above in the debt section, Method Summit Academy is projecting a $700,000 startup loan from Method San Diego to help with cash flow during the first operating year. The loan will be short term in nature as it will be expected to be paid back before 6/30/2026. As reflected on the cash flow exhibit, the startup loan is the source of the beginning cash balance on the cashflow and Method Summit is shown to receive two additional inflows from Method San Diego - $200,000 in October and December 2025 respectively. Of the total $700,000 provided by Method Schools San Diego, all $700,000 will be repaid by the end of the 2025-26 fiscal year.

Method Summit Academy did not apply for either the PENSEC or 20-Day Advanced Apportionments from the CDE. Therefore, the school's first apportionment will not be received until February 2026 after the certification of the 2025-26 P-1 Attendance Report. Once P-1 Attendance is submitted, Method Summit Academy will be on the regularly scheduled apportionment schedule for the months of February – June 2026. ILPT Revenues were also projected on the same schedule as LCFF Funding.

Special Education Funding will begin in February 2026 once P-1 is submitted and Method Summit Academy's ADA is added to El Dorado's apportionment schedule.

BOARD OF EDUCATION
METHOD SUMMIT ACADEMY

A RESOLUTION TO ESTABLISH A SAN DIEGO TREASURY ACCOUNT

WHEREAS, Education Code Section 47630 et seq. establishes a method for the funding of charter schools; and

WHEREAS, Education Code Section 47651(a) provides that a charter school funded pursuant to Education Code Section 47630 et. seq. may receive the state aid portion of the charter school's total general purpose entitlement and categorical block grant directly, or through the local educational agency that granted its charter; and

WHEREAS, the following charter school which has been granted a charter by Dehesa Elementary School District was previously not funded pursuant to Education Code Section 47630, but has now elected to be funded pursuant to Education Code Section 47630

WHEREAS, the above-enumerated charter school has elected to directly receive the state aid portion of the charter school's total general purpose entitlement and categorical grant; and

WHEREAS, it is necessary to establish separate accounts with the San Diego County Treasurer for each of said charter school; and

WHEREAS, in order to establish such separate account the San Diego County Treasurer requires a resolution by the Board of Education approving the establishment of such separate accounts for the said charter school.

NOW THEREFORE BE IT RESOLVED, that a separate fund shall be established in the San Diego County Treasury for funds received by Method Summit Academy; and

BE IT FURTHER RESOLVED, that said separate charter school fund shall receive income from property tax transfers, state apportionments made pursuant to Education Code Section 47630 et seq., lottery funding, and other state and federal categorical funding to which the charter schools may be entitled; and all such funds shall be expended for the purpose of charter school operations.

PASSED AND ADOPTED by the Board of Education of Method Summit Academy, this 9th day of December, 2025, by the following vote:

AYES: _____

NOES: _____

ABSTENTIONS: _____

ABSENT: _____

I, Carolyn Andrews, the duly elected President of the Board of Directors of Method Summit Academy, a California nonprofit public benefit corporation, hereby certify that the foregoing is a true and correct copy of a Resolution duly adopted by the Board of Directors on December 9, 2025 and that said Resolution has not been amended or rescinded and remains in full force and effect.

Date: _____

Carolyn Andrews
President, Board of Directors
Method Summit Academy

BOARD OF EDUCATION
METHOD SUMMIT ACADEMY

A RESOLUTION ADOPTING THE TERM DATES OF THE NEWLY APPROVED CHARTER PETITION

WHEREAS, Method Summit Academy (the "Charter School") is a California public charter school organized and operated as a California nonprofit public benefit corporation under the direction and management of the Method Summit Academy Board of Directors (the "Board"); and

WHEREAS, on March 12, 2025 Dehesa Elementary School District Approved the Charter Petition, the Dehesa Elementary School District Board of Trustees (the "Authorizer") approved the Charter School's charter petition pursuant to California Education Code section 47605 for a charter term beginning July 1, 2025 and ending June 30, 2030 (the "Charter Term"); and

WHEREAS, the approved charter petition, including the Charter Term, governs the Charter School's operation as a California public charter school under the oversight of the Authorizer and must be reflected in the Charter School's official corporate records; and

WHEREAS, the California Department of Education requires documentation of the authorizing entity's approval of the charter, including the charter term, through official board action such as minutes and/or a board resolution;

NOW, THEREFORE, BE IT RESOLVED that the Board hereby formally adopts and recognizes the Charter Term as approved by the Authorizer, with an initial term beginning July 1, 2025 and ending June 30,2030.

BE IT FURTHER RESOLVED that the Board acknowledges that any renewal, extension, or material revision of the charter, including any changes to the Charter Term, will be brought back to the Board for consideration and action in accordance with applicable provisions of the California Education Code and regulations.

BE IT FURTHER RESOLVED that the Board authorizes and directs the CEO/CBO, or designee, to take any and all actions, and to execute any and all documents, that may be necessary or desirable to carry out the intent of this Resolution, including submitting required documentation to the Authorizer and the California Department of Education.

APPROVAL AND CERTIFICATION

The foregoing Resolution was adopted by the Board of Directors of Method Summit Academy at a duly noticed regular meeting held on December 9, 2025, at which a quorum of the Board was present, by the following vote:

AYES: _____

NOES: _____

ABSTENTIONS: _____

ABSENT: _____

I, Carolyn Andrews, the duly elected President of the Board of Directors of Method Summit Academy, a California nonprofit public benefit corporation, hereby certify that the foregoing is a true and correct copy of a Resolution duly adopted by the Board of Directors on December 9, 2025 and that said Resolution has not been amended or rescinded and remains in full force and effect.

Date: _____

Carolyn Andrews

President, Board of Directors

Method Summit Academy

Board Policy 4210
Board Approval:

Method Schools Childcare Policy

At Method Schools, we recognize that our employees are not only dedicated professionals but also caregivers. We are committed to fostering a productive, flexible, and supportive work environment that acknowledges the challenges of balancing work and family life. This policy outlines expectations and available support related to childcare during working hours.

Childcare Expectations

Whether working **remotely** or **onsite**, all employees are expected to have appropriate childcare arrangements in place during their scheduled working hours. The ability to focus on work responsibilities is critical to maintaining performance, meeting deadlines, and ensuring the success of our teams and the students we serve. Having regular childcare in place ensures that employees can remain fully engaged with their job duties.

Understanding Unique Circumstances

Method Schools acknowledges that unexpected situations may occasionally disrupt regular childcare arrangements—particularly for employees with children under the age of five who may not be in full-time school or daycare. We understand these disruptions may be unavoidable and that flexibility is sometimes necessary.

Employees facing short-term childcare challenges are encouraged to communicate promptly with their supervisor to explore temporary solutions, such as schedule adjustments, use of paid time off (PTO), or alternate arrangements.

Dependent Care Flex-Spending Account

Method employees have the option to contribute toward a DCFSA through APA Benefits, and Method may match individual employee contributions up to $1000 per fiscal year. IRS maximums apply: Per household: $5,000 Per person (if married and filing separately): $2,500, which includes both employer and employee contributions. Funds are only available as they are funded (per paycheck) and are not available upfront. Childcare may be paid with the provided DCFSA card or may be reimbursed by submitting receipts to APA Benefits online account.

Open Communication and Support

We encourage open dialogue between employees and supervisors regarding work-life balance, including childcare needs. Our goal is to support our staff through flexible and compassionate practices, while also maintaining high standards of service and accountability.

More details, including the application process and current allowance limits, can be found in the HR Hub/Employee Handbook.

-

Method Schools Comprehensive School Safety Plan

Revised December 2025
Board Approval:

Method Schools
27232 Via Industria
Temecula, CA 92592

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Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 1: General Information – School Safety
Part 1: School Commitment to School Safety

Method Schools is committed to ensuring that students enrolled in this school, and all employees are safe and secure. Though Method is a non-classroom based school with no physical campus, the safety of the Method community is of the utmost importance regardless of modality. 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. In addition to our policies and procedures, Method Schools participates in the VectorSolutions training program (formerly Safe Schools), which provides over 200 health, safety, and wellbeing courses geared for school staff. Annual training is mandatory for employees, with additional training options throughout the year to ensure Method's staff remains knowledgeable and prepared to maintain the safety of our school, staff, and students. 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.

As Method Schools is a non-classroom based school, some procedures are not applicable considering there are no physical classrooms or students learning onsite. As such, quarterly drills/ drop procedures are not practiced for this reason. However, per Ed Code 32282 (a)(2)(B)(ii), Method's headquarters site and equipment will be made available for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. Method Schools will cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community during such conditions.

Method Schools Temecula, CA
Section 1: General Information – School Safety
Part 2: Legislative Requirements

Senate Bill 187: Comprehensive School Safety Plan Purpose:

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

- Child abuse reporting procedures
- Assessment of school crime committed on school campuses and at school-related functions
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School-wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year.

By July of each year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card (SARC).

A digital copy of the Comprehensive School Safety Plan is available for review upon request. Links to school SARC and Safety Plans can be found in the district local control accountability plan (LCAP) as well as the school plan for student achievement (SPSA). Safety plans are also available upon request.

Method Schools Temecula, CA
Section 1: General Information – School Safety
Part 3: Maintaining a Safe and Orderly Environment

It is a priority of the administration and staff at Method Schools that every student who attends our school will be provided with an environment in which the students not only feel physically safe but that there is also a positive school climate in all activities both in and out of the classroom.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

Method Schools promotes nonviolent resolution techniques to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training that implements and supports conflict resolution (California Education Code Sections 32230-32239, 35160, 35160.1, 44806).

Method Schools remains in compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

Immigration Enforcement Response & Notification Policy

(SAFE Act – SB 98 Compliance)

This policy establishes the required Procedures for Notification when Immigration Enforcement is Confirmed on the Schoolsite, as mandated by California SB 98 (the SAFE Act) and Education Code 32282(a)(2)(N). The goal is to ensure a safe, calm, and inclusive environment for students, families, staff, and community members during any confirmed immigration enforcement activity.

“Immigration enforcement” includes any efforts to investigate or enforce federal civil immigration law, as well as federal criminal immigration law related to presence, entry, re-entry, or employment in the United States.

This policy applies to:

- All district/charter school sites and facilities
- School-sponsored activities
- All students, families, staff, contractors, and visitors

If any staff member observes or is informed of the presence of immigration enforcement on or near the schoolsite, they must immediately notify:

- School Administrator (Principal or Head of School)
- Chief Operating Officer

The designee will:

1. Approach the officers only if safe to do so.
2. Request and examine:

- Valid judicial warrant, OR
- Court order, OR
- Subpoena

3. Confirm identity, agency, and purpose of visit.

4. Determine whether the officer is seeking access to non-public areas and whether the provided documentation legally permits such access.

5. Contact legal counsel immediately if documentation appears invalid, the purpose is unclear, or officers refuse to provide documentation.

Immigration enforcement is considered confirmed when:

- Officers physically appear on the schoolsite AND
- Documentation is reviewed OR presence is clear and identifiable.

Upon confirmation, the LEA must notify:

- Parents and guardians
- Teachers
- Administrators
- All school personnel

by end of school day of the confirmed immigration enforcement presence unless the Compliance Officer determines that sending communication earlier would jeopardize immediate safety or well-being.

If safety requires temporarily delaying notification, it must be sent as soon as conditions allow, with documentation of timing and rationale.

Notifications will include the following required content:

- Date and time enforcement was confirmed
- Location on the schoolsite
- General statement of presence (no personal identifiers)
- Links to family resources

Notification must not include any personally identifiable information. All communications must be crafted to reduce panic and support calm and safety. Secure two-way communication systems shall be used, such as:

- Mass notification system (SMS, phone, email)
- School portals
- Multilingual formats as needed

Notifications may include links to:

- Educational rights
- Privacy laws
- Counseling and support services for families impacted by immigration enforcement
- LEA model policies and SAFE Act resources

- The school will provide annual training for all staff and enhanced training for the Principal(s) and Head(s) of School

Records & Documentation

The LEA will document:

- All officer presence incidents
- Verification steps
- Notification timing and method
- Reasons for any delays
- Annual training completion

This policy must be evaluated annually by the School Safety Planning Committee. All safety-related plans and materials, including this policy, must be publicly accessible.

Method Schools Temecula, CA
Section 2: Child Abuse Reporting
Part 1: Child Abuse Reporting Procedures

Child abuse reporting law (Penal Code Section 11166) requires that Method Schools employee who has reason to believe that a child has been subjected to abuse, report the incident to the proper authorities.

At Method Schools, protecting children from child abuse is a major priority. Each year the Director/Head of Schools sets aside time to meet with staff to discuss child abuse indicators and to remind teachers of the procedures to follow when abuse is suspected.

Employees of Method Schools are familiar with Penal Code Section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to the Director of Student Services or Children's Protective Services by telephone. They are aware that a call must be followed within at least 36 hours by a written report to the child protective agency.

All staff is aware of the location of a Child Abuse Information Folder that is kept on file in the school office and updated regularly. It includes informational literature, guidelines for recognizing abuse, and specific directions for reporting it.

The determination as to who should be contacted will depend greatly upon the situation at hand. The Temecula Police Department will dispatch a unit to the school as soon as possible.
Children's services may take much longer to respond. School personnel should always take into consideration the severity of the abuse and the extent to which the student's safety is at risk. If in doubt, it is better to err to the side of caution by calling the Temecula Police Department.

Method Schools' employees report suspected child abuse to the local Child Protective Services for the county in which it resides.

Method Schools Temecula, CA
Section 2: Child Abuse Reporting
Part 1: Child Abuse Reporting Procedures

The requirements of school personnel and the identification and reporting of known or suspected child abuse to a protective agency is mandated by the State of California Penal Code. Failure to do so on the part of school personnel could lead to penalties that might be imposed on these individuals. Method Schools aligns its child abuse reporting policies to the continually updated California Penal Code Section 11166 and Child Abuse Neglect Reporting Act (CANRA). Excerpts from the California Penal Code are presented below.

From California Penal Code Section 11166

> …any child care custodian, health practitioner, or employee of a child protective agency who has knowledge or observes a child in his or her professional capacity within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

Method Schools Policy– Child Abuse Prevention Programs

> Recognizing that our responsibility to students includes the protection of their physical and mental well-being, the Governing Board desires to provide whatever opportunities or resources may be available for the prevention of child abuse.
>
> The Board agrees with the Legislature that:
>
> 1. Child abuse and neglect is a severe and increasing problem in California.
> 2. Schools and preschools can provide an environment for the training of children, parents, and all school staff.

3. Primary prevention programs in the school Schools are an effective and cost-efficient method of reducing the incidence of child abuse and neglect and for promoting healthy family environments.

Method Schools Temecula, CA
Section 2: Child Abuse Reporting
Part 1: Child Abuse Reporting Procedures

Method Schools Board Policy BP 5050: Child Abuse

Reporting Child Abuse and Neglect

Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six hours. The reporting duties are individual and cannot be delegated to another individual.

Definitions

1. “Child Abuse,” as defined by law, under Penal Code 273 and 11165, and for purposes of this regulation includes the following:
    a. Physical abuse resulting in a non-accidental physical injury.
    b. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
    c. Sexual abuse including both sexual assault and sexual exploitation.
    d. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
    e. Severe corporal punishment.
2. “Mandated Reporters” are those people defined by law as “childcare custodian,” “medical practitioners” and non-medical practitioners” and include virtually all school employees. The following school personnel is required to report:

Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, employees of a childcare institution, head start teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs, and those instructional aides or other classified employees trained in child abuse reporting.

3. “Child Protective Agencies” are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department, and child protective services.

4. “Reasonable Suspicion” means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (California Penal Code 11166)

Reporting Procedures

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

   The telephone report must be made immediately, or as soon as practically possible, upon suspicion. The verbal report will include:

   a. The name of the person making the report.
   b. The name of the child.
   c. The present location of the child.
   d. The nature and extent of any injury.
   e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

   At the time the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Within thirty-six (36) hours of making the telephone report, the mandated reporter will complete and mail a written report to the local child protective agency.

   The written report shall include completion of the required standard Department of Justice form (DOJ SS 8572).

The mandated reporter may request and receive copies of the appropriate form either from the school or directly from the local child protective agency.

Detailed instructions for completion of the form are on the back sheet of the form. Reporters may request assistance from the site administrator in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. The site administration, when notified, shall inform the Executive Director/Director of Student Services .

   Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and School regulations. If requested by the mandated reporter, the Director/Head of Schools may assist in the completion and filing of these forms.

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

2. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six (6) months or by a fine of not more than one thousand dollars ($1,000) or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.

3. When two (2) or more persons who are required to report jointly, know of a suspected instance of child abuse, and when there is agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then must make the report.

4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Director and/or Director/Principal shall not notify the parent or guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent or guardian.

It is the responsibility of the peace officer to notify the parent or guardian of the situation. Peace officers will be asked to sign an appropriate release or acceptance of responsibility form (cf. 5145.11 – Questioning and Apprehension).

When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to
(1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parents/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting.

Pending the outcome of an investigation by a child protective agency and before the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be per School policies, regulations, and/or collective bargaining agreements. The Director/Head of Schools, or designee should consult with legal counsel in implementing either suspension or dismissal.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 3: Disaster Procedures
Part 1: General Information - Disaster

Method Schools will take all necessary measures to keep students, staff, and visitors safe in the event of a disaster. The following sections of this plan outline basic responsibilities for all staff for specific incidents

Method Schools has developed a Standardized Emergency Management System (SEMS) Plan that outlines in more detail, specific responsibilities for Emergency Response Teams at each school.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 3: Disaster Procedures
Part 2: Biological/Chemical Weapons Assault

Biological and chemical weapons are unconventional warfare tactics that can be deployed upon the public with little or no notice. Such weapons typically involve microscopic materials that may be organic or synthetically manufactured in laboratories. Biological or chemical weapons can be in powder form, liquid, or vaporous. Agents used in biological/chemical attacks include, but are not limited to anthrax, smallpox, other harmful viruses, various forms of nerve gas, tear gas, and other vaporous irritants. Pranks using stink bombs should also be considered a chemical weapons attack.

There are several possible dispersion techniques to deliver biological and chemical agents. The following procedures should be utilized in the event of an assault involving biological or chemical weapons.

Any possible biological/chemical weapons assault should be reported immediately to the Director/Head of Schools/Director of Facilities Operations.

Method Schools staff should notify law enforcement authorities and other staff members immediately.

If the agent is delivered via aircraft:

- All staff and students should be moved indoors.
- Keep students inside and take roll-call.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Director/Head of Schools, Director/Head of Schools' designee or officers of emergency agencies.
- Immediately report any injuries or illnesses to the Director/Head of Schools, Principal's designee or officers of emergency response agencies.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 3: Disaster Procedures
Part 2: Biological/Chemical Weapons Assault

If the agent is delivered via a dispersion device that is outdoors:

- All staff and students should be moved indoors.
- Keep students inside and take roll-call.
- Close and secure all doors and windows.

- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Director/Head of Schools, Director/Head of Schools' designee or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Director/Head of Schools, Director/Head of Schools' designee or officers of emergency response agencies.

If the agent is delivered via dispersion device that is indoors:

- All staff and students should be evacuated, according to school evacuation procedures, to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Role-call should be taken.

- Remain in this area until notified to leave by the Director/Head of Schools, Director/Head of Schools' designee or officers of emergency response agencies.
- The HVAC system should be shut down.

If the agent is delivered via the school's HVAC system:

- All staff and students should be evacuated, according to school evacuation procedures, to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Roll call must be taken to ensure proper evacuation of the building.
- Remain in this area until notified to leave by the Director/Head of Schools, Director/Head of Schools' designee or officers of emergency response agencies.
- The HVAC system should be shut down.

In any situation involving biological or chemical weapons, the Director/Head of Schools and staff must follow all instructions given by officers of emergency response agencies. The School EOC will develop an action plan to handle telephone inquiries, rumor control, media relations, public information, employee/student crisis counseling, and facility damage assessment/control

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 3: Disaster Procedures
Part 3: Bomb Threat Procedures

If you observe a suspicious object or potential bomb on the property, DO NOT HANDLE THE OBJECT, IMMEDIATELY NOTIFY 9-1-1.

1. Receiving the Call

Make every attempt to keep the caller on the phone as long as possible to gain information. Try if possible, to determine the gender and age of the caller. Try if possible, to get the caller to tell you the exact location of the bomb and the time of threatened detonation.

2. Notification Procedures

School Site, communicate the above information to the following in this order:

- School site Director/Head of Schools
- Director of Facilities Operations
- Lead Teachers

The Director/Head of Schools will notify local law enforcement.

Strictly follow the above notification procedures and do not discuss or notify others of the bomb threat since this may create an unwarranted panic response at the facility.

3. Action Plan Procedures

If required to develop an action plan, the Director/Head of Schools may consult with the following: Director of Facilities Operations, other administrators, head counselor, head custodian utilizing their expertise.

If the location of the bomb is not specifically designated, students will be kept in the classroom.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 3: Disaster Procedures
Part 3: Bomb Threat Procedures

The Director/Principal will choose whether or not to evacuate the building, based on school evacuation procedures. However, if possible, this decision should be made in conjunction with law enforcement authorities after they arrive at the site. Roll call must be taken to ensure proper evacuation of the building.

The decision to search the building will be made in conjunction with law enforcement authorities and performed by them.

Reoccupation of an evacuated building will be authorized by the Director/Head of Schools only after consulting with law enforcement authorities.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 3: Disaster Procedures
Part 4: Chemical or Hazardous Material Incident

If a hazardous material incident occurs off-site, stay indoors and close all doors and windows (referred to as taking “Shelter in Place”).

Notify 9-1-1 of the Chemical or Hazardous Material Incident.

If possible, determine the location of the spill in relation to facility buildings and wind direction.

Do not evacuate buildings until you are sure you will not be evacuating into an area that may be more hazardous. If evacuation is determined to be safe, students will be evacuated according to school evacuation procedures, and roll-call must be taken to ensure proper evacuation of the building.

Follow all instructions given by the Fire Department when they arrive at the facility.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 3: Disaster Procedures
Part 5: Earthquake Procedures

Indoors

DUCK, COVER, AND HOLD.
Get under a desk or table. Move away from windows and objects that could fall. Stay under a desk or table until shaking stops.

Outdoors

Move away from buildings, utility poles, and vehicles. Avoid all down wires or electrical lines. Do not run.

In a School Bus

Stop the vehicle in a safe location away from power lines, overpasses, or large buildings. Stay in the vehicle and establish radio contact with Transportation and/or School E.O.C.

General

Be prepared for immediate aftershocks and ground motion

Evaluate immediate area for earthquake-related hazards (fire, building collapse, gas leaks, broken electrical lines, wires, etc.)

Evaluate immediate area (classroom, bus, etc.) for injuries or medical aid

situations. Call 9-1-1, if you have an immediate emergency such as a fire or

serious injury.

Assist injured with First Aid treatment

Do not evacuate buildings or vehicles unless you have a hazard-related reason to do so. If evacuation is deemed necessary, students will be evacuated according to school evacuation procedures. Roll call must be taken to ensure proper evacuation of the building.

Establish communications with your supervisor, Director/Head of Schools or School

EOC, and follow emergency checklist and procedures.

Assist any police or fire units that respond to your location.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 3: Disaster Procedures
Part 6: Explosion, Aircraft Crash, or Similar Incident

If possible, Duck and Cover under a desk or

table. Notify 9-1-1 of the explosion or crash

Assist any injured requiring first aid treatment

If necessary, because of fire, building damage, etc., evacuate the building. If evacuation is deemed necessary, students will be evacuated according to school evacuation procedures, and roll-call must be taken to ensure proper evacuation of the building.

Assist any persons who would have physical problems evacuating the building.

Go to an outdoor evacuation/assembly area that is hazard free and not affected by the explosion or crash.

Keep fire lanes, streets, and walkways open for emergency

responders. Stay in the assembly area and account for all

personnel and students.

Do not return to buildings until authorized by the fire department or Director/Head of Schools

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 3: Disaster Procedures
Part 7: Fire Procedures

Call 9-1-1 to report a fire, stay one line and give specific information (name, address of the school, or facility).

Utilize a manual pull station to activate the building alarm system and evacuate the building when you hear an alarm.

In the event of a small fire, notify 9-1-1 and then use the nearest fire extinguisher to control the fire if you have been trained in their use.

Do not attempt to fight large fires, call 9-1-1 and evacuate the building.

Assist students in building evacuation and proceed to outdoor school evacuation area or areas. When evacuating buildings walk, do not run. Roll call must be taken to ensure proper evacuation of the building.

GUIDELINES FOR PEOPLE WITH DISABILITIES IN EMERGENCIES

While Method is non-classroom based school and students do not receive instruction onsite, the following procedures should be followed in the event that an emergency occurs while students are at Method Headquarters.

Evacuation of people with disabilities will be given high priority in all emergencies. In an emergency situation, it is important that staff are familiar with the needs of people with disabilities. Whenever possible, people with disabilities will be positioned near a doorway for an easier exit.

The following guidelines are important to follow:

- Establish a buddy system. People with disabilities should prepare for an emergency ahead oftime by instructing a Method staff member of any limitations
- Individuals, who cannot speak loudly, or with voice / speech impairments, should carry a whistle or have other means of attracting attention of others.
- Be familiar with alarm signals.
- Leave school/personal items in the building to avoid wasting time.

In All Emergencies, After an Evacuation has Been Ordered:

Evacuation of people with disabilities will be given high priority in all emergencies and will be evacuated if possible. Evacuating a disabled or injured person by only one person with no assistance is a last resort.

Check on people with special needs during an evacuation, determine if they have established a “buddy system,” and ensure their safe evacuation.

Always ASK someone with a disability how you can help BEFORE attempting any rescue technique or giving assistance. Ask how he or she can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.

If the situation is life threatening, call 911.

If heavy smoke is present, crawl or stay near the floor for breathable air.

Assist any individuals who would have physical problems evacuating the building. Stay in the designated assembly area and account for all personnel and students.

Do not block fire lanes or areas used by the fire department

Do not re-enter the building until authorized by the fire department or the Director/Director of Student Services. If the fire is off-site, wait for instructions from the Director/Head of Schools, or School EOC.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 3: Disaster Procedures
Part 8: Flood Procedures

If a flood warning is received by the site, notify the Director/Head of Schools/Director of Facilities Operations immediately.

Evacuation of the school or areas will be directed by the Director/Head of Schools/Director of Facilities Operations in coordination with SEMS. If evacuation is deemed necessary, students will be evacuated according to school evacuation procedures, and roll-call must be taken to ensure proper evacuation of the building.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 3: Disaster Procedures
Part 9: Lockdown/Civil Unrest Procedures

Any threatening disturbance should be reported immediately to the Director/Head of Schools/Director of Facilities Operations.

If the disturbance is affecting normal school or facility operations, the Director/Head of Schools/Director of Facilities Operations should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation by intercom, Site staff must follow the instructions below:

If you are inside:

- Check the area immediately outside the door. If students are close rush them into your room.
- Lock all doors and windows in the room. Close curtains, blinds, or otherwise cover any windows that are at eye level if possible. If the window cannot be covered make sure that students are out of the line of sight.
- Call Incident Commander or On-Site Administrator with any missing students or if you have extra students. (Please, only in a real emergency, not during the drill)
- Do not unlock your door until you hear an all-clear announcement. Exception: You may allow entry to a student or recognized staff member pounding on the door only if you can

visually determine (through the window) that he or she is unarmed. This is a judgment call on your part, understanding that the overriding concern for the safety of the larger number of people in your room.

- Incident Commander or On-Site Administrator will call 911.
- Incident Commander or On-Site Administrator will check bathrooms and halls in your area and get students in classrooms and then get in a classroom. During the drill- wait 5 minutes and then check all doors and windows. Make written notes as to any unlocked doors and windows and anyone that is outside of a room. Please take five minutes to check your area and take notes. Report back via email when your area has been completely checked.
- An announcement will be made when the drill is completed followed by an all-clear bell.

If you are outside:

- Immediately have students and staff seek shelter if it is safe to do so. Drill with students and staff to go to the nearest room to them.
- If shelter is not available, ensure students lie flat on the ground immediately.
- Children in restrooms should be instructed to stay there until directed to exit by the Director/Head of Schools or Director/Principal's designee.

If the situation is violent and may include the use of firearms, the Director/Head of Schools or Director/Principal's designee should instruct all staff and students to lie face down on the floor and remain immobile.

Director/Head of Schools and staff must follow all instructions given by responding law enforcement.

If the event is major, the Director/Head of Schools will activate the School EOC to develop an Action Plan to deal with the situation as well as the following:

A. Telephone inquiries and rumor control
B. Media relations and public information

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 3: Disaster Procedures
Part 10: Security Threat/Active Shooter

*Method is a non-classroom based school and does not provide instruction on-site. However, in any potential instance in which students may be present at our headquarters site in the case of an emergency, the following procedures will be followed:
Based on the proximity of the threat, staff will determine whether it is safe to evacuate, or if it is necessary to lockdown.

