

AGENDA

Method Schools Regular Meeting of the Board of Directors

Tuesday June 19 2018 6:00 PM

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

1. Agendas and "Request to Speak" forms are available at the door to the meeting. If you wish to speak, please fill out the speaker slip and specify the agenda item on which you wish to speak. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.

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

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

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

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

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

1.0 CALL TO ORDER

2.0 ROLL CALL

- A. Board Members present:
- B. Board Members absent:
- C. Staff:

3.0 PUBLIC COMMUNICATION ON NON-AGENDA ITEMS

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No individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

4.0 REPORTS

- 4.1** Marketing Update
- 4.2** Staffing Update
- 4.3** Product Update
- 4.4** Financial Report

5.0 ANNOUNCE CLOSED SESSION ITEMS

6.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS General public comments on any closed session item that will be heard. The Board will limit comments to no more than 3 minutes.

6.1 Public Employment – 2017-18 CEO & CBO Evaluations

7.0 ADJOURN TO CLOSED SESSION

8.0 OPEN SESSION

9.0 DISCLOSURE OF CLOSED SESSION ACTIONS

10.0 ACTION ITEMS

- 10.1 2018-19 Local Control Accountability Plan (LCAP) (A)** The Board will be asked to approve the final 2017-18 LCAP for Method School (#1617) and Method Schools High School (#1698). Each LCAP contains goals that have been individually designed for each school by taking into account stakeholder input from students, teachers, and parents.
- 10.2 2018-19 Adopted Budgets (A)** The Board will be asked to approve the 2018-19 Adopted Budgets for Method School (#1617), and Method Schools High School (#1698). Each Adopted Budget has been specifically developed to each school's forecasted operating year and contains the appropriate 2017-18 LCAP budget considerations as outlined in each school's respective LCAP. The Board will be presented with the CDE approved Adopted Budget Form.
- 10.3 Method Board Resolution 2018-01 Closure of Method K-8 (A)** The Board will be asked to approve Board Resolution 2018-01 to approve the closure of Method Schools K-8 effective 6/30/2018.
- 10.4 Method Board Resolution 2018-02 Early Repayment of CSFA Revolving Loans (A)** The Board will be asked to approve Board Resolution 2018-02 to approve the Early Repayment of the CSFA issued Revolving Loan for Method Schools (#1617) and Method Schools K-8 (#1697).
- 10.5 2018-19 Board Calendar (A)** The Board will be asked to approve the 2018-19 Board Calendar.

12.0 CONSENT ITEMS

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

12.1 Board Meeting Minutes – 6-12-2018

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12.2 Operating Contracts for 2018-19 Fiscal Year

12.2.1 – Creative Back Office Service Agreement

12.2.2 – Charter Safe Service Agreement

13.0 UPCOMING AGENDA ITEMS

- Next Scheduled Board Meeting: 9-11-2018
- 2017-18 EPA Expenditure Report
- College Readiness Block Grant Report

14.0 BOARD MEMBER REPORTS

Individual Board members will report on participation in school events and/or committees, District events, or attendance at special meetings or training/workshops.

15.0 ADJOURNMENT

LCAP Year

☐ 2017–18 ☒ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Method Schools

Contact Name
and Title

Jessica Spallino

Email and
Phone

Jessica@methodschools.org
(760) – 244-0758

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Method Schools is a charter school in Southern California chartered thru Dehesa Elementary School District in San Diego County. Established in 2014, Method is a non-classroom based program that serves students thru a highly differentiated instructional program. Method students participate in a rich, independent study project based experiential learning environment. Method Schools is an independent study program that offers a blended environment that combines online curriculum with on-site and virtual teacher instruction. Our blended track, called iRotate, features student-driven project learning and in a station rotation setting.

The overall model contains the following components:

- Students complete some of their coursework at home with the guidance of their learning coach and Method Schools CA highly-qualified, credentialed teacher.
- Students can create their own schedules, but need to log in to their accounts every day unless it is a school holiday. They work approximately four to six hours a day on their coursework.
- Students and their Learning Coach are required to meet with their Method Schools teachers every week virtually or on site to turn in hard copy and project based coursework, take any required assessments on site, etc.
- Students have access to their Method Schools teacher through email or phone and can arrange for onsite instructional support in a one-on-one format or in an instructional aide computer lab.
- Students may also come to the site for a teacher led scheduled workshop, project work, or

intervention.

This program provides personal attention to each student along with the freedom to follow individual interests. Teachers continuously evaluate student progress, inserting support and interventions where necessary. One way of customizing the Method student experience is through differentiated instructional delivery. Instructional support may be in the following formats:

- Live, virtual meeting via web conference tool with shared whiteboard and internet
- On-site instructional support in one on one or group tutoring settings
- Supplemental and enrichment courses in key subject areas, such as technology and entrepreneurship

LCAP HIGHLIGHTS

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

Method's 2017-18 thru 2019-20 LCAP was developed as a direct result of the input and comments received from the student, parent and staff engagement. As outlined above, thru the targeted surveys and individualized focus group, we were able to gain an enhanced understanding of our stakeholder's priorities. Beginning with our engagement in developing the 2017-18 LCAP (done in FY 2016-17) there has been consistent information flow between the school and stakeholder groups.

Stakeholder participation throughout the entire LCAP process allowed for greater understanding and alignment of student, staff and parent needs. By designing our surveys to include a small set of duplicate questions for each targeted group, we were able to see common themes and LCAP focus areas emerge in collected data.

These include common focus areas include increased parent communication, development of additional enrichment opportunities for students, increased emphasis on student citizenship and personal (behavioral) development, extra curricular activity developing including STEM, Career & Technical Skills and visual and performing arts, and increased parent communication.

Staff data included the need for additional support in the implementation of CCCSS, Science, use of current technology tools, and technology integration. In addition, priorities were also developed based upon the common themes listed above along with new data from the district wide benchmark assessments showing a lack of student proficiency in CCCSS across the grade levels, current district goals and the state priority areas.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

We feel our greatest progress made during the 2017-18 academic year was the development of Method's own Learning Management System (/ Student Information System (LMS/SIS) and own curriculum. Both of them items were designed for and made specifically for Method Schools and will directly enhance our teacher's effectiveness and student's ability to learn. Both the curriculum and LMS were designed specifically to align with how Method administers student assessment and gauges student performance.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

In reviewing the CA Dashboard for Fall 2017 – which is based off of Method's 2016-17 Spring testing, our greatest need comes improving our student scores in both ELA and Mathematics. For this dashboard release, our students scored in the "Orange" percentile - 32.7 points below Level 3 in ELA and 79.5 points below Level 3 in Mathematics. This was a decline of 13.8 points and 15.2 points in ELA and Mathematics respectively. For 2018-19 Method's primary focus will be bridging the achievement gap and improve student scores across the board on Smarter Balance Assessments and CAASPP Assessments in both ELA and Math.

To help streamline and accelerate this academic improvement, Method will be adding the following positions: Curriculum Director, Academic Improvement Manager, and Data Analyst. The goal of each of these positions is to provide increased, multi-tiered academic support for all of our students and bridge the existing achievement gaps in ELA and Math.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

In reviewing the CA Dashboard for Fall 2017 – which is based off of Method's 2016-17 Spring testing, we experienced a significant performance gap between with our Socioeconomically Disadvantaged students in both ELA and Math comprehension in grades 3-8. Across all student groups Method declined 13.8 below Level 3 in ELA Comprehension and our Socioeconomically Disadvantaged students made up 13.6 of the total drop. In Math comprehension Method declined 15.2 points; with our Socioeconomically Disadvantaged students made up for 14.5 points of the total decline.

To help streamline and accelerate this academic improvement, Method will be adding the following positions: Curriculum Director, Academic Improvement Manager, and Data Analyst. The goal of each of these positions is to provide increased, multi-tiered academic support for all of our students and bridge the existing achievement gaps in ELA and Math.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Although not a significant percentage of our current student population, Method Schools is committed to the vision and mission it has set for all students and recognize the (additional) support our EL, Low-Income and Foster Youth students may need. This LCAP provides a program for all students, design such that every student becomes college and career ready by the time they exit Method. In order to ensure that our EL, Low-Income and Foster Youth students are provided with opportunities achieve at high levels, school supports have been incorporated throughout the LCAP. As a result, funds have been specifically allocated for personnel, instructional materials, technological equipment and other supplemental resources.

These supports include (specifically designated) certificated staff to support targeted instruction, opportunities for full parent involvement, and access to technological resources both at home and at school. For 2017-18 thru 2019-20, Method is planning to develop an Intervention / Guidance Counselor position to provide further targeted instruction. The goal of this position is designed to provide additional support for our EL, Low-Income and Foster Youth students in an effort to help bridge the achievement gap that these students may face. This Intervention / Guidance Counselor position will work in a pull out and push in capacity, utilizing classroom resources as well as supplemental resources to provide support for these students. This intervention strategy, called Targeted Direct Instruction (T.D.I.), is already a key component of Method's instructional model. For 2017-18 thru 2019-20 we will be enhancing and tailoring this component specifically for our EL, Low-Income and Foster Youth students.

In addition to the newly created Intervention / Guidance Counselor position, school counselor time has been specifically increased and targeted, as a supplement service to better serve our EL, Low-Income and Foster Youth student's unique. These increases for expenditures of unduplicated pupil expenditures are over and above the services for all students.

Moreover, virtual summer school courses have been developed and will be offered for our EL, Low-Income and Foster Youth students that are behind in core subject comprehension. These additional courses are designed to provide supplemental instructional time for our targeted students outside of the traditional school year as we strive to bring all students to grade level comprehension. Furthermore, a variety of interactive digital resources will continue to be provided to support the individual needs of the EL, Low-Income and Foster Youth students in achieving the Common Core and 21st Century Skills requirements.

Method Schools will continue to analyze and adjust the supplemental offerings provided to our EL, Low-Income and Foster Youth based on assessments and increases in student achievement in upcoming LCAP years.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$2,932,097

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$437,200.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

During the 2017-18 fiscal year, we were able to strategically allocate all of our funds outlined in the LCAP for Planned Actions / Services as well as allocate General Fund Expenditures on projects that will help Method School years into the future. During 2017-18, Method was able to use general fund revenues to develop an internal LMS and SIS. Additionally, Method was able to allocate significant general fund revenues towards development of internal curriculum content for grades K-12. The development of these two internal projects for Method will allow the school operate autonomously from curriculum and SIS/LMS providers allowing the school both financial and operational flexibility.

\$2,982,788.00

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

By 6/01/2017, 80% of Method Schools students will perform at grade level on site-developed / identified common formative assessments in Language Arts and Math.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

CAASP & Local Assessments - Close Level 3 gap by 10 points in ELA and 20 points in Math.

Adopted Teacher Evaluations System - 80% of Teachers will not have "Needs Improvement" on Teacher Evaluation regarding CA Standards.

CA State Highly Qualified Rating Sheet - 100% of Teachers classified as highly qualified.

ACTUAL

Based on the Fall 2017 Dashboard, Method students fell by 13.8 points and 15.2 points in ELA and Mathematics respectively.

Method implemented enhanced teacher and administrator evaluation system and carried out evaluations in a timely and effective manner.

All previously existing teachers and newly hired teachers at Method Schools meet the qualifications of "highly qualified" under the newly implemented ESSA requirements and guidelines.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1	
Actions/Services	<p>PLANNED</p> <p>The planned actions in relation to this goal were as followed:</p> <p>Student assessments conducted thru RenStar assessment program a total of four (4) assessments during the year.</p> <p>Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.</p> <p>Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.</p>	<p>ACTUAL</p> <p>During the 2017-18 school year Method carried out this goal, to an even greater extent than as it was outlined in our LCAP. Method carried out targeted student assessments every month during the academic year for a total of (10) times.</p> <p>Method continued to further improve upon and conduct our Targeted Direct Instruction (T.D.I.) for student interventions. T.D.I. at Method consists of pulling out students for direct instruction in target areas in either small groups or one-on-one instruction.</p> <p>Method teachers attended a wide variety of Professional Development seminars and conferences focused on IS Learning, Integrating Technology, PBIS, & Digital Literacy.</p>
	<p>BUDGETED</p> <p>\$202,500.00</p>	<p>ESTIMATED ACTUAL</p> <p>\$200,000.00</p>
Expenditures		

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

During the 2017-18 school year Method carried out this goal, to an even greater extent than as it was outlined in our LCAP. Method carried out targeted student assessments every month during the academic year for a total of (9) times during the academic year. For 2018-19 Method will continue to analyze our internal assessments and aligned these assessments to preparing our students for the Smarter Balance and CAASSP assessments. Method continued to further improve upon and conduct our Targeted Direct Instruction (T.D.I.) for student interventions. T.D.I. at Method consists of pulling out students for direct instruction in target areas in either small groups or one-on-one instruction.

Method teachers attended a wide variety of Professional Development seminars and conferences focused on IS Learning, Integrating Technology, PBIS, & Digital Literacy.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We feel both the RenStar program (and subsequent assessment schedule) and T.D.I intervention model are very effective in each of their designed scopes. By testing students for comprehension at the very start of the year, we are able to accurately gauge and measure progress during the year because we chart precisely where the students started. Moreover, by conducting assessments each month we are able to monitor continual progress vs. expected progress; which then guides our T.D.I. interventions. For 2018-19 Method will continue to analyze our internal assessments and aligned these assessments to preparing our students for the Smarter Balance and CAASSP assessments.

Furthermore, we feel our T.D.I. intervention model is quite effective because it is correlated to our RenStar assessments. Thru the data our staff receives from RenStar we are able to accurately identify student comprehensive levels, which allows us to delivery effective, accurately directed T.D.I. for both our higher and lower achieving students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not have a material difference between Budgeted Expenditures and Actual Expenditures. During the 2017-18 year, we were able to successfully carry out, from an expenditure standpoint, the actions and services we intended to. Careful planning and strategic timing allowed Method to implement programs, carry out assessments, and attending trainings and developments as scheduled.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no material changes made to this goal as it was originally outlined in our 2017-18 LCAP. As we continued to gain alignment and experience with our RenStar assessment program, we gained better understanding of how to better carry out our T.D.I and better prepare out students for Smarter Balance and CASSP Assessments in English Language Arts and Math.

Goal 2

Enhance and improve student engagement, attendance, and achievement. Increase school connectivity, and overall physical/emotional wellness and resiliency for students. Increased support for a socially and emotionally safe and secure learning environment, free emotional and digital harassment.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Service Learning Activity Logs - Target Student Participation Rate – 60%

Student Information System Attendance Logs - Target ADA Percentage – 97%

Professional Development Calendar and Teacher Attendance Logs - Create and Adopt Professional Development Calendar with 2 Offerings and 95% Teacher Attendance

ACTUAL

During 2018-19, Method did not implement the Service Learning Logs, but we did have (increased) significantly student participation in our Service Learning Campaigns for: The Pepsi Recycling Rally, Pasta For Pennies, and independent student campaigns.

With our Track B students Method was able to obtain 95% student attendance.

During 2018-19, each Method staff member was awarded the opportunity to attend as many Professional Development modules/seminars as needed and we had 100% staff participation, with multiple staff members attending 2-3 Professional Development Seminars/Conferences.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	2	
Actions/Services	PLANNED The planned actions in relation to this goal were as followed: Implement curriculum components for Digital Literacy and Global Citizenship to increase student social and emotional intelligence. Professional development modules on Digital Literacy and student engagement for increased student social and emotional intelligence. Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.	ACTUAL During 2017-18, Method implement significant curriculum components that focused on Digital Literacy and Character Educator. Included among those were: Overcoming Obstacles, an Anti-Bullying Project Based Learning Project, and teachers participated in school climate conference, peer lead workshops Method teachers attended a wide variety of Professional Development seminars and conferences focused on IS Learning, Integrating Technology, PBIS, & Digital Literacy. 2017-18 Service Learning Campaigns for: The Pepsi Recycling Rally, Pasta For Pennies, and independent student campaigns.
	BUDGETED \$127,500 – per submitted LCAP.	ESTIMATED ACTUAL \$125,000.00
Expenditures		

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>During 2017-18, Method implement significant curriculum components that focused on Digital Literacy and Character Educator. Included among those were: Overcoming Obstacles, an Anti-Bullying Project Based Learning Project, and teachers participated in school climate conference, peer lead workshops</p> <p>Method teachers attended a wide variety of Professional Development seminars and conferences focused on IS Learning, Integrating Technology, PBIS, & Digital Literacy.</p> <p>2017-18 Service Learning Campaigns for: The Pepsi Recycling Rally, Pasta For Pennies, and independent student campaigns.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>We feel all of the components outlined above were very effective. As outlined above, during 2017-18, we did have (increased) significantly student participation in our Service Learning Campaigns for: The Pepsi Recycling Rally, Pasta For Pennies, and independent student campaigns. Additionally, we maintained our current suspension status of "Blue" per the CDE Dashboard.</p> <p>With our Track B students Method was able to obtain 95% student attendance.</p> <p>During 2018-19, each Method staff member was awarded the opportunity to attend as many Professional Development modules/seminars as needed and we had 100% staff participation, with multiple staff members attending 2-3 Professional Development Seminars/Conferences.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>We did not have a material difference between Budgeted Expenditures and Actual Expenditures. During the 2017-18 year, we were able to successfully carry out, from an expenditure standpoint, the actions and services we intended to. Careful planning and strategic timing allowed Method to implement programs, carry out assessments, and attending trainings and developments as scheduled.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>There were no material changes made to this goal as it was originally outlined in our 2017-18 LCAP.</p>

Goal 3

Focus and implement Career & College Readiness Skills for all students.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

CAASP & Local Assessments - Close Level 3 gap by 10 points in ELA and 20 points in Math.

College & Technical School Visitation Logs - 50% of students visit at least one College or Technical School.

Service Learning Activity Logs - Target Student Participation Rate – 60%

ACTUAL

Based on the Fall 2017 Dashboard, Method students fell by 13.8 points and 15.2 points in ELA and Mathematics respectively.

During the course of the year, we had students visit Mt. San Antonio College and conducted multiple college “fairs” and information sessions at the Method campus.

During 2018-19, Method did not implement the Service Learning Logs, but we did significant student participation in our Service Learning Campaigns for:

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

3

Actions/Services

PLANNED

The planned actions in relation to this goal were as followed:

Increased college campus and/or technical school visits thru increased partnerships with universities, vocational schools and other career programs.

ACTUAL

During the course of the year, we had students visit Mt. San Antonio College and conducted multiple college “fairs” and information sessions at the Method campus.

Method enhanced our curriculum offering by providing

Expenditures

Provide course offerings designed for College & Career Readiness thru Method's Explorations Programs. Courses will focus on CTE technical skills, robotics, engineering and graphic design.

Provide college and career counseling services for students and families.

BUDGETED

\$107,500 – per submitted LCAP.

students the opportunity to take course focused on CTE Skills thru computer science, graphic design, robotics, and engineering coursework.

During 2017-18, Method provided families with college and career counseling thru a combination of internal and external services – staff members and college counselors were readily available to students and families.

ESTIMATED ACTUAL

\$100,000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

During the 2017-18 school year Method carried out this goal, to an even greater extent than as it was outlined in our LCAP. Method carried out targeted student assessments every month during the academic year for a total of (9) times during the academic year. For 2018-19 Method will continue to analyze our internal assessments and aligned these assessments to preparing our students for the Smarter Balance and CAASSP assessments.

During the course of the year, we had students visit Mt. San Antonio College and conducted multiple college "fairs" and information sessions at the Method campus.

During 2018-19, Method did not implement the Service Learning Logs, but we did have (increased) significantly student participation in our Service Learning Campaigns for: The Pepsi Recycling Rally, Pasta For Pennies, and independent student campaigns.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We feel both the RenStar program (and subsequent assessment schedule) and T.D.I intervention model are very effective in each of their designed scopes. By testing students for comprehension at the very start of the year, we are able to accurately gauge and measure progress during the year because we chart precisely where the students started. Moreover, by conducting assessments each month we are able to monitor continual progress vs. expected progress; which then guides our T.D.I. interventions. For 2018-19 Method will continue to analyze our internal assessments and aligned these assessments to preparing our students for the Smarter Balance and CAASSP assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not have a material difference between Budgeted Expenditures and Actual Expenditures. During the 2017-18 year, we were able to successfully carry out, from an expenditure standpoint, the actions and services we intended to. Careful planning and strategic timing allowed Method to implement programs, carry out assessments, and attending trainings and developments as scheduled.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no material changes made to this goal as it was originally outlined in our 2016-17 LCAP.

Stakeholder Engagement

LCAP Year ☐ 2017–18 ☒ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Method Schools is a charter school in Southern California chartered thru Dehesa Elementary School District in San Diego County. Established in 2014, Method is a non-classroom based program that serves students thru a highly differentiated instructional program. Method students participate in a rich, independent study project based experiential learning environment.

For our 2018-19 LCAP we made a concentrated effort to seek input from as many of our stakeholders as possible. As a result, parents, students, staff and our Governing Board all participated in the annual review process. Parents, students and staff each participated in individualized surveys designed for their specific perspective. Each survey contained between 20-25 unique questions for the designed target audience as well as 10 questions that were the same across all surveys. This allowed Method to receive individualized feedback from the targeted questions as well as compare the results of common questions asked to each stakeholder group. The use of individualized surveys, with stakeholder-targeted questions, enabled Method to recognize gaps in program or services particularly in the areas of assessment, student achievement, and school culture. Moreover, because each survey contained common questions for each stakeholder group Method was able to identify any inconsistencies across our stakeholders.

Method received even further input from Parents and Staff during focus groups that were held for each individual stakeholder group. After the survey results were analyzed, we invited stakeholders back for an open-ended focus group in which goals and strategies were discussed based on the results of each stakeholder group's survey. Although not a significant sub-group, EL (English Learner) parents were invited to discuss concerns their specific concerns.