In the case of an evacuation:

- Assist students in building evacuation and proceed to outdoor school evacuation area or areas.
- . If evacuation is deemed necessary, students will be evacuated according to
- school evacuation procedures and roll-call must be taken to ensure proper evacuation of the building.

When evacuating buildings walk, do not run.

- Do not use elevators for building evacuation or in an emergency.
- Assist any individuals who would have physical problems evacuating the building.
- Stay in the designated assembly area and account for all personnel and students.
- Do not block fire lanes or areas used by emergency personnel.

- Do not re-enter the building until authorized by emergency personnel or the Director/Head of Schools. Wait for instructions from the Director/Head of Schools or Incident Commander.

In case of a lockdown:

If you are inside:

- Check the area immediately outside the door. If students are close rush them into your room.
- Lock all doors and windows in the room. Close curtains, blinds, or otherwise cover any windows that are at eye level if possible. If the window cannot be covered make sure that students are out of the line of sight.
- Call Incident Commander or On-Site Administrator with any missing students or if you have extra students. (Please, only in a real emergency, not during a drill)
- Do not unlock your door until you hear the all-clear announcement. Exception: You may allow entry to a student or recognized staff member pounding on the door only if you can visually determine (through the window) that he or she is unarmed. This is a judgment call on your part, understanding that the overriding concern for the safety of the larger number of people in your room.
- Incident Commander or On-Site Administrator will call 911.
- Incident Commander or On-Site Administrator will check bathrooms and halls in your area and get students in classrooms and then get in a classroom. During drills, wait 5 minutes and then check all doors and windows. Make written notes as to any unlocked doors and windows and anyone that is outside of a room. Please take five minutes to

check your area and take notes. Report back via email when your area has been completely checked.

- An announcement will be made when the drill is completed followed by an all-clear announcement.

If you are outside:

- Immediately have students and staff seek shelter if it is safe to do so. Drill with students and staff to go to the nearest room to them.
- If shelter is not available, ensure students lie flat on the ground immediately.
- Children in restrooms should be instructed to stay there until directed to exit by the Director/Head of Schools or Director/Head of School's designee.

If the situation is violent and may include the use of firearms, the Director/Head of Schools or Director/Head of School's designee should instruct all staff and students to lie face down on the floor and remain immobile.

Director/Head of Schools and staff must follow all instructions given by responding law enforcement.

If the event is major, the Director will activate the School EOC to develop an Action Plan to deal with the situation as well as the following:

A. Telephone inquiries and rumor control
B. Media relations and public information

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 3: Disaster Procedures
Part 11: Severe Windstorm Procedures

If a severe wind warning is received at school or site, notify the Director/Head of Schools immediately.

In general, if severe winds are affecting the school, employees and students should be moved to the interior core area of the building (inside wall on the ground floor) away from outside windows and doors.

Close all windows and blinds and avoid auditoriums, gymnasiums, and other building locations that have large roof areas or spans.

Avoid all areas that have large concentrations of electrical equipment or power cables. Evacuation of the school will be directed by the Director/Head of Schools in coordination with SEMS. If evacuation is deemed necessary, students will be evacuated according to school evacuation procedures, and roll-call must be taken to ensure proper evacuation of the building.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 3: Disaster Procedures
Part 12: Suspicious Mail/Packages

All incoming mail and packages should be handled with caution.
Below are Indicators of suspicious mail and steps to take if suspicious mail is received.
Mail that …
… is unexpected or from an unfamiliar source
… has excessive postage
… is addressed to someone who no longer works in the School
… is addressed to a current employee but with the wrong title
… contains several misspelled words on the envelope
… marked with restrictive endorsements such as “Personal” or “Confidential”
… has no return address or an address that cannot be verified
… mail that is from a foreign country

… shows a city or state in the postmark that doesn't match the return address
… is lopsided, oddly shaped, or has an unusual weight, given its size
… has protruding wires, strange odors, or stains
… has powdery substance on the outside
… has an unusual amount of tape on it
… is ticking or making unusual sounds

Not all mail comes perfectly packaged or with accurate information on it, so employees handling mail must remain sensible in the screening of mail. However, prudent scrutiny conducted reasonably can greatly reduce the school's chances of becoming the victim of an attack by mail.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 3: Disaster Procedures
Part 13: Suspicious Mail/Packages

What to do with suspicious mail (general response):

- Do not try to open the package or envelope.
- Do not sniff, taste, or shake the package.
- Isolate the package.
- Evacuate the immediate area; close the door.
- Contact your supervisor and call 911.

Response to mail suspected of delivering biological/chemical agents in powder form:

- Do not open an envelope or package with powder on the outside.
- If a powder is spilled from an envelope or package, do not try to clean up the powder.

- Cover the spilled contents immediately with anything (clothing, paper, trash can).
- Do not remove this cover.
- Leave the room and close the door or otherwise prevent access to the room.
- Wash your hands with soap and hot water.
- Ensure that everyone who had contact with the piece of mail washes his/her hands with soap and hot water.
- Notify your supervisor.
- Supervisor should immediately contact the local police (911) or the U.S. Postal Inspection Service (626-405-1200).

- Supervisor should notify the Director/Head of Schools.
- Remove heavily contaminated clothing as soon as possible and place inside a plastic bag or some other container that can be sealed. This clothing should be given to the responding emergency response units.
- Shower with soap and water as soon as possible. Do not use bleach or another disinfectant on your skin.
- Make a list of all the people who were in the room or area, especially those who had contact with the envelope or package. Provide this list to the emergency response teams investigating the incident.
- Investigators will remove the envelope or package and conduct a thorough check of the area for contamination.
- If you are prescribed medicine as a result of this exposure, take it until instructed or until it runs out.

NOTE: Contacting the U.S. Postal Service is less likely to create a media event than the local police, but their response may be slower.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 4: Notification of Dangerous Pupils
Part 1: Notifying Teachers of Dangerous Pupils

When the Principal of Method Schools is aware that a student has caused or tried to cause another person serious bodily injury, or any injury that requires professional medical treatment, a separate and confidential file is created for that child.
Information based upon written School records or records received from a law enforcement agency is contained in the file.

When such a student is assigned to a teacher's classroom, the Director/Head of Schools shall provide the teacher with written notification. The teacher is asked to review the student's separate and confidential file in the office. Teachers are informed that such information is to be kept in the strictest confidence and is to disseminate no further.

Excerpts from the California Education Code, the California Penal Code are presented below.

From California Education Code Section 49079

(a) A school shall inform the teacher of every student who has caused or who has attempted to cause serious bodily injury to another person, as defined in paragraphs
(5) and (6) of subdivision (e) of Section 243 of the Penal Code, to another person. The School shall provide the information to the teacher based on any written records that the School maintains or receives from a law enforcement agency regarding a student described in this section.

(b) No school shall be liable for failure to comply with this section if, in a particular instance, it is demonstrated that the School has made a good faith effort to notify the teacher.

(c) The information provided shall be from the previous three (3) school years.

(d) Any information received by a teacher under this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 4: Notification of Dangerous Pupils
Part 1: Notifying Teachers of Dangerous Pupils

From California Penal Code Section 243(e) – Paragraphs 5 and 6

> (5) … "Injury" means any physical injury which requires professional medical treatment.
>
> (6) … "Custodial officer" means any person who has the responsibilities and duties and who is employed by a law enforcement agency of the city or county or who performs those duties as a volunteer.

Notice Regarding Student Crimes and Offenses

The Director/Head of Schools or designee shall inform the teacher of every student who has engaged in, or is reasonably suspected to have engaged in, any act during the previous three years which could constitute grounds for suspension or expulsion, except for the possession or use of tobacco products. This information shall be based upon written School records or records received from a law enforcement agency. (California Education Code 49079).

When informed according to Welfare and Institutions Code 828.1 that a student has committed crimes unrelated to school attendance which do not, therefore, constitute grounds for suspension or expulsion, the Director/Head of Schools or designee may so inform any teacher, counselor or administrator whom he/she believes needs this information to work with the student appropriately, avoid being needlessly vulnerable, or protect others from needless vulnerability. The Director/Head of Schools or designee shall consult with the Director/Head of Schools of the school which the student attends to identify staff that should be so informed. (California Welfare and Institutions Code 828.1).

Teachers shall receive the above information in confidence and disseminate it no further. (California Education Code 49079, California Welfare and Institutions Code 828.1).

The Director/Head of Schools or designee shall maintain the above information in a separate confidential file for each student. When such a student is assigned to a

class/program, the Director/Principal or designee shall notify the teacher in writing and ask the teacher to initial this notice, return it to the Director/Head of Schools or designee, and review the student's file in the school office. This notification shall not name or otherwise identify the student.

The Director/Head of Schools or designee shall notify all certificated personnel who are likely to come into contact with the student, including the student's homeroom or classroom teachers, special education teachers, coaches, and counselors.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 4: Notification of Dangerous Pupils
Part 1: Notifying Teachers of Dangerous Pupils

The teacher shall make a note (In the SIS, under Teacher Notes) to signify that they have reviewed the student's digital file or when reviewing it in the school office. Once the school has made a good faith effort to comply with the notification requirement of Education Code 49079, a teacher's failure to review the file may be construed as a waiver of the school's liability.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 5: Suspension and Expulsion/Due Process

Method Schools Board Policy BP 5030 Suspension & Expulsion

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 an 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 a. 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.

b. 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 *EC*48900 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:

a. Inflicted physical injury†
b. Possessed dangerous objects
c. Possessed drugs or alcohol (policy determines which offense)
d. Sold look alike substance representing drugs or alcohol
e. Committed robbery/extortion
f. Caused damage to property‡
g. Committed theft
h. Used tobacco (policy determines which offense)
i. Committed obscenity/profanity/vulgarity
j. Possessed or sold drug paraphernalia
k. Disrupted or defied school staff
l. Received stolen property
m. Possessed imitation firearm

n. Committed sexual harassment
o. Harassed, threatened or intimidated a student witness
p. Sold prescription drug Soma
q. Committed hazing
r. 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 schooldays 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 schooldays 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 schooldays 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.

Date of Board Approval (Revised Policy): 6/8/2021

Method Schools Temecula, CA
Section 6: Sexual Harassment Policy
Part 1: General Information

The administration, teachers, and staff at Method Schools actively strive to eliminate acts of sexual harassment at the school. All personnel is aware of the mandates from the State of California, the California Department of Education, and the Board of Education, and support them fully. All personnel has received instruction regarding the recognition, prevention, and reporting of acts of sexual harassment. Parents must understand the provisions regarding sexual harassment and, in particular, student-to-student harassment. In recent years, this area of sexual harassment has been more clearly delineated in federal and state legislation as well as in our School's policies.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 6: Sexual Harassment Policy

Part 2: Sexual Harassment – All Personnel

Method Schools Board Policy BP 4070: Sexual Harassment

The Governing Board prohibits sexual harassment in the working environment of School employees or applicants by any person in any form.

Employees who permit or engage in such harassment may be subject to disciplinary action up to and including dismissal.

Any employee or applicant for employment who feels that he/she or another individual in the School is being sexually harassed should immediately contact his/her supervisor, Director/Head of Schools, other School administrator, to obtain procedures for reporting a complaint.

Any supervisor who receives a harassment complaint shall notify the Director/Head of Schools, or designee, who shall ensure that the complaint is appropriately investigated.

The School prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Method Schools Board Policy BP 4070: Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting when:

1. Submission to the conduct is made either expressly or by implication in terms or condition of any individual’s employment.

2. Submission to or rejection of such conduct by an individual is used as the basis for an employment decision affecting the individual.

3. The conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or of creating an intimidating, hostile, or offensive working or educational environment, or of adversely affecting the student or employee’s performance, evaluation, advancement, assigned duties, or any other condition of education, employment or career development.

4. 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 educational institution.

Other examples of sexual harassment, whether committed by a supervisor or any other employee, are:

a. Unwelcome leering, sexual flirtations, or propositions.

b. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.

c. Graphic verbal comments about an individual's body, or overly personal conversation.

d. Sexual jokes, stories, drawings, pictures, or gestures.

e. Spreading sexual rumors.

f. Touching an individual's body or clothes sexually.

g. Cornering or blocking of normal movements.

h. Displaying sexually suggestive objects in the educational or work environment.

i. Any act of retaliation against an individual who reports a violation of the School's sexual harassment policy or who participates in the investigation of sexual harassment.

The Director/Head of Schools and all supervisors have the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes and/or discussing the School's sexual harassment policy with his/her students and/or employees and assuring them that they are not required to endure sexually insulting, degrading, or exploitive treatment or any other form of sexual harassment.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 6: Sexual Harassment Policy
Part 2: Sexual Harassment – All Personnel

Notifications

A copy of the School's policy on Harassment in Employment shall:

1. Be displayed in a prominent location near each school Director/Head of Schools' office.
2. Be provided to each faculty member, all members of the support staff at the beginning of the first quarter or semester of the school year, or whenever a new employee is hired.
3. Appear in any school or School publication that sets forth the school or School's comprehensive rules, regulations, procedures, and standards of conduct.

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of School information sheets that contain, at a minimum, components on:

1. The illegality of sexual harassment.
2. The definition of sexual harassment under applicable state and federal law.
3. A description of sexual harassment with examples.
4. The School's complaint process available to the employee.
5. The legal remedies and complaint process available through the Fair Employment and Housing Department and Commission.
6. Direction on how to contact the Fair Employment and Housing Department and Commission.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 6: Sexual Harassment Policy
Part 3: Sexual Harassment – Students

Method Schools Board Policy BP 4070: Sexual Harassment

The Governing Board prohibits unlawful sexual harassment of or by any student by anyone in or from the School.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone in or from the School may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The Board expects students or staff to immediately report incidents of sexual harassment to the Director/Head of Schools or designee or another school administrator.

Any student who feels that he/she is being harassed should immediately contact the Director/Head of Schools, or designee, or another school administrator to obtain a copy of AR 1312.3 – Uniform Complaint Procedures. Complaints of harassment can be filed under these procedures.

The School prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Method Schools Board Policy BP 4070: Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct or a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.

2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.

3. The conduct has the purpose or effect of harming the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.

4. 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.

Other types of conduct that are prohibited in the School and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations, or propositions.

2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.

3. Graphic verbal comments about an individual's body, or overly personal conversation.

4. Sexual jokes, stories, drawings, pictures, or gestures.

5. Spreading sexual rumors.

6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.

7. Touching an individual's body or clothes sexually.

8. Purposefully limiting a student's access to educational tools.

9. Cornering or blocking of normal movements.

10. Displaying sexually suggestive objects in the educational environment.

11. Any act of retaliation against an individual who reports a violation of the School's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 6: Sexual Harassment Policy
Part 3: Sexual Harassment – Students

Notifications

A copy of the School's sexual harassment policy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year.
2. Be displayed in a prominent location near each school Director/Head of Schools' office.
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session.
4. Appear in any school or School publication that sets forth the school or School's comprehensive rules, regulations, procedures, and standards of conduct.

Enforcement

The Director/Principal or designee shall take appropriate actions to reinforce the School's sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti.
2. Providing staff in service and student instruction or counseling.
3. Taking appropriate disciplinary action as needed.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 7: School Dress and Grooming
Part 1: Method Schools Board Policy BP 4080 Dress Code

Method Schools Board Policy BP 4080 Dress Code

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction, which would interfere with the educational process.

When gangs constitute a danger to students, the Director/Head of Schools, or designee may restrict student dress and grooming as necessary to comply with Board policy related to gang activity.

Students and parents/guardians shall be informed about the school dress code at the beginning of the school year and when revised. A student who violates the dress code shall be subject to appropriate disciplinary action.

The Board recognizes that, in order to promote student safety and discourage theft, peer rivalry, and/or gang activity, the Director/Head of Schools, staff, and parents/guardians at a school may wish to establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval.

The Board shall approve such dress codes when it determines they are necessary for the health and safety of the school's students.

The Director/Head of Schools, or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from an adopted school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide.

The Director/Head of Schools, or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 7: School Dress and Grooming
Part 1: Method Schools Board Policy BP 4080

Method Schools Board Policy BP 4080

Local law enforcement officials indicate that certain types of dress contribute to gang association and violence. Students wearing gang attire become targets for violence even though they are not gang members. Also, the baggy, oversized clothing now identified as gang-related, presents a safety hazard since it allows students to more readily conceal dangerous objects such as knives, and other weapons or provide hiding places for drugs and drug paraphernalia. Accordingly, the following types of clothing have been identified as gang-related:

- Oversized, baggy pants
- Excessively large shirts and jackets
- Military style and/or steel-toed boots
- Oversized belts and/or initial on buckles
- Caps/hats
- Shirts depicting or promoting violence towards police and/or others and/or graffiti or “tagging”
- Clothing that features lewd or obscene language

Uniforms

As gang attire changes, the Director/Head of Schools, or designee is authorized to delete and add items as deemed appropriate by the school staff and law enforcement agencies.

In schools where a schoolwide uniform is required, the Director/Head of Schools, staff, and parents/guardians of the individual school shall jointly select the specific uniform to be worn.

The Director/Head of Schools, or designee shall give parents/guardians at least six month's notice before a school uniform policy is implemented.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting.

The Director/Head of Schools, or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 8: Safe Ingress and Egress
Part 1: General Information

Method Schools takes pride in being part of a school that has a mission to provide a safe environment for all students, parents, and school employees. Method Schools will take measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings, and emergency exits remain clear of all obstruction to allow the flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies and the city of Temecula to ensure that the school's immediate community is safe.

Through the joint efforts of the School office, site administrators, faculty, Safety Committee, PTSA, and other organizations, including consultants, Method Schools has developed a plan to ensure the safe arrival and departure of students, staff, and visitors. Method Schools encourages input from our community and reviews this plan on an annual basis.

Any problems associated with safe ingress and egress will be addressed immediately.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 8: Safe Ingress and Egress
Part 2: Safe Ingress and Egress

Method Schools has 1 entrance at the front desk area of the Sky Canyon office.

School hours of operation: 8:00-4:30pm

All adults are to enter from the front of the school with signs posted for office check-in. All visitors to the school must check-in at the front desk.

Whenever a safety issue is pending, all doors are locked immediately. In emergencies, teachers have keys to lock or unlock doors closest to them.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 9: Rules and Procedures of School Discipline
Part 1: Specific Guidelines

Call Parent/Sent Home

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 9: Rules and Procedures of School Discipline
Part 1: Specific Guidelines

Discipline

Method Schools use the Behavior Policy included in the Student Handbook which is distributed to every student and signed by each student upon enrollment completion.

Comprehensive School Safety Plan

Method Schools Temecula, CA

Section 9: Rules and Procedures of School Discipline

Part 2: School Standards for Pupils

Method is a non-classroom based school and does not provide instruction on-site. However, in any potential instance in which students may be present at our headquarters site in the case of an emergency, the following procedures will be followed:
Based on the proximity of the threat, staff will determine whether it is safe to evacuate, or if it is necessary to lockdown.

1. Though instruction is conducted online and not in-person, safety expectations remain: pupils must comply with required classroom standards of behavior, courtesy, and proper citizenship, as follows:

    a. Students are to be punctual.
    b. Stop immediately upon the command of an adult or a whistle.
    c. Students are to seek help from the adult on duty.
    d. Students are to be respectful of all adults in authority.
    e. Students are expected to be clean and neat in appearance.
    f. Students must keep language free of profanity and vulgarity.
    g. Students are expected to take pride in their books, school equipment, classrooms, buildings, and school.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 9: Rules and Procedures of School Discipline
Part 3: Method Schools Board Policy BP 5060: Tobacco, Drugs, and Alcohol

Method Schools Board Policy BP 5060: Tobacco, Drugs, and Alcohol

It shall be the policy of the schools to take 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.

Students involved in the possession, sale, and/or use of behavior affecting substances as stated above shall be subject to disciplinary procedures that may result in suspension or expulsion.

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 following constitutional requirements of applicable state law relating to searches and seizures.

The Board recognizes that smoking and other forms of tobacco use present a health hazard that can have serious consequences both for the tobacco-user and the non-tobacco-user and is, therefore of concern to the Board.

Students shall not be allowed to smoke or possess tobacco on school property or during school hours. Students who violate this policy shall be subject to disciplinary procedures which may result in suspension from school.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 9: Rules and Procedures of School Discipline
Part 3: Drugs, Tobacco, Alcohol

Drug Use and Abuse

The administration shall practice the following procedures relative to student drug use and abuse on school property or whenever the student is under the jurisdiction of the schools.

Alcohol is a drug, illegal for use by minors. Cases involving alcohol shall be treated in the same manner as for other drugs.

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 that a student has on prescription for ingestion as prescribed by a doctor must be in their original containers and kept in the nurses' or Director/Head of Schools' 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/Head of Schools. The Director/Head of Schools, 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/Head of Schools 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 non-prescription drugs, including alcohol, marijuana, or inhalants, at school or 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.

Additionally, the following action may be taken:

a. Transfer to another school or alternative education program as appropriate.

b. Recommendation for expulsion.

6. The 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 possessing 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 decide 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 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 a search should be conducted by the administrator with at least one other certificated person as a witness. No school staff member should search a student but may ask students 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 search. Repeated attempts shall be made to notify the student's parent/guardian before the personal search is made.

4. The student may be interrogated 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 used, sold, or possesses 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.

The Student Handbook which includes all shall be disseminated to students and parents through school newsletters, student handbooks, parent and student meetings, newspapers, radio, television, and other means of communications.

Tobacco Use

Possession or use of tobacco on school premises or at school-sponsored events by students is a violation of the law and Board policy and is not permitted. Students violating this policy will be subject to the following disciplinary procedure:

First Offense:

1. Parent notification.
2. Reprimand by Director/Principal or designee. A reprimand is a written notification of unacceptable behavior.
3. School Suspension (1 day)

Second Offense:

1. Parent notification.
2. Reprimand by Director/Principal or designee.
3. School Suspension (2 days)
4. Disciplinary probation with behavior contract.

Disciplinary probation is a condition whereby a student must fulfill specific commitments or be denied certain privileges until his/her behavior improves. A behavioral contract is a

written agreement among a student, his/her parent/guardian, and an administrator. The contract states the conditions that must be met by the student for the period of

Method Schools Temecula, CA
Section 9: Rules and Procedures of School Discipline
Part 3: Drugs, Tobacco, Alcohol

Disciplinary probation. Failure to comply with the agreed-upon terms may result in further disciplinary action against the student.

Subsequent Offenses:

1. Parent notification/written notification of suspension to be sent by mail.
2. The student to be suspended for three (3) days.
3. Parent conference requested before returning to school.
4. Action per Behavioral Contract including possible assignment to an alternative program.

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of second-hand smoke. As required by law, the School provides instructional programs designed to discourage students from using tobacco products.

In the best interests of students, employees, and the general public, the Governing Board, therefore, prohibits the use of tobacco products at all times on school property and in school vehicles. This prohibition applies to all employees, students, visitors, and other persons at any school or school-sponsored activity or athletic event.

The Director/Head of Schools, or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on School premises share in the responsibility of adhering to this policy and informing appropriate school officials of any violations.

The Director/Head of Schools, or designee shall maintain a list of clinics and community resources that assist employees and students who wish to stop using tobacco products.

Method Schools Temecula, CA
Section 9: Rules and Procedures of School Discipline
Part 3: Drugs, Tobacco, Alcohol

Employee Notifications

The Director or designee shall notify employees of the School's tobacco-free policy. The notification shall also inform them of:

1. Their need to abide by School policy as a condition of employment.

2. The dangers of tobacco use in the workplace, including its threat to the health and safety of employees, students, and the public.

3. Available resources that may help employees stop using tobacco.

4. Possible disciplinary actions per Board policy, state law, and applicable collective bargaining agreements.

Community members who smoke on school property shall be informed of the School's tobacco-free schools' policy and asked to refrain from smoking. If the person fails to comply with this request, the following actions may ensue:

1. The matter may be referred to the Director or designee responsible for the area or the event.

2. If the person fails to refrain when so requested by the Director/Head of Schools, or designee, who may direct him/her to leave school property.

3. If necessary, the Director/Head of Schools or designee may request local law enforcement assistance in removing the person from school premises.

4. When individuals repeatedly violate the tobacco-free schools' policy, the Director or designee may prohibit them from entering School property for a specified period.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 10: Crime Assessment
Part 1: Crime Assessment

In compliance with SB 187 and SB 334, Method Schools will compile statistics about school crime committed on school campuses and at school-related functions. The school will complete a *California Safe Schools Assessment – School Crime Reporting Form* for each incident that occurs on campus. Information obtained will assist the school and the School in developing programs to reduce the incidence of crime on campus.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 11: Bullying and Intimidation
Part 1: Method Schools Method Schools Board Policy BP 5040: Bullying and Intimidation

Method Schools Board Policy BP 5040: Bullying and Intimidation

The Board of Trustees believes that all students have a right to a safe and healthy school environment. To that end, the schools and community must 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-campus.

The consequences of these actions may include a broad range of disciplinary measures as appropriate; however, every effort will also be taken to provide or locate appropriate assistance for both the victim and the offender.

Bullying occurs when one or more students threaten, harass, or intimidate another student through words, or actions including continual direct physical contact such as hitting or shoving intentionally.

These incidents will be acted upon when they occur on the school grounds at any time, en route to and from school or a school-sponsored activity, during the lunch period whether on or off-campus.

A “school-related” or “school-sponsored” activity is an activity that is approved by the Director/Principal or his/her designee and supervised by assigned school personnel.

For this administrative regulation, bullying is but is not limited to, making unsolicited and unwelcome written, verbal, physical, and/or threatening visual gestures or contact.

- Written – intimidating/threatening letters, notes, or messages
- Verbal – intimidating/threatening comments, slurs, innuendos, teasing, jokes, or epithets Visual – threatening gestures
- Physical – hitting, slapping, and/or pinching

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 11: Bullying and Intimidation

Part 1: Anti-Bullying

Making reprisals, threats of reprisal, engaging in coercive behavior to negatively control, influence, or affect the health and well-being of a student.

Initial Response and
Reporting Expectations The
School expects all employees, if they observe or become aware of an act of intimidation, to take immediate, appropriate steps to intervene.

If in the opinion of the employee, the matter has not been resolved, then the situation shall be reported to an administrator for further investigation.

The School encourages students, parents, and other community members who observe or become aware of a serious act of intimidation to report this act to a school administrator for further investigation.

Investigation and Response
Any incident, which may constitute an act of intimidation and is reported to the Director/Head of Schools, shall be thoroughly investigated by the site administrator or designee. Consequences shall be commensurate with the results of the investigation. This may include but is not limited to, counseling, parent conference, detention, involuntary transfer, a formal suspension and/or expulsion of the offender. The parent or guardian shall be contacted and may be asked to attend a conference with school officials.

If the parent or guardian does not attend the conference, the site administrator shall send a letter informing the parent of the actions under consideration and notifying the parent of all data pertinent to the action.

Depending on the severity of the incident, the administrator shall take appropriate steps to ensure campus safety. This may include any or all of the following: Implement an immediate safety plan; isolate and supervise involved students; provide staff support for involved students as necessary; report the incident to law enforcement if appropriate; notify the parents/guardians of both the offender and the victim and develop supervision plan with parents.

If the act of intimidation is deemed to warrant a suspension, expulsion, or involuntary transfer to another school, then the matter will be processed following the board policies and pertaining to the suspension/expulsion due process.

Comprehensive School Safety Plan

Method Schools Temecula, CA
Section 11: Bullying and Intimidation
Part 1: Anti-Bullying and Hate Crimes

Assessment and Intervention
An administrative contact will be made with the victim and offender before resuming the regular schedule of classes. If deemed necessary, the administrator or designee may convene a multidisciplinary team to further assess and determine the need for ongoing support for the victim of the offender.

Depending upon the severity of the intimidation, an investigation may include a review of school records, identification of parent/family issues, and interview with students, parents, and school staff. A multi-disciplinary team consisting of school staff, counselor/psychologist, parent, student, and other agency personnel as appropriate, shall develop a behavior support plan.

The support plan may include any or all of the following: a case manager (special education staff), counseling services (site, and/or community resources), parenting skills classes, and other additional support services as deemed appropriate. The case manager will maintain a record of the services provided.

Each site will identify community resources to be used before, during, and after incidents of intimidation.

School Follow-up
The case manager has a responsibility to follow up and evaluate the behavior support plan. The case manager will compile a report to the site administrator on the process, resources used, and the follow up procedure involving the victim and the offender.

A copy of the behavior plan and follow-up report will then be forwarded to the Coordinator of Pupil Services.

Retaliation Prohibited

Retaliation against a student who reports or witnesses bullying is strictly prohibited and is grounds for discipline.

Mandated Notification

At the beginning of the school year, each student shall receive Student Handbook that includes language prohibiting intimidation.

Hate Crime Reporting and Procedures
Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Executive Director (jspallino@methodschools.org). Upon receiving such a complaint, the Executive Director shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures. A student who has been found to have demonstrated hate motivated behavior shall be subject to discipline in accordance with law, Board policies, and administrative discretion.