As a result, our multi-faceted outreach to stakeholders revealed common themes and LCAP focus areas.

The following represents the timeline and Involvement, along with the impact on the LCAP.

July 2017: Method administrative develops and delivers survey at the beginning of the school year to gauge satisfaction with Method schools. Surveys were given to parents and students and contained targeted questions design to address concerns or further areas of focus for the upcoming 2016-17 fiscal year.

April 2018: Administrative staff, teachers and outside consultant work together to draft and develop LCAP specific surveys for individual stakeholder groups. Individual surveys are designed for the following stakeholder groups: students, parents, and teachers. Surveys are

distributed to targeted stakeholder groups.

May 2018: Survey results are collected and reviewed by administrative staff, teachers and outside consultant. Significant time is spent analyzed survey results to find commonalities and inconsistencies across each stakeholder group. Parents are invited to attend a specifically designed focus group led by Method Administrators and outside consultant. Topics and perspective goals for discussion are derived from the results of the parent and student surveys. Once the parent focus group is conducted, lead teachers and other faculty attend focus group led by Method administrators and outside consultant. Topics and perspective goals for discussion are derived from the results of the parent, teacher and student survey.

June 2018: Administrative staff, teachers and outside consultant develop initial draft of LCAP based on results from surveys and focus groups. Initial LCAP draft is presented at June 14th board meeting. LCAP is further developed, reviewed and finalized over the course of the next week by administrative staff and outside consultant. Final LCAP presented for adoption at June 20th, 2017 board meeting.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

This 2017-18 – 2018-19 LCAP was developed as a direct result of the input and comments received from the student, parent and staff engagement. As outlined above, thru the targeted surveys and individualized focus group, we were able to gain an enhanced knowledge and understanding of our stakeholder's priorities.

Stakeholder participation throughout the entire LCAP process allowed for greater understanding and alignment of student, staff and parent needs. By designing our surveys to include a small set of duplicate questions for each targeted group, we were able to see common themes and LCAP focus areas emerge in collected data.

These include common focus areas include increased parent communication, development of additional enrichment opportunities for students, increased emphasis on student citizenship and personal (behavioral) development, extra curricular activity developing including STEM, Career & Technical Skills and visual and performing arts, and increased parent communication.

Staff data included the need for additional support in the implementation of CCCSS, Science, use of current technology tools, and technology integration. In addition, priorities were also developed based upon the common themes listed above along with new data from the district wide benchmark assessments showing a lack of student proficiency in CCCSS across the grade levels, current district goals and the state priority areas.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New

☐ Modified

☒ Unchanged

Goal 1

Raise/Improve the levels of all student performances to a high level of proficiency in CCCSS and 21st Century learning through specifically designed interventions, enrichment, differentiated classroom instruction, project based and blended learning, and parent education for all students in both ELA and Math, including English language learners.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

We acknowledge that we have areas for improvement and existing performance gaps. Across all demographic groups, students are performing at Level 2 (Orange), which is below the expected "met" standard. The goal is to have students at Level 3 (Yellow) level in both English Language Arts and Math.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASP & Local Assessments	2016-17 Students are performing below Level 4 by 18.8 points in ELA and 64.3 in points Math.	Close Level 3 gap by 10 points in ELA and 20 points in Math.	Close Level 3 gap by 10 points in ELA and 30 points in Math.	Close Level 3 gap completely in both ELA and Math.
Adopted Teacher Evaluations System	Create and adopt Teacher evaluation system based CA Teacher Standards. I	80% of Teachers will not have "Needs Improvement" on Teacher Evaluations.	85% of Teachers will not have "Needs Improvement" on Teacher Evaluations.	90% of Teachers will not have "Needs Improvement" on Teacher Evaluations.

CA State Highly
Qualified Rating

100% of Teachers classified
as highly qualified thru
ESSA Requirements.

100% of Teachers classified
as highly qualified thru
ESSA Requirements.

100% of Teachers classified
as highly qualified thru
ESSA Requirements.

100% of Teachers classified
as highly qualified thru ESSA
Requirements.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Student assessments conducted thru RenStar assessment program a total of four (4) assessments during the year.

2018-19

☐ New ☒ Modified ☐ Unchanged

Student assessments conducted internally RenStar a total of nine (9) times and Smarter Balance Assessments throughout the year.

2019-20

☐ New ☐ Modified ☒ Unchanged

Student assessments conducted internally RenStar a total of nine (9) times and Smarter Balance Assessments throughout the year.

BUDGETED EXPENDITURES

2017-18

Amount \$42,500.00

Source Unrestricted – LCFF

Budget Reference 4100 – Core Curriculum Components

2018-19

Amount \$46,750.00

Source Unrestricted – LCFF

Budget Reference 4100 – Core Curriculum Components

2019-20

Amount \$51,425.00

Source Unrestricted – LCFF

Budget Reference 4100 – Core Curriculum Components

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☒ New ☐ Modified ☐ Unchanged

Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.

2018-19

☐ New ☐ Modified ☒ Unchanged

Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.

2019-20

☐ New ☐ Modified ☒ Unchanged

Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$150,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries

2018-19

Amount \$165,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries

2019-20

Amount \$181,500.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.	Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.	Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$10,000.00	Amount \$11,000.00	Amount \$12,100.00
Source Unrestricted - LCFF	Source Unrestricted - LCFF	Source Unrestricted - LCFF
Budget Reference 5800 – Professional /Consulting Fees	Budget Reference 5800 – Professional /Consulting Fees	Budget Reference 5800 – Professional /Consulting Fees

☐ New☐ Modified☒ Unchanged

Goal 2

Enhance and improve student engagement, attendance, and achievement. Increase school connectivity, and overall physical/emotional wellness and resiliency for students. Increased support for a socially and emotionally safe and secure learning environment, free emotional and digital harassment.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

This need was identified during our Stakeholder Engagement, as the teaching and enhancement of student's social and emotional intelligence were significant discussion items. Method parents and teachers both stressed the need for increased Digital Literacy and Global Citizenship development for students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Service Learning Activity Logs	2016-17 Student Participation in Service Learning Activities was 50%	Target Student Participation Rate – 60%	Target Student Participation Rate – 70%	Target Student Participation Rate – 85%
Student Information System Attendance Logs	2016-17 ADA Percentage was 96%	Target ADA Percentage – 97%	Target ADA Percentage – 98%	Target ADA Percentage – 99%
Professional Development Calendar and Teacher Attendance Logs	Create and Adopt Professional Development Calendar with 2 Offerings and 80% Teacher Attendance	Create and Adopt Professional Development Calendar with 2 Offerings and 95% Teacher Attendance	Create and Adopt Professional Development Calendar with 2 Offerings and 100% Teacher Attendance	Create and Adopt Professional Development Calendar with 2 Offerings and 100% Teacher Attendance

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income	
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement curriculum components for Digital Literacy and Global Citizenship to increase student social and emotional intelligence.	Implement curriculum for Digital Literacy, Character Education and Global Citizenship to increase social and emotional intelligence.	Implement curriculum for Digital Literacy, Character Education and Global Citizenship to increase social and emotional intelligence.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$77,500.00	Amount \$85,250.00	Amount \$93,775.00
Source Unrestricted - LCFF	Source Unrestricted - LCFF	Source Unrestricted - LCFF
Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components	Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components	Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] Unduplicated Student Group(s).

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Professional development modules on Digital Literacy and student engagement for increased student social and emotional intelligence.	Professional development modules on Digital Literacy, Character Education and student engagement for increased student social and emotional intelligence.	Professional development modules on Digital Literacy, Character Education and student engagement for increased student social and emotional intelligence.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$5,000.00	Amount \$5,500.00	Amount \$6,325.00
Source Unrestricted - LCFF	Source Unrestricted - LCFF	Source Unrestricted - LCFF
Budget Reference 5800 – Professional /Consulting Fees	Budget Reference 5800 – Professional /Consulting Fees	Budget Reference 5800 – Professional /Consulting Fees

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.

2018-19

☐ New ☒ Modified ☐ Unchanged

Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.

2019-20

☐ New ☒ Modified ☐ Unchanged

Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.

BUDGETED EXPENDITURES

2017-18

Amount \$45,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 5800 – Professional / Consulting Fees

2018-19

Amount \$49,500.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 5800 – Professional / Consulting Fees

2019-20

Amount \$54,450.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 5800 – Professional / Consulting Fees

☐ New☐ Modified☒ Unchanged

Goal 3

Focus and implement Career & College Readiness Skills for all students.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

[Identified Need](#)

This goal was identified during our Stakeholder Engagement, as the development of career skills and college readiness were reoccurring themes with our Stakeholders. Method parents, students and teachers all expressed the desire for increased instruction and development on college readiness and career (specifically technical) skills for all grade levels.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASP & Local Assessments	2016-17 Students are performing below Level 4 by 18.8 points in ELA and 64.3 in points Math.	Close Level 3 gap by 10 points in ELA and 20 points in Math.	Close Level 3 gap by 10 points in ELA and 30 points in Math.	Close Level 3 gap completely in both ELA and Math.
College & Technical School Visitation Logs	Establish College & Technical School Visitation Calendar	50% of students visit at least one College or Technical School	66% of students visit at least one College or Technical School	80% of students visit at least one College or Technical School
Service Learning Activity Logs	2016-17 Student Participation in Service Learning Activities was 50%	Target Student Participation Rate – 60%	Target Student Participation Rate – 70%	Target Student Participation Rate – 85%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> [Specific Student Group(s)] Student Grades 6-12	
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income	
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increased college campus and/or technical school visits thru increased partnerships with universities, vocational schools and other career programs.	Increased college campus and/or technical school visits thru increased partnerships with universities, vocational schools and other career programs.	Increased college campus and/or technical school visits thru increased partnerships with universities, vocational schools and other career programs.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$7,500.00	Amount \$8,250.00	Amount \$9,075.00
Source Restricted - CRBG	Source Restricted - CRBG	Source Unrestricted - LCFF
Budget Reference 5800 – Professional /Consulting Fees	Budget Reference 5800 – Professional /Consulting Fees	Budget Reference 5800 – Professional /Consulting Fees

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Provide course offerings designed for College & Career Readiness thru Method's Explorations Programs. Courses will focus on CTE technical skills, robotics, engineering and graphic design.

2018-19

☐ New ☐ Modified ☒ Unchanged

Provide course offerings designed for College & Career Readiness thru Method's Explorations Programs. Courses will focus on CTE technical skills, robotics, engineering and graphic design.

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide course offerings designed for College & Career Readiness thru Method's Explorations Programs. Courses will focus on CTE technical skills, robotics, engineering and graphic design.

BUDGETED EXPENDITURES

2017-18

Amount \$52,500.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

2018-19

Amount \$57,750.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

2019-20

Amount \$63,525.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] Unduplicated Student Group(s)

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☒ English Learners ☒ Foster Youth ☒ Low Income

[Scope of Services](#)

☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☒ New ☐ Modified ☐ Unchanged

Provide college and career counseling services for students and families.

2018-19

☐ New ☐ Modified ☒ Unchanged

Provide college and career counseling services for students and families.

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide college and career counseling services for students and families.

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$47,500.00

Source Restricted - CRBG

Budget Reference 1200 – Counselor Salaries

2018-19

Amount \$52,500.00

Source Restricted - CRBG

Budget Reference 1200 – Counselor Salaries

2019-20

Amount \$57,425.00

Source Unrestricted - LCFF

Budget Reference 1200 – Counselor Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☐ 2017–18 ☒ 2018–19 ☐ 2019–20

[Estimated Supplemental and Concentration Grant Funds:](#)

\$59,978.00

[Percentage to Increase or Improve Services:](#)

10 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on an schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Although not a significant percentage of our current student population, Method Schools is committed to the vision and mission it has set for all students and recognize the (additional) support our EL, Low-Income and Foster Youth students may need. This LCAP provides a program for all students, design such that every student becomes college and career ready by the time they exit Method. In order to ensure that our EL, Low-Income and Foster Youth students are provided with opportunities achieve at high levels, school supports have been incorporated throughout the LCAP. As a result, funds have been specifically allocated for personnel, instructional materials, technological equipment and other supplemental resources.

These supports include (specifically designated) certificated staff to support targeted instruction, opportunities for full parent involvement, and access to technological resources both at home and at school. For 2018-19, Method is planning to develop an Intervention / Guidance Counselor position to provide further targeted instruction. The goal of this position is designed to provide additional support for our EL, Low-Income and Foster Youth students in an effort to help bridge the achievement gap that these students may face. This Intervention / Guidance Counselor position will work in a pull out and push in capacity, utilizing classroom resources as well as supplemental resources to provide support for these students. This intervention strategy, called Targeted Direct Instruction (T.D.I.), is already a key component of Method's instructional model. For 2018-19, we will be enhancing and tailoring this component specifically for our EL, Low-Income and Foster Youth students.

In addition to the newly created Intervention / Guidance Counselor position, school counselor time has been specifically increased and targeted, as a supplement service to better serve our EL, Low-Income and Foster Youth student's unique. These increases for expenditures of unduplicated pupil expenditures are over and above the services for all students.

Moreover, virtual summer school courses have been developed and will be offered for our EL, Low-Income and Foster Youth students that are behind in core subject comprehension. These additional courses are designed to provide supplemental instructional time for our targeted students outside of the traditional school year as we strive to bring all students to grade level comprehension. Furthermore, a variety of interactive digital resources will continue to be provided to support the individual needs of the EL, Low-Income and Foster Youth students in achieving the Common Core and 21st Century Skills requirements.

Method Schools will continue to analyze and adjust the supplemental offerings provided to our EL, Low-Income and Foster Youth based on assessments and increases in student achievement in upcoming LCAP years.

LCAP Year

☐ 2017–18 ☒ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Method Schools High School.		
Contact Name and Title	Jessica Spallino	Email and Phone	Jessica@methodschools.org (760) – 244-0758

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Method Schools High School is a charter school in Southern California chartered thru Acton Agua Dulce Unified School District in Los Angeles County. Established in 2015, Method is a non-classroom based program that serves students thru a highly differentiated instructional program. Method students participate in a rich, independent study project based experiential learning environment. Method Schools is an independent study program that offers a blended environment that combines online curriculum with on-site and virtual teacher instruction. Our blended track, called iRotate, features student-driven project learning and in a station rotation setting.

The overall model contains the following components:

- Students complete some of their coursework at home with the guidance of their learning coach and Method Schools CA highly-qualified, credentialed teacher.
- Students can create their own schedules, but need to log in to their accounts every day unless it is a school holiday. They work approximately four to six hours a day on their coursework.
- Students and their Learning Coach are required to meet with their Method Schools teachers every week virtually or on site to turn in hard copy and project based coursework, take any required assessments on site, etc.
- Students have access to their Method Schools teacher through email or phone and can arrange for onsite instructional support in a one-on-one format or in an instructional aide computer lab.
- Students may also come to the site for a teacher led scheduled workshop, project work, or

intervention.

This program provides personal attention to each student along with the freedom to follow individual interests. Teachers continuously evaluate student progress, inserting support and interventions where necessary. One way of customizing the Method student experience is through differentiated instructional delivery. Instructional support may be in the following formats:

- Live, virtual meeting via web conference tool with shared whiteboard and internet
- On-site instructional support in one on one or group tutoring settings
- Supplemental and enrichment courses in key subject areas, such as technology and entrepreneurship

LCAP HIGHLIGHTS

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

Method's 2017-18 thru 2019-20 LCAP was developed as a direct result of the input and comments received from the student, parent and staff engagement. As outlined above, thru the targeted surveys and individualized focus group, we were able to gain an enhanced understanding of our stakeholder's priorities. Beginning with our engagement in developing the 2017-18 LCAP (done in FY 2016-17) there has been consistent information flow between the school and stakeholder groups.

Stakeholder participation throughout the entire LCAP process allowed for greater understanding and alignment of student, staff and parent needs. By designing our surveys to include a small set of duplicate questions for each targeted group, we were able to see common themes and LCAP focus areas emerge in collected data.

These include common focus areas include increased parent communication, development of additional enrichment opportunities for students, increased emphasis on student citizenship and personal (behavioral) development, extra curricular activity developing including STEM, Career & Technical Skills and visual and performing arts, and increased parent communication.

Staff data included the need for additional support in the implementation of CCCSS, Science, use of current technology tools, and technology integration. In addition, priorities were also developed based upon the common themes listed above along with new data from the district wide benchmark assessments showing a lack of student proficiency in CCCSS across the grade levels, current district goals and the state priority areas.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

We feel our greatest progress made during the 2017-18 academic year was the development of Method's own Learning Management System (/ Student Information System (LMS/SIS) and own curriculum. Both of them items were designed for and made specifically for Method Schools and will directly enhance our teacher's effectiveness and student's ability to learn. Both the curriculum and LMS were designed specifically to align with how Method administers student assessment and gauges student performance.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

In reviewing both our 2017-18 academic year and looking forward to upcoming year, our greatest need comes in re-aligning our internal assessment benchmarks with the California Smarter Balance Assessment Consortium (SBAC). As a school, we feel we have dialed in our internal assessment process thru our RenStar program, but in 2018-19 our goal is to align our internal assessments with the CA State required assessments, specifically the SBAC.

To help streamline and accelerate this academic improvement, Method will be adding the following positions: Curriculum Director, Academic Improvement Manager, and Data Analyst. The goal of each of these positions is to provide increased, multi-tiered academic support for all of our students and bridge the existing achievement gaps in ELA and Math.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

In reviewing the CA Dashboard for Fall 2017 – which is based off of Method's 2016-17 Spring testing, we experienced a significant performance gap between with our Socioeconomically Disadvantaged students in both ELA and Math comprehension in grades 3-8. Across all student groups Method declined 13.8 below Level 3 in ELA Comprehension and our Socioeconomically Disadvantaged students made up 13.6 of the total drop. In Math comprehension Method declined 15.2 points; with our Socioeconomically Disadvantaged students made up for 14.5 points of the total decline.

To help streamline and accelerate this academic improvement, Method will be adding the following positions: Curriculum Director, Academic Improvement Manager, and Data Analyst. The goal of each of these positions is to provide increased, multi-tiered academic support for all of our students and bridge the existing achievement gaps in ELA and Math.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Although not a significant percentage of our current student population, Method Schools is committed to the vision and mission it has set for all students and recognize the (additional) support our EL, Low-Income and Foster Youth students may need. This LCAP provides a program for all students, design such that every student becomes college and career ready by the time they exit Method. In order to ensure that our EL, Low-Income and Foster Youth students are provided with opportunities achieve at high levels, school supports have been incorporated throughout the LCAP. As a result, funds have been specifically allocated for personnel, instructional materials, technological equipment and other supplemental resources.

These supports include (specifically designated) certificated staff to support targeted instruction, opportunities for full parent involvement, and access to technological resources both at home and at school. For 2017-18 thru 2019-20, Method is planning to develop an Intervention / Guidance Counselor position to provide further targeted instruction. The goal of this position is designed to provide additional support for our EL, Low-Income and Foster Youth students in an effort to help bridge the achievement gap that these students may face. This Intervention / Guidance Counselor position will work in a pull out and push in capacity, utilizing classroom resources as well as supplemental resources to provide support for these students. This intervention strategy, called Targeted Direct Instruction (T.D.I.), is already a key component of Method's instructional model. For 2017-18 thru 2019-20 we will be enhancing and tailoring this component specifically for our EL, Low-Income and Foster Youth students.

In addition to the newly created Intervention / Guidance Counselor position, school counselor time has been specifically increased and targeted, as a supplement service to better serve our EL, Low-Income and Foster Youth student's unique. These increases for expenditures of unduplicated pupil expenditures are over and above the services for all students.

Moreover, virtual summer school courses have been developed and will be offered for our EL, Low-Income and Foster Youth students that are behind in core subject comprehension. These additional courses are designed to provide supplemental instructional time for our targeted students outside of the traditional school year as we strive to bring all students to grade level comprehension. Furthermore, a variety of interactive digital resources will continue to be provided to support the individual needs of the EL, Low-Income and Foster Youth students in achieving the Common Core and 21st Century Skills requirements.

Method Schools will continue to analyze and adjust the supplemental offerings provided to our EL, Low-Income and Foster Youth based on assessments and increases in student achievement in upcoming LCAP years.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,376,952.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$411,250.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

During the 2017-18 fiscal year, we were able to strategically allocate all of our funds outlined in the LCAP for Planned Actions / Services as well as allocate General Fund Expenditures on projects that will help Method School years into the future. During 2017-18, Method was able to use general fund revenues to develop an internal LMS and SIS. Additionally, Method was able to allocate significant general fund revenues towards development of internal curriculum content for grades K-12. The development of these two internal projects for Method will allow the school operate autonomously from curriculum and SIS/LMS providers allowing the school both financial and operational flexibility.

\$2,177,655.00

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

By 6/01/2017, 80% of Method Schools students will perform at grade level on site-developed / identified common formative assessments in Language Arts and Math.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

CAASP & Local Assessments - Close Level 3 gap by 10 points in ELA and 20 points in Math.

Adopted Teacher Evaluations System - 80% of Teachers will not have "Needs Improvement" on Teacher Evaluation regarding CA Standards.

CA State Highly Qualified Rating Sheet - 100% of Teachers classified as highly qualified.

ACTUAL

Based on the Fall 2017 Dashboard, Method students fell by 13.8 points and 15.2 points in ELA and Mathematics respectively.

Method implemented enhanced teacher and administrator evaluation system and carried out evaluations in a timely and effective manner.