- Definition of Hate Violence: the use of force or threat of force to intimidate a person in the exercise of
a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating
or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation."

Method Schools Temecula, CA
Section 12: Suicide Prevention Policy

Suicide Prevention Board Policy

BP 5070 Approved 11/19/19

Method Schools understands that it is critical that 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 out current LMS for students to utilize. Method Schools plans to offer a Hope Squad tile course for students to take in the Spring of 2019 and will continue to refine awareness and prevention.

Prevention. 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. pg. 2

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 AFSP (included in the resource section below) can help.
pg. 3

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 the 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.

Method Schools Temecula, CA
Section 13: COVID-19 Precautions

Method's modality has been virtual in nature since well before the COVID-19 pandemic, and staff and students will remain working in a virtual capacity indefinitely due to the nature of the Method program. Notwithstanding that, Method takes the COVID-19 pandemic very seriously, and all staff and students are urged to follow CDC COVID-19 precautionary guidelines as well as monitor the CDC website (https://www.cdc.gov/coronavirus/2019-ncov/index.html) for the most current guidelines and resources :

Wear a mask

- Everyone 2 years and older should wear masks in public.
- Masks should be worn in addition to staying at least 6 feet apart, especially around people who don't live with you.
- If someone in your household is infected, people in the household should take precautions including wearing masks to avoid spread to others.
- Wash your hands or use hand sanitizer before putting on your mask.
- Wear your mask over your nose and mouth and secure it under your chin.
- Fit the mask snugly against the sides of your face, slipping the loops over your ears or tying the strings behind your head.
- If you have to continually adjust your mask, it doesn't fit properly, and you might need to find a different mask type or brand.
- Make sure you can breathe easily.

Effective February 2, 2021, **masks are required** on planes, buses, trains, and other forms of public transportation traveling into, within, or out of the United States and in U.S. transportation hubs such as airports and stations.

people arrows light icon

Stay 6 feet away from others

- **Inside your home:** Avoid close contact with people who are sick**.**
    - If possible, maintain 6 feet between the person who is sick and other household members.
- **Outside your home:** Put 6 feet of distance between yourself and people who don't live in your household.
    - Remember that some people without symptoms may be able to spread virus.
    - Stay at least 6 feet (about 2 arm lengths) from other people.
    - **Keeping distance from others is especially important for people who are at higher risk of getting very sick.**

band aid icon

Get Vaccinated

- Authorized COVID-19 vaccines can help protect you from COVID-19.

- You should get a COVID-19 vaccine when it is available to you.
- Once you are fully vaccinated, you may be able to start doing some things that you had stopped doing because of the pandemic.

users slash icon
Avoid crowds and poorly ventilated spaces

- Being in crowds like in restaurants, bars, fitness centers, or movie theaters puts you at higher risk for COVID-19.
- Avoid indoor spaces that do not offer fresh air from the outdoors as much as possible.
- If indoors, bring in fresh air by opening windows and doors, if

possible. hands wash light icon
Wash your hands often

- Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- It's especially important to wash:
    - Before eating or preparing food
    - Before touching your face
    - After using the restroom
    - After leaving a public place
    - After blowing your nose, coughing, or sneezing
    - After handling your mask
    - After changing a diaper
    - After caring for someone sick
    - After touching animals or pets
- If soap and water are not readily available, **use a hand sanitizer that contains at least 60% alcohol**. Cover all surfaces of your hands and rub them together until they feel dry.
- **Avoid touching your eyes, nose, and mouth** with unwashed

hands. box tissue light icon
Cover coughs and sneezes

- **If you are wearing a mask**: You can cough or sneeze into your mask. Put on a new, clean mask as soon as possible and wash your hands.
- **If you are not wearing a mask**:
    - Always cover your mouth and nose with a tissue when you cough or sneeze, or use the inside of your elbow and do not spit.
    - Throw used tissues in the trash.
- Immediately **wash your hands** with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.

Spray bottle icon
Clean and disinfect

- Clean high touch surfaces daily. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.

- **If someone is sick or has tested positive for COVID-19, disinfect frequently touched surfaces.** Use a household disinfectant product from EPA's List N: Disinfectants for Coronavirus (COVID-19)external icon according to manufacturer's labeled directions.
    - **If surfaces are dirty, clean them** using detergent or soap and water prior to disinfection.

head side medical light icon
Monitor your health daily

- **Be alert for symptoms.** Watch for fever, cough, shortness of breath, or other symptoms **of COVID-19.**
    - Especially important if you are running essential errands, going into the office or workplace, and in settings where it may be difficult to keep a physical distance of 6 feet.
- **Take your temperature** if symptoms develop.
    - Don't take your temperature within 30 minutes of exercising or after taking medications that could lower your temperature, like acetaminophen.

- Follow CDC guidance if symptoms develop.

Method Schools Instructional Continuity Plan

Overview
As a virtual school, the majority of Method Schools' instruction and support is and can be offered in a virtual environment; however, in the event of an emergency, all in-person activities, events, and support will be suspended and moved to virtual support. Additional virtual opportunities for both community building and academic support were made available, so that students have additional access to Method teachers and support staff.

Communication
Method will engage with pupils and their families as soon as practicable, but no later than five calendar days following an emergency per EC Section 32282(a)(3)(A)(i).

Communication will be established between families and school through regular communication primarily through email and direct and text messaging through Smartfox Learning Management System and Student Information System. Each student is assigned a homeroom teacher that will be the main contact for schoolwide updates and oversees the student's overall progress in courses.

Method Schools employs a team of intervention staff (Student Success Managers) who identify students who are not fully participating in their educational program. Student Success Managers, SSMs, work with students and parents in order to address obstacles that prevent each student's participation in the education requirements. Interventions can include: increased accountability check ins, incentive programs, additional instructional supports such as study halls, targeted instruction, and/or help in coping with social emotional stress, study skills, time management, and life skills.

Student Success Team meeting protocols are in place as a formal process to promote student success. These team meetings involve student, parent, homeroom teacher, and Student Success Manager.

Distance Learning Program

Method Schools will provide access to remote instruction as soon as practicable, but no more than 10 instructional days following the emergency per EC Section 32282(a)(3)(A)(ii)

Continuity of Instruction
Method Schools will continue providing online curriculum though proprietary Student Information System and Learning Management System, Smartfox. Smartfox is completely online and accessible through laptops, desktops, as well as mobile devices such as tablets and smartphones.

Smartfox curriculum is Common Core aligned, provides multiple modalities of instruction, and is flexible. Embedded within the Smartfox curriculum, students are connected to outside learning resources such as Edmentum Courseware, ST Math, Reading A-Z, and Gizmos.

Access to Devices and Connectivity
Method Schools provides loaner laptops and/or chromebooks to students. These devices are shipped directly to the student's home. To ensure internet connectivity and accessibility, Method refers families to the Internet For All Now plan, a state program that provides access to affordable offers for those who qualify based on a variety of income measures including NSLP eligibility, participation in CalFresh or Supplemental Nutrition Assistance Program, SSI, Medi-Cal, or based on low income status.

Pupil Participation and Progress
In addition to an asynchronous online curriculum, Method also offers synchronous live sessions in group web conference format. Method instructors facilitate and teach weekly sessions in all core subjects. In addition, at-promise students that demonstrate mastery one or more grade levels below that of their peers are assigned additional sessions in which teachers work with smaller student groups to target specific learning gaps.

Each student is assigned a homeroom teacher that oversees the overall progress of the student in all of his/her courses. Student and homeroom teachers meet weekly in 1-on-1 meetings between the student and teacher or in a group setting with other homeroom students. These one on one and group meetings are designed to check in with the student(s), provide feedback, make school wide announcements, review course progress, set learning goals and check progress in these learning goals.

Mental Health and Social and Emotional Well-Being
Method provides all employees with resources and training to help support students/families and employees that may require additional support due to strains. This includes mental health resources available to all staff, free mental health resource sharing with families, and frequent communication and check-ins with staff and students to provide any help as needed. Method has partnered with ComPsych to provide all employees with an opportunity to attend virtual/phone counseling sessions as needed. Additionally, teachers are in frequent communication with our students and look for any potential signs of emotional or social trauma.

Teachers will add several virtual social interaction events so that students can maintain healthy social relationships with their teachers and peers.

Further, all students and staff have access to CareSolace, a mental health referral program that provides mental health coordination that connects students, staff, and their families quickly and confidentially connect with mental health providers and treatment options that match their specific needs and insurance.

Supports for Pupils with Unique Needs

As an online school, Method Schools continues to implement its program as designed to assist English Learners, pupils with exceptional needs, pupils in foster care, and pupils experiencing homelessness.

English Learners participate in specific curriculum in Edmentum, work with their homeroom teacher who implements differentiated instruction to make curriculum accessible.

Method also has a Special Education program and abides by student individual educational plans. Services such as Specialized Academic Instruction, speech and language sessions, and counseling are provided virtually through web conferencing.

Students in foster care and experiencing homelessness receive additional assistance by receiving loaner laptops provided by Method to access online curriculum, communicate with teachers and support staff, as well as attend online classes, study halls, and Method social events. Internet service assistance is provided to any student qualifying for financial need as demonstrated by National School Lunch Program criteria.

Professional Learning
As an online school, Method staff is well-trained to support a distance learning program. Professional development is included throughout the year in an online format and include but is not limited to: professional learning communities, data review and analysis, and instructional coaching.

Return to Site-based Learning and In-Person Activity
Prior to returning from disruption, these conditions must be met.

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris or hazards
- Internet fiber lines connected and functioning
- Staff available to cover

Mid-Year LCAP Update

Method Summit Academy
December 2025

Context for the Mid-Year LCAP Update

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,

- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

Funding Changes Impacting the Budget Overview for Parents

Method Summit adopted our LCAP and Budget on June 2, 2025.

No significant funding changes have occurred that impact the LCAP budget.

Item	As adopted in Budget Overview for Parents	New Amount
Total LCFF Funds	$ 464,300	$ 464,300
LCFF Supplemental / Concentration Grants	$ 122,455	$ 122,455

25-26 LCAP Goals

Goal 1: Within 3 years, Method Summit Academy will meet or exceed academic performance standards outlined by the California School Dashboard.
Goal 2: Method Summit Academy will develop an inclusive and collaborative environment that actively engages and ultimately exceeds the expectation of all its stakeholders.
Goal 3: Method Summit Academy will implement a Multi-Tiered System of Supports (MTSS) framework to enhance academic achievement and foster socio-emotional well-being for all students.
Goal 4: Method Summit Academy will expand its reach to students through targeted outreach, retention strategies, and program enhancements to ensure sustainable growth and long-term success.

1. Academic Achievement

Method Schools will raise its academic performance and achievement indicators in metrics identified below.

Budget:	Spent as of 10/31/2025
$233,050	*$ 51,835*

*This is an aggregate summary, please see funds by action in full report.

Goal Metrics Highlights

No.	Metric Description	Current	Target
1	ELA Diagnostic	33.75% at or above grade level	Overall average of 50% students at or above grade level.
2	Math Diagnostic	22.78% at or above grade level	Overall average of 45% students at or above grade level.
3	ELA CAASPP	First administration in Spring	Distance from Standard will be 0.
4	Math CAASPP	First administration in Spring	Distance from Standard will be 0.
5	ELPAC Development Levels	First administration in Spring	80% making progress

Goal 1 Actions

Actions				
No.	**LCAP Action Description**	**Implementation Status**	**Budgeted Expenditures**	**Year-to-Date Expenditures**
1	Edmentum	🟢Fully Implemented	$11,400	$3088
2	Smartfox Curriculum Development	🟠Partially Implemented	$60,500	$18,920
3	ELA and Math Specialists	🟠Partially Implemented	$37,050	$6567
4	SPED Supports	🟠Partially Implemented	$104,000	$11,660
5	Counselor Development	🔴 Not Implemented	$1200	$600
6	Multilingual Development Program	🟠Partially Implemented	$18,900	$11,000

What's next for this goal?

Upcoming actions:

- Smartfox Curriculum will be moved to Canvas LMS.
- Additional high school SmartFox course creation in progress
- Revision and enhancement of existing SmartFox courses based on user feedback and academic data
- Implemented designated instruction courses for multi-language learners at the emerging and expanding levels
- Increased focus on participation in The Academy at Method Schools
- Hired additional English teacher as Multi Language Learner and support class focus
- Developed a Credit Recovery Pathway to support students who transfer to Method extremely credit deficient

2. Enhanced Experience

Method will develop an inclusive and collaborative environment that actively engages and ultimately exceeds the expectation of all its stakeholders.

Budget:	Spent as of 10/31/2025
$81,950	*$ 34,654*

*This is an aggregate summary, please see funds by action in full report.

Goal Metrics Highlights

No.	Metric Description	Current	Target
1	Parent Advisory Committee Participation	Parent Advisory Committee members equal 4% of student population.	Method's Parent Advisory Committee will equal 10% of student population.
2	Parent Satisfaction	57% overall satisfied	Method will earned an 95% satisfaction score from parents.
3	Student Satisfaction	84% overall satisfied	90% of students will rate Method Schools 9 or 10 in terms of satisfaction.
4	Staff Satisfaction	100% overall satisfaction (75% Extremely Satisfired, 25% Satisfied)	90% of staff will rate their overall satisfaction with their work experience at Method.
5	Student Attendance	65%	Method Schools will maintain an average daily attendance of 95%
6	Staff Evaluation Scores	Midyear evals in progress	Method Schools will improve staff performance to 90%.
7	Leadership Effectiveness	57% extremely effective (	Across all departments, 90% of staff will rate leadership "extremely effective"

Goal 2 Actions

Actions				
No.	**LCAP Action Description**	**Implementation Status**	**Budgeted Expenditures**	**Year-to-Date Expenditures**
1	Parent Success Program	🟠Partially Implemented	$2300	$900
2	Parent Advisory Committee	🟠Partially Implemented	$17,800	$6267
3	Student Clubs and Leadership	🟠Partially Implemented	$2650	$60
4	Leadership Development Program	🟢Fully Implemented	$27,500	$21,267
5	Director of Learning & Experience	🟢Fully Implemented	$31,700	$6160
6	Shared Land Use	🔴 Not Implemented	$0	$0

What's next for this goal?

Upcoming actions:

- Continued development on executive leadership team
- Added school leadership development
- Refined professional learning based on student achievement data including leadership and instructional coaching
- Enhancing Enrollment Specialist responsibilities with a focus on hospitality

3. Development of MTSS

Method Schools will refine and improve the implementation of the Multi-Tiered System of Supports (MTSS) framework to enhance academic achievement and foster socio-emotional well-being for all students.

Budget:	Spent as of 10/31/2025
$102,700	*$ 17,530*

*This is an aggregate summary, please see funds by action in full report.

Goal Metrics Highlights

No.	Metric Description	Current	Target
1	Student Attendance	65%	Method will maintain an average daily attendance rate of 95% per learning period.
2	Chronic Absenteeism	Unavailable until dashboard release	Method Schools will reduce the % of chronically absent students to 5%

Goal 3 Actions

Actions				
No.	**LCAP Action Description**	**Implementation Status**	**Budgeted Expenditures**	**Year-to-Date Expenditures**
1	Professional Development Program	🟢Fully Implemented	$26,400	$2200
2	Schoolwide MTSS Implementation	🟢Fully Implemented	$74,500	$13,530
3	Smartfox MTSS Tracker	🟠Partially Implemented	$1800	$1800

What's next for this goal?

Upcoming actions:

- Implementation of Scout SIS for better oversight of attendance accounting
- Full implementation of MTSS Support Log and MTSS Student Dashboard
- Adding an Instructional Coach role at MSA
- Refine SSM role within MTSS (beyond attendance to work on identifying and intervening with universal, supplemental, and intensive supports in academic, behavioral, & social-emotional as well)
- Change assessment platforms to one for TK-12 for ease of progress monitoring across all schools/grade levels

4. Program Expansion

Budget:	Spent as of 10/31/2025
$46,600	*$ 16,700*

*This is an aggregate summary, please see funds by action in full report.

Method Summit Academy will expand its reach to students through targeted outreach, retention strategies, and program enhancements to ensure sustainable growth and long-term success.

Goal Metrics Highlights

No.	Metric Description	Current	Target
1	Annual student enrollment	92 students enrolled	200 students enrolled
2	Beginning planning to expand classroom and training space	Current capacity of 150 students	Increase capacity to 200 students

Goal 4 Actions

Actions				
No.	**LCAP Action Description**	**Implementation Status**	**Budgeted Expenditures**	**Year-to-Date Expenditures**
1	Director of Expansion role	🟢Fully Implemented	$34,000	$11,333
2	Strengthen retention strategies	🟠Partially Implemented	$5600	$1867
3	Expand course offerings and program opportunities	🟠Partially Implemented	$5600	$2800
4	Monitor and evaluate enrollment growth efforts	🟠Partially Implemented	$1400	$700

What's next for this goal?

Upcoming actions:

- Refined enrollment training and job responsibilities to include outreach and family everboarding
- Expanding The Academy at Method Schools, college dual-enrollment, cohorts to promote enrollment in post-secondary education
- Expand current Athletic Academy to support increased enrollment

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2025-26 Total Planned Expenditures Table

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 %)
2025-26	$ 2,163,360	$ 122,455	5.660%	0.000%	5.660%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 464,300	$ -	$ -	$ -	$ 464,300.00	$ 405,434	$ 58,866

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Edementum HS LMS	[Input student group(s)]	Yes	LEA-wide	[Input unduplicated student group(s)]	MSA	annual	$ -	$ 11,440	$ 11,440	$ -	$ -	$ -	$ 11,440	5.660%
1	2	Curriculum Development	[Input student group(s)]	Yes	LEA-wide	[Input unduplicated student group(s)]	MSA	annual	$ 60,490	$ -	$ 60,490	$ -	$ -	$ -	$ 60,490	5.660%
1	3	ELA and Math Specialists	[Input student group(s)]	Yes	LEA-wide	[Input unduplicated student group(s)]	MSA	annual	$ 37,050	$ -	$ 37,050	$ -	$ -	$ -	$ 37,050	5.660%
1	4	SPED Supports	[Input student group(s)]	Yes	LEA-wide	[Input unduplicated student group(s)]	MSA	annual	$ 103,970	$ -	$ 103,970	$ -	$ -	$ -	$ 103,970	5.660%
1	5	Counselor Development	[Input student group(s)]	Yes	LEA-wide	[Input unduplicated student group(s)]	MSA	annual	$ -	$ 1,200	$ 1,200	$ -	$ -	$ -	$ 1,200	5.660%
1	6	Multi-language development program		Yes	LEA-wide		MSA	annual	$ 18,900	$ -	$ 18,900	$ -	$ -	$ -	$ 18,900	5.660%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	5.660%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	5.660%
2	1	Parent Success Program		Yes	LEA-wide		MSA	annual	$ 1,150	$ 1,150	$ 2,300	$ -	$ -	$ -	$ 2,300	5.660%
2	2	Parent Advisory Program		Yes	LEA-wide		MSA	annual	$ 17,800	$ -	$ 17,800	$ -	$ -	$ -	$ 17,800	5.660%
2	3	Student Clubs and Leadership		Yes	LEA-wide		MSA	annual	$ -	$ 2,650	$ 2,650	$ -	$ -	$ -	$ 2,650	5.660%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	5.660%
3	1	Leadership Development Program		No	LEA-wide		MSA	annual	$ 18,362	$ 9,138	$ 27,500	$ -	$ -	$ -	$ 27,500	5.660%
3	2	Director of Instruction		Yes	LEA-wide		MSA	annual	$ 31,700	$ -	$ 31,700	$ -	$ -	$ -	$ 31,700	5.660%
3	3	Professional Development Program and position specific		Yes	LEA-wide		MSA	annual	$ 7,562	$ 18,838	$ 26,400	$ -	$ -	$ -	$ 26,400	5.660%
3	4	Schoolwide MTSS		Yes	LEA-wide		MSA	annual	$ 74,425	$ 75	$ 74,500	$ -	$ -	$ -	$ 74,500	5.660%
3	5	MTSS Tracker		Yes	LEA-wide		MSA	annual	$ -	$ 1,800	$ 1,800	$ -	$ -	$ -	$ 1,800	5.660%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	5.660%
4	1	Director of Expansion role		No	LEA-wide		MSA	annual	$ 34,025	$ (25)	$ 34,000	$ -	$ -	$ -	$ 34,000	0.000%
4	2	Strengthen student retention strategies		Yes	LEA-wide		MSA	annual	$ -	$ 5,600	$ 5,600	$ -	$ -	$ -	$ 5,600	5.660%
4	3	Expand course offerings and program opportunities		Yes	LEA-wide		MSA	annual	$ -	$ 5,600	$ 5,600	$ -	$ -	$ -	$ 5,600	5.660%
4	4	Monitor and evaluate enrollment growth efforts		Yes	LEA-wide		MSA	annual	$ -	$ 1,400	$ 1,400	$ -	$ -	$ -	$ 1,400	5.660%

2025-26 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
$ 2,163,360	$ 122,455	5.660%	0.000%	5.660%	$ 402,800	1075.477%	1094.097%	**Total:**	$ 402,800
								LEA-wide Total:	$ 402,800
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Edementum HS LMS	Yes	LEA-wide	[Input unduplicated student group(s)]	MSA	$ 11,440	5.660%
1	2	Curriculum Development	Yes	LEA-wide	[Input unduplicated student group(s)]	MSA	$ 60,490	5.660%
1	3	ELA and Math Specialists	Yes	LEA-wide	[Input unduplicated student group(s)]	MSA	$ 37,050	5.660%
1	4	SPED Supports	Yes	LEA-wide	[Input unduplicated student group(s)]	MSA	$ 103,970	5.660%
1	5	Counselor Development	Yes	LEA-wide	[Input unduplicated student group(s)]	MSA	$ 1,200	5.660%
1	6	Multi-language development program	Yes	LEA-wide	0	MSA	$ 18,900	5.660%
							$ -	5.660%
							$ -	5.660%
2	1	Parent Success Program	Yes	LEA-wide	0	MSA	$ 2,300	5.660%
2	2	Parent Advisory Program	Yes	LEA-wide	0	MSA	$ 17,800	5.660%
2	3	Student Clubs and Leadership	Yes	LEA-wide	0	MSA	$ 2,650	5.660%
							$ -	5.660%
3	1	Leadership Development Program	No	LEA-wide		MSA	$ -	0.000%
3	2	Director of Instruction	Yes	LEA-wide	0	MSA	$ 31,700	5.660%
3	3	Professional Development Program and pos	Yes	LEA-wide	0	MSA	$ 26,400	5.660%
3	4	Schoolwide MTSS	Yes	LEA-wide	0	MSA	$ 74,500	5.660%
3	5	MTSS Tracker	Yes	LEA-wide	0	MSA	$ 1,800	5.660%
							$ -	5.660%
4	1	Director of Expansion role	No	LEA-wide		MSA	$ -	0.000%
4	2	Strengthen student retention strategies	Yes	LEA-wide	0	MSA	$ 5,600	5.660%
4	3	Expand course offerings and program oppo	Yes	LEA-wide	0	MSA	$ 5,600	5.660%
4	4	Monitor and evaluate enrollment growth effo	Yes	LEA-wide	0	MSA	$ 1,400	5.660%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 464,300.00	$ 120,719.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Edementum HS LMS	Yes	$ 11,440	$ 3,088
1	2	Curriculum Development	Yes	$ 60,490	$ 18,920
1	3	ELA and Math Specialists	Yes	$ 37,050	$ 6,567
1	4	SPED Supports	Yes	$ 103,970	$ 11,660
1	5	Counselor Development	Yes	$ 1,200	$ 600
1	6	Multi-language development program	Yes	$ 18,900	$ 11,000
				$ -	$ -
				$ -	$ -
2	1	Parent Success Program	Yes	$ 2,300	$ 900
2	2	Parent Advisory Program	Yes	$ 17,800	$ 6,267
2	3	Student Clubs and Leadership	Yes	$ 2,650	$ 60
				$ -	$ -
3	1	Leadership Development Program	No	$ 27,500	$ 21,267
3	2	Director of Instruction	Yes	$ 31,700	$ 6,160
3	3	Professional Development Program and position specific	Yes	$ 26,400	$ 2,200
3	4	Schoolwide MTSS	Yes	$ 74,500	$ 13,530
3	5	MTSS Tracker	Yes	$ 1,800	$ 1,800
				$ -	$ -
4	1	Director of Expansion role	No	$ 34,000	$ 11,333
4	2	Strengthen student retention strategies	Yes	$ 5,600	$ 1,867
4	3	Expand course offerings and program opportunities	Yes	$ 5,600	$ 2,800
4	4	Monitor and evaluate enrollment growth efforts	Yes	$ 1,400	$ 700
				$ -	$ -

2025-26 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)
$ 122,455	$ 402,800	$ 88,119	$ 314,681	1092.459%	0.000%	-1092.46%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Edementum HS LMS	Yes	$ 11,440	$ 3,088.00	5.660%	0.000%
1	2	Curriculum Development	Yes	$ 60,490	$ 18,920.00	5.660%	0.000%
1	3	ELA and Math Specialists	Yes	$ 37,050	$ 6,567.00	5.660%	0.000%
1	4	SPED Supports	Yes	$ 103,970	$ 11,660.00	5.660%	0.000%
1	5	Counselor Development	Yes	$ 1,200	$ 600.00	5.660%	0.000%
1	6	Multi-language development program	Yes	$ 18,900	$ 11,000.00	5.660%	0.000%
				$ -	$ -	5.660%	0.000%
				$ -	$ -	5.660%	0.000%
2	1	Parent Success Program	Yes	$ 2,300	$ 900.00	5.660%	0.000%
2	2	Parent Advisory Program	Yes	$ 17,800	$ 6,267.00	5.660%	0.000%
2	3	Student Clubs and Leadership	Yes	$ 2,650	$ 60.00	5.660%	0.000%
				$ -	$ -	5.660%	0.000%
3	1	Leadership Development Program	No	$ -	$ -	5.660%	0.000%
3	2	Director of Instruction	Yes	$ 31,700	$ 6,160.00	5.660%	0.000%
3	3	Professional Development Program and position specific	Yes	$ 26,400	$ 2,200.00	5.660%	0.000%
3	4	Schoolwide MTSS	Yes	$ 74,500	$ 13,530.00	5.660%	0.000%
3	5	MTSS Tracker	Yes	$ 1,800	$ 1,800.00	5.660%	0.000%
				$ -	$ -	5.660%	0.000%
4	1	Director of Expansion role	No	$ -		0.000%	0.000%
4	2	Strengthen student retention strategies	Yes	$ 5,600	$ 1,867.00	5.660%	0.000%
4	3	Expand course offerings and program opportunities	Yes	$ 5,600	$ 2,800.00	5.660%	0.000%
4	4	Monitor and evaluate enrollment growth efforts	Yes	$ 1,400	$ 700.00	5.660%	0.000%
				$ -	$ -	5.660%	0.000%

2025-26 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)
$ 2,163,360	$ 122,455	0.000%	5.660%	$ 88,119	0.000%	4.073%	$ 34,336.00	1.587%

Mid-Year LCAP Update

Method Schools
December 2025

Context for the Mid-Year LCAP Update

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,

- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

Funding Changes Impacting the Budget Overview for Parents

Method Schools adopted our LCAP and Budget on June 2, 2025.

No significant funding changes have occurred that impact the LCAP Budget.

Item	As adopted in Budget Overview for Parents	New Amount
Total LCFF Funds	$ 1,229,150	$ 1,229,150
LCFF Supplemental / Concentration Grants	$ 568,202	$ 568,202

25-26 LCAP Goals

Goal 1: Within 3 years, Method Schools will raise its academic performance and achievement indicators in metrics identified below.
Goal 2: Method will develop an inclusive and collaborative environment that actively engages and ultimately exceeds the expectation of all its stakeholders.
Goal 3: Method Schools will refine and improve the implementation of the Multi-Tiered System of Supports (MTSS) framework to enhance academic achievement and foster socio-emotional well-being for all students.
Goal 4: Method Schools will expand its reach to students through targeted outreach, retention strategies, and program enhancements to ensure sustainable growth and long-term success.

1. Academic Achievement

Within 3 years, Method Schools will raise its academic performance and achievement indicators in metrics identified below.

Budget:	Spent as of 10/31/2025
$615,250	*$ 202,740*

*This is an aggregate summary, please see funds by action in full report.

Goal Metrics Highlights

No.	Metric Description	Current	Target
1	ELA Diagnostic	K-8: 41.67% HS: 85.09%	Overall average of 65% students at or above grade level.
2	Math Diagnostic	K-8: 34.94% HS: 87.82%	Overall average of 55% students at or above grade level.
3	ELA CAASPP	-24.4 points distance from standard	Method Schools' Distance from Standard will be 0.
4	Math CAASPP	-37.7 points distance from standard	Method Schools' Distance from Standard will be 0.
5	A-G completion rate	22.4% College and Career Ready	College and Career readiness will be 80%
6	Graduation Rate	81.6% Graduated	Method Schools will achieve a graduation rate of 95%
7	ELPAC Development Levels	66.7% making progress	80% making progress

Goal 1 Actions

Actions				
No.	**LCAP Action Description**	**Implementation Status**	**Budgeted Expenditures**	**Year-to-Date Expenditures**
1	Edmentum	🟢Fully Implemented	$30,250	$13,895
2	Smartfox Curriculum Development	🟠Partially Implemented	$160,000	$86,028
3	ELA and Math Specialists	🟠Partially Implemented	$98,000	$29,900
4	SPED Supports	🟠Partially Implemented	$275,000	$53,250
5	Counselor Development	🔴 Not Implemented	$3000	$1500
6	Multilingual Development Program	🟠Partially Implemented	$50,000	$18,167

What's next for this goal?

Upcoming actions:

- Smartfox Curriculum will be moved to Canvas LMS.
- High School teacher roles will be divided between homeroom teacher and content teacher to ensure focused instructional support
- Additional high school SmartFox course creation in progress
- Revision and enhancement of existing SmartFox courses based on user feedback and academic data
- Implemented designated instruction courses for multi-language learners at the emerging and expanding levels
- Increased focus on participation in The Academy at Method Schools
- Hired additional English teacher as Multi Language Learner and support class focus
- Developed a Credit Recovery Pathway to support students who transfer to Method extremely credit deficient

2. Enhanced Experience

Method will develop an inclusive and collaborative environment that actively engages and ultimately exceeds the expectation of all its stakeholders.

Budget:	Spent as of 10/31/2025
$216,950	*$ 88,733*

*This is an aggregate summary, please see funds by action in full report.

Goal Metrics Highlights

No.	Metric Description	Current	Target
1	Parent Advisory Committee Participation	Parent Advisory Committee participants equal 8% of student population	Method's Parent Advisory Committee will equal 10% of student population.
2	Parent Satisfaction	78% parent satisfaction score from parents	Method will earned an 95% satisfaction score from parents.
3	Student Satisfaction	82% student satisfaction score	90% of students will rate Method Schools 9 or 10 in terms of satisfaction.
4	Staff Satisfaction	100% overall satisfaction (75% Extremely Satisfired, 25% Satisfied)	90% of staff will rate their overall satisfaction with their work experience at Method.
5	Student Attendance	96.26% student daily attendance	Method Schools will maintain an average daily attendance of 95%
6	Staff Evaluation Scores	Midyear Evaluations are in progress.	Method Schools will improve staff performance to 90%.
7	Leadership Effectiveness	57% of staff rate leadership extremely (highly) effective.	Across all departments, 90% of staff will rate leadership "extremely effective"

Goal 2 Actions

Actions				
No.	**LCAP Action Description**	**Implementation Status**	**Budgeted Expenditures**	**Year-to-Date Expenditures**
1	Parent Success Program	🟠Partially Implemented	$6100	$2233
2	Parent Advisory Committee	🟠Partially Implemented	$47,000	$15,667
3	Student Clubs and Leadership	🟠Partially Implemented	$7000	$300
4	Leadership Development Program	🟢Fully Implemented	$72,850	$42,533
5	Director of Learning & Experience	🟢Fully Implemented	$84,000	$28,000
6	Land Acquisition (using capital funds)	🔴 Not Implemented	$1,950,000	$0

What's next for this goal?

Upcoming actions:

- Continued development on executive leadership team
- Added school leadership development
- Refined professional learning based on student achievement data including leadership and instructional coaching
- Enhancing Enrollment Specialist responsibilities with a focus on hospitality

3. Development of MTSS

Method Schools will refine and improve the implementation of the Multi-Tiered System of Supports (MTSS) framework to enhance academic achievement and foster socio-emotional well-being for all students.

Budget:	Spent as of 10/31/2025
$272,200	*$ 75,350*

*This is an aggregate summary, please see funds by action in full report.

Goal Metrics Highlights

No.	Metric Description	Current	Target
1	Student Attendance	96.26%	Method will maintain an average daily attendance rate of 95% per learning period.
2	Tiered Reengagement Process Effectiveness	0.5% withdrawn	Method Schools will reduce the % of withdrawn students due to not meeting requirements of the program to 5%.
3	Chronic Absenteeism	8.3% Chronically Absent	Method Schools will reduce the % of chronically absent students to 5%

Goal 3 Actions

Actions				
No.	**LCAP Action Description**	**Implementation Status**	**Budgeted Expenditures**	**Year-to-Date Expenditures**
1	Professional Development Program	🟢Fully Implemented	$70,000	$11,100
2	Schoolwide MTSS Implementation	🟢Fully Implemented	$197,200	$61,500
3	Smartfox MTSS Tracker	🟠Partially Implemented	$5000	$2750

What's next for this goal?

Upcoming actions:

- Implementation of Scout SIS for better oversight of attendance accounting
- Full implementation of MTSS Support Log and MTSS Student Dashboard
- Quarterly IAB/FIAB cycles
- Instructional Coaching cycles around IABs and Mastery Based Learning implementation
- Instructional Coaching Student-Centered Lesson Observation/Feedback Implementation
- Refine SSM role within MTSS (beyond attendance/TRP to work on identifying and intervening with universal, supplemental, and intensive supports in academic, behavioral, & social-emotional as well)
- Assess use of current K-2 dyslexia screener and determine if new screener is needed
- Assess curriculum to determine if new early k-2 reading intervention program is more appropriate
- Change assessment platforms to one for TK-12 for ease of progress monitoring across all schools/grade levels

4. Program Expansion

Within 3 years, Method Schools will raise its academic performance and achievement indicators in metrics identified below.

Budget:	Spent as of 10/31/2025
$123,750	*$ 46,200*

*This is an aggregate summary, please see funds by action in full report.

Goal Metrics Highlights

No.	Metric Description	Current	Target
1	Annual student enrollment	392 students	Overall student enrollment in 2027 will be 450 students
2	Expand online student participation in Method sports training program	34 students	Sports Academy enrollment will be 150 students
3	The Academy at Method Schools Enrollment Growth	16 students enrolled	The Academy at Method Schools enrollment will be 50 students
4	Secure seat-based petition	Seat-based petition secured.	A seat-based petition will be secured.

Goal 4 Actions

Actions				
No.	**LCAP Action Description**	**Implementation Status**	**Budgeted Expenditures**	**Year-to-Date Expenditures**
1	Director of Expansion role	🟢Fully Implemented	$90,000	$31,800
2	Strengthen retention strategies	🟠Partially Implemented	$15,000	$9700
3	Expand course offerings and program opportunities	🟠Partially Implemented	$15,000	$3750
4	Monitor and evaluate enrollment growth efforts	🟢Fully Implemented	$3750	$950

What's next for this goal?

Upcoming actions:

- Refined enrollment training and job responsibilities to include outreach and family everboarding
- Expanding The Academy at Method Schools, college dual-enrollment, cohorts to promote enrollment in post-secondary education
- Addition of Athletic Academies designed to offer unique student-athlete experiences and expand enrollment
    - Soccer Academy, grades K-12
    - Hockey Academy, grades K-12
- Program growth opportunities through strategic relationships and collaborative partnerships that expand our reach, enhance quality, and strengthen long-term sustainability.

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2025-26 Total Planned Expenditures Table

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 %)
2025-26	$ 7,033,946	$ 568,202	8.078%	0.000%	8.078%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 954,150	$ 275,000	$ -	$ -	$ 1,229,150.00	$ 1,074,100	$ 155,050

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Edementum HS LMS	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 30,250	$ 30,250	$ -	$ -	$ -	$ 30,250	8.078%
1	2	Curriculum Development	All	Yes	LEA-wide	All	Method Schools	annual	$ 160,000	$ -	$ 160,000	$ -	$ -	$ -	$ 160,000	8.078%
1	3	ELA and Math Specialists	All	Yes	LEA-wide	All	Method Schools	annual	$ 98,000	$ -	$ 98,000	$ -	$ -	$ -	$ 98,000	8.078%
1	4	SPED Supports	All	Yes	LEA-wide	All	Method Schools	annual	$ 275,000	$ -		$ 275,000	$ -	$ -	$ 275,000	8.078%
1	5	Counselor Development	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	8.078%
1	6	Multi-language development program	All	Yes	LEA-wide	All	Method Schools	annual	$ 50,000	$ -	$ 50,000	$ -	$ -	$ -	$ 50,000	8.078%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	8.078%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	8.078%
2	1	Parent Success Program	All	Yes	LEA-wide	All	Method Schools	annual	$ 4,300	$ 1,800	$ 6,100	$ -	$ -	$ -	$ 6,100	8.078%
2	2	Parent Advisory Program	All	Yes	LEA-wide	All	Method Schools	annual	$ 47,000	$ -	$ 47,000	$ -	$ -	$ -	$ 47,000	8.078%
2	3	Student Clubs and Leadership	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 7,000	$ 7,000	$ -	$ -	$ -	$ 7,000	8.078%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	8.078%
3	1	Leadership Development Program	All	No	LEA-wide		Method Schools	annual	$ 47,850	$ 25,000	$ 72,850	$ -	$ -	$ -	$ 72,850	0.000%
3	2	Director of Instruction	All	Yes	LEA-wide	All	Method Schools	annual	$ 84,000	$ -	$ 84,000	$ -	$ -	$ -	$ 84,000	8.078%
3	3	Professional Development Program and position specific	All	Yes	LEA-wide	All	Method Schools	annual	$ 20,000	$ 50,000	$ 70,000	$ -	$ -	$ -	$ 70,000	8.078%
3	4	Schoolwide MTSS	All	Yes	LEA-wide	All	Method Schools	annual	$ 179,200	$ 18,000	$ 197,200	$ -	$ -	$ -	$ 197,200	8.078%
3	5	MTSS Tracker	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	8.078%
						All			$ -	$ -	$ -	$ -	$ -	$ -	$ -	8.078%
4	1	Director of Expansion role		No	LEA-wide		Method Schools	annual	$ 90,000	$ -	$ 90,000	$ -	$ -	$ -	$ 90,000	0.000%
4	2	Strengthen student retention strategies	All	Yes	LEA-wide	All	Method Schools	annual	$ 15,000	$ -	$ 15,000	$ -	$ -	$ -	$ 15,000	8.078%
4	3	Expand course offerings and program opportunities	All	Yes	LEA-wide	All	Method Schools	annual	$ -	$ 15,000	$ 15,000	$ -	$ -	$ -	$ 15,000	8.078%
4	4	Monitor and evaluate enrollment growth efforts	All	Yes	LEA-wide	All	Method Schools	annual	$ 3,750	$ -	$ 3,750	$ -	$ -	$ -	$ 3,750	8.078%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	8.078%

2025-26 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
$ 7,033,946	$ 568,202	8.078%	0.000%	8.078%	$ 791,300	1534.820%	1546.069%	Total:	$ 791,300
								LEA-wide Total:	$ 791,300
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Edementum HS LMS	Yes	LEA-wide	All	Method Schools	$ 30,250	8.078%
1	2	Curriculum Development	Yes	LEA-wide	All	Method Schools	$ 160,000	8.078%
1	3	ELA and Math Specialists	Yes	LEA-wide	All	Method Schools	$ 98,000	8.078%
1	4	SPED Supports	Yes	LEA-wide	All	Method Schools	$ -	8.078%
1	5	Counselor Development	Yes	LEA-wide	All	Method Schools	$ 3,000	8.078%
1	6	Multi-language development program	Yes	LEA-wide	All	Method Schools	$ 50,000	8.078%
							$ -	8.078%
							$ -	8.078%
2	1	Parent Success Program	Yes	LEA-wide	All	Method Schools	$ 6,100	8.078%
2	2	Parent Advisory Program	Yes	LEA-wide	All	Method Schools	$ 47,000	8.078%
2	3	Student Clubs and Leadership	Yes	LEA-wide	All	Method Schools	$ 7,000	8.078%
							$ -	8.078%
3	1	Leadership Development Program	No	LEA-wide		Method Schools	$ -	0.000%
3	2	Director of Instruction	Yes	LEA-wide	All	Method Schools	$ 84,000	8.078%
3	3	Professional Development Program and po	Yes	LEA-wide	All	Method Schools	$ 70,000	8.078%
3	4	Schoolwide MTSS	Yes	LEA-wide	All	Method Schools	$ 197,200	8.078%
3	5	MTSS Tracker	Yes	LEA-wide	All	Method Schools	$ 5,000	8.078%
							$ -	8.078%
4	1	Director of Expansion role	No	LEA-wide		Method Schools	$ -	0.000%
4	2	Strengthen student retention strategies	Yes	LEA-wide	All	Method Schools	$ 15,000	8.078%
4	3	Expand course offerings and program oppo	Yes	LEA-wide	All	Method Schools	$ 15,000	8.078%
4	4	Monitor and evaluate enrollment growth effo	Yes	LEA-wide	All	Method Schools	$ 3,750	8.078%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,229,150.00	$ 413,023.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Edementum HS LMS	Yes	$ 30,250	$ 13,895
1	2	Curriculum Development	Yes	$ 160,000	$ 86,028
1	3	ELA and Math Specialists	Yes	$ 98,000	$ 29,900
1	4	SPED Supports	Yes	$ 275,000	$ 53,250
1	5	Counselor Development	Yes	$ 3,000	$ 1,500
1	6	Multi-language development program	Yes	$ 50,000	$ 18,167
				$ -	$ -
				$ -	$ -
2	1	Parent Success Program	Yes	$ 6,100	$ 2,233
2	2	Parent Advisory Program	Yes	$ 47,000	$ 15,667
2	3	Student Clubs and Leadership	Yes	$ 7,000	$ 300
				$ -	$ -
3	1	Leadership Development Program	No	$ 72,850	$ 42,533
3	2	Director of Instruction	Yes	$ 84,000	$ 28,000
3	3	Professional Development Program and position specific	Yes	$ 70,000	$ 11,100
3	4	Schoolwide MTSS	Yes	$ 197,200	$ 61,500
3	5	MTSS Tracker	Yes	$ 5,000	$ 2,750
				$ -	$ -
4	1	Director of Expansion role	No	$ 90,000	$ 31,800
4	2	Strengthen student retention strategies	Yes	$ 15,000	$ 9,700
4	3	Expand course offerings and program opportunities	Yes	$ 15,000	$ 3,750
4	4	Monitor and evaluate enrollment growth efforts	Yes	$ 3,750	$ 950
				$ -	$ -

2025-26 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)
$ 568,202	$ 791,300	$ 413,023	$ 378,277	1550.976%	0.000%	-1550.98%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services
1	1	Edementum HS LMS	Yes	$ 30,250	$ 13,895.00	8.078%
1	2	Curriculum Development	Yes	$ 160,000	$ 86,028.00	8.078%
1	3	ELA and Math Specialists	Yes	$ 98,000	$ 29,900.00	8.078%
1	4	SPED Supports	Yes	$ -	$ 53,250.00	8.078%
1	5	Counselor Development	Yes	$ 3,000	$ 1,500.00	8.078%
1	6	Multi-language development program	Yes	$ 50,000	$ 18,167.00	8.078%
				$ -	$ -	8.078%
				$ -	$ -	8.078%
2	1	Parent Success Program	Yes	$ 6,100	$ 2,233.00	8.078%
2	2	Parent Advisory Program	Yes	$ 47,000	$ 15,667.00	8.078%
2	3	Student Clubs and Leadership	Yes	$ 7,000	$ 300.00	8.078%
				$ -	$ -	8.078%
3	1	Leadership Development Program	No	$ -	$ 42,533.00	0.000%
3	2	Director of Instruction	Yes	$ 84,000	$ 28,000.00	8.078%
3	3	Professional Development Program and position specific	Yes	$ 70,000	$ 11,100.00	8.078%
3	4	Schoolwide MTSS	Yes	$ 197,200	$ 61,500.00	8.078%
3	5	MTSS Tracker	Yes	$ 5,000	$ 2,750.00	8.078%
				$ -	$ -	8.078%
4	1	Director of Expansion role	No	$ -	$ 31,800.00	0.000%
4	2	Strengthen student retention strategies	Yes	$ 15,000	$ 9,700.00	8.078%
4	3	Expand course offerings and program opportunities	Yes	$ 15,000	$ 3,750.00	8.078%
4	4	Monitor and evaluate enrollment growth efforts	Yes	$ 3,750	$ 950.00	8.078%

2025-26 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)
$ 7,033,946	$ 568,202	0.000%	8.078%	$ 413,023	0.000%	5.872%	$ 155,179.00	2.206%

Mid-Year LCAP Update

Method Schools, LA
December 2025

Context for the Mid-Year LCAP Update

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,

- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

Funding Changes Impacting the Budget Overview for Parents

Method Schools adopted our LCAP and Budget on June 2, 2025.

No significant funding changes have occurred that impact the LCAP budget.

Item	As adopted in Budget Overview for Parents	New Amount
Total LCFF Funds	$ 1,229,150	$ 1,229,150
LCFF Supplemental / Concentration Grants	$ 654,108	$ 654,108

25-26 LCAP Goals

Goal 1: Within 3 years, Method Schools will raise its academic performance and achievement indicators in metrics identified below.
Goal 2: Method will develop an inclusive and collaborative environment that actively engages and ultimately exceeds the expectation of all its stakeholders.
Goal 3: Method Schools will refine and improve the implementation of the Multi-Tiered System of Supports (MTSS) framework to enhance academic achievement and foster socio-emotional well-being for all students.
Goal 4: Method Schools will expand its reach to students through targeted outreach, retention strategies, and program enhancements to ensure sustainable growth and long-term success.

1. Academic Achievement

Within 3 years, Method Schools will raise its academic performance and achievement indicators in metrics identified below.

Budget:	Spent as of 10/31/2025
$616,250	*$ 202,740*

*This is an aggregate summary, please see funds by action in full report.

Goal Metrics Highlights

No.	Metric Description	Current	Target
1	ELA Diagnostic	K-8: 46.62% HS: 85.33%	Overall average of 65% students at or above grade level.
2	Math Diagnostic	K8: 40% HS: 82.19%	Overall average of 55% students at or above grade level.
3	ELA CAASPP	-3.4 points below standard	In 2025, Method Schools' Distance from Standard will be 0.
4	Math CAASPP	-6.7 points below standard	In 2025, Method Schools' Distance from Standard will be 0.
5	A-G completion rate	25.6% prepared	A-G completion rate will be 80%
6	Graduation Rate	77.2% graduated	Method Schools will achieve a graduation rate of 95%
7	ELPAC Development Levels	21.7% making progress	80% making progress

Goal 1 Actions

Actions				
No.	**LCAP Action Description**	**Implementation Status**	**Budgeted Expenditures**	**Year-to-Date Expenditures**
1	Edmentum	🟢Fully Implemented	$30,250	$13,895
2	Smartfox Curriculum Development	🟠Partially Implemented	$160,000	$86,028
3	ELA and Math Specialists	🟠Partially Implemented	$98,000	$29,900
4	SPED Supports	🟠Partially Implemented	$275,000	$53,250
5	Counselor Development	🔴 Not Implemented	$3000	$1500
6	Multilingual Development Program	🟠Partially Implemented	$50,000	$18,167

What's next for this goal?

Upcoming actions:

- Smartfox Curriculum will be moved to Canvas LMS.
- High School teacher roles will be divided between homeroom teacher and content teachers.
- Additional Smartfox course creation in progress.
- Increased focus on participation in The Academy at Method Schools
- Hired additional English teacher as Multi Language Learner and support class focus

2. Enhanced Experience

Method will develop an inclusive and collaborative environment that actively engages and ultimately exceeds the expectation of all its stakeholders.

Budget:	Spent as of 10/31/2025
$216,950	*$ 88,733*

*This is an aggregate summary, please see funds by action in full report.

Goal Metrics Highlights

No.	Metric Description	Current	Target
1	Parent Advisory Committee Participation	8% of parent population participate in Method PAC.	Method's Parent Advisory Committee will equal 10% of student population.
2	Parent Satisfaction	78% parent satisfaction score from parents	Method will earned an 95% satisfaction score from parents.
3	Student Satisfaction	82% student satisfaction score	90% of students will rate Method Schools 9 or 10 in terms of satisfaction.
4	Staff Satisfaction	100% overall satisfaction (75% Extremely Satisfired, 25% Satisfied)	90% of staff will rate their overall satisfaction with their work experience at Method.
5	Student Attendance	96.1% present attendance	Method Schools will maintain an average daily attendance of 95%
6	Staff Evaluation Scores	Midyear Evaluations are in progress.	Method Schools will improve staff performance to 90%.
7	Leadership Effectiveness	57% of staff rate leadership extremely (highly) effective.	Across all departments, 90% of staff will rate leadership "extremely [illegible]ctive"

Goal 2 Actions

Actions				
No.	**LCAP Action Description**	**Implementation Status**	**Budgeted Expenditures**	**Year-to-Date Expenditures**
1	Parent Success Program	🟠Partially Implemented	$6100	$2233
2	Parent Advisory Committee	🟠Partially Implemented	$47,000	$15,667
3	Student Clubs and Leadership	🟠Partially Implemented	$7000	$300
4	Leadership Development Program	🟢Fully Implemented	$72,850	$42,533
5	Director of Learning & Experience	🟢Fully Implemented	$84,000	$28,000

What's next for this goal?

Upcoming actions:

- Continued development on executive leadership team
- Added school leadership development
- Refined professional learning based on student achievement data including leadership and instructional coaching
- Enhancing Enrollment Specialist responsibilities with a focus on hospitality

3. Development of MTSS

Method Schools will refine and improve the implementation of the Multi-Tiered System of Supports (MTSS) framework to enhance academic achievement and foster socio-emotional well-being for all students.

Budget:	Spent as of 10/31/2025
$272,200	*$ 75,.350*

*This is an aggregate summary, please see funds by action in full report.

Goal Metrics Highlights

No.	Metric Description	Current	Target
1	Student Attendance	96.1% attendance	Method will maintain an average daily attendance rate of 95% per learning period.
2	Tiered Reengagement Process Effectiveness	3% withdrawn	Method Schools will reduce the % of withdrawn students due to not meeting requirements of the program to 5%.
3	Chronic Absenteeism	16.3% chronically absent	Method Schools will reduce the % of chronically absent students to 5%

Goal 3 Actions

Actions				
No.	**LCAP Action Description**	**Implementation Status**	**Budgeted Expenditures**	**Year-to-Date Expenditures**
1	Professional Development Program	🟢Fully Implemented	$70,000	$11,100
2	Schoolwide MTSS Implementation	🟢Fully Implemented	$197,200	$61,500
3	Smartfox MTSS Tracker	🟠Partially Implemented	$5000	$2750

What's next for this goal?

Upcoming actions:

- Implementation of Scout SIS for better oversight of attendance accounting
- Full implementation of MTSS Support Log and MTSS Student Dashboard
- Quarterly IAB/FIAB cycles
- Instructional Coaching cycles around IABs and Mastery Based Learning implementation
- Instructional Coaching Student-Centered Lesson Observation/Feedback Implementation
- Refine SSM role within MTSS (beyond attendance/TRP to work on identifying and intervening with universal, supplemental, and intensive supports in academic, behavioral, & social-emotional as well)
- Assess use of current K-2 dyslexia screener and determine if new screener is needed
- Assess curriculum to determine if new early k-2 reading intervention program is more appropriate
- Change assessment platforms to one for TK-12 for ease of progress monitoring across all schools/grade levels

4. Program Expansion

Method Schools will expand its reach to students through targeted outreach, retention strategies, and program enhancements to ensure sustainable growth and long-term success.

Budget:	Spent as of 10/31/2025
$123,750	*$ 46,200*

*This is an aggregate summary, please see funds by action in full report.

Goal Metrics Highlights

No.	Metric Description	Current	Target
1	Annual student enrollment	209 students	Overall student enrollment in 2027 will be 250.
2	The Academy at Method Schools Enrollment Growth	16 students enrolled	The Academy at Method Schools enrollment will be 50 students

Goal 4 Actions

Actions				
No.	**LCAP Action Description**	**Implementation Status**	**Budgeted Expenditures**	**Year-to-Date Expenditures**
1	Director of Expansion role	🟢Fully Implemented	$90,000	$31,800
2	Strengthen retention strategies	🟠Partially Implemented	$15,000	$9700
3	Expand course offerings and program opportunities	🟠Partially Implemented	$15,000	$3750
4	Monitor and evaluate enrollment growth efforts	🟠Partially Implemented	$3750	$950

What's next for this goal?

Upcoming actions:

- Refined enrollment training and job responsibilities to include outreach and family everboarding
- Expanding The Academy at Method Schools, college dual-enrollment, cohorts to promote enrollment in post-secondary education
- Program growth opportunities through strategic relationships and collaborative partnerships that expand our reach, enhance quality, and strengthen long-term sustainability.