All previously existing teachers and newly hired teachers at Method Schools meet the qualifications of "highly qualified" under the newly implemented ESSA requirements and guidelines.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1	
Actions/Services	<p>PLANNED</p> <p>The planned actions in relation to this goal were as followed:</p> <p>Student assessments conducted thru RenStar assessment program a total of four (4) assessments during the year.</p> <p>Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.</p> <p>Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.</p>	<p>ACTUAL</p> <p>During the 2017-18 school year Method carried out this goal, to an even greater extent than as it was outlined in our LCAP. Method carried out targeted student assessments every month during the academic year for a total of (10) times.</p> <p>Method continued to further improve upon and conduct our Targeted Direct Instruction (T.D.I.) for student interventions. T.D.I. at Method consists of pulling out students for direct instruction in target areas in either small groups or one-on-one instruction.</p> <p>Method teachers attended a wide variety of Professional Development seminars and conferences focused on IS Learning, Integrating Technology, PBIS, & Digital Literacy.</p>
	<p>BUDGETED</p> <p>\$190,350.00</p>	<p>ESTIMATED ACTUAL</p> <p>\$180,000.00</p>
Expenditures		

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

During the 2017-18 school year Method carried out this goal, to an even greater extent than as it was outlined in our LCAP. Method carried out targeted student assessments every month during the academic year for a total of (9) times during the academic year. For 2018-19 Method will continue to analyze our internal assessments and aligned these assessments to preparing our students for the Smarter Balance and CAASSP assessments. Method continued to further improve upon and conduct our Targeted Direct Instruction (T.D.I.) for student interventions. T.D.I. at Method consists of pulling out students for direct instruction in target areas in either small groups or one-on-one instruction.

Method teachers attended a wide variety of Professional Development seminars and conferences focused on IS Learning, Integrating Technology, PBIS, & Digital Literacy.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We feel both the RenStar program (and subsequent assessment schedule) and T.D.I intervention model are very effective in each of their designed scopes. By testing students for comprehension at the very start of the year, we are able to accurately gauge and measure progress during the year because we chart precisely where the students started. Moreover, by conducting assessments each month we are able to monitor continual progress vs. expected progress; which then guides our T.D.I. interventions. For 2018-19 Method will continue to analyze our internal assessments and aligned these assessments to preparing our students for the Smarter Balance and CAASSP assessments.

Furthermore, we feel our T.D.I. intervention model is quite effective because it is correlated to our RenStar assessments. Thru the data our staff receives from RenStar we are able to accurately identify student comprehensive levels, which allows us to delivery effective, accurately directed T.D.I. for both our higher and lower achieving students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not have a material difference between Budgeted Expenditures and Actual Expenditures. During the 2017-18 year, we were able to successfully carry out, from an expenditure standpoint, the actions and services we intended to. Careful planning and strategic timing allowed Method to implement programs, carry out assessments, and attending trainings and developments as scheduled.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no material changes made to this goal as it was originally outlined in our 2017-18 LCAP. As we continued to gain alignment and experience with our RenStar assessment program, we gained better understanding of how to better carry out our T.D.I and better prepare out students for Smarter Balance and CASSP Assessments in English Language Arts and Math.

Goal 2

Enhance and improve student engagement, attendance, and achievement. Increase school connectivity, and overall physical/emotional wellness and resiliency for students. Increased support for a socially and emotionally safe and secure learning environment, free emotional and digital harassment.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Service Learning Activity Logs - Target Student Participation Rate – 60%

Student Information System Attendance Logs - Target ADA Percentage – 97%

Professional Development Calendar and Teacher Attendance Logs - Create and Adopt Professional Development Calendar with 2 Offerings and 95% Teacher Attendance

ACTUAL

During 2018-19, Method did not implement the Service Learning Logs, but we did have (increased) significantly student participation in our Service Learning Campaigns for: The Pepsi Recycling Rally, Pasta For Pennies, and independent student campaigns.

With our Track B students Method was able to obtain 95% student attendance.

During 2018-19, each Method staff member was awarded the opportunity to attend as many Professional Development modules/seminars as needed and we had 100% staff participation, with multiple staff members attending 2-3 Professional Development Seminars/Conferences.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	2		
Actions/Services	PLANNED	ACTUAL	
	The planned actions in relation to this goal were as followed:	During 207-18, Method implement significant curriculum components that focused on Digital Literacy and Character Educator. Included among those were: Overcoming Obstacles, an Antii-Bullying Project Based Learning Project, and teachers participated in school climate conference, peer lead workshops	
	Implement curriculum components for Digital Literacy and Global Citizenship to increase student social and emotional intelligence.	Method teachers attended a wide variety of Professional Development seminars and conferences focused on IS Learning, Integrating Technology, PBIS, & Digital Literacy.	
Expenditures	Professional development modules on Digital Literacy and student engagement for increased student social and emotional intelligence.	2017-18 Service Learning Campaigns for: The Pepsi Recycling Rally, Pasta For Pennies, and independent student campaigns.	
	Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.		
	BUDGETED	ESTIMATED ACTUAL	
	\$119,850 – per submitted LCAP.	\$120,000	

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>During 2017-18, Method implement significant curriculum components that focused on Digital Literacy and Character Educator. Included among those were: Overcoming Obstacles, an Anti-Bullying Project Based Learning Project, and teachers participated in school climate conference, peer lead workshops</p> <p>Method teachers attended a wide variety of Professional Development seminars and conferences focused on IS Learning, Integrating Technology, PBIS, & Digital Literacy.</p> <p>2017-18 Service Learning Campaigns for: The Pepsi Recycling Rally, Pasta For Pennies, and independent student campaigns.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>We feel all of the components outlined above were very effective. As outlined above, during 2017-18, we did have (increased) significantly student participation in our Service Learning Campaigns for: The Pepsi Recycling Rally, Pasta For Pennies, and independent student campaigns. Additionally, we maintained our current suspension status of "Blue" per the CDE Dashboard.</p> <p>With our Track B students Method was able to obtain 95% student attendance.</p> <p>During 2018-19, each Method staff member was awarded the opportunity to attend as many Professional Development modules/seminars as needed and we had 100% staff participation, with multiple staff members attending 2-3 Professional Development Seminars/Conferences.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>We did not have a material difference between Budgeted Expenditures and Actual Expenditures. During the 2017-18 year, we were able to successfully carry out, from an expenditure standpoint, the actions and services we intended to. Careful planning and strategic timing allowed Method to implement programs, carry out assessments, and attending trainings and developments as scheduled.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>There were no material changes made to this goal as it was originally outlined in our 2017-18 LCAP.</p>

Goal 3

Focus and implement Career & College Readiness Skills for all students.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

CAASP & Local Assessments - Close Level 3 gap by 10 points in ELA and 20 points in Math.

College & Technical School Visitation Logs - 50% of students visit at least one College or Technical School.

Service Learning Activity Logs - Target Student Participation Rate – 60%

ACTUAL

Based on the Fall 2017 Dashboard, Method students fell by 13.8 points and 15.2 points in ELA and Mathematics respectively.

During the course of the year, we had students visit Mt. San Antonio College and conducted multiple college “fairs” and information sessions at the Method campus.

During 2018-19, Method did not implement the Service Learning Logs, but we did significant student participation in our Service Learning Campaigns for:

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

3

Actions/Services

PLANNED

The planned actions in relation to this goal were as followed:

Increased college campus and/or technical school visits thru increased partnerships with universities, vocational schools and other career programs.

ACTUAL

During the course of the year, we had students visit Mt. San Antonio College and conducted multiple college “fairs” and information sessions at the Method campus.

Method enhanced our curriculum offering by providing

Expenditures

<p>Provide course offerings designed for College & Career Readiness thru Method's Explorations Programs. Courses will focus on CTE technical skills, robotics, engineering and graphic design.</p> <p>Provide college and career counseling services for students and families.</p>	<p>students the opportunity to take course focused on CTE Skills thru computer science, graphic design, robotics, and engineering coursework.</p> <p>During 2017-18, Method provided families with college and career counseling thru a combination of internal and external services – staff members and college counselors were readily available to students and families.</p>
<p>BUDGETED</p> <p>\$101,050 – per submitted LCAP.</p>	<p>ESTIMATED ACTUAL</p> <p>\$100,000</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

During the 2017-18 school year Method carried out this goal, to an even greater extent than as it was outlined in our LCAP. Method carried out targeted student assessments every month during the academic year for a total of (9) times during the academic year. For 2018-19 Method will continue to analyze our internal assessments and aligned these assessments to preparing our students for the Smarter Balance and CAASSP assessments.

During the course of the year, we had students visit Mt. San Antonio College and conducted multiple college "fairs" and information sessions at the Method campus.

During 2018-19, Method did not implement the Service Learning Logs, but we did have (increased) significantly student participation in our Service Learning Campaigns for: The Pepsi Recycling Rally, Pasta For Pennies, and independent student campaigns.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We feel both the RenStar program (and subsequent assessment schedule) and T.D.I intervention model are very effective in each of their designed scopes. By testing students for comprehension at the very start of the year, we are able to accurately gauge and measure progress during the year because we chart precisely where the students started. Moreover, by conducting assessments each month we are able to monitor continual progress vs. expected progress; which then guides our T.D.I. interventions. For 2018-19 Method will continue to analyze our internal assessments and aligned these assessments to preparing our students for the Smarter Balance and CAASSP assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not have a material difference between Budgeted Expenditures and Actual Expenditures. During the 2017-18 year, we were able to successfully carry out, from an expenditure standpoint, the actions and services we intended to. Careful planning and strategic timing allowed Method to implement programs, carry out assessments, and attending trainings and developments as scheduled.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no material changes made to this goal as it was originally outlined in our 2016-17 LCAP.

Stakeholder Engagement

LCAP Year ☐ 2017–18 ☒ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Method Schools is a charter school in Southern California chartered thru Dehesa Elementary School District in San Diego County. Established in 2014, Method is a non-classroom based program that serves students thru a highly differentiated instructional program. Method students participate in a rich, independent study project based experiential learning environment.

For our 2018-19 LCAP we made a concentrated effort to seek input from as many of our stakeholders as possible. As a result, parents, students, staff and our Governing Board all participated in the annual review process. Parents, students and staff each participated in individualized surveys designed for their specific perspective. Each survey contained between 20-25 unique questions for the designed target audience as well as 10 questions that were the same across all surveys. This allowed Method to receive individualized feedback from the targeted questions as well as compare the results of common questions asked to each stakeholder group. The use of individualized surveys, with stakeholder-targeted questions, enabled Method to recognize gaps in program or services particularly in the areas of assessment, student achievement, and school culture. Moreover, because each survey contained common questions for each stakeholder group Method was able to identify any inconsistencies across our stakeholders.

Method received even further input from Parents and Staff during focus groups that were held for each individual stakeholder group. After the survey results were analyzed, we invited stakeholders back for an open-ended focus group in which goals and strategies were discussed based on the results of each stakeholder group's survey. Although not a significant sub-group, EL (English Learner) parents were invited to discuss concerns their specific concerns.

As a result, our multi-faceted outreach to stakeholders revealed common themes and LCAP focus areas.

The following represents the timeline and Involvement, along with the impact on the LCAP.