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2025-26 Total Planned Expenditures Table

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
2025-26	$ 5,914,443	$ 654,108	11.060%	0.000%	11.060%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 954,150	$ 275,000	$ -	$ -	$ 1,229,150.00	$ 1,089,100	$ 140,050

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Edementum HS LMS	All	Yes	LEA-wide		Method Schools	annual	$ -	$ 30,250	$ 30,250	$ -	$ -	$ -	$ 30,250	11.060%
1	2	Curriculum Development	All	Yes	LEA-wide		Method Schools	annual	$ 160,000	$ -	$ 160,000	$ -	$ -	$ -	$ 160,000	11.060%
1	3	ELA and Math Specialists	All	Yes	LEA-wide		Method Schools	annual	$ 98,000	$ -	$ 98,000	$ -	$ -	$ -	$ 98,000	11.060%
1	4	SPED Supports	SPED	Yes	LEA-wide		Method Schools	annual	$ 275,000	$ -		$ 275,000	$ -	$ -	$ 275,000	11.060%
1	5	Counselor Development	All	Yes	LEA-wide		Method Schools	annual	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	11.060%
1	6	Multi-language development program	ELA	Yes	LEA-wide		Method Schools	annual	$ 50,000	$ -	$ 50,000	$ -	$ -	$ -	$ 50,000	11.060%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	Parent Success Program	All	Yes	LEA-wide		Method Schools	annual	$ 4,300	$ 1,800	$ 6,100	$ -	$ -	$ -	$ 6,100	11.060%
2	2	Parent Advisory Program	All	Yes	LEA-wide		Method Schools	annual	$ 47,000	$ -	$ 47,000	$ -	$ -	$ -	$ 47,000	11.060%
2	3	Student Clubs and Leadership	All	Yes	LEA-wide		Method Schools	annual	$ -	$ 7,000	$ 7,000	$ -	$ -	$ -	$ 7,000	11.060%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Leadership Development Program	All	No	LEA-wide		Method Schools	annual	$ 47,850	$ 25,000	$ 72,850	$ -	$ -	$ -	$ 72,850	0.000%
3	2	Director of Instruction	All	Yes	LEA-wide		Method Schools	annual	$ 84,000	$ -	$ 84,000	$ -	$ -	$ -	$ 84,000	11.060%
3	3	Professional Development Program and position specific	All	Yes	LEA-wide		Method Schools	annual	$ 20,000	$ 50,000	$ 70,000	$ -	$ -	$ -	$ 70,000	11.060%
3	4	Schoolwide MTSS	All	Yes	LEA-wide		Method Schools	annual	$ 179,200	$ 18,000	$ 197,200	$ -	$ -	$ -	$ 197,200	11.060%
3	5	MTSS Tracker	All	Yes	LEA-wide		Method Schools	annual	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	11.060%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Director of Expansion role	n/a	No	LEA-wide		Method Schools	annual	$ 90,000	$ -	$ 90,000	$ -	$ -	$ -	$ 90,000	0.000%
4	2	Strengthen student retention strategies	All	Yes	LEA-wide		Method Schools	annual	$ 30,000	$ (15,000)	$ 15,000	$ -	$ -	$ -	$ 15,000	11.060%
4	3	Expand course offerings and program opportunities	All	Yes	LEA-wide		Method Schools	annual	$ -	$ 15,000	$ 15,000	$ -	$ -	$ -	$ 15,000	11.060%
4	4	Monitor and evaluate enrollment growth efforts	All	Yes	LEA-wide		Method Schools	annual	$ 3,750	$ -	$ 3,750	$ -	$ -	$ -	$ 3,750	11.060%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2025-26 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
$ 5,914,443	$ 654,108	11.060%	0.000%	11.060%	$ 791,300	176.952%	190.331%	**Total:**	$ 791,300
								LEA-wide Total:	$ 791,300
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Edementum HS LMS	Yes	LEA-wide	0	Method Schools	$ 30,250	11.060%
1	2	Curriculum Development	Yes	LEA-wide	0	Method Schools	$ 160,000	11.060%
1	3	ELA and Math Specialists	Yes	LEA-wide	0	Method Schools	$ 98,000	11.060%
1	4	SPED Supports	Yes	LEA-wide	0	Method Schools	$ -	11.060%
1	5	Counselor Development	Yes	LEA-wide	0	Method Schools	$ 3,000	11.060%
1	6	Multi-language development program	Yes	LEA-wide	0	Method Schools	$ 50,000	11.060%
							$ -	0.000%
							$ -	0.000%
2	1	Parent Success Program	Yes	LEA-wide	0	Method Schools	$ 6,100	11.060%
2	2	Parent Advisory Program	Yes	LEA-wide	0	Method Schools	$ 47,000	11.060%
2	3	Student Clubs and Leadership	Yes	LEA-wide	0	Method Schools	$ 7,000	11.060%
							$ -	0.000%
3	1	Leadership Development Program	No	LEA-wide		Method Schools	$ -	0.000%
3	2	Director of Instruction	Yes	LEA-wide	0	Method Schools	$ 84,000	11.060%
3	3	Professional Development Program and po	Yes	LEA-wide	0	Method Schools	$ 70,000	11.060%
3	4	Schoolwide MTSS	Yes	LEA-wide	0	Method Schools	$ 197,200	11.060%
3	5	MTSS Tracker	Yes	LEA-wide	0	Method Schools	$ 5,000	11.060%
							$ -	0.000%
4	1	Director of Expansion role	No	LEA-wide		Method Schools	$ -	0.000%
4	2	Strengthen student retention strategies	Yes	LEA-wide	0	Method Schools	$ 15,000	11.060%
4	3	Expand course offerings and program oppo	Yes	LEA-wide	0	Method Schools	$ 15,000	11.060%
4	4	Monitor and evaluate enrollment growth effo	Yes	LEA-wide	0	Method Schools	$ 3,750	11.060%
							$ -	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,229,150.00	$ 413,023.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Edementum HS LMS	Yes	$ 30,250	$ 13,895
1	2	Curriculum Development	Yes	$ 160,000	$ 86,028
1	3	ELA and Math Specialists	Yes	$ 98,000	$ 29,900
1	4	SPED Supports	Yes	$ 275,000	$ 53,250
1	5	Counselor Development	Yes	$ 3,000	$ 1,500
1	6	Multi-language development program	Yes	$ 50,000	$ 18,167
				$ -	$ -
				$ -	$ -
2	1	Parent Success Program	Yes	$ 6,100	$ 2,233
2	2	Parent Advisory Program	Yes	$ 47,000	$ 15,667
2	3	Student Clubs and Leadership	Yes	$ 7,000	$ 300
				$ -	$ -
3	1	Leadership Development Program	No	$ 72,850	$ 42,533
3	2	Director of Instruction	Yes	$ 84,000	$ 28,000
3	3	Professional Development Program and position specific	Yes	$ 70,000	$ 11,100
3	4	Schoolwide MTSS	Yes	$ 197,200	$ 61,500
3	5	MTSS Tracker	Yes	$ 5,000	$ 2,750
				$ -	$ -
4	1	Director of Expansion role	No	$ 90,000	$ 31,800
4	2	Strengthen student retention strategies	Yes	$ 15,000	$ 9,700
4	3	Expand course offerings and program opportunities	Yes	$ 15,000	$ 3,750
4	4	Monitor and evaluate enrollment growth efforts	Yes	$ 3,750	$ 950
				$ -	$ -

2025-26 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)
$ 654,108	$ 791,300	$ 413,023	$ 378,277	176.952%	0.000%	-176.95%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services
1	1	Edementum HS LMS	Yes	$ 30,250	$ 13,895.00	11.060%
1	2	Curriculum Development	Yes	$ 160,000	$ 86,028.00	11.060%
1	3	ELA and Math Specialists	Yes	$ 98,000	$ 29,900.00	11.060%
1	4	SPED Supports	Yes	$ -	$ 53,250.00	11.060%
1	5	Counselor Development	Yes	$ 3,000	$ 1,500.00	11.060%
1	6	Multi-language development program	Yes	$ 50,000	$ 18,167.00	11.060%
				$ -	$ -	0.000%
				$ -	$ -	0.000%
2	1	Parent Success Program	Yes	$ 6,100	$ 2,233.00	11.060%
2	2	Parent Advisory Program	Yes	$ 47,000	$ 15,667.00	11.060%
2	3	Student Clubs and Leadership	Yes	$ 7,000	$ 300.00	11.060%
				$ -	$ -	0.000%
3	1	Leadership Development Program	No	$ -	$ 42,533.00	0.000%
3	2	Director of Instruction	Yes	$ 84,000	$ 28,000.00	11.060%
3	3	Professional Development Program and position specific	Yes	$ 70,000	$ 11,100.00	11.060%
3	4	Schoolwide MTSS	Yes	$ 197,200	$ 61,500.00	11.060%
3	5	MTSS Tracker	Yes	$ 5,000	$ 2,750.00	11.060%
				$ -	$ -	0.000%
4	1	Director of Expansion role	No	$ -	$ 31,800.00	0.000%
4	2	Strengthen student retention strategies	Yes	$ 15,000	$ 9,700.00	11.060%
4	3	Expand course offerings and program opportunities	Yes	$ 15,000	$ 3,750.00	11.060%
4	4	Monitor and evaluate enrollment growth efforts	Yes	$ 3,750	$ 950.00	11.060%
				$ -	$ -	0.000%

2025-26 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)
$ 5,914,443	$ 654,108	0.000%	11.060%	$ 413,023	0.000%	6.983%	$ 241,085.00	4.076%

MINUTES (in Review)

METHOD SCHOOLS- BOARD OF DIRECTORS REGULAR MEETING

Name:	Method Schools Corporation
Date:	Tuesday, October 7, 2025
Time:	7:00 PM to 7:42 PM (PDT)
Location:	Method HQ, 27232 Via Industria, Temecula, CA 92590
Board Members:	Carolyn Andrews, Gloria Vargas, Steven Dorsey, Tyler Roberts
Attendees:	Mark Holley, Pete Getz, Tracy Robertson, Jessica Spallino, Jade Fernandez, Stefanie Bryant
Apologies:	Yvette Serratos, Shannon Clark, Sarah Avanessian, Sarah Delawder

1. Call to Order

1.1 Roll Call

- carolyn andrews
- steven dorsey
- gloria vargas
- tyler roberts

staff:

jessica spallino

jade fernandez

peter getz

stefanie bryant

sarah delawder

tracy robertson

1.2 Public Comment on Closed Session Item(s)

2. Closed Session

2.1 Student Discipline

Student Discipline

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts

0 Opposed:

0 Abstained:

Decision Date: Oct 7, 2025

Outcome: Approved

3. Open Session 7:28pm

3.1 Report Out from Closed Session (if any action taken)

Board took action, 4-0 to expel student for possession of knife

4. Management Reports

4.1 CEO Report

4.2 CBO Report

5. Major Decisions and Discussions

5.1 Operational MOU

.

passes

passes

Decision Date:	Oct 7, 2025
Mover:	Gloria Vargas
Seconder:	Steven Dorsey
Outcome:	Approved

Operational MOU

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts

0 Opposed:

0 Abstained:

Decision Date:	Oct 7, 2025
Outcome:	Approved

5.2 Site Acquisition & Cost-Sharing Agreement

passed

passed

Decision Date:	Oct 7, 2025
Mover:	Steven Dorsey
Seconder:	Gloria Vargas

Site Acquisition & Cost-Sharing Agreement

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts

0 Opposed:

0 Abstained:

Decision Date: Oct 7, 2025
Outcome: Approved

5.3 Scout Contract

passed

passed

Decision Date: Oct 7, 2025
Mover: Gloria Vargas
Seconder: Steven Dorsey
Outcome: Approved

Scout Contract

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts

0 Opposed:

0 Abstained:

Decision Date: Oct 7, 2025
Outcome: Approved

5.4 Canvas Contract

passes

passes

Decision Date: Oct 7, 2025
Mover: Gloria Vargas
Seconder: Steven Dorsey
Outcome: Approved

Canvas Contract

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts

0 Opposed:

0 Abstained:

Decision Date: Oct 7, 2025
Outcome: Approved

5.5 Board Stipend Increase

passes

passes

Decision Date: Oct 7, 2025
Mover: Gloria Vargas
Seconder: Tyler Roberts
Outcome: Approved

Board Stipend Increase

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts

0 Opposed:
0 Abstained:
Decision Date: Oct 7, 2025
Outcome: Approved

6. Consent Items

6.1 Confirm Minutes

Board of Directors Regular Meeting Sep 8, 2025, the minutes were confirmed as presented.

7. Close Meeting

7.1 Close the meeting

Next meeting: Method Schools Board of Directors Regular Meeting - Dec 9, 2025, 6:03 PM

Signature:_____ **Date:**_____

Account QuickReport

Method Schools Corporation
Since September 6, 2025

Distribution account	Transaction date	Num	Name	Cleared	Amount	Balance
9510-1 Amex						
Beginning Balance						5,038,806.65
9510-1 Amex	09/06/2025	60000116-4	PDFCrowd	Reconciled	49.00	5,038,855.65
9510-1 Amex	09/06/2025		Hilton	Reconciled	504.71	5,039,360.36
9510-1 Amex	09/07/2025	60000116-1	Slack	Reconciled	642.98	5,040,003.34
9510-1 Amex	09/07/2025	60000116-2	Sinch Mailgun	Reconciled	90.00	5,040,093.34
9510-1 Amex	09/07/2025	60000116-3	GoDaddy	Reconciled	23.99	5,040,117.33
9510-1 Amex	09/07/2025	60000114-4	NearPod	Reconciled	159.00	5,040,276.33
9510-1 Amex	09/07/2025	60000114-5	NearPod	Reconciled	159.00	5,040,435.33
9510-1 Amex	09/07/2025	60000121-8	eFax.com	Reconciled	18.99	5,040,454.32
9510-1 Amex	09/07/2025	60000121-9	Cafe Rio	Reconciled	330.50	5,040,784.82
9510-1 Amex	09/07/2025	60000113-1	Study.com	Reconciled	59.99	5,040,844.81
9510-1 Amex	09/08/2025	60000124-1	Semrush	Reconciled	139.95	5,040,984.76
9510-1 Amex	09/08/2025	60000124-2	UPWorkEscrow	Reconciled	2,604.00	5,043,588.76
9510-1 Amex	09/08/2025	60000124-3	Plivo, Inc.	Reconciled	51.50	5,043,640.26
9510-1 Amex	09/08/2025	60000124-4	GoDaddy	Reconciled	23.19	5,043,663.45
9510-1 Amex	09/08/2025	60000114-2	Coursera	Reconciled	49.00	5,043,712.45
9510-1 Amex	09/08/2025	60000114-3	Coursera	Reconciled	49.00	5,043,761.45
9510-1 Amex	09/08/2025	60000112	Audible	Reconciled	13.64	5,043,775.09
9510-1 Amex	09/08/2025	60000113-30	Audible	Reconciled	13.64	5,043,788.73
9510-1 Amex	09/08/2025	60000113-31	Amazon	Reconciled	49.54	5,043,838.27
9510-1 Amex	09/08/2025	60000113-32	Amazon	Reconciled	12.69	5,043,850.96
9510-1 Amex	09/08/2025	60000113-33	Amazon	Reconciled	9.45	5,043,860.41
9510-1 Amex	09/08/2025	60000113-34	Amazon	Reconciled	107.59	5,043,968.00
9510-1 Amex	09/08/2025	60000113-35	Amazon	Reconciled	97.00	5,044,065.00

Account QuickReport

Method Schools Corporation
Since September 6, 2025

Distribution account	Transaction date	Num	Name	Cleared	Amount	Balance
9510-1 Amex	09/08/2025	60000113-36	Amazon	Reconciled	45.63	5,044,110.63
9510-1 Amex	09/08/2025		OpenAI	Reconciled	20.00	5,044,130.63
9510-1 Amex	09/09/2025	60000124	Twilio Inc.	Reconciled	2,000.00	5,046,130.63
9510-1 Amex	09/09/2025	60000113-25	City of Murrieta	Reconciled	121.47	5,046,252.10
9510-1 Amex	09/09/2025	60000113-29	Charlie Rose Baseball	Reconciled	3,647.18	5,049,899.28
9510-1 Amex	09/09/2025	60000118-1	Amazon	Reconciled	129.29	5,050,028.57
9510-1 Amex	09/09/2025	60000118-2	Amazon	Reconciled	71.10	5,050,099.67
9510-1 Amex	09/09/2025	60000118-3	Amazon	Reconciled	43.08	5,050,142.75
9510-1 Amex	09/09/2025		Spitz Restaurant	Reconciled	18.77	5,050,161.52
9510-1 Amex	09/09/2025		VoiceTyper	Reconciled	6.99	5,050,168.51
9510-1 Amex	09/10/2025	60000122	Pitney Bowes Bank Inc Purchase Power	Reconciled	20.59	5,050,189.10
9510-1 Amex	09/10/2025	60000124-5	Digitalocean, LLC	Reconciled	161.36	5,050,350.46
9510-1 Amex	09/10/2025	60000123	Pitney Bowes Bank Inc Purchase Power	Reconciled	8.79	5,050,359.25
9510-1 Amex	09/10/2025	60000123-1	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,050,367.04
9510-1 Amex	09/10/2025	60000123-2	Pitney Bowes Bank Inc Purchase Power	Reconciled	3.12	5,050,370.16
9510-1 Amex	09/10/2025	60000123-3	Pitney Bowes Bank Inc Purchase Power	Reconciled	2.64	5,050,372.80
9510-1 Amex	09/10/2025	60000123-4	Pitney Bowes Bank Inc Purchase Power	Reconciled	2.64	5,050,375.44
9510-1 Amex	09/10/2025	60000125	Cheesecake Factory	Reconciled	213.41	5,050,588.85
9510-1 Amex	09/10/2025	60000100	Formstack	Reconciled	149.45	5,050,738.30
9510-1 Amex	09/10/2025	60000131-8	Pitney Bowes Bank Inc Purchase Power	Reconciled	19.70	5,050,758.00
9510-1 Amex	09/10/2025	60000131-9	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,050,765.79

Account QuickReport

Method Schools Corporation
Since September 6, 2025

Distribution account	Transaction date	Num	Name	Cleared	Amount	Balance
9510-1 Amex	09/10/2025	60000131-10	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,050,773.58
9510-1 Amex	09/10/2025	60000131-11	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,050,781.37
9510-1 Amex	09/10/2025	60000131-12	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,050,789.16
9510-1 Amex	09/10/2025	60000131-13	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,050,796.95
9510-1 Amex	09/10/2025	60000131-14	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,050,804.74
9510-1 Amex	09/10/2025	60000113-26	Kimberly Phillips	Reconciled	109.64	5,050,914.38
9510-1 Amex	09/10/2025	60000113-28	Amazon	Reconciled	44.27	5,050,958.65
9510-1 Amex	09/11/2025	60000131-5	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,050,966.44
9510-1 Amex	09/11/2025	60000131-6	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,050,974.23
9510-1 Amex	09/11/2025	60000131-7	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,050,982.02
9510-1 Amex	09/11/2025	60000121-3	Riverside Court	Reconciled	39.50	5,051,021.52
9510-1 Amex	09/11/2025	60000121-4	Riverside Court	Reconciled	3.00	5,051,024.52
9510-1 Amex	09/11/2025	60000121-6	Riverside Court	Reconciled	1.00	5,051,025.52
9510-1 Amex	09/11/2025	60000121-7	ADT	Reconciled	69.56	5,051,095.08
9510-1 Amex	09/12/2025	60000127	Adobe	Reconciled	121.21	5,051,216.29
9510-1 Amex	09/12/2025	60000131-3	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,051,224.08
9510-1 Amex	09/12/2025	60000131-4	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,051,231.87
9510-1 Amex	09/12/2025	60000128	WebConnex	Reconciled	747.00	5,051,978.87
9510-1 Amex	09/12/2025	60000113-3	Microsoft	Reconciled	129.99	5,052,108.86
9510-1 Amex	09/12/2025	60000113-22	Amazon	Reconciled	11.32	5,052,120.18

Account QuickReport

Method Schools Corporation
Since September 6, 2025

Distribution account	Transaction date	Num	Name	Cleared	Amount	Balance
9510-1 Amex	09/12/2025	60000113-23	All 4 Fun Jumpers	Reconciled	495.90	5,052,616.08
9510-1 Amex	09/12/2025	60000113-24	All 4 Fun Jumpers	Reconciled	159.00	5,052,775.08
9510-1 Amex	09/13/2025	60000129-5	Microsoft	Reconciled	12.99	5,052,788.07
9510-1 Amex	09/13/2025	60000113-21	Amazon	Reconciled	9.69	5,052,797.76
9510-1 Amex	09/13/2025	60000130-2	HBR*SUBSCRIPTION	Reconciled	135.00	5,052,932.76
9510-1 Amex	09/14/2025	60000129-3	Plivo, Inc.	Reconciled	51.50	5,052,984.26
9510-1 Amex	09/14/2025	60000129-4	Audible	Reconciled	14.95	5,052,999.21
9510-1 Amex	09/14/2025	60000121-2	Ready Refresh by Nestle	Reconciled	77.95	5,053,077.16
9510-1 Amex	09/14/2025	60000112-17	Amazon	Reconciled	1,580.79	5,054,657.95
9510-1 Amex	09/14/2025	60000113-20	Amazon	Reconciled	20.41	5,054,678.36
9510-1 Amex	09/15/2025	60000129	UPWorkEscrow	Reconciled	4,446.75	5,059,125.11
9510-1 Amex	09/15/2025	60000129-1	Legal Zoom	Reconciled	7.99	5,059,133.10
9510-1 Amex	09/15/2025	60000129-2	GoDaddy	Reconciled	10.99	5,059,144.09
9510-1 Amex	09/15/2025	60000112-1	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,059,151.88
9510-1 Amex	09/15/2025	60000112-2	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,059,159.67
9510-1 Amex	09/15/2025	60000112-3	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,059,167.46
9510-1 Amex	09/15/2025	60000112-4	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.88	5,059,175.34
9510-1 Amex	09/15/2025	60000112-5	Pitney Bowes Bank Inc Purchase Power	Reconciled	8.24	5,059,183.58
9510-1 Amex	09/15/2025	60000112-15	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,059,191.37
9510-1 Amex	09/15/2025	60000112-16	UPS	Reconciled	7.56	5,059,198.93
9510-1 Amex	09/15/2025	60000113-	Chevron	Reconciled	123.95	5,059,322.88

Account QuickReport

Method Schools Corporation
Since September 6, 2025

Distribution account	Transaction date	Num	Name	Cleared	Amount	Balance
		18				
9510-1 Amex	09/15/2025	60000113-19	Amazon	Reconciled	5.51	5,059,328.39
9510-1 Amex	09/15/2025		Audible	Reconciled	14.95	5,059,343.34
9510-1 Amex	09/15/2025		Amazon	Reconciled	15.49	5,059,358.83
9510-1 Amex	09/15/2025		Amazon	Reconciled	29.11	5,059,387.94
9510-1 Amex	09/16/2025		Study.com	Reconciled	29.99	5,059,417.93
9510-1 Amex	09/16/2025		1-800-Flowers	Reconciled	85.97	5,059,503.90
9510-1 Amex	09/16/2025		Amazon	Reconciled	147.34	5,059,651.24
9510-1 Amex	09/16/2025		Amazon	Reconciled	259.66	5,059,910.90
9510-1 Amex	09/16/2025		ProcureDesk LLC	Reconciled	388.01	5,060,298.91
9510-1 Amex	09/16/2025		California Charter Schools Conference	Reconciled	575.00	5,060,873.91
9510-1 Amex	09/16/2025		Qualtrics LLC	Reconciled	599.00	5,061,472.91
9510-1 Amex	09/16/2025		Qualtrics LLC	Reconciled	599.00	5,062,071.91
9510-1 Amex	09/16/2025		Qualtrics LLC	Reconciled	599.00	5,062,670.91
9510-1 Amex	09/16/2025		Qualtrics LLC	Reconciled	599.00	5,063,269.91
9510-1 Amex	09/16/2025		Qualtrics LLC	Reconciled	599.00	5,063,868.91
9510-1 Amex	09/16/2025		Microsoft	Reconciled	788.06	5,064,656.97
9510-1 Amex	09/16/2025		Amazon	Reconciled	1,077.40	5,065,734.37
9510-1 Amex	09/16/2025		Amazon	Reconciled	24.22	5,065,758.59
9510-1 Amex	09/16/2025		Amazon	Reconciled	27.44	5,065,786.03
9510-1 Amex	09/16/2025		Amazon	Reconciled	38.50	5,065,824.53
9510-1 Amex	09/17/2025	60000121	Qualtrics LLC	Reconciled	599.00	5,066,423.53
9510-1 Amex	09/17/2025	60000121-1	Cox Communications	Reconciled	199.00	5,066,622.53
9510-1 Amex	09/17/2025	60000112-6	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,066,630.32
9510-1 Amex	09/17/2025	60000112-7	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,066,638.11
9510-1 Amex	09/17/2025	60000112-8	Pitney Bowes Bank Inc	Reconciled	7.79	5,066,645.90

Account QuickReport

Method Schools Corporation
Since September 6, 2025

Distribution account	Transaction date	Num	Name	Cleared	Amount	Balance
			Purchase Power			
9510-1 Amex	09/17/2025	60000112-9	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,066,653.69
9510-1 Amex	09/17/2025	60000112-10	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,066,661.48
9510-1 Amex	09/17/2025	60000112-11	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,066,669.27
9510-1 Amex	09/17/2025	60000112-12	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,066,677.06
9510-1 Amex	09/17/2025	60000112-13	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,066,684.85
9510-1 Amex	09/17/2025	60000112-14	Pitney Bowes Bank Inc Purchase Power	Reconciled	15.55	5,066,700.40
9510-1 Amex	09/17/2025	60000113-11	Shell	Reconciled	124.27	5,066,824.67
9510-1 Amex	09/17/2025	60000113-12	Foldscope Instruments, Inc.	Reconciled	101.19	5,066,925.86
9510-1 Amex	09/17/2025	60000113-14	Amazon	Reconciled	42.54	5,066,968.40
9510-1 Amex	09/17/2025	60000113-15	Amazon	Reconciled	3.20	5,066,971.60
9510-1 Amex	09/17/2025	60000113-16	Amazon	Reconciled	37.32	5,067,008.92
9510-1 Amex	09/17/2025	60000113-17	Amazon	Reconciled	23.91	5,067,032.83
9510-1 Amex	09/17/2025	60000130-1	Chili’s	Reconciled	65.10	5,067,097.93
9510-1 Amex	09/18/2025	60000133	Pitney Bowes Bank Inc Purchase Power	Reconciled	6.48	5,067,104.41
9510-1 Amex	09/18/2025	60000133-1	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,067,112.20
9510-1 Amex	09/18/2025	60000133-2	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,067,119.99
9510-1 Amex	09/18/2025	60000133-3	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,067,127.78

Account QuickReport

Method Schools Corporation
Since September 6, 2025

Distribution account	Transaction date	Num	Name	Cleared	Amount	Balance
9510-1 Amex	09/18/2025	60000133-4	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,067,135.57
9510-1 Amex	09/18/2025	60000133-5	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,067,143.36
9510-1 Amex	09/18/2025	60000133-6	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,067,151.15
9510-1 Amex	09/18/2025	60000133-15	Amazon	Reconciled	49.90	5,067,201.05
9510-1 Amex	09/18/2025	60000113-7	Amazon	Reconciled	1,097.97	5,068,299.02
9510-1 Amex	09/18/2025	60000113-8	Amazon	Reconciled	21.14	5,068,320.16
9510-1 Amex	09/18/2025	60000113-9	Amazon	Reconciled	100.80	5,068,420.96
9510-1 Amex	09/18/2025	60000134-8	PDFCrowd	Reconciled	49.00	5,068,469.96
9510-1 Amex	09/18/2025	60000134-9	GoDaddy	Reconciled	22.19	5,068,492.15
9510-1 Amex	09/18/2025	60000176-10	Qualtrics LLC	Reconciled	599.00	5,069,091.15
9510-1 Amex	09/18/2025	60000176-11	California Consortium for Independent Study	Reconciled	2,996.00	5,072,087.15
9510-1 Amex	09/18/2025	60000177-3	DoorDash	Reconciled	9.99	5,072,097.14
9510-1 Amex	09/18/2025	60000132	CXO	Reconciled	21,000.00	5,093,097.14
9510-1 Amex	09/19/2025	60000133-7	Pitney Bowes Bank Inc Purchase Power	Reconciled	6.35	5,093,103.49
9510-1 Amex	09/19/2025	60000133-8	Pitney Bowes Bank Inc Purchase Power	Reconciled	6.35	5,093,109.84
9510-1 Amex	09/19/2025	60000133-9	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,093,117.63
9510-1 Amex	09/19/2025	60000133-10	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,093,125.42
9510-1 Amex	09/19/2025	60000133-11	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,093,133.21
9510-1 Amex	09/19/2025	60000133-12	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,093,141.00
9510-1 Amex	09/19/2025	60000133-13	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,093,148.79

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9510-1 Amex	09/19/2025	60000133-14	Pitney Bowes Bank Inc Purchase Power	Reconciled	23.14	5,093,171.93
9510-1 Amex	09/19/2025	60000135	Restaurant - Various	Reconciled	6.99	5,093,178.92
9510-1 Amex	09/19/2025	60000113-5	Amazon	Reconciled	43.89	5,093,222.81
9510-1 Amex	09/19/2025	60000113-6	Amazon	Reconciled	30.53	5,093,253.34
9510-1 Amex	09/19/2025	60000134-7	Numerous.ai	Reconciled	299.00	5,093,552.34
9510-1 Amex	09/19/2025	60000139	T Mobile	Reconciled	197.54	5,093,749.88
9510-1 Amex	09/19/2025	60000176-8	BoardPro	Reconciled	2,200.00	5,095,949.88
9510-1 Amex	09/19/2025	60000176-9	Amazon	Reconciled	196.13	5,096,146.01
9510-1 Amex	09/19/2025		Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,096,153.80
9510-1 Amex	09/19/2025		Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,096,161.59
9510-1 Amex	09/19/2025		Plivo, Inc.	Reconciled	51.50	5,096,213.09
9510-1 Amex	09/20/2025	60000134-6	GoDaddy	Reconciled	120.38	5,096,333.47
9510-1 Amex	09/20/2025		Grasshopper.com	Reconciled	95.59	5,096,429.06
9510-1 Amex	09/21/2025	60000136	Regus Management Group LLC	Reconciled	262.00	5,096,691.06
9510-1 Amex	09/21/2025	60000136-1	Regus Management Group LLC	Reconciled	205.00	5,096,896.06
9510-1 Amex	09/21/2025	60000113-2	Study.com	Reconciled	59.99	5,096,956.05
9510-1 Amex	09/21/2025	60000113-4	LinkedIn	Reconciled	29.99	5,096,986.04
9510-1 Amex	09/21/2025	60000130	Trader Joe’s	Reconciled	99.31	5,097,085.35
9510-1 Amex	09/21/2025	60000134-5	Plivo, Inc.	Reconciled	51.50	5,097,136.85
9510-1 Amex	09/22/2025	60000137	Target	Reconciled	26.64	5,097,163.49
9510-1 Amex	09/22/2025	60000137-1	Amazon	Reconciled	13.48	5,097,176.97
9510-1 Amex	09/22/2025	60000137-2	Amazon	Reconciled	13.23	5,097,190.20
9510-1 Amex	09/22/2025	60000137-3	Amazon	Reconciled	153.53	5,097,343.73
9510-1 Amex	09/22/2025	60000137-4	Speedway	Reconciled	100.00	5,097,443.73
9510-1 Amex	09/22/2025	60000138	Pitney Bowes Bank Inc Purchase Power	Reconciled	6.35	5,097,450.08

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9510-1 Amex	09/22/2025	60000138-1	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,097,457.87
9510-1 Amex	09/22/2025	60000138-2	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,097,465.66
9510-1 Amex	09/22/2025	60000138-3	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,097,473.45
9510-1 Amex	09/22/2025	60000138-4	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,097,481.24
9510-1 Amex	09/22/2025	60000134	UPWorkEscrow	Reconciled	4,828.25	5,102,309.49
9510-1 Amex	09/22/2025	60000134-1	Plivo, Inc.	Reconciled	51.50	5,102,360.99
9510-1 Amex	09/22/2025	60000134-2	Lowe’s	Reconciled	18.47	5,102,379.46
9510-1 Amex	09/22/2025	60000134-3	Amazon	Reconciled	126.97	5,102,506.43
9510-1 Amex	09/22/2025	60000134-4	Amazon	Reconciled	25.00	5,102,531.43
9510-1 Amex	09/22/2025	60000176-7	Law Offices of Young, Minney & Corr LLP	Reconciled	75.00	5,102,606.43
9510-1 Amex	09/22/2025		Amazon	Reconciled	7.99	5,102,614.42
9510-1 Amex	09/22/2025		Frontier	Reconciled	621.70	5,103,236.12
9510-1 Amex	09/23/2025	60000138-5	Pitney Bowes Bank Inc Purchase Power	Reconciled	20.59	5,103,256.71
9510-1 Amex	09/23/2025	60000140-3	Amazon	Reconciled	67.89	5,103,324.60
9510-1 Amex	09/23/2025	60000140-4	Amazon	Reconciled	31.82	5,103,356.42
9510-1 Amex	09/23/2025	60000176	Marsh & McLennan Agency LLC	Reconciled	81.13	5,103,437.55
9510-1 Amex	09/23/2025	60000176-5	Law Offices of Young, Minney & Corr LLP	Reconciled	75.00	5,103,512.55
9510-1 Amex	09/23/2025	60000176-6	Marsh & McLennan Agency LLC	Reconciled	2,318.00	5,105,830.55
9510-1 Amex	09/23/2025		Amazon	Reconciled	15.49	5,105,846.04
9510-1 Amex	09/23/2025		Amazon	Reconciled	26.92	5,105,872.96
9510-1 Amex	09/24/2025	60000143-2	Plivo, Inc.	Reconciled	51.50	5,105,924.46
9510-1 Amex	09/24/2025	60000143-3	Chili’s	Reconciled	57.01	5,105,981.47
9510-1 Amex	09/24/2025	60000143	Twilio Inc.	Reconciled	100.00	5,106,081.47

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9510-1 Amex	09/24/2025	60000140-1	Shell	Reconciled	123.15	5,106,204.62
9510-1 Amex	09/24/2025	60000140-2	Corner Bakery Cafe	Reconciled	122.59	5,106,327.21
9510-1 Amex	09/24/2025	60000153-27	PB SubscripService	Reconciled	7.79	5,106,335.00
9510-1 Amex	09/24/2025	60000153-28	PB SubscripService	Reconciled	7.79	5,106,342.79
9510-1 Amex	09/24/2025	60000153-29	PB SubscripService	Reconciled	7.79	5,106,350.58
9510-1 Amex	09/24/2025	60000153-30	PB SubscripService	Reconciled	7.79	5,106,358.37
9510-1 Amex	09/24/2025	60000153-31	PB SubscripService	Reconciled	7.79	5,106,366.16
9510-1 Amex	09/24/2025	60000153-32	PB SubscripService	Reconciled	7.79	5,106,373.95
9510-1 Amex	09/24/2025	60000142	Santron Energy	Reconciled	98.35	5,106,472.30
9510-1 Amex	09/25/2025	60000144	Restaurant - Various	Reconciled	200.00	5,106,672.30
9510-1 Amex	09/25/2025	60000144-1	Amazon	Reconciled	333.23	5,107,005.53
9510-1 Amex	09/25/2025	60000144-2	Amazon	Reconciled	139.20	5,107,144.73
9510-1 Amex	09/25/2025	60000144-3	Amazon	Reconciled	38.05	5,107,182.78
9510-1 Amex	09/25/2025	60000144-4	Amazon	Reconciled	32.81	5,107,215.59
9510-1 Amex	09/25/2025	60000144-5	Amazon	Reconciled	27.18	5,107,242.77
9510-1 Amex	09/25/2025	60000144-6	Amazon	Reconciled	16.35	5,107,259.12
9510-1 Amex	09/25/2025	60000144-7	Amazon	Reconciled	14.99	5,107,274.11
9510-1 Amex	09/25/2025	60000143	Plivo, Inc.	Reconciled	51.50	5,107,325.61
9510-1 Amex	09/25/2025	60000153-20	PB SubscripService	Reconciled	8.24	5,107,333.85
9510-1 Amex	09/25/2025	60000153-21	PB SubscripService	Reconciled	7.79	5,107,341.64
9510-1 Amex	09/25/2025	60000153-22	PB SubscripService	Reconciled	7.79	5,107,349.43
9510-1 Amex	09/25/2025	60000153-23	PB SubscripService	Reconciled	7.79	5,107,357.22

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9510-1 Amex	09/25/2025	60000153-24	PB SubscripService	Reconciled	7.79	5,107,365.01
9510-1 Amex	09/25/2025	60000153-25	PB SubscripService	Reconciled	7.79	5,107,372.80
9510-1 Amex	09/25/2025	60000153-26	PB SubscripService	Reconciled	7.79	5,107,380.59
9510-1 Amex	09/26/2025	60000147-1	Amazon	Reconciled	64.02	5,107,444.61
9510-1 Amex	09/26/2025	60000153-16	PB SubscripService	Reconciled	20.59	5,107,465.20
9510-1 Amex	09/26/2025	60000153-17	PB SubscripService	Reconciled	7.79	5,107,472.99
9510-1 Amex	09/26/2025	60000153-18	PB SubscripService	Reconciled	7.79	5,107,480.78
9510-1 Amex	09/26/2025	60000153-19	PB SubscripService	Reconciled	7.79	5,107,488.57
9510-1 Amex	09/26/2025	60000146	Expedia.Com	Reconciled	303.69	5,107,792.26
9510-1 Amex	09/26/2025	60000146-1	Expedia.Com	Reconciled	389.20	5,108,181.46
9510-1 Amex	09/26/2025	60000146-3	Delta Airlines	Reconciled	240.18	5,108,421.64
9510-1 Amex	09/26/2025	60000146-4	Adobe	Reconciled	113.39	5,108,535.03
9510-1 Amex	09/26/2025		Frontier	Reconciled	532.44	5,109,067.47
9510-1 Amex	09/27/2025		Zapier	Reconciled	26.70	5,109,094.17
9510-1 Amex	09/28/2025	60000147	Extra Space Storage	Reconciled	384.30	5,109,478.47
9510-1 Amex	09/28/2025	60000148-4	Thumio	Reconciled	20.00	5,109,498.47
9510-1 Amex	09/29/2025	60000149	Amazon	Reconciled	118.53	5,109,617.00
9510-1 Amex	09/29/2025	60000149-1	Amazon	Reconciled	32.30	5,109,649.30
9510-1 Amex	09/29/2025	60000149-2	Amazon	Reconciled	65.75	5,109,715.05
9510-1 Amex	09/29/2025	60000149-3	Amazon	Reconciled	24.72	5,109,739.77
9510-1 Amex	09/29/2025	60000153-7	Pitney Bowes Bank Inc Purchase Power	Reconciled	20.59	5,109,760.36
9510-1 Amex	09/29/2025	60000153-8	Pitney Bowes Bank Inc Purchase Power	Reconciled	20.59	5,109,780.95
9510-1 Amex	09/29/2025	60000153-9	Pitney Bowes Bank Inc	Reconciled	7.79	5,109,788.74

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			Purchase Power			
9510-1 Amex	09/29/2025	60000153-10	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,109,796.53
9510-1 Amex	09/29/2025	60000153-11	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,109,804.32
9510-1 Amex	09/29/2025	60000153-12	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,109,812.11
9510-1 Amex	09/29/2025	60000153-13	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,109,819.90
9510-1 Amex	09/29/2025	60000153-14	PB SubscripService	Reconciled	7.79	5,109,827.69
9510-1 Amex	09/29/2025	60000153-15	PB SubscripService	Reconciled	7.79	5,109,835.48
9510-1 Amex	09/29/2025	60000148-1	Plivo, Inc.	Reconciled	51.50	5,109,886.98
9510-1 Amex	09/29/2025	60000148-2	Plivo, Inc.	Reconciled	51.50	5,109,938.48
9510-1 Amex	09/29/2025	60000148	UPWorkEscrow	Reconciled	4,591.13	5,114,529.61
9510-1 Amex	09/29/2025	60000146-2	California Consortium for Independent Study	Reconciled	747.00	5,115,276.61
9510-1 Amex	09/29/2025	60000141-2	Amazon	Reconciled	1,384.10	5,116,660.71
9510-1 Amex	09/30/2025	60000151		Reconciled	189.90	5,116,850.61
9510-1 Amex	09/30/2025	60000151-1	Amazon	Reconciled	173.98	5,117,024.59
9510-1 Amex	09/30/2025	60000151-2	Amazon	Reconciled	28.49	5,117,053.08
9510-1 Amex	09/30/2025	60000151-3	Amazon	Reconciled	21.98	5,117,075.06
9510-1 Amex	09/30/2025	60000152	USPS	Reconciled	15.60	5,117,090.66
9510-1 Amex	09/30/2025	60000153	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,117,098.45
9510-1 Amex	09/30/2025	60000153-1	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,117,106.24
9510-1 Amex	09/30/2025	60000153-2	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,117,114.03
9510-1 Amex	09/30/2025	60000153-3	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,117,121.82

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9510-1 Amex	09/30/2025	60000153-4	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,117,129.61
9510-1 Amex	09/30/2025	60000153-5	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,117,137.40
9510-1 Amex	09/30/2025	60000153-6	Pitney Bowes Bank Inc Purchase Power	Reconciled	7.79	5,117,145.19
9510-1 Amex	09/30/2025	60000150-1	ADT	Reconciled	63.01	5,117,208.20
9510-1 Amex	09/30/2025		Amazon	Reconciled	66.17	5,117,274.37
9510-1 Amex	10/01/2025	60000154	Shell	Reconciled	128.38	5,117,402.75
9510-1 Amex	10/01/2025	60000154-1	Microsoft	Reconciled	129.99	5,117,532.74
9510-1 Amex	10/01/2025	60000154-2	Amazon	Reconciled	9.86	5,117,542.60
9510-1 Amex	10/01/2025	60000141	PB SubscripService	Reconciled	20.59	5,117,563.19
9510-1 Amex	10/01/2025	60000141-1	PB SubscripService	Reconciled	7.79	5,117,570.98
9510-1 Amex	10/01/2025	60000155-5	Sinch Mailgun	Reconciled	90.00	5,117,660.98
9510-1 Amex	10/01/2025	60000155-6	Plivo, Inc.	Reconciled	103.00	5,117,763.98
9510-1 Amex	10/01/2025	60000155-7	Plivo, Inc.	Reconciled	51.50	5,117,815.48
9510-1 Amex	10/01/2025	60000142-1	Cubesmart #0287	Reconciled	118.00	5,117,933.48
9510-1 Amex	10/02/2025	60000155	Paypal	Reconciled	29.00	5,117,962.48
9510-1 Amex	10/02/2025	60000155-1	Public Storage	Reconciled	435.00	5,118,397.48
9510-1 Amex	10/02/2025	60000155-2	MessageBird	Reconciled	99.00	5,118,496.48
9510-1 Amex	10/02/2025	60000155-3	GoDaddy	Reconciled	22.19	5,118,518.67
9510-1 Amex	10/02/2025	60000155-4	AWS - Amazon Web Services	Reconciled	129.94	5,118,648.61
9510-1 Amex	10/02/2025	60000156	Public Storage	Reconciled	570.00	5,119,218.61
9510-1 Amex	10/02/2025	60000156-6	Sam’s Club	Reconciled	141.39	5,119,360.00
9510-1 Amex	10/02/2025	60000156-7	Microsoft	Reconciled	129.99	5,119,489.99
9510-1 Amex	10/02/2025	60000156-8	Dropbox	Reconciled	11.99	5,119,501.98
9510-1 Amex	10/02/2025	60000156-9	Canva.com	Reconciled	22.00	5,119,523.98
9510-1 Amex	10/02/2025	60000156-10	Amazon	Reconciled	203.63	5,119,727.61

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9510-1 Amex	10/02/2025	60000156-11	Amazon	Reconciled	30.90	5,119,758.51
9510-1 Amex	10/02/2025	60000156-12	Amazon	Reconciled	134.68	5,119,893.19
9510-1 Amex	10/02/2025	60000156-13	Amazon	Reconciled	54.66	5,119,947.85
9510-1 Amex	10/02/2025	60000157	Amazon	Reconciled	28.74	5,119,976.59
9510-1 Amex	10/02/2025	60000150	Association of International Certified Professional Accountants	Reconciled	675.00	5,120,651.59
9510-1 Amex	10/02/2025	60000177-2	Public Storage	Reconciled	608.00	5,121,259.59
9510-1 Amex	10/02/2025		Amazon	Reconciled	44.17	5,121,303.76
9510-1 Amex	10/02/2025		Amazon	Reconciled	57.40	5,121,361.16
9510-1 Amex	10/03/2025	60000156-3	Peardeck.com	Reconciled	17.99	5,121,379.15
9510-1 Amex	10/03/2025	60000156-4	Amazon	Reconciled	29.61	5,121,408.76
9510-1 Amex	10/03/2025	60000156-5	Amazon	Reconciled	18.99	5,121,427.75
9510-1 Amex	10/03/2025	60000158	Genially	Reconciled	300.00	5,121,727.75
9510-1 Amex	10/03/2025	60000158-1	Genially	Reconciled	300.00	5,122,027.75
9510-1 Amex	10/03/2025	60000159-7	PB SubscripService	Reconciled	21.47	5,122,049.22
9510-1 Amex	10/03/2025	60000159-8	PB SubscripService	Reconciled	20.59	5,122,069.81
9510-1 Amex	10/03/2025	60000159-9	PB SubscripService	Reconciled	20.59	5,122,090.40
9510-1 Amex	10/03/2025	60000159-10	PB SubscripService	Reconciled	20.59	5,122,110.99
9510-1 Amex	10/03/2025	60000159-11	PB SubscripService	Reconciled	20.59	5,122,131.58
9510-1 Amex	10/03/2025	60000159-12	PB SubscripService	Reconciled	20.59	5,122,152.17
9510-1 Amex	10/03/2025	60000159-13	PB SubscripService	Reconciled	7.79	5,122,159.96
9510-1 Amex	10/03/2025	60000159-14	PB SubscripService	Reconciled	7.79	5,122,167.75
9510-1 Amex	10/03/2025	60000159-	PB SubscripService	Reconciled	7.79	5,122,175.54

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		15				
9510-1 Amex	10/03/2025	60000161-4	Rackspace Cloud	Reconciled	13,560.12	5,135,735.66
9510-1 Amex	10/03/2025	60000160-1	Peltzer Farms	Reconciled	226.60	5,135,962.26
9510-1 Amex	10/04/2025	60000156-2	Amazon	Reconciled	123.51	5,136,085.77
9510-1 Amex	10/04/2025	60000159-6	Microsoft	Reconciled	13.30	5,136,099.07
9510-1 Amex	10/04/2025	60000161-2	Sentry	Reconciled	601.00	5,136,700.07
9510-1 Amex	10/04/2025	60000161-3	Paddle.net	Reconciled	290.08	5,136,990.15
9510-1 Amex	10/05/2025	60000156-1	Amazon	Reconciled	9.67	5,136,999.82
9510-1 Amex	10/05/2025		Plivo, Inc.	Reconciled	51.50	5,137,051.32
9510-1 Amex	10/05/2025		Restaurant - Various	Reconciled	130.89	5,137,182.21
9510-1 Amex	10/06/2025	60000159	PB SubscripService	Reconciled	20.59	5,137,202.80
9510-1 Amex	10/06/2025	60000159-1	PB SubscripService	Reconciled	7.79	5,137,210.59
9510-1 Amex	10/06/2025	60000159-2	PB SubscripService	Reconciled	7.79	5,137,218.38
9510-1 Amex	10/06/2025	60000159-3	PB SubscripService	Reconciled	7.79	5,137,226.17
9510-1 Amex	10/06/2025	60000159-4	PB SubscripService	Reconciled	3.52	5,137,229.69
9510-1 Amex	10/06/2025	60000159-5	PB SubscripService	Reconciled	2.64	5,137,232.33
9510-1 Amex	10/06/2025	60000161	UPWorkEscrow	Reconciled	3,528.00	5,140,760.33
9510-1 Amex	10/06/2025	60000161-1	PDFCrowd	Reconciled	49.00	5,140,809.33
9510-1 Amex	10/06/2025	60000164-2	Restaurant - Various	Reconciled	92.26	5,140,901.59
9510-1 Amex	10/06/2025	60000164-3	Restaurant - Various	Reconciled	88.02	5,140,989.61
9510-1 Amex	10/06/2025	60000164-6	LAZ Parking	Reconciled	10.65	5,141,000.26
9510-1 Amex	10/06/2025	60000162-1	Adobe	Reconciled	1,015.11	5,142,015.37
9510-1 Amex	10/06/2025	60000175-9	Amazon	Reconciled	113.27	5,142,128.64
9510-1 Amex	10/06/2025	60000175-10	Amazon	Reconciled	53.28	5,142,181.92
9510-1 Amex	10/06/2025	60000175-11	Amazon	Reconciled	32.31	5,142,214.23
9510-1 Amex	10/06/2025	60000175-12	Amazon	Reconciled	26.09	5,142,240.32
9510-1 Amex	10/06/2025	60000175-	Amazon	Reconciled	22.34	5,142,262.66

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Distribution account	Transaction date	Num	Name	Cleared	Amount	Balance
		13				
9510-1 Amex	10/06/2025	60000175-14	Amazon	Reconciled	17.99	5,142,280.65
9510-1 Amex	10/06/2025	60000177-1	Pitney Bowes Bank Inc Purchase Power	Reconciled	25.00	5,142,305.65
9510-1 Amex	10/06/2025		Restaurant - Various	Reconciled	98.09	5,142,403.74
9510-1 Amex	10/06/2025	60000163	Shell	Uncleared	98.09	5,142,501.83
9510-1 Amex	10/07/2025	60000164-1	Courtyard	Reconciled	55.91	5,142,557.74
9510-1 Amex	10/07/2025	60000164-5	LAZ Parking	Reconciled	10.65	5,142,568.39
9510-1 Amex	10/07/2025	60000165-5	Amazon	Reconciled	154.91	5,142,723.30
9510-1 Amex	10/07/2025	60000165-6	Amazon	Reconciled	158.59	5,142,881.89
9510-1 Amex	10/07/2025	60000166-2	Slack	Reconciled	930.41	5,143,812.30
9510-1 Amex	10/07/2025	60000166-3	GoDaddy	Reconciled	23.99	5,143,836.29
9510-1 Amex	10/07/2025	60000166-4	Digitalocean, LLC	Reconciled	92.60	5,143,928.89
9510-1 Amex	10/07/2025	60000176-4	APA Benefits Inc.	Reconciled	360.00	5,144,288.89
9510-1 Amex	10/07/2025	60000177	Amazon	Reconciled	18.99	5,144,307.88
9510-1 Amex	10/07/2025		Amazon	Reconciled	17.00	5,144,324.88
9510-1 Amex	10/07/2025		Amazon	Reconciled	18.26	5,144,343.14
9510-1 Amex	10/07/2025		Amazon	Reconciled	24.13	5,144,367.27
9510-1 Amex	10/07/2025		Amazon	Reconciled	64.86	5,144,432.13
9510-1 Amex	10/07/2025		Amazon	Reconciled	85.11	5,144,517.24
9510-1 Amex	10/07/2025		Phil’s BBQ	Reconciled	464.91	5,144,982.15
9510-1 Amex	10/07/2025		California Charter Schools Conference	Reconciled	575.00	5,145,557.15
9510-1 Amex	10/08/2025	60000164	Restaurant - Various	Reconciled	42.81	5,145,599.96
9510-1 Amex	10/08/2025	60000164-4	Starbucks	Reconciled	36.50	5,145,636.46
9510-1 Amex	10/08/2025	60000165-4	PB SubscripService	Reconciled	7.79	5,145,644.25
9510-1 Amex	10/08/2025	60000175-4	Shell	Reconciled	61.00	5,145,705.25
9510-1 Amex	10/08/2025	60000175-5	Amazon	Reconciled	115.20	5,145,820.45
9510-1 Amex	10/08/2025	60000175-6	Amazon	Reconciled	193.90	5,146,014.35

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Distribution account	Transaction date	Num	Name	Cleared	Amount	Balance
9510-1 Amex	10/08/2025	60000175-7	Amazon	Reconciled	178.70	5,146,193.05
9510-1 Amex	10/08/2025	60000175-8	Amazon	Reconciled	21.54	5,146,214.59
9510-1 Amex	10/08/2025	60000168	Cheesecake Factory	Reconciled	272.33	5,146,486.92
9510-1 Amex	10/08/2025	60000160	Chevron	Reconciled	97.49	5,146,584.41
9510-1 Amex	10/08/2025		LAZ Parking	Reconciled	10.65	5,146,595.06
9510-1 Amex	10/08/2025			Reconciled	20.59	5,146,615.65
9510-1 Amex	10/08/2025			Reconciled	20.59	5,146,636.24
9510-1 Amex	10/08/2025		California Charter Schools Conference	Reconciled	2,875.00	5,149,511.24
9510-1 Amex	10/08/2025	60000167-7	Coursera	Reconciled	49.00	5,149,560.24
9510-1 Amex	10/08/2025	60000167-8	Coursera	Reconciled	49.00	5,149,609.24
9510-1 Amex	10/09/2025	60000169	VoiceTyper	Reconciled	6.99	5,149,616.23
9510-1 Amex	10/09/2025	60000165	PB SubscripService	Cleared	15.55	5,149,631.78
9510-1 Amex	10/09/2025	60000165-1	PB SubscripService	Reconciled	7.79	5,149,639.57
9510-1 Amex	10/09/2025	60000165-2	PB SubscripService	Reconciled	7.79	5,149,647.36
9510-1 Amex	10/09/2025	60000165-3	DocuSign	Reconciled	20.68	5,149,668.04
9510-1 Amex	10/09/2025	60000162	OpenAI	Reconciled	20.00	5,149,688.04
9510-1 Amex	10/09/2025	60000175	Canva.com	Reconciled	150.80	5,149,838.84
9510-1 Amex	10/09/2025	60000175-1	Amazon	Reconciled	77.08	5,149,915.92
9510-1 Amex	10/09/2025	60000175-2	Amazon	Reconciled	59.53	5,149,975.45
9510-1 Amex	10/09/2025	60000175-3	Amazon	Cleared	38.95	5,150,014.40
9510-1 Amex	10/09/2025	60000166	Semrush	Reconciled	139.95	5,150,154.35
9510-1 Amex	10/09/2025	60000166-1	LinkedIn	Reconciled	839.88	5,150,994.23
9510-1 Amex	10/09/2025	60000176-3	Leadership Circle	Reconciled	4,395.00	5,155,389.23
9510-1 Amex	10/09/2025		Courtyard	Reconciled	912.98	5,156,302.21
9510-1 Amex	10/09/2025		Courtyard	Reconciled	942.98	5,157,245.19
9510-1 Amex	10/09/2025		Courtyard	Reconciled	912.98	5,158,158.17
9510-1 Amex	10/09/2025	60000170	Canva.com	Reconciled	42.50	5,158,200.67
9510-1 Amex	10/09/2025	60000170-1	Canva.com	Reconciled	50.00	5,158,250.67

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Distribution account	Transaction date	Num	Name	Cleared	Amount	Balance
9510-1 Amex	10/10/2025	60000174	PB SubscripService	Cleared	15.55	5,158,266.22
9510-1 Amex	10/10/2025	60000174-1	PB SubscripService	Cleared	7.79	5,158,274.01
9510-1 Amex	10/10/2025	60000174-2	PB SubscripService	Cleared	7.79	5,158,281.80
9510-1 Amex	10/10/2025	60000172-3	Amazon	Reconciled	81.55	5,158,363.35
9510-1 Amex	10/10/2025	60000191-10	Amazon	Cleared	324.20	5,158,687.55
9510-1 Amex	10/10/2025	60000191-11	Amazon	Uncleared	59.53	5,158,747.08
9510-1 Amex	10/10/2025	60000191-12	Amazon	Cleared	39.02	5,158,786.10
9510-1 Amex	10/10/2025	60000191-13	Amazon	Uncleared	38.95	5,158,825.05
9510-1 Amex	10/11/2025	60000174-3	PB SubscripService	Cleared	7.79	5,158,832.84
9510-1 Amex	10/11/2025	60000172	Formstack	Cleared	149.45	5,158,982.29
9510-1 Amex	10/11/2025	60000176-1	Ready Refresh by Nestle	Cleared	116.89	5,159,099.18
9510-1 Amex	10/11/2025	60000176-2	ADT Security	Cleared	69.56	5,159,168.74
9510-1 Amex	10/11/2025	60000191-14	Amazon	Cleared	123.51	5,159,292.25
9510-1 Amex	10/11/2025	60000191-16	Amazon	Cleared	20.46	5,159,312.71
9510-1 Amex	10/11/2025	60000191-17	Amazon	Cleared	7.41	5,159,320.12
9510-1 Amex	10/12/2025	60000172-1	Plivo, Inc.	Cleared	51.50	5,159,371.62
9510-1 Amex	10/12/2025	60000173	Custom Ink	Cleared	1,002.78	5,160,374.40
9510-1 Amex	10/13/2025	60000172-2	UPWorkEscrow	Cleared	4,177.25	5,164,551.65
9510-1 Amex	10/13/2025	60000172-4	Microsoft	Cleared	12.99	5,164,564.64
9510-1 Amex	10/13/2025		Amazon	Cleared	61.47	5,164,626.11
9510-1 Amex	10/13/2025	60000191-18	Study.com	Cleared	59.99	5,164,686.10
9510-1 Amex	10/13/2025			Cleared	103.51	5,164,789.61
9510-1 Amex	10/13/2025		Amazon	Cleared	194.55	5,164,984.16

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9510-1 Amex	10/13/2025		Amazon	Cleared	83.38	5,165,067.54
9510-1 Amex	10/13/2025		Amazon	Cleared	1,179.37	5,166,246.91
9510-1 Amex	10/14/2025	60000181-18	PB SubscripService	Cleared	7.79	5,166,254.70
9510-1 Amex	10/14/2025	60000181-19	PB SubscripService	Cleared	7.79	5,166,262.49
9510-1 Amex	10/14/2025	60000181-20	PB SubscripService	Cleared	7.79	5,166,270.28
9510-1 Amex	10/15/2025	60000181-11	PB SubscripService	Cleared	22.34	5,166,292.62
9510-1 Amex	10/15/2025	60000181-12	PB SubscripService	Cleared	7.79	5,166,300.41
9510-1 Amex	10/15/2025	60000181-13	PB SubscripService	Cleared	6.19	5,166,306.60
9510-1 Amex	10/15/2025	60000181-14	PB SubscripService	Cleared	3.52	5,166,310.12
9510-1 Amex	10/15/2025	60000181-15	PB SubscripService	Cleared	3.52	5,166,313.64
9510-1 Amex	10/15/2025	60000181-16	PB SubscripService	Cleared	2.64	5,166,316.28
9510-1 Amex	10/15/2025	60000181-17	PB SubscripService	Cleared	2.64	5,166,318.92
9510-1 Amex	10/15/2025	60000167	GoDaddy	Cleared	10.99	5,166,329.91
9510-1 Amex	10/15/2025	60000167-1	Audible	Cleared	14.95	5,166,344.86
9510-1 Amex	10/15/2025	60000167-3	Pechanga Gas Station	Cleared	106.59	5,166,451.45
9510-1 Amex	10/15/2025	60000167-5	Legal Zoom	Cleared	7.99	5,166,459.44
9510-1 Amex	10/15/2025	60000167-6	Audible	Cleared	14.95	5,166,474.39
9510-1 Amex	10/15/2025	60000179-4	Cheryl’s	Cleared	25.98	5,166,500.37
9510-1 Amex	10/15/2025	60000179-5	Cheryl’s	Cleared	14.99	5,166,515.36
9510-1 Amex	10/15/2025	60000179-6	Cheryl’s	Cleared	14.99	5,166,530.35
9510-1 Amex	10/15/2025	60000179-7	Cheryl’s	Cleared	9.99	5,166,540.34
9510-1 Amex	10/15/2025	60000179-8	Cheryl’s	Cleared	9.99	5,166,550.33