July 2017: Method administrative develops and delivers survey at the beginning of the school year to gauge satisfaction with Method schools. Surveys were given to parents and students and contained targeted questions design to address concerns or further areas of focus for the upcoming 2016-17 fiscal year.

April 2018: Administrative staff, teachers and outside consultant work together to draft and develop LCAP specific surveys for individual stakeholder groups. Individual surveys are designed for the following stakeholder groups: students, parents, and teachers. Surveys are

distributed to targeted stakeholder groups.

May 2018: Survey results are collected and reviewed by administrative staff, teachers and outside consultant. Significant time is spent analyzed survey results to find commonalities and inconsistencies across each stakeholder group. Parents are invited to attend a specifically designed focus group led by Method Administrators and outside consultant. Topics and perspective goals for discussion are derived from the results of the parent and student surveys. Once the parent focus group is conducted, lead teachers and other faculty attend focus group led by Method administrators and outside consultant. Topics and perspective goals for discussion are derived from the results of the parent, teacher and student survey.

June 2018: Administrative staff, teachers and outside consultant develop initial draft of LCAP based on results from surveys and focus groups. Initial LCAP draft is presented at June 14th board meeting. LCAP is further developed, reviewed and finalized over the course of the next week by administrative staff and outside consultant. Final LCAP presented for adoption at June 20th, 2017 board meeting.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

This 2017-18 – 2018-19 LCAP was developed as a direct result of the input and comments received from the student, parent and staff engagement. As outlined above, thru the targeted surveys and individualized focus group, we were able to gain an enhanced knowledge and understanding of our stakeholder's priorities.

Stakeholder participation throughout the entire LCAP process allowed for greater understanding and alignment of student, staff and parent needs. By designing our surveys to include a small set of duplicate questions for each targeted group, we were able to see common themes and LCAP focus areas emerge in collected data.

These include common focus areas include increased parent communication, development of additional enrichment opportunities for students, increased emphasis on student citizenship and personal (behavioral) development, extra curricular activity developing including STEM, Career & Technical Skills and visual and performing arts, and increased parent communication.

Staff data included the need for additional support in the implementation of CCCSS, Science, use of current technology tools, and technology integration. In addition, priorities were also developed based upon the common themes listed above along with new data from the district wide benchmark assessments showing a lack of student proficiency in CCCSS across the grade levels, current district goals and the state priority areas.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New

☐ Modified

☒ Unchanged

Goal 1

Raise/Improve the levels of all student performances to a high level of proficiency in CCCSS and 21st Century learning through specifically designed interventions, enrichment, differentiated classroom instruction, project based and blended learning, and parent education for all students in both ELA and Math, including English language learners.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

We acknowledge that we have areas for improvement and existing performance gaps. Across all demographic groups, students are performing at Level 2 (Orange), which is below the expected "met" standard. The goal is to have students at Level 3 (Yellow) level in both English Language Arts and Math.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASP & Local Assessments	2016-17 Students are performing below Level 4 by 18.8 points in ELA and 64.3 in points Math.	Close Level 3 gap by 10 points in ELA and 20 points in Math.	Close Level 3 gap by 10 points in ELA and 30 points in Math.	Close Level 3 gap completely in both ELA and Math.
Adopted Teacher Evaluations System	Create and adopt Teacher evaluation system based CA Teacher Standards. I	80% of Teachers will not have "Needs Improvement" on Teacher Evaluations.	85% of Teachers will not have "Needs Improvement" on Teacher Evaluations.	90% of Teachers will not have "Needs Improvement" on Teacher Evaluations.

CA State Highly
Qualified Rating

100% of Teachers classified
as highly qualified thru
ESSA Requirements.

100% of Teachers classified
as highly qualified thru
ESSA Requirements.

100% of Teachers classified
as highly qualified thru
ESSA Requirements.

100% of Teachers classified
as highly qualified thru ESSA
Requirements.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Student assessments conducted thru RenStar assessment program a total of four (4) assessments during the year.

2018-19

☐ New ☒ Modified ☐ Unchanged

Student assessments conducted internally RenStar a total of nine (9) times and Smarter Balance Assessments throughout the year.

2019-20

☐ New ☐ Modified ☒ Unchanged

Student assessments conducted internally RenStar a total of nine (9) times and Smarter Balance Assessments throughout the year.

BUDGETED EXPENDITURES

2017-18

Amount \$42,500.00

Source Unrestricted – LCFF

Budget Reference 4100 – Core Curriculum Components

2018-19

Amount \$46,750.00

Source Unrestricted – LCFF

Budget Reference 4100 – Core Curriculum Components

2019-20

Amount \$51,425.00

Source Unrestricted – LCFF

Budget Reference 4100 – Core Curriculum Components

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.

2018-19

☐ New ☐ Modified ☒ Unchanged

Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.

2019-20

☐ New ☐ Modified ☒ Unchanged

Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.

BUDGETED EXPENDITURES

2017-18

Amount \$150,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries

2018-19

Amount \$165,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries

2019-20

Amount \$181,500.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.

2018-19

☐ New ☐ Modified ☒ Unchanged

Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.

2019-20

☐ New ☐ Modified ☒ Unchanged

Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.

BUDGETED EXPENDITURES

2017-18

Amount \$10,000.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

2018-19

Amount \$11,000.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

2019-20

Amount \$12,100.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

☐ New☐ Modified☒ Unchanged

Goal 2

Enhance and improve student engagement, attendance, and achievement. Increase school connectivity, and overall physical/emotional wellness and resiliency for students. Increased support for a socially and emotionally safe and secure learning environment, free emotional and digital harassment.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

This need was identified during our Stakeholder Engagement, as the teaching and enhancement of student's social and emotional intelligence were significant discussion items. Method parents and teachers both stressed the need for increased Digital Literacy and Global Citizenship development for students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Service Learning Activity Logs	2016-17 Student Participation in Service Learning Activities was 50%	Target Student Participation Rate – 60%	Target Student Participation Rate – 70%	Target Student Participation Rate – 85%
Student Information System Attendance Logs	2016-17 ADA Percentage was 96%	Target ADA Percentage – 97%	Target ADA Percentage – 98%	Target ADA Percentage – 99%
Professional Development Calendar and Teacher Attendance Logs	Create and Adopt Professional Development Calendar with 2 Offerings and 80% Teacher Attendance	Create and Adopt Professional Development Calendar with 2 Offerings and 95% Teacher Attendance	Create and Adopt Professional Development Calendar with 2 Offerings and 100% Teacher Attendance	Create and Adopt Professional Development Calendar with 2 Offerings and 100% Teacher Attendance

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income	
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement curriculum components for Digital Literacy and Global Citizenship to increase student social and emotional intelligence.	Implement curriculum for Digital Literacy, Character Education and Global Citizenship to increase social and emotional intelligence.	Implement curriculum for Digital Literacy, Character Education and Global Citizenship to increase social and emotional intelligence.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$77,500.00	Amount \$85,250.00	Amount \$93,775.00
Source Unrestricted - LCFF	Source Unrestricted - LCFF	Source Unrestricted - LCFF
Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components	Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components	Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] Unduplicated Student Group(s).

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Professional development modules on Digital Literacy and student engagement for increased student social and emotional intelligence.	Professional development modules on Digital Literacy, Character Education and student engagement for increased student social and emotional intelligence.	Professional development modules on Digital Literacy, Character Education and student engagement for increased student social and emotional intelligence.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$5,000.00	Amount \$5,500.00	Amount \$6,325.00
Source Unrestricted - LCFF	Source Unrestricted - LCFF	Source Unrestricted - LCFF
Budget Reference 5800 – Professional /Consulting Fees	Budget Reference 5800 – Professional /Consulting Fees	Budget Reference 5800 – Professional /Consulting Fees

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.	Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.	Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount \$45,000.00	Amount \$49,500.00	Amount \$54,450.00
Source Unrestricted - LCFF	Source Unrestricted - LCFF	Source Unrestricted - LCFF
Budget Reference 1100 – Teacher Salaries / 5800 – Professional / Consulting Fees	Budget Reference 1100 – Teacher Salaries / 5800 – Professional / Consulting Fees	Budget Reference 1100 – Teacher Salaries / 5800 – Professional / Consulting Fees

☐ New☐ Modified☒ Unchanged

Goal 3

Focus and implement Career & College Readiness Skills for all students.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

[Identified Need](#)

This goal was identified during our Stakeholder Engagement, as the development of career skills and college readiness were reoccurring themes with our Stakeholders. Method parents, students and teachers all expressed the desire for increased instruction and development on college readiness and career (specifically technical) skills for all grade levels.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASP & Local Assessments	2016-17 Students are performing below Level 4 by 18.8 points in ELA and 64.3 in points Math.	Close Level 3 gap by 10 points in ELA and 20 points in Math.	Close Level 3 gap by 10 points in ELA and 30 points in Math.	Close Level 3 gap completely in both ELA and Math.
College & Technical School Visitation Logs	Establish College & Technical School Visitation Calendar	50% of students visit at least one College or Technical School	66% of students visit at least one College or Technical School	80% of students visit at least one College or Technical School
Service Learning Activity Logs	2016-17 Student Participation in Service Learning Activities was 50%	Target Student Participation Rate – 60%	Target Student Participation Rate – 70%	Target Student Participation Rate – 85%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> [Specific Student Group(s)] Student Grades 6-12	
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income	
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increased college campus and/or technical school visits thru increased partnerships with universities, vocational schools and other career programs.	Increased college campus and/or technical school visits thru increased partnerships with universities, vocational schools and other career programs.	Increased college campus and/or technical school visits thru increased partnerships with universities, vocational schools and other career programs.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$7,500.00	Amount \$8,250.00	Amount \$9,075.00
Source Restricted - CRBG	Source Restricted - CRBG	Source Unrestricted - LCFF
Budget Reference 5800 – Professional /Consulting Fees	Budget Reference 5800 – Professional /Consulting Fees	Budget Reference 5800 – Professional /Consulting Fees

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All

☐ Students with Disabilities

☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners

☐ Foster Youth

☐ Low Income

Scope of Services

☒ LEA-wide

☐ Schoolwide

OR

☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Provide course offerings designed for College & Career Readiness thru Method's Explorations Programs. Courses will focus on CTE technical skills, robotics, engineering and graphic design.

2018-19

☐ New ☐ Modified ☒ Unchanged

Provide course offerings designed for College & Career Readiness thru Method's Explorations Programs. Courses will focus on CTE technical skills, robotics, engineering and graphic design.

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide course offerings designed for College & Career Readiness thru Method's Explorations Programs. Courses will focus on CTE technical skills, robotics, engineering and graphic design.

BUDGETED EXPENDITURES

2017-18

Amount \$52,500.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

2018-19

Amount \$57,750.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

2019-20

Amount \$63,525.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] Unduplicated Student Group(s)

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☒ English Learners ☒ Foster Youth ☒ Low Income

[Scope of Services](#)

☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☒ New ☐ Modified ☐ Unchanged

Provide college and career counseling services for students and families.