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Distribution account	Transaction date	Num	Name	Cleared	Amount	Balance
9510-1 Amex	10/15/2025	60000179-9	Amazon	Cleared	14.31	5,166,564.64
9510-1 Amex	10/15/2025	60000179-12	Amazon	Cleared	26.93	5,166,591.57
9510-1 Amex	10/15/2025		Legal Zoom	Cleared	7.99	5,166,599.56
9510-1 Amex	10/15/2025		GoDaddy	Cleared	10.99	5,166,610.55
9510-1 Amex	10/15/2025	60000191-7	Amazon	Cleared	57.90	5,166,668.45
9510-1 Amex	10/15/2025	60000191-8	Amazon	Cleared	17.23	5,166,685.68
9510-1 Amex	10/15/2025	60000191-9	AllPaid	Cleared	103.00	5,166,788.68
9510-1 Amex	10/15/2025	60000199-27	Exxon	Cleared	94.47	5,166,883.15
9510-1 Amex	10/16/2025	60000181-8	PB SubscripService	Cleared	23.84	5,166,906.99
9510-1 Amex	10/16/2025	60000181-9	PB SubscripService	Cleared	20.59	5,166,927.58
9510-1 Amex	10/16/2025	60000181-10	PB SubscripService	Cleared	7.79	5,166,935.37
9510-1 Amex	10/16/2025	60000179	Cheryl’s	Cleared	14.99	5,166,950.36
9510-1 Amex	10/16/2025	60000179-1	Cheryl’s	Cleared	14.99	5,166,965.35
9510-1 Amex	10/16/2025	60000179-2	Cheryl’s	Cleared	25.98	5,166,991.33
9510-1 Amex	10/16/2025	60000179-3	Cheryl’s	Cleared	9.99	5,167,001.32
9510-1 Amex	10/16/2025	60000178-2	Amazon	Cleared	99.00	5,167,100.32
9510-1 Amex	10/16/2025	60000178-4	Microsoft	Cleared	796.72	5,167,897.04
9510-1 Amex	10/16/2025	60000178-5	Amazon	Cleared	27.61	5,167,924.65
9510-1 Amex	10/16/2025	60000191-6	Amazon	Cleared	20.65	5,167,945.30
9510-1 Amex	10/17/2025	60000181-4	PB SubscripService	Cleared	20.59	5,167,965.89
9510-1 Amex	10/17/2025	60000181-5	PB SubscripService	Cleared	7.79	5,167,973.68
9510-1 Amex	10/17/2025	60000181-6	PB SubscripService	Cleared	7.79	5,167,981.47
9510-1 Amex	10/17/2025	60000181-7	PB SubscripService	Cleared	7.79	5,167,989.26
9510-1 Amex	10/17/2025	60000167-2	Plivo, Inc.	Cleared	51.50	5,168,040.76
9510-1 Amex	10/17/2025	60000178-3	Amazon	Cleared	99.00	5,168,139.76
9510-1 Amex	10/17/2025	60000191-1	Amazon	Cleared	28.73	5,168,168.49
9510-1 Amex	10/17/2025	60000191-4	Amazon	Cleared	94.11	5,168,262.60

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9510-1 Amex	10/17/2025	60000191-5	Amazon	Cleared	18.35	5,168,280.95
9510-1 Amex	10/17/2025	60000180-15	Amazon	Cleared	3,483.60	5,171,764.55
9510-1 Amex	10/18/2025	60000181	PB SubscripService	Cleared	20.59	5,171,785.14
9510-1 Amex	10/18/2025	60000181-1	PB SubscripService	Cleared	7.79	5,171,792.93
9510-1 Amex	10/18/2025	60000181-2	PB SubscripService	Cleared	7.79	5,171,800.72
9510-1 Amex	10/18/2025	60000181-3	PB SubscripService	Cleared	7.79	5,171,808.51
9510-1 Amex	10/18/2025	60000167-4	PDFCrowd	Cleared	49.00	5,171,857.51
9510-1 Amex	10/18/2025	60000179-10	Cox Communications	Cleared	199.00	5,172,056.51
9510-1 Amex	10/18/2025	60000178-1	Amazon	Cleared	1,384.10	5,173,440.61
9510-1 Amex	10/18/2025	60000191	Amazon	Cleared	93.10	5,173,533.71
9510-1 Amex	10/18/2025		Amazon	Cleared	20.65	5,173,554.36
9510-1 Amex	10/19/2025	60000178	T Mobile	Cleared	373.32	5,173,927.68
9510-1 Amex	10/19/2025	60000191-2	Amazon	Cleared	76.99	5,174,004.67
9510-1 Amex	10/19/2025	60000191-3	Amazon	Cleared	6.45	5,174,011.12
9510-1 Amex	10/19/2025		Amazon	Cleared	36.68	5,174,047.80
9510-1 Amex	10/20/2025	60000189-3	UPWorkEscrow	Cleared	4,634.88	5,178,682.68
9510-1 Amex	10/20/2025	60000189-5	Plivo, Inc.	Cleared	51.50	5,178,734.18
9510-1 Amex	10/20/2025	60000197	UPS	Cleared	853.82	5,179,588.00
9510-1 Amex	10/20/2025	60000186	Amazon	Cleared	12.73	5,179,600.73
9510-1 Amex	10/20/2025	60000186-1	Amazon	Cleared	12.73	5,179,613.46
9510-1 Amex	10/20/2025	60000186-5	Amazon	Cleared	14.89	5,179,628.35
9510-1 Amex	10/20/2025		Grasshopper.com	Cleared	95.74	5,179,724.09
9510-1 Amex	10/20/2025	60000180-12	Grasshopper.com	Cleared	95.74	5,179,819.83
9510-1 Amex	10/20/2025	60000180-14	Amazon	Cleared	1,364.04	5,181,183.87
9510-1 Amex	10/21/2025	60000190	Flaticon	Cleared	99.00	5,181,282.87
9510-1 Amex	10/21/2025	60000198-1	Regus Management Group	Cleared	178.00	5,181,460.87

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			LLC			
9510-1 Amex	10/21/2025	60000199-19	Amazon	Cleared	75.20	5,181,536.07
9510-1 Amex	10/21/2025	60000199-20	Amazon	Cleared	35.80	5,181,571.87
9510-1 Amex	10/21/2025	60000199-21	Amazon	Cleared	34.72	5,181,606.59
9510-1 Amex	10/21/2025	60000199-22	Amazon	Cleared	19.89	5,181,626.48
9510-1 Amex	10/21/2025	60000201-6	New Jersey Division of Revenue and Enterprise Services	Cleared	132.50	5,181,758.98
9510-1 Amex	10/22/2025	60000189-6	Plivo, Inc.	Cleared	103.00	5,181,861.98
9510-1 Amex	10/22/2025	60000187	Law Offices of Young, Minney & Corr LLP	Cleared	125.00	5,181,986.98
9510-1 Amex	10/22/2025	60000187-1	Regus Management Group LLC	Cleared	262.00	5,182,248.98
9510-1 Amex	10/22/2025	60000187-2	Regus Management Group LLC	Cleared	205.00	5,182,453.98
9510-1 Amex	10/22/2025	60000192	PB SubscripService	Cleared	7.79	5,182,461.77
9510-1 Amex	10/22/2025	60000171-1	LinkedIn	Cleared	29.99	5,182,491.76
9510-1 Amex	10/22/2025	60000171-5	Amazon	Cleared	106.26	5,182,598.02
9510-1 Amex	10/22/2025	60000171-6	Amazon	Cleared	33.44	5,182,631.46
9510-1 Amex	10/22/2025	60000171-7	AllPaid	Cleared	103.00	5,182,734.46
9510-1 Amex	10/22/2025	60000199-17	Frontier	Cleared	621.70	5,183,356.16
9510-1 Amex	10/22/2025	60000199-18	Amazon	Cleared	15.37	5,183,371.53
9510-1 Amex	10/22/2025	60000199-23	Amazon	Cleared	137.25	5,183,508.78
9510-1 Amex	10/22/2025	60000199-24	Amazon	Cleared	22.51	5,183,531.29
9510-1 Amex	10/22/2025	60000199-	Amazon	Cleared	15.05	5,183,546.34

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Distribution account	Transaction date	Num	Name	Cleared	Amount	Balance
		25				
9510-1 Amex	10/22/2025	60000199-26	Amazon	Cleared	7.99	5,183,554.33
9510-1 Amex	10/22/2025	60000201-8	California Consortium for Independent Study	Cleared	799.00	5,184,353.33
9510-1 Amex	10/22/2025	60000201-9	Amazon	Cleared	25.83	5,184,379.16
9510-1 Amex	10/23/2025	60000189-4	Trader Joe’s	Cleared	122.47	5,184,501.63
9510-1 Amex	10/23/2025	60000189-9	Jersey Mike’s	Cleared	97.15	5,184,598.78
9510-1 Amex	10/23/2025	60000192-2	PB SubscripService	Cleared	20.59	5,184,619.37
9510-1 Amex	10/23/2025	60000192-3	PB SubscripService	Cleared	7.79	5,184,627.16
9510-1 Amex	10/23/2025	60000192-4	PB SubscripService	Cleared	7.79	5,184,634.95
9510-1 Amex	10/23/2025	60000171	Restaurant - Various	Cleared	490.56	5,185,125.51
9510-1 Amex	10/23/2025	60000171-2	Restaurant - Various	Cleared	211.65	5,185,337.16
9510-1 Amex	10/23/2025	60000171-3	Sams Club	Cleared	128.04	5,185,465.20
9510-1 Amex	10/23/2025	60000171-4	California Consortium for Independent Study	Cleared	498.00	5,185,963.20
9510-1 Amex	10/23/2025	60000199-16	Stater Bros	Cleared	20.62	5,185,983.82
9510-1 Amex	10/23/2025	60000201-10	ACSD	Cleared	950.00	5,186,933.82
9510-1 Amex	10/23/2025	60000186-4	Charterfolk	Cleared	120.00	5,187,053.82
9510-1 Amex	10/23/2025	60000186-6	Headspace	Cleared	69.99	5,187,123.81
9510-1 Amex	10/23/2025	60000186-7	Headspace	Cleared	69.99	5,187,193.80
9510-1 Amex	10/24/2025	60000189-7	Plivo, Inc.	Cleared	51.50	5,187,245.30
9510-1 Amex	10/24/2025	60000189-8	Plivo, Inc.	Cleared	51.50	5,187,296.80
9510-1 Amex	10/24/2025	60000187-3	Adobe	Cleared	97.75	5,187,394.55
9510-1 Amex	10/24/2025	60000192-5	PB SubscripService	Cleared	7.79	5,187,402.34
9510-1 Amex	10/24/2025	60000192-6	PB SubscripService	Cleared	6.48	5,187,408.82
9510-1 Amex	10/25/2025	60000189	Restaurant - Various	Cleared	3.00	5,187,411.82
9510-1 Amex	10/25/2025	60000189-10	GoDaddy	Cleared	22.19	5,187,434.01

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Distribution account	Transaction date	Num	Name	Cleared	Amount	Balance
9510-1 Amex	10/25/2025	60000192-7	PB SubscripService	Cleared	20.59	5,187,454.60
9510-1 Amex	10/25/2025	60000173-1	USPS	Cleared	244.00	5,187,698.60
9510-1 Amex	10/25/2025	60000180-13	DocuSign	Cleared	3,840.00	5,191,538.60
9510-1 Amex	10/26/2025	60000198-2	Albertsons	Cleared	63.81	5,191,602.41
9510-1 Amex	10/26/2025	60000173-2	Albertsons	Cleared	56.90	5,191,659.31
9510-1 Amex	10/26/2025	60000201-7		Cleared	44.03	5,191,703.34
9510-1 Amex	10/27/2025	60000184	Frontier	Cleared	533.18	5,192,236.52
9510-1 Amex	10/27/2025	60000195-2	UPWorkEscrow	Cleared	3,891.13	5,196,127.65
9510-1 Amex	10/27/2025	60000195-3	Zapier	Cleared	26.70	5,196,154.35
9510-1 Amex	10/27/2025	60000195-10	Plivo, Inc.	Cleared	51.50	5,196,205.85
9510-1 Amex	10/27/2025	60000195-11	Plivo, Inc.	Cleared	51.50	5,196,257.35
9510-1 Amex	10/27/2025	60000195-12	Hilton	Cleared	444.30	5,196,701.65
9510-1 Amex	10/27/2025	60000198	The Stand	Cleared	586.30	5,197,287.95
9510-1 Amex	10/27/2025	60000200	Southwest Airlines	Cleared	350.95	5,197,638.90
9510-1 Amex	10/27/2025	60000200-1	ACSD	Cleared	875.00	5,198,513.90
9510-1 Amex	10/27/2025	60000201	The Carded Yard - Temecula	Cleared	673.81	5,199,187.71
9510-1 Amex	10/27/2025	60000201-2	Instacart	Cleared	76.46	5,199,264.17
9510-1 Amex	10/27/2025	60000201-3	Instacart	Cleared	0.20	5,199,264.37
9510-1 Amex	10/27/2025	60000180-8	Frontier	Cleared	533.18	5,199,797.55
9510-1 Amex	10/27/2025	60000180-11	Amazon	Cleared	1,376.53	5,201,174.08
9510-1 Amex	10/28/2025	60000196-8	PB SubscripService	Cleared	24.94	5,201,199.02
9510-1 Amex	10/28/2025	60000196-9	PB SubscripService	Cleared	8.19	5,201,207.21
9510-1 Amex	10/28/2025	60000196-10	PB SubscripService	Cleared	7.79	5,201,215.00
9510-1 Amex	10/28/2025	60000196-	PB SubscripService	Cleared	7.79	5,201,222.79

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		11				
9510-1 Amex	10/28/2025	60000196-12	PB SubscripService	Cleared	7.79	5,201,230.58
9510-1 Amex	10/28/2025	60000196-13	PB SubscripService	Cleared	7.79	5,201,238.37
9510-1 Amex	10/28/2025	60000195-4	Sticker Mule	Cleared	531.24	5,201,769.61
9510-1 Amex	10/28/2025	60000199	Extra Space Storage	Cleared	384.30	5,202,153.91
9510-1 Amex	10/28/2025	60000199-14	Amazon	Cleared	95.66	5,202,249.57
9510-1 Amex	10/28/2025	60000199-15	Amazon	Cleared	65.24	5,202,314.81
9510-1 Amex	10/28/2025	60000201-1	Regus Management Group LLC	Cleared	1,248.75	5,203,563.56
9510-1 Amex	10/28/2025		Amazon	Cleared	15.06	5,203,578.62
9510-1 Amex	10/28/2025		Hilton	Cleared	409.26	5,203,987.88
9510-1 Amex	10/28/2025	60000194-1	Amazon	Cleared	15.06	5,204,002.94
9510-1 Amex	10/29/2025	60000196-7	PB SubscripService	Cleared	21.69	5,204,024.63
9510-1 Amex	10/29/2025	60000199-1	Expedia.Com	Cleared	356.59	5,204,381.22
9510-1 Amex	10/29/2025	60000199-11	Amazon	Cleared	79.75	5,204,460.97
9510-1 Amex	10/29/2025	60000199-12	Amazon	Cleared	34.78	5,204,495.75
9510-1 Amex	10/29/2025	60000199-13	Amazon	Cleared	15.06	5,204,510.81
9510-1 Amex	10/29/2025	60000201-4	Cheryl’s	Cleared	10.09	5,204,520.90
9510-1 Amex	10/29/2025	60000201-5		Cleared	360.00	5,204,880.90
9510-1 Amex	10/29/2025		GoTo Technologies USA, LLC	Cleared	3.30	5,204,884.20
9510-1 Amex	10/29/2025	60000180-9	GoTo Technologies USA, LLC	Cleared	3.30	5,204,887.50
9510-1 Amex	10/30/2025	60000195	Shutterstock	Cleared	828.00	5,205,715.50
9510-1 Amex	10/30/2025	60000195-9	Plivo, Inc.	Cleared	51.50	5,205,767.00

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9510-1 Amex	10/30/2025	60000195-13	GoDaddy	Cleared	84.57	5,205,851.57
9510-1 Amex	10/30/2025	60000199-3	Amazon	Cleared	13.31	5,205,864.88
9510-1 Amex	10/30/2025	60000199-10	Amazon	Cleared	11.34	5,205,876.22
9510-1 Amex	10/30/2025		ADT	Cleared	63.01	5,205,939.23
9510-1 Amex	10/30/2025	60000180-10	Amazon	Cleared	4,492.80	5,210,432.03
9510-1 Amex	10/30/2025	60000194	ADT	Cleared	63.01	5,210,495.04
9510-1 Amex	10/31/2025	60000196-4	PB SubscripService	Cleared	21.69	5,210,516.73
9510-1 Amex	10/31/2025	60000196-5	PB SubscripService	Cleared	7.79	5,210,524.52
9510-1 Amex	10/31/2025	60000196-6	PB SubscripService	Cleared	7.79	5,210,532.31
9510-1 Amex	10/31/2025	60000195-6	Popular Mechanics	Cleared	19.97	5,210,552.28
9510-1 Amex	10/31/2025	60000195-8	Plivo, Inc.	Cleared	51.50	5,210,603.78
9510-1 Amex	10/31/2025	60000199-6	Amazon	Cleared	195.74	5,210,799.52
9510-1 Amex	10/31/2025	60000199-7	Amazon	Cleared	139.15	5,210,938.67
9510-1 Amex	10/31/2025	60000199-8	Amazon	Cleared	104.79	5,211,043.46
9510-1 Amex	10/31/2025	60000199-9	Amazon	Cleared	81.81	5,211,125.27
9510-1 Amex	10/31/2025	60000186-2	Amazon	Cleared	25.84	5,211,151.11
9510-1 Amex	10/31/2025	60000186-3	Amazon	Cleared	23.69	5,211,174.80
9510-1 Amex	11/01/2025	60000196	PB SubscripService	Cleared	7.79	5,211,182.59
9510-1 Amex	11/01/2025	60000196-1	PB SubscripService	Cleared	7.79	5,211,190.38
9510-1 Amex	11/01/2025	60000196-2	PB SubscripService	Cleared	7.79	5,211,198.17
9510-1 Amex	11/01/2025	60000196-3	PB SubscripService	Cleared	7.79	5,211,205.96
9510-1 Amex	11/01/2025	60000195-1	CAEdResearch	Cleared	655.00	5,211,860.96
9510-1 Amex	11/01/2025	60000195-5	Sinch Mailgun	Cleared	90.00	5,211,950.96
9510-1 Amex	11/01/2025	60000195-7	Plivo, Inc.	Cleared	103.00	5,212,053.96
9510-1 Amex	11/01/2025	60000199-5	Amazon	Cleared	19.73	5,212,073.69
9510-1 Amex	11/01/2025		Cubesmart #0287	Cleared	118.00	5,212,191.69
9510-1 Amex	11/02/2025	60000195-	Amazon	Cleared	132.48	5,212,324.17

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		14				
9510-1 Amex	11/02/2025	60000199-2	Dropbox	Cleared	11.99	5,212,336.16
9510-1 Amex	11/02/2025	60000199-4	Amazon	Cleared	67.85	5,212,404.01
9510-1 Amex	11/02/2025		GoDaddy	Cleared	22.19	5,212,426.20
9510-1 Amex	11/02/2025		MessageBird	Cleared	99.00	5,212,525.20
9510-1 Amex	11/02/2025		Public Storage	Cleared	499.00	5,213,024.20
9510-1 Amex	11/02/2025		PDFCrowd	Cleared	29.00	5,213,053.20
9510-1 Amex	11/02/2025		Public Storage	Cleared	608.00	5,213,661.20
9510-1 Amex	11/02/2025		Public Storage	Cleared	570.00	5,214,231.20
9510-1 Amex	11/03/2025	60000204-1	Plivo, Inc.	Cleared	51.50	5,214,282.70
9510-1 Amex	11/03/2025	60000204-4	UPWorkEscrow	Cleared	4,039.88	5,218,322.58
9510-1 Amex	11/03/2025	60000204-5	Trader Joe’s	Cleared	143.65	5,218,466.23
9510-1 Amex	11/03/2025	60000204-9	Rackspace Cloud	Cleared	13,967.78	5,232,434.01
9510-1 Amex	11/03/2025	60000204-18	Chili’s	Cleared	111.11	5,232,545.12
9510-1 Amex	11/03/2025	60000206-7	LongHorn Steakhouse	Cleared	27.11	5,232,572.23
9510-1 Amex	11/03/2025	60000205-9	Peardeck.com	Cleared	17.99	5,232,590.22
9510-1 Amex	11/03/2025	60000205-11	Amazon	Cleared	78.27	5,232,668.49
9510-1 Amex	11/03/2025	60000205-12	Amazon	Cleared	13.34	5,232,681.83
9510-1 Amex	11/03/2025	60000205-13	Amazon	Cleared	10.76	5,232,692.59
9510-1 Amex	11/03/2025	60000202-9	Restaurant - Various	Cleared	458.51	5,233,151.10
9510-1 Amex	11/03/2025	60000202-12	Cheryl’s	Cleared	14.99	5,233,166.09
9510-1 Amex	11/03/2025	60000202-13	Cheryl’s	Cleared	14.99	5,233,181.08
9510-1 Amex	11/03/2025	60000202-14	Cheryl’s	Cleared	14.99	5,233,196.07
9510-1 Amex	11/03/2025	60000202-	Cheryl’s	Cleared	9.99	5,233,206.06

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		15				
9510-1 Amex	11/03/2025	60000202-16	Cheryl’s	Cleared	9.99	5,233,216.05
9510-1 Amex	11/03/2025	60000202-17	Cheryl’s	Cleared	9.99	5,233,226.04
9510-1 Amex	11/03/2025	60000202-18	Cheryl’s	Cleared	9.99	5,233,236.03
9510-1 Amex	11/03/2025	60000202-19	Audible	Cleared	25.98	5,233,262.01
9510-1 Amex	11/03/2025	60000202-20	Amazon	Cleared	36.43	5,233,298.44
9510-1 Amex	11/04/2025	60000204-8	Sentry	Cleared	601.00	5,233,899.44
9510-1 Amex	11/04/2025	60000204-12	Parking Concepts Inc.	Cleared	4.50	5,233,903.94
9510-1 Amex	11/04/2025	60000207	Lumio	Cleared	59.00	5,233,962.94
9510-1 Amex	11/04/2025	60000206-3	The Press Espresso	Cleared	8.45	5,233,971.39
9510-1 Amex	11/04/2025	60000206-8		Cleared	91.34	5,234,062.73
9510-1 Amex	11/04/2025	60000205-8	Sams Club	Cleared	28.49	5,234,091.22
9510-1 Amex	11/04/2025	60000205-14	Amazon	Cleared	30.14	5,234,121.36
9510-1 Amex	11/04/2025	60000202-10	Restaurant - Various	Cleared	63.98	5,234,185.34
9510-1 Amex	11/04/2025	60000202-11	Papa Feta	Cleared	742.75	5,234,928.09
9510-1 Amex	11/04/2025	60000188-1	Office Depot	Cleared	20.58	5,234,948.67
9510-1 Amex	11/05/2025	60000204-2	Paddle.net	Cleared	290.08	5,235,238.75
9510-1 Amex	11/05/2025	60000180-7	Microsoft	Cleared	18.45	5,235,257.20
9510-1 Amex	11/05/2025	60000206-2	Restaurant - Various	Cleared	24.59	5,235,281.79
9510-1 Amex	11/05/2025	60000206-5	Starbucks	Cleared	4.75	5,235,286.54
9510-1 Amex	11/06/2025	60000204-6	Starbucks	Cleared	53.25	5,235,339.79
9510-1 Amex	11/06/2025	60000204-11	PDFCrowd	Cleared	49.00	5,235,388.79

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9510-1 Amex	11/06/2025	60000204-13	LinkedIn	Cleared	148.48	5,235,537.27
9510-1 Amex	11/06/2025	60000204-16		Cleared	95.80	5,235,633.07
9510-1 Amex	11/06/2025	60000208	Fedex	Cleared	219.48	5,235,852.55
9510-1 Amex	11/06/2025	60000208-1	Cheesecake Factory	Cleared	37.47	5,235,890.02
9510-1 Amex	11/06/2025	60000206-1	Parking Management Company	Cleared	56.00	5,235,946.02
9510-1 Amex	11/06/2025	60000206-4	Starbucks	Cleared	5.90	5,235,951.92
9510-1 Amex	11/06/2025	60000206-6	Starbucks	Cleared	6.25	5,235,958.17
9510-1 Amex	11/06/2025	60000206-9	Embassy Suites	Cleared	30.00	5,235,988.17
9510-1 Amex	11/06/2025	60000206-10	Chevron	Cleared	48.00	5,236,036.17
9510-1 Amex	11/06/2025	60000205-7	USS Midway	Cleared	453.20	5,236,489.37
9510-1 Amex	11/06/2025	60000205-10	City of Temecula	Cleared	83.40	5,236,572.77
9510-1 Amex	11/06/2025	60000205-15	Amazon	Cleared	43.90	5,236,616.67
9510-1 Amex	11/06/2025	60000205-16	Amazon	Cleared	24.13	5,236,640.80
9510-1 Amex	11/06/2025	60000202	Pitney Bowes Bank Inc Purchase Power	Cleared	25.00	5,236,665.80
9510-1 Amex	11/07/2025	60000204-7	Slack	Cleared	942.45	5,237,608.25
9510-1 Amex	11/07/2025	60000204-15	GoDaddy	Cleared	23.99	5,237,632.24
9510-1 Amex	11/07/2025	60000204-19	Audible	Cleared	11.02	5,237,643.26
9510-1 Amex	11/07/2025	60000204-20	Restaurant - Various	Cleared	43.97	5,237,687.23
9510-1 Amex	11/07/2025	60000208-2	Cheesecake Factory	Cleared	24.63	5,237,711.86
9510-1 Amex	11/07/2025	60000208-3	Bob Hope Airport	Cleared	120.00	5,237,831.86
9510-1 Amex	11/07/2025	60000180-2	PB SubscripService	Cleared	24.94	5,237,856.80

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9510-1 Amex	11/07/2025	60000180-3	PB SubscripService	Cleared	21.69	5,237,878.49
9510-1 Amex	11/07/2025	60000180-4	PB SubscripService	Cleared	8.19	5,237,886.68
9510-1 Amex	11/07/2025	60000180-5	PB SubscripService	Cleared	8.19	5,237,894.87
9510-1 Amex	11/07/2025	60000180-6	PB SubscripService	Cleared	6.88	5,237,901.75
9510-1 Amex	11/07/2025	60000202-1	eFax.com	Cleared	18.99	5,237,920.74
9510-1 Amex	11/08/2025	60000204-10	Plivo, Inc.	Cleared	51.50	5,237,972.24
9510-1 Amex	11/08/2025	60000204-14	LinkedIn	Cleared	100.56	5,238,072.80
9510-1 Amex	11/08/2025	60000204-17	Coursera	Cleared	49.00	5,238,121.80
9510-1 Amex	11/08/2025	60000180	PB SubscripService	Cleared	8.19	5,238,129.99
9510-1 Amex	11/08/2025	60000188	Hilton	Cleared	511.96	5,238,641.95
9510-1 Amex	11/09/2025	60000204	Semrush	Cleared	139.95	5,238,781.90
9510-1 Amex	11/09/2025	60000206	OpenAI	Cleared	20.00	5,238,801.90
9510-1 Amex	11/10/2025	60000211	UPWorkEscrow	Uncleared	2,218.13	5,241,020.03
9510-1 Amex	11/10/2025	60000202-5	California Consortium for Independent Study	Uncleared	799.00	5,241,819.03
9510-1 Amex	11/10/2025	60000202-6	Amazon	Uncleared	16.15	5,241,835.18
9510-1 Amex	11/10/2025	60000202-7	Amazon	Uncleared	51.30	5,241,886.48
9510-1 Amex	11/10/2025	60000212-2		Uncleared	147.30	5,242,033.78
9510-1 Amex	11/11/2025	60000211-7	Formstack	Uncleared	59.00	5,242,092.78
9510-1 Amex	11/11/2025	60000205-1	Amazon	Uncleared	43.05	5,242,135.83
9510-1 Amex	11/11/2025	60000205-4	Amazon	Uncleared	28.26	5,242,164.09
9510-1 Amex	11/11/2025	60000202-8	ADT	Uncleared	69.56	5,242,233.65
9510-1 Amex	11/12/2025	60000202-4		Uncleared	98.43	5,242,332.08
9510-1 Amex	11/13/2025	60000215	PB SubscripService	Uncleared	16.65	5,242,348.73
9510-1 Amex	11/13/2025	60000215-1	PB SubscripService	Uncleared	16.65	5,242,365.38
9510-1 Amex	11/13/2025	60000210	Mandatory AB123	Uncleared	100.00	5,242,465.38
9510-1 Amex	11/13/2025	60000211-4	Microsoft	Uncleared	12.99	5,242,478.37

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9510-1 Amex	11/13/2025	60000211-10	Custom Ink	Uncleared	5,353.74	5,247,832.11
9510-1 Amex	11/13/2025	60000205-5	Amazon	Uncleared	53.65	5,247,885.76
9510-1 Amex	11/13/2025	60000205-6	Amazon	Uncleared	30.02	5,247,915.78
9510-1 Amex	11/13/2025	60000202-2	WA STATE DEPT. OF REVENUE	Uncleared	1.63	5,247,917.41
9510-1 Amex	11/13/2025	60000202-3	WA STATE DEPT. OF REVENUE	Uncleared	50.00	5,247,967.41
9510-1 Amex	11/13/2025	60000213	California Consortium for Independent Study	Uncleared	599.00	5,248,566.41
9510-1 Amex	11/13/2025	60000212-3		Uncleared	36.00	5,248,602.41
9510-1 Amex	11/13/2025	60000212-5		Uncleared	61.62	5,248,664.03
9510-1 Amex	11/13/2025	60000212-6		Cleared	275.18	5,248,939.21
9510-1 Amex	11/13/2025	60000212-7		Cleared	225.19	5,249,164.40
9510-1 Amex	11/13/2025	60000214-13	Fairview Ford San Bernardino	Cleared	510.01	5,249,674.41
9510-1 Amex	11/14/2025	60000210-1	Audible	Uncleared	37.99	5,249,712.40
9510-1 Amex	11/14/2025	60000211-2	Plivo, Inc.	Uncleared	51.50	5,249,763.90
9510-1 Amex	11/14/2025	60000211-11	Audible	Uncleared	14.95	5,249,778.85
9510-1 Amex	11/14/2025	60000205	DocuSign	Uncleared	3,450.00	5,253,228.85
9510-1 Amex	11/14/2025	60000205-2	Amazon	Uncleared	16.15	5,253,245.00
9510-1 Amex	11/14/2025	60000205-3	Amazon	Uncleared	11.71	5,253,256.71
9510-1 Amex	11/14/2025	60000209-1	DocuSign	Uncleared	300.00	5,253,556.71
9510-1 Amex	11/15/2025	60000215-2	PB SubscripService	Uncleared	21.69	5,253,578.40
9510-1 Amex	11/15/2025	60000215-3	PB SubscripService	Uncleared	8.19	5,253,586.59
9510-1 Amex	11/15/2025	60000215-4	PB SubscripService	Uncleared	7.79	5,253,594.38
9510-1 Amex	11/15/2025	60000215-5	PB SubscripService	Uncleared	7.79	5,253,602.17
9510-1 Amex	11/15/2025	60000210-2	Audible	Uncleared	14.95	5,253,617.12
9510-1 Amex	11/15/2025	60000211-1		Uncleared	110.00	5,253,727.12
9510-1 Amex	11/15/2025	60000211-3	OpenAI	Uncleared	77.88	5,253,805.00

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9510-1 Amex	11/15/2025	60000211-5	LinkedIn	Uncleared	146.91	5,253,951.91
9510-1 Amex	11/15/2025	60000211-6		Uncleared	7.99	5,253,959.90
9510-1 Amex	11/15/2025	60000211-8	GoDaddy	Uncleared	10.99	5,253,970.89
9510-1 Amex	11/15/2025	60000211-9	GoDaddy	Uncleared	22.19	5,253,993.08
9510-1 Amex	11/15/2025	60000209-2	Amazon	Uncleared	39.18	5,254,032.26
9510-1 Amex	11/16/2025	60000209	Microsoft	Uncleared	822.70	5,254,854.96
9510-1 Amex	11/16/2025	60000212-8	TME	Cleared	175.00	5,255,029.96
9510-1 Amex	11/16/2025	60000212-9	TME	Cleared	175.00	5,255,204.96
9510-1 Amex	11/17/2025	60000222	Vimeo	Uncleared	300.00	5,255,504.96
9510-1 Amex	11/17/2025	60000222-1	UPWorkEscrow	Uncleared	2,828.00	5,258,332.96
9510-1 Amex	11/17/2025	60000222-9	LinkedIn	Uncleared	136.48	5,258,469.44
9510-1 Amex	11/17/2025	60000223-1	Amazon	Cleared	17.40	5,258,486.84
9510-1 Amex	11/18/2025	60000222-5	PDFCrowd	Uncleared	49.00	5,258,535.84
9510-1 Amex	11/18/2025	60000221	PB SubscripService	Cleared	21.69	5,258,557.53
9510-1 Amex	11/18/2025	60000221-1	PB SubscripService	Cleared	8.19	5,258,565.72
9510-1 Amex	11/18/2025	60000221-2	PB SubscripService	Cleared	7.79	5,258,573.51
9510-1 Amex	11/18/2025	60000221-3	PB SubscripService	Cleared	7.79	5,258,581.30
9510-1 Amex	11/18/2025	60000223-2	Amazon	Cleared	20.74	5,258,602.04
9510-1 Amex	11/18/2025	60000214-12	Luna Livescan	Cleared	62.00	5,258,664.04
9510-1 Amex	11/19/2025	60000222-2	Plivo, Inc.	Cleared	51.50	5,258,715.54
9510-1 Amex	11/19/2025	60000222-8	LinkedIn	Uncleared	180.06	5,258,895.60
9510-1 Amex	11/19/2025	60000222-10	GoDaddy	Cleared	49.99	5,258,945.59
9510-1 Amex	11/19/2025	60000222-11	GoDaddy	Cleared	45.38	5,258,990.97
9510-1 Amex	11/19/2025	60000221-4	PB SubscripService	Cleared	21.69	5,259,012.66
9510-1 Amex	11/20/2025	60000221-5	PB SubscripService	Cleared	16.65	5,259,029.31
9510-1 Amex	11/20/2025	60000221-6	PB SubscripService	Cleared	7.79	5,259,037.10
9510-1 Amex	11/20/2025	60000223	Grasshopper.com	Cleared	95.74	5,259,132.84

Account QuickReport

Method Schools Corporation
Since September 6, 2025

Distribution account	Transaction date	Num	Name	Cleared	Amount	Balance
9510-1 Amex	11/21/2025	60000222-3	Plivo, Inc.	Cleared	51.50	5,259,184.34
9510-1 Amex	11/21/2025	60000222-7	LinkedIn	Cleared	181.34	5,259,365.68
9510-1 Amex	11/21/2025	60000222-12	Custom Ink	Cleared	1,310.87	5,260,676.55
9510-1 Amex	11/21/2025	60000220	Interacty	Cleared	60.00	5,260,736.55
9510-1 Amex	11/21/2025	60000212	Regus Management Group LLC	Cleared	365.50	5,261,102.05
9510-1 Amex	11/21/2025	60000212-1	Regus Management Group LLC	Cleared	30.00	5,261,132.05
9510-1 Amex	11/22/2025	60000222-4	Plivo, Inc.	Cleared	51.50	5,261,183.55
9510-1 Amex	11/22/2025	60000221-7	PB SubscripService	Cleared	8.19	5,261,191.74
9510-1 Amex	11/22/2025	60000221-8	PB SubscripService	Cleared	8.19	5,261,199.93
9510-1 Amex	11/22/2025	60000220-1	Genially	Cleared	120.00	5,261,319.93
9510-1 Amex	11/23/2025	60000222-6	LinkedIn	Cleared	170.60	5,261,490.53
9510-1 Amex	11/24/2025	60000214-2	UPWorkEscrow	Cleared	3,001.25	5,264,491.78
9510-1 Amex	11/24/2025	60000214-3	Plivo, Inc.	Cleared	51.50	5,264,543.28
9510-1 Amex	11/24/2025	60000214-11	Canva.com	Cleared	15.09	5,264,558.37
9510-1 Amex	11/24/2025	60000224	Audible	Uncleared	14.97	5,264,573.34
9510-1 Amex	11/25/2025	60000214-9	LinkedIn	Cleared	156.52	5,264,729.86
9510-1 Amex	11/26/2025	60000214-4	Plivo, Inc.	Cleared	51.50	5,264,781.36
9510-1 Amex	11/27/2025	60000214	Zapier	Cleared	26.70	5,264,808.06
9510-1 Amex	11/27/2025	60000214-5	Plivo, Inc.	Cleared	51.50	5,264,859.56
9510-1 Amex	11/27/2025	60000214-6	Plivo, Inc.	Cleared	51.50	5,264,911.06
9510-1 Amex	11/27/2025	60000214-8	LinkedIn	Cleared	188.44	5,265,099.50
9510-1 Amex	11/29/2025	60000214-10		Cleared	44,347.79	5,309,447.29
Total for 9510-1 Amex					**$270,640.64**	
TOTAL					**$270,640.64**	

BofA Check Register

Method Schools Corporation
September-November, 2025

Date	Transaction type	Name	Amount
09/02/2025	Bill Payment (Check)	Anthem Blue Cross	-54,634.29
09/02/2025	Expense	Kaiser	-12,994.25
09/02/2025	Bill Payment (Check)	MetLife Small Business Center	-757.50
09/02/2025	Bill Payment (Check)	Covey Commercial	-1,480.00
09/02/2025	Expense	AppFolio, Inc.	-2.49
09/02/2025	Expense	Uber	-15.94
09/02/2025	Expense	Uber	-13.96
09/02/2025	Bill Payment (Check)	MaidPro of Temecula	-279.60
09/02/2025	Bill Payment (Check)	MaidPro of Temecula	-163.18
09/04/2025	Expense	Adobe	-69.99
09/05/2025	Bill Payment (Check)	SAN DIEGO CAP HITTING LLC	-3,200.00
09/05/2025	Expense	Rancho California Water District	-255.07
09/05/2025	Bill Payment (Check)	Alpha Therapy Center Inc.	-1,290.00
09/05/2025	Bill Payment (Check)	Alpha Therapy Center Inc.	-2,482.50
09/05/2025	Bill Payment (Check)	FAST Development	-23,250.00
09/05/2025	Bill Payment (Check)	BorderLAN, Inc.	-22,488.89
09/05/2025	Bill Payment (Check)	CliftonLarsonAllen LLP	-9,975.00
09/05/2025	Bill Payment (Check)	CliftonLarsonAllen LLP	-2,362.50
09/05/2025	Bill Payment (Check)	K12 Management	-19,200.00
09/05/2025	Bill Payment (Check)	Law Offices of Young, Minney & Corr LLP	-7,404.00
09/05/2025	Bill Payment (Check)	APA Benefits Inc.	-1,500.00
09/05/2025	Bill Payment (Check)	APA Benefits Inc.	-2,000.00
09/05/2025	Bill Payment (Check)	APA Benefits Inc.	-1,000.00
09/05/2025	Bill Payment (Check)	APA Benefits Inc.	-500.00
09/05/2025	Bill Payment (Check)	APA Benefits Inc.	-500.00
09/05/2025	Bill Payment (Check)	APA Benefits Inc.	-1,500.00
09/05/2025	Bill Payment (Check)	Rock Fitness	-255.00
09/08/2025	Bill Payment (Check)	Richard Palanca	-4,400.00
09/08/2025	Expense	Zenefits	-806.68

BofA Check Register

Method Schools Corporation
September-November, 2025

Date	Transaction type	Name	Amount
09/08/2025	Expense	Zenefits	-146.02
09/08/2025	Expense	Southern California Edison	-1,436.38
09/08/2025	Expense	Bank of America	-15.00
09/10/2025	Expense	Zenefits	-135.00
09/11/2025	Expense	Adobe	-29.99
09/12/2025	Bill Payment (Check)	Steve Dorsey	-86.66
09/12/2025	Bill Payment (Check)	Gloria Vargas	-49.14
09/12/2025	Bill Payment (Check)	Carolyn Andrews	-65.10
09/12/2025	Bill Payment (Check)	Cognia, Inc.	-4,000.00
09/12/2025	Expense	Zenefits	-217,582.64
09/12/2025	Expense	Zenefits	-40,581.56

BofA Check Register

Method Schools Corporation
September-November, 2025

Date	Transaction type	Name	Amount
09/12/2025	Expense	Zenefits	-98,036.33
09/12/2025	Expense	Zenefits	-9,305.72
09/12/2025	Bill Payment (Check)	IDX - Identity Guard Solutions, Inc	-8,489.03
09/12/2025	Bill Payment (Check)	Creative Back Office	-6,875.00
09/12/2025	Bill Payment (Check)	Edmentum	-16,778.40
09/15/2025	Expense	Trello.com	-362.50
09/15/2025	Bill Payment (Check)	UMB Bank - FBO PlanMember Services	-32,237.68
09/15/2025	Bill Payment (Check)	UMB Bank - FBO PlanMember Services	-32,420.92
09/15/2025	Bill Payment (Check)	UMB Bank - FBO PlanMember Services	-33,695.70
09/17/2025	Bill Payment (Check)	Richard Palanca	-5,720.00
09/17/2025	Expense	Pitney Bowes Bank Inc Purchase Power	-393.41
09/17/2025	Expense	Pitney Bowes Bank Inc Purchase Power	-114.15
09/17/2025	Expense	Adobe	-34.99
09/19/2025	Expense	Microsoft	-12.99
09/22/2025	Bill Payment (Check)	Temecula Community Services Department	-109.80
09/22/2025	Expense	Pitney Bowes Bank Inc Purchase Power	-657.94
09/22/2025	Bill Payment (Check)	MaidPro of Temecula	-163.18
09/22/2025	Bill Payment (Check)	Phenom Sports Stars	-10,150.00
09/22/2025	Bill Payment (Check)	JJJ Enterprises	-90.00
09/22/2025	Bill Payment (Check)	APA Benefits Inc.	-500.00
09/22/2025	Bill Payment (Check)	APA Benefits Inc.	-500.00
09/22/2025	Bill Payment (Check)	Marsh & McLennan Agency LLC	-4,306.00
09/23/2025	Expense	Timely	-38.70
09/26/2025	Bill Payment (Check)	Tyler Roberts	-500.00
09/26/2025	Bill Payment (Check)	Steve Dorsey	-500.00
09/26/2025	Bill Payment (Check)	Shannon Clark	-500.00
09/26/2025	Bill Payment (Check)	Gloria Vargas	-500.00
09/26/2025	Bill Payment (Check)	Carolyn Andrews	-500.00
09/26/2025	Bill Payment (Check)	Sportsplex USA	-2,250.00

BofA Check Register

Method Schools Corporation
September-November, 2025

Date	Transaction type	Name	Amount
09/26/2025	Bill Payment (Check)	Mohamed Noor (Top Ballers Training)	-34,175.00
09/26/2025	Bill Payment (Check)	Chula Vista Elite Athlete Training Center	-100.00
09/26/2025	Bill Payment (Check)	MaidPro of Temecula	-163.18
09/26/2025	Bill Payment (Check)	MaidPro of Temecula	-163.18
09/29/2025	Expense	Zenefits	-101,048.55
09/29/2025	Expense	Zenefits	-3,017.51
09/29/2025	Expense	Zenefits	-1,549.25
09/29/2025	Expense	Zenefits	-41,512.47
09/29/2025	Expense	Zenefits	-222,254.38
09/29/2025	Expense	Zenefits	-8,871.88
09/29/2025	Expense	Timely	-1,470.00

BofA Check Register

Method Schools Corporation
September-November, 2025

Date	Transaction type	Name	Amount
09/30/2025	Expense	Kaiser	-13,077.81
10/01/2025	Bill Payment (Check)	Anthem Blue Cross	-62,380.27
10/01/2025	Bill Payment (Check)	MetLife Small Business Center	-8,344.66
10/01/2025	Bill Payment (Check)	Covey Commercial	-1,480.00
10/01/2025	Expense	AppFolio, Inc.	-2.49
10/02/2025	Bill Payment (Check)	Hope Squad Inc.	-600.00
10/02/2025	Bill Payment (Check)	RCM Technologies, Inc.	-5,272.50
10/02/2025	Bill Payment (Check)	RCM Technologies, Inc.	-3,847.50
10/02/2025	Bill Payment (Check)	JJJ Enterprises	-90.00
10/02/2025	Bill Payment (Check)	Creative Back Office	-6,875.00
10/02/2025	Bill Payment (Check)	UMB Bank - FBO PlanMember Services	-34,160.48
10/03/2025	Expense	Rancho California Water District	-271.92
10/03/2025	Bill Payment (Check)	MaidPro of Temecula	-163.18
10/03/2025	Bill Payment (Check)	MaidPro of Temecula	-163.18
10/03/2025	Bill Payment (Check)	King’s Officiating Group	-120.00
10/03/2025	Bill Payment (Check)	Wonder Psychological Services, Inc.	-1,950.00
10/06/2025	Bill Payment (Check)	Reuben H. Fleet Science Center	-180.00
10/06/2025	Bill Payment (Check)	Accrediting Commission For Schools	-160.00
10/06/2025	Bill Payment (Check)	Richard Palanca	-4,840.00
10/06/2025	Expense	Adobe	-69.99
10/06/2025	Bill Payment (Check)	Grattan Holdings, Inc.	-4,786.78
10/06/2025	Bill Payment (Check)	Law Offices of Young, Minney & Corr LLP	-276.50
10/07/2025	Expense	Southern California Edison	-1,491.64
10/07/2025	Expense	Bank of America	-15.00
10/09/2025	Bill Payment (Check)	Tyler Roberts	-716.01
10/09/2025	Bill Payment (Check)	SAN DIEGO CAP HITTING LLC	-3,200.00
10/09/2025	Bill Payment (Check)	Arbiter Sports, LLC	-690.00
10/09/2025	Bill Payment (Check)	Jose Chavez	-1,600.00
10/09/2025	Bill Payment (Check)	Santee Community Services Dept.	-8,630.50

BofA Check Register

Method Schools Corporation
September-November, 2025

Date	Transaction type	Name	Amount
10/09/2025	Bill Payment (Check)	Comic Con Museum	-660.00
10/09/2025	Bill Payment (Check)	National Association for College Admission Counseling	-330.00
10/09/2025	Bill Payment (Check)	Alpha Therapy Center Inc.	-10,672.50
10/09/2025	Bill Payment (Check)	Phenom Sports Stars	-12,000.00
10/09/2025	Bill Payment (Check)	FAST Development	-37,900.00
10/09/2025	Bill Payment (Check)	CliftonLarsonAllen LLP	-10,062.15
10/09/2025	Bill Payment (Check)	Gympass US, LLC	-3,975.94
10/09/2025	Bill Payment (Check)	Area51 Productions, Inc.	-1,900.00
10/09/2025	Bill Payment (Check)	Grattan Holdings, Inc.	-478.68
10/10/2025	Expense	Zenefits	-63,426.00
10/14/2025	Expense	Zenefits	-225,115.04

BofA Check Register

Method Schools Corporation
September-November, 2025

Date	Transaction type	Name	Amount
10/14/2025	Expense	Zenefits	-101,915.64
10/14/2025	Expense	Zenefits	-9,047.25
10/14/2025	Expense	Zenefits	-42,027.58
10/14/2025	Expense	Zenefits	-0.07
10/14/2025	Expense	Trello.com	-362.50
10/14/2025	Bill Payment (Check)	King’s Officiating Group	-120.00
10/14/2025	Bill Payment (Check)	Instructure, Inc.	-3,693.00
10/14/2025	Bill Payment (Check)	K12 Management	-4,570.00
10/14/2025	Bill Payment (Check)	APA Benefits Inc.	-500.00
10/16/2025	Bill Payment (Check)	The Learning Lens	-3,500.00
10/16/2025	Bill Payment (Check)	Temecula Valley Driving School (Cavco Enterprises)	-699.00
10/16/2025	Bill Payment (Check)	UMB Bank - FBO PlanMember Services	-34,342.52
10/16/2025	Bill Payment (Check)	Instructure, Inc.	-57,860.00
10/17/2025	Bill Payment (Check)	Richard Palanca	-4,840.00
10/17/2025	Expense	Adobe	-34.99
10/20/2025	Bill Payment (Check)	Temecula Community Services Department	-109.80
10/20/2025	Bill Payment (Check)	QM Quality Matters, Inc.	-875.00
10/20/2025	Expense	Microsoft	-12.99
10/20/2025	Bill Payment (Check)	Beyond Expectations Speech Therapy, Inc.	-375.00
10/20/2025	Bill Payment (Check)	Joshua Emmerick	-2,387.00
10/20/2025	Bill Payment (Check)	Beyond Expectations Speech Therapy, Inc.	-2,750.00
10/20/2025	Bill Payment (Check)	Edmentum	-8,450.00
10/20/2025	Bill Payment (Check)	Ixl Learning	-1,090.00
10/20/2025	Bill Payment (Check)	King’s Officiating Group	-130.00
10/22/2025	Bill Payment (Check)	APA Benefits Inc.	-500.00
10/22/2025	Bill Payment (Check)	Gympass US, LLC	-4,185.45
10/22/2025	Bill Payment (Check)	Limitless Fitness Training LLC	-1,500.00
10/22/2025	Bill Payment (Check)	RCM Technologies, Inc.	-18,525.00
10/23/2025	Expense	Pitney Bowes Bank Inc Purchase Power	-1,212.75

BofA Check Register

Method Schools Corporation
September-November, 2025

Date	Transaction type	Name	Amount
10/23/2025	Expense	Timely	-40.50
10/24/2025	Bill Payment (Check)	Warren County Occupational License	-156.00
10/28/2025	Bill Payment (Check)	Steve Dorsey	-700.00
10/28/2025	Bill Payment (Check)	Shannon Clark	-700.00
10/28/2025	Bill Payment (Check)	Gloria Vargas	-700.00
10/28/2025	Bill Payment (Check)	Carolyn Andrews	-700.00
10/28/2025	Bill Payment (Check)	Tyler Roberts	-700.00
10/28/2025	Bill Payment (Check)	Marsh & McLennan Agency LLC	-4,306.00
10/28/2025	Bill Payment (Check)	Instructure, Inc.	-170,000.00
10/28/2025	Bill Payment (Check)	Melissa Marshall	-2,750.00
10/30/2025	Bill Payment (Check)	Accrediting Commission For Schools	-1,790.00

BofA Check Register

Method Schools Corporation
September-November, 2025

Date	Transaction type	Name	Amount
10/30/2025	Bill Payment (Check)	Warren County Public Schools	-78.00
10/30/2025	Expense	Zenefits	-229,630.55
10/30/2025	Expense	Zenefits	-44,144.86
10/30/2025	Expense	Zenefits	-103,015.77
10/30/2025	Expense	Zenefits	-9,911.05
10/30/2025	Expense	Zenefits	-119.33
10/30/2025	Expense	Kaiser	-16,682.31
10/30/2025	Bill Payment (Check)	UMB Bank - FBO PlanMember Services	-34,665.33
10/30/2025	Bill Payment (Check)	IDX - Identity Guard Solutions, Inc	-307.56
10/30/2025	Bill Payment (Check)	Santa Clarita Sports Center	-6,400.00
10/30/2025	Bill Payment (Check)	Zoom	-20.00
10/30/2025	Bill Payment (Check)	Beaumont Door and Window Repair	-55.97
10/31/2025	Bill Payment (Check)	Covey Commercial	-1,482.49
10/31/2025	Bill Payment (Check)	Anthem Blue Cross	-62,094.52
10/31/2025	Bill Payment (Check)	Kentucky Department of Revenue	-261.47
10/31/2025	Bill Payment (Check)	Kentucky Department of Revenue	-141.75
10/31/2025	Bill Payment (Check)	Kentucky Department of Revenue	-259.51
10/31/2025	Expense	Zenefits	-988.56
10/31/2025	Expense	Zenefits	-224.99
10/31/2025	Expense	AppFolio, Inc.	-2.49
10/31/2025	Expense	Covey Commercial	-1,480.00
10/31/2025	Bill Payment (Check)	Grattan Holdings, Inc.	-4,786.78
11/03/2025	Bill Payment (Check)	MetLife Small Business Center	-7,104.96
11/03/2025	Bill Payment (Check)	Phenom Sports Stars	-12,650.00
11/03/2025	Bill Payment (Check)	Alpha Therapy Center Inc.	-15,922.50
11/03/2025	Bill Payment (Check)	Beyond Expectations Speech Therapy, Inc.	-7,500.00
11/03/2025	Bill Payment (Check)	Mohamed Noor (Top Ballers Training)	-58,525.00
11/03/2025	Bill Payment (Check)	FAST Development	-38,925.00
11/03/2025	Bill Payment (Check)	APA Benefits Inc.	-360.00

BofA Check Register

Method Schools Corporation
September-November, 2025

Date	Transaction type	Name	Amount
11/04/2025	Bill Payment (Check)	Richard Palanca	-5,280.00
11/06/2025	Expense	Zenefits	-46.80
11/06/2025	Expense	Zenefits	-46.80
11/07/2025	Bill Payment (Check)	Santee Community Services Dept.	-16,031.00
11/07/2025	Bill Payment (Check)	Creative Back Office	-6,875.00
11/07/2025	Bill Payment (Check)	The Learning Lens	-4,700.00
11/07/2025	Bill Payment (Check)	Alpha Therapy Center Inc.	-2,145.00
11/07/2025	Bill Payment (Check)	K12 Management	-2,925.00
11/07/2025	Bill Payment (Check)	MaidPro of Temecula	-652.00
11/10/2025	Bill Payment (Check)	Liminex, Inc. DBA GoGuardian	-5,520.00
11/10/2025	Bill Payment (Check)	Curriculum Associates, LLC	-16,840.00

BofA Check Register

Method Schools Corporation
September-November, 2025

Date	Transaction type	Name	Amount
11/10/2025	Bill Payment (Check)	Law Offices of Young, Minney & Corr LLP	-434.50
11/10/2025	Bill Payment (Check)	Qualtrics LLC	-14,332.00
11/12/2025	Expense	Zenefits	-659.00
11/12/2025	Bill Payment (Check)	Mohamed Noor (Top Ballers Training)	-59,950.00
11/13/2025	Expense	Zenefits	-228,803.32
11/13/2025	Expense	Zenefits	-102,045.69
11/13/2025	Expense	Zenefits	-39,639.06
11/13/2025	Expense	Zenefits	-9,020.72
11/13/2025	Expense	Zenefits	-173.76
11/13/2025	Expense	Zenefits	-137.47
11/13/2025	Expense	Zenefits	-54.44
11/13/2025	Expense	Zenefits	-49.35
11/13/2025	Expense	Zenefits	-119.06
11/13/2025	Bill Payment (Check)	Beaumont Door and Window Repair	-503.79
11/17/2025	Bill Payment (Check)	RCM Technologies, Inc.	-4,892.50
11/17/2025	Bill Payment (Check)	RCM Technologies, Inc.	-9,262.50
11/17/2025	Bill Payment (Check)	RCM Technologies, Inc.	-2,422.50
11/17/2025	Bill Payment (Check)	RCM Technologies, Inc.	-1,995.00
11/17/2025	Bill Payment (Check)	IDX - Identity Guard Solutions, Inc	-62.91
11/17/2025	Bill Payment (Check)	Melissa Marshall	-4,875.00
11/17/2025	Bill Payment (Check)	IDX - Identity Guard Solutions, Inc	-2,999.99
11/17/2025	Bill Payment (Check)	Wonder Psychological Services, Inc.	-6,200.00
11/17/2025	Bill Payment (Check)	Melissa Marshall	-807.58
11/17/2025	Bill Payment (Check)	Grattan Holdings, Inc.	-4,786.78
11/17/2025	Bill Payment (Check)	UMB Bank - FBO PlanMember Services	-34,477.92
11/18/2025	Expense	Zenefits	-233.51
11/18/2025	Expense	Zenefits	-968.26
11/18/2025	Bill Payment (Check)	Colorado Dept. of Labor and Employment	-5.00
11/18/2025	Bill Payment (Check)	Limitless Fitness Training LLC	-2,100.00

BofA Check Register

Method Schools Corporation
September-November, 2025

Date	Transaction type	Name	Amount
11/20/2025	Expense	Zenefits	-131,226.73
11/20/2025	Expense	Zenefits	-103,600.53
11/21/2025	Bill Payment (Check)	SAN DIEGO CAP HITTING LLC	-3,200.00
11/21/2025	Bill Payment (Check)	Richard Palanca	-4,400.00
11/21/2025	Bill Payment (Check)	Scout Edu, Inc.	-77,600.00
11/21/2025	Bill Payment (Check)	Onix Networking	-1,900.00
11/24/2025	Bill Payment (Check)	Steve Dorsey	-600.00
11/24/2025	Bill Payment (Check)	Shannon Clark	-600.00
11/24/2025	Bill Payment (Check)	Gloria Vargas	-600.00
11/24/2025	Bill Payment (Check)	Carolyn Andrews	-600.00
11/24/2025	Bill Payment (Check)	Phenom Sports Stars	-9,650.00

BofA Check Register

Method Schools Corporation
September-November, 2025

Date	Transaction type	Name	Amount
11/24/2025	Bill Payment (Check)	Tyler Roberts	-600.00
11/25/2025	Bill Payment (Check)	Zoom	-30,171.87
11/25/2025	Bill Payment (Check)	Gympass US, LLC	-4,080.24
11/26/2025	Expense	Zenefits	-99,990.75
11/26/2025	Expense	Zenefits	-228,154.86
11/26/2025	Expense	Zenefits	-39,550.16
11/26/2025	Expense	Zenefits	-9,040.54
11/26/2025	Bill Payment (Check)	Principal Life Insurance Company	-1,622.88
TOTAL			**-$4,137,112.45**

4 month Investment results - July-Nov

Investment Account	Acccount Balance at 10.31.25	Earnings	FYTD Earnings	Annual Yield
Fidelity Money Market	$ 9,637,038.36	$ 122,625.49	$ 122,625.49	2.85%
San Diego Treasury	$ 18,053,502.24	$ 172,831.69	$ 172,831.69	2.87%
Bank of America Flex CD	$ 2,000,000.00	$ 4,173.12	$ 4,173.12	2.75%

Cash Accounts

Cash accounts	Acccount Balance at 11.30.25	Earnings	FYTD Earnings	Annual Yield
Bank of America Savings	$ 6,136,917.62	$ 398.15	$ 398.15	0.01%
Bank of America Checking	$ 291,414.75	N/A	N/A	N/A
AMEX Cash	$ 105,853.12	$ 733.32	$ 733.32	1.37%

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