2018-19

☐ New ☐ Modified ☒ Unchanged

Provide college and career counseling services for students and families.

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide college and career counseling services for students and families.

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$47,500.00

Source Restricted - CRBG

Budget Reference 1200 – Counselor Salaries

2018-19

Amount \$52,500.00

Source Restricted - CRBG

Budget Reference 1200 – Counselor Salaries

2019-20

Amount \$57,425.00

Source Unrestricted - LCFF

Budget Reference 1200 – Counselor Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☐ 2017–18 ☒ 2018–19 ☐ 2019–20

[Estimated Supplemental and Concentration Grant Funds:](#)

\$22,565

[Percentage to Increase or Improve Services:](#)

3.5 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on an schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Although not a significant percentage of our current student population, Method Schools is committed to the vision and mission it has set for all students and recognize the (additional) support our EL, Low-Income and Foster Youth students may need. This LCAP provides a program for all students, design such that every student becomes college and career ready by the time they exit Method. In order to ensure that our EL, Low-Income and Foster Youth students are provided with opportunities achieve at high levels, school supports have been incorporated throughout the LCAP. As a result, funds have been specifically allocated for personnel, instructional materials, technological equipment and other supplemental resources.

These supports include (specifically designated) certificated staff to support targeted instruction, opportunities for full parent involvement, and access to technological resources both at home and at school. For 2018-19, Method is planning to develop an Intervention / Guidance Counselor position to provide further targeted instruction. The goal of this position is designed to provide additional support for our EL, Low-Income and Foster Youth students in an effort to help bridge the achievement gap that these students may face. This Intervention / Guidance Counselor position will work in a pull out and push in capacity, utilizing classroom resources as well as supplemental resources to provide support for these students. This intervention strategy, called Targeted Direct Instruction (T.D.I.), is already a key component of Method's instructional model. For 2018-19, we will be enhancing and tailoring this component specifically for our EL, Low-Income and Foster Youth students.

In addition to the newly created Intervention / Guidance Counselor position, school counselor time has been specifically increased and targeted, as a supplement service to better serve our EL, Low-Income and Foster Youth student's unique. These increases for expenditures of unduplicated pupil expenditures are over and above the services for all students.

Moreover, virtual summer school courses have been developed and will be offered for our EL, Low-Income and Foster Youth students that are behind in core subject comprehension. These additional courses are designed to provide supplemental instructional time for our targeted students outside of the traditional school year as we strive to bring all students to grade level comprehension. Furthermore, a variety of interactive digital resources will continue to be provided to support the individual needs of the EL, Low-Income and Foster Youth students in achieving the Common Core and 21st Century Skills requirements.

Method Schools will continue to analyze and adjust the supplemental offerings provided to our EL, Low-Income and Foster Youth based on assessments and increases in student achievement in upcoming LCAP years.

**CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM
Adopted Budget Report Certification**

Charter School Name: Method School
(continued) _____
CDS #: 37-68049-129221
Charter Approving Entity: Dehesa Elementary
County: San Diego
Charter #: 1617
Fiscal Year: 2018-19

To the entity that approved the charter school:
(x) 2018-19 CHARTER SCHOOL ADOPTED BUDGET REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)
Print Name: _____ Title: _____

To the County Superintendent of Schools:
(x) 2018-19 CHARTER SCHOOL ADOPTED BUDGET REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)
Print Name: _____ Title: _____

For additional information on the Adopted Budget Report, please contact:

For Approving Entity:

Anna Buxbaum
Name
Business Manager
Title
619-444-2161
Phone
Anna.buxbaum@dehesasd.net
E-mail

For Charter School:

Jessica Spallino
Name
CEO
Title
760-224-0758
Phone
jessica@methodschoools.org
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to Education Code Section 47604.33.

COE District Advisor

Date

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Method Schools
 (name continued) _____
 CDS #: 37-68049-0129221
 Charter Approving Entity: Dehesa Elementary
 County: San Diego
 Charter #: San Diego
 Budgeting Period: 2018-19

This charter school uses the following basis of accounting:

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

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
A. REVENUES					
1. Revenue Limit Sources					
LCFF- Current Year	8011	2,869,972.00	3,530,513.00		3,530,513.00
Education Protection Account State Aid - Current Year	8012	67,508.00	80,000.00		80,000.00
State Aid - Prior Years	8019	45,308.00			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	0.00	31,155.00		31,155.00
Other LCFF Transfers	8091, 8097				0.00
Total, Revenue Limit Sources		2,982,788.00	3,641,668.00	0.00	3,641,668.00
2. Federal Revenues					
No Child Left Behind	8290				0.00
Special Education - Federal	8181, 8182	37,466.00		44,000.00	44,000.00
Child Nutrition - Federal	8220				0.00
Other Federal Revenues	8110, 8260-8299	25,000.00			0.00
Total, Federal Revenues		62,466.00	0.00	44,000.00	44,000.00
3. Other State Revenues					
Special Education - State	StateRevSE	137,716.00		160,000.00	160,000.00
All Other State Revenues	StateRevAO	102,407.00	187,765.00	18,400.00	206,165.00
Total, Other State Revenues		240,123.00	187,765.00	178,400.00	366,165.00
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	3,325.00	3,000.00		3,000.00
Total, Local Revenues		3,325.00	3,000.00	0.00	3,000.00
5. TOTAL REVENUES		3,288,702.00	3,832,433.00	222,400.00	4,054,833.00
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	1,229,220.00	654,740.00	0.00	654,740.00
Certificated Pupil Support Salaries	1200				0.00
Certificated Supervisors' and Administrators' Salaries	1300	110,000.00	112,443.00		112,443.00
Other Certificated Salaries	1900		34,286.00		34,286.00
Total, Certificated Salaries		1,339,220.00	801,469.00	0.00	801,469.00
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	28,000.00	65,331.00		65,331.00
Non-certificated Support Salaries	2200				0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	103,000.00	79,951.00	25,000.00	104,951.00
Clerical and Office Salaries	2400	32,500.00	87,000.00		87,000.00
Other Non-certificated Salaries	2900				0.00
Total, Non-certificated Salaries		163,500.00	232,282.00	25,000.00	257,282.00

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					
STRS	3101-3102				0.00
PERS	3201-3202				0.00
OASDI / Medicare / Alternative	3301-3302	68,500.00	89,737.00		89,737.00
Health and Welfare Benefits	3401-3402	48,000.00	80,000.00		80,000.00
Unemployment Insurance	3501-3502	10,500.00	8,798.00		8,798.00
Workers' Compensation Insurance	3601-3602	8,000.00	11,730.00		11,730.00
OPEB, Allocated	3701-3702				0.00
OPEB, Active Employees	3751-3752				0.00
PERS Reduction (for revenue limit funded schools)	3801-3802				0.00
Other Employee Benefits	3901-3902	25,000.00	45,652.00		45,652.00
Total, Employee Benefits		160,000.00	235,917.00	0.00	235,917.00
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	435,000.00	99,214.00	11,500.00	110,714.00
Books and Other Reference Materials	4200	0.00	125,000.00	0.00	125,000.00
Materials and Supplies	4300	45,000.00	33,029.00	18,400.00	51,429.00
Noncapitalized Equipment	4400	100,000.00	42,857.00		42,857.00
Food	4700				0.00
Total, Books and Supplies		580,000.00	300,100.00	29,900.00	330,000.00
5. Services and Other Operating Expenditures					
Subagreements for Services	5100				0.00
Travel and Conferences	5200	10,000.00	21,214.00		21,214.00
Dues and Memberships	5300	2,250.00	2,000.00		2,000.00
Insurance	5400	10,000.00	12,057.00		12,057.00
Operations and Housekeeping Services	5500	26,000.00	25,320.00		25,320.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	231,172.00	267,240.00		267,240.00
Professional/Consulting Services & Operating Expend.	5800	384,405.00	359,428.00	167,500.00	526,928.00
Communications	5900	25,000.00	21,714.00		21,714.00
Total, Services and Other Operating Expenditures		688,827.00	708,973.00	167,500.00	876,473.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Sites and Improvements of Sites	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual basis only)	6900				0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Debt Service:					
Interest	7438	550.00	500.00		500.00
Principal	7439				0.00
Total, Other Outgo		550.00	500.00	0.00	500.00
8. TOTAL EXPENDITURES		2,932,097.00	2,279,241.00	222,400.00	2,501,641.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		356,605.00	1,553,192.00	0.00	1,553,192.00

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		356,605.00	1,553,192.00	0.00	1,553,192.00
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	371,891.96	728,496.96		728,496.96
b. Adjustments to Beginning Balance	9793, 9795				0.00
c. Adjusted Beginning Balance		371,891.96	728,496.96	0.00	728,496.96
2. Ending Fund Balance, June 30 (E + F.1.c.)		728,496.96	2,281,688.96	0.00	2,281,688.96
Components of Ending Fund Balance (Optional):					
a. Reserve For:					
Revolving Cash (equals object 9130)	9711				
Stores (equals object 9320)	9712				
Prepaid Expenditures (equals object 9330)	9713				
All Others	9719				
General Reserve	9730				
Legally Restricted Balance	9740				
b. Designated Amounts:					
Designated for Economic Uncertainties	9770				
Designated for Unrealized Gains of Investments & in County Treasury	9775				
Other Designations	9780				
c. Undesignated / Unappropriated Amount	9790	728,496.96			
Components of Ending Fund Balance (Budget):					
a. Nonspendable					
Revolving Cash (equals object 9130)	9711				0.00
Stores (equals object 9320)	9712				0.00
Prepaid Expenditures (equals object 9330)	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789		113,962.05		113,962.05
Unassigned / Unappropriated Amount	9790		2,167,726.91	0.00	2,167,726.91

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

Charter School Name: Method Schools
(name continued)
CDS #: 37-68049-0129221
Charter Approving Entity: Dehesa Elementary
County: San Diego
Charter #: San Diego
Fiscal Year: 2018-19

This charter school uses the following basis of accounting:

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

Description	Object Code	FY 2018-19			Totals for 2019-20	Totals for 2020-21
		Unrestricted	Restricted	Total		
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	3,530,513.00	0.00	3,530,513.00	3,610,852.00	3,706,378.00
Education Protection Account State Aid - Current Year	8015	80,000.00	0.00	80,000.00	80,000.00	80,000.00
State Aid - Prior Years	8019	0.00	0.00	0.00		
Transfers to Charter in Lieu of Property Taxes	8096	31,155.00	0.00	31,155.00	31,155.00	31,155.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, Revenue Limit Sources		3,641,668.00	0.00	3,641,668.00	3,722,007.00	3,817,533.00
2. Federal Revenues						
No Child Left Behind	8290	0.00	0.00	0.00		
Special Education - Federal	8181, 8182	0.00	44,000.00	44,000.00	44,000.00	44,000.00
Child Nutrition - Federal	8220	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00		
Total, Federal Revenues		0.00	44,000.00	44,000.00	44,000.00	44,000.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	160,000.00	160,000.00	160,000.00	160,000.00
All Other State Revenues	StateRevAO	187,765.00	18,400.00	206,165.00	90,051.00	90,051.00
Total, Other State Revenues		187,765.00	178,400.00	366,165.00	250,051.00	250,051.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	3,000.00	0.00	3,000.00	3,000.00	3,000.00
Total, Local Revenues		3,000.00	0.00	3,000.00	3,000.00	3,000.00
5. TOTAL REVENUES		3,832,433.00	222,400.00	4,054,833.00	4,019,058.00	4,114,584.00
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	654,740.00	0.00	654,740.00	674,382.00	694,213.00
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	112,443.00	0.00	112,443.00	115,816.00	119,290.00
Other Certificated Salaries	1900	34,286.00	0.00	34,286.00	35,314.58	36,374.02
Total, Certificated Salaries		801,469.00	0.00	801,469.00	825,512.58	849,877.02
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	65,331.00	0.00	65,331.00	67,290.00	69,308.00
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	79,951.00	25,000.00	104,951.00	108,099.00	111,341.00
Clerical and Office Salaries	2400	87,000.00	0.00	87,000.00	89,610.00	92,298.00
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		232,282.00	25,000.00	257,282.00	264,999.00	272,947.00

Description	Object Code	FY 2018-19			Totals for 2019-20	Totals for 2020-21
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	0.00	0.00	0.00		
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	89,737.00	0.00	89,737.00	92,429.00	95,202.00
Health and Welfare Benefits	3401-3402	80,000.00	0.00	80,000.00	82,400.00	84,872.00
Unemployment Insurance	3501-3502	8,798.00	0.00	8,798.00	9,062.00	9,333.00
Workers' Compensation Insurance	3601-3602	11,730.00	0.00	11,730.00	12,082.00	12,445.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	45,652.00	0.00	45,652.00	47,021.00	48,431.00
Total, Employee Benefits		235,917.00	0.00	235,917.00	242,994.00	250,283.00
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	99,214.00	11,500.00	110,714.00	114,035.00	117,456.00
Books and Other Reference Materials	4200	125,000.00	0.00	125,000.00	128,750.00	132,612.00
Materials and Supplies	4300	33,029.00	18,400.00	51,429.00	52,972.00	54,561.00
Noncapitalized Equipment	4400	42,857.00	0.00	42,857.00	44,142.00	45,467.00
Food	4700	0.00	0.00	0.00		
Total, Books and Supplies		300,100.00	29,900.00	330,000.00	339,899.00	350,096.00
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00		
Travel and Conferences	5200	21,214.00	0.00	21,214.00	21,850.00	22,505.00
Dues and Memberships	5300	2,000.00	0.00	2,000.00	2,060.00	2,121.00
Insurance	5400	12,057.00	0.00	12,057.00	12,418.00	12,790.00
Operations and Housekeeping Services	5500	25,320.00	0.00	25,320.00	26,080.00	26,862.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	267,240.00	0.00	267,240.00	275,257.00	283,514.00
Professional/Consulting Services and Operating Expend.	5800	359,428.00	167,500.00	526,928.00	542,735.00	559,020.00
Communications	5900	21,714.00	0.00	21,714.00	22,365.00	23,035.00
Total, Services and Other Operating Expenditures		708,973.00	167,500.00	876,473.00	902,765.00	929,847.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Sites and Improvements of Sites	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for full accrual only)	6900	0.00	0.00	0.00		
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7281-7299	0.00	0.00	0.00		
Debt Service:						
Interest	7438	500.00	0.00	500.00		
Principal	7439	0.00	0.00	0.00		
Total, Other Outgo		500.00	0.00	500.00	0.00	0.00
8. TOTAL EXPENDITURES		2,279,241.00	222,400.00	2,501,641.00	2,576,169.58	2,653,050.02
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,553,192.00	0.00	1,553,192.00	1,442,888.42	1,461,533.98

Description	Object Code	FY 2018-19			Totals for 2019-20	Totals for 2020-21
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		1,553,192.00	0.00	1,553,192.00	1,442,888.42	1,461,533.98
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	728,496.96	0.00	728,496.96	2,281,688.96	3,724,577.38
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		728,496.96	0.00	728,496.96	2,281,688.96	3,724,577.38
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,281,688.96	0.00	2,281,688.96	3,724,577.38	5,186,111.36
Components of Ending Fund Balance (Optional):						
a. Reserve For:						
Revolving Cash (equals object 9130)	9711					
Stores (equals object 9320)	9712					
Prepaid Expenditures (equals object 9330)	9713					
All Others	9719					
General Reserve	9730					
Legally Restricted Balance	9740					
b. Designated Amounts:						
Designated for Economic Uncertainties	9770					
Designated for Unrealized Gains of Investments & in County Treasury	9775					
Other Designations	9780					
c. Undesignated / Unappropriated Amount	9790					
Components of Ending Fund Balance (Budget):						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00		0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00		0.00		
Other Commitments	9760	0.00		0.00		
d. Assigned						
Other Assignments	9780	0.00		0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	113,962.05	0.00	113,962.05	128,808.48	132,652.50
Undesignated / Unappropriated Amount	9790	2,167,726.91	0.00	2,167,726.91	3,595,768.90	5,053,458.86

**CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM
Adopted Budget Report Certification**

Charter School Name: Method Schools
(continued) High School
CDS #: 19-75309-0131557
Charter Approving Entity: Acton-Agua Dulce Unified
County: Los Angeles
Charter #: 1697
Fiscal Year: 2018-19

To the entity that approved the charter school:
(x) 2018-19 CHARTER SCHOOL ADOPTED BUDGET REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)
Print Name: _____ Title: _____

To the County Superintendent of Schools:
(x) 2018-19 CHARTER SCHOOL ADOPTED BUDGET REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)
Print Name: _____ Title: _____

For additional information on the Adopted Budget Report, please contact:

For Approving Entity:

Lynn David
Name
Assist. Superintendent of Business Services
Title
661-269-0750
Phone
ldavid@aadusd.k12.ca.us
E-mail

For Charter School:

Jessica Spallino
Name
CEO
Title
760-224-0758
Phone
jessica@methodschools.org
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to Education Code Section 47604.33.

COE District Advisor

Date

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Method Schools High School
(name continued)
CDS #: 19-75309-0131557
Charter Approving Entity: Acton Agua Dulce
County: Los Angeles
Charter #: 1697
Budgeting Period: 2017-18

This charter school uses the following basis of accounting:

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

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
A. REVENUES					
1. Revenue Limit Sources					
LCFF- Current Year	8011	1,949,307.00	2,616,530.00		2,616,530.00
Education Protection Account State Aid - Current Year	8012	45,200.00	60,000.00		60,000.00
State Aid - Prior Years	8019	51,780.00			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	0.00	71,225.00		71,225.00
Other LCFF Transfers	8091, 8097				0.00
Total, Revenue Limit Sources		2,046,287.00	2,747,755.00	0.00	2,747,755.00
2. Federal Revenues					
No Child Left Behind	8290				0.00
Special Education - Federal	8181, 8182				0.00
Child Nutrition - Federal	8220				0.00
Other Federal Revenues	8110, 8260-8299	0.00			0.00
Total, Federal Revenues		0.00	0.00	0.00	0.00
3. Other State Revenues					
Special Education - State	StateRevSE	73,450.00		97,500.00	97,500.00
All Other State Revenues	StateRevAO	57,918.00	131,718.00	13,800.00	145,518.00
Total, Other State Revenues		131,368.00	131,718.00	111,300.00	243,018.00
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO		1,000.00		1,000.00
Total, Local Revenues		0.00	1,000.00	0.00	1,000.00
5. TOTAL REVENUES		2,177,655.00	2,880,473.00	111,300.00	2,991,773.00
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	473,380.00	1,086,055.00	0.00	1,086,055.00
Certificated Pupil Support Salaries	1200				0.00
Certificated Supervisors' and Administrators' Salaries	1300	80,000.00	69,332.00	15,000.00	84,332.00
Other Certificated Salaries	1900		25,714.00		25,714.00
Total, Certificated Salaries		553,380.00	1,181,101.00	15,000.00	1,196,101.00
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	10,000.00	48,999.00		48,999.00
Non-certificated Support Salaries	2200				0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	77,500.00	78,713.00		78,713.00
Clerical and Office Salaries	2400	15,000.00	65,250.00		65,250.00
Other Non-certificated Salaries	2900				0.00
Total, Non-certificated Salaries		102,500.00	192,962.00	0.00	192,962.00

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					
STRS	3101-3102				0.00
PERS	3201-3202				0.00
OASDI / Medicare / Alternative	3301-3302	22,000.00	112,820.00		112,820.00
Health and Welfare Benefits	3401-3402	20,500.00	60,000.00		60,000.00
Unemployment Insurance	3501-3502	4,000.00	8,061.00		8,061.00
Workers' Compensation Insurance	3601-3602	3,600.00	10,748.00		10,748.00
OPEB, Allocated	3701-3702				0.00
OPEB, Active Employees	3751-3752				0.00
PERS Reduction (for revenue limit funded schools)	3801-3802				0.00
Other Employee Benefits	3901-3902	10,000.00	34,239.00		34,239.00
Total, Employee Benefits		60,100.00	225,868.00	0.00	225,868.00
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	113,500.00	214,286.00		214,286.00
Books and Other Reference Materials	4200		75,000.00	0.00	75,000.00
Materials and Supplies	4300	20,000.00	24,771.00	13,800.00	38,571.00
Noncapitalized Equipment	4400	24,000.00	32,143.00		32,143.00
Food	4700				0.00
Total, Books and Supplies		157,500.00	346,200.00	13,800.00	360,000.00
5. Services and Other Operating Expenditures					
Subagreements for Services	5100				0.00
Travel and Conferences	5200	15,000.00	17,786.00		17,786.00
Dues and Memberships	5300	2,075.00	1,500.00		1,500.00
Insurance	5400	10,375.00	9,043.00		9,043.00
Operations and Housekeeping Services	5500	10,800.00	10,000.00		10,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	135,532.00	155,110.00		155,110.00
Professional/Consulting Services & Operating Expend.	5800	317,890.00	255,362.00	82,500.00	337,862.00
Communications	5900	11,250.00	16,286.00		16,286.00
Total, Services and Other Operating Expenditures		502,922.00	465,087.00	82,500.00	547,587.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Sites and Improvements of Sites	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual basis only)	6900				0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Debt Service:					
Interest	7438	550.00	1,000.00		1,000.00
Principal	7439				0.00
Total, Other Outgo		550.00	1,000.00	0.00	1,000.00
8. TOTAL EXPENDITURES		1,376,952.00	2,412,218.00	111,300.00	2,523,518.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		800,703.00	468,255.00	0.00	468,255.00

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979	0.00			0.00
2. Less: Other Uses	7630-7699	0.00			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		800,703.00	468,255.00	0.00	468,255.00
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	- 19,556.92	781,146.08		781,146.08
b. Adjustments to Beginning Balance	9793, 9795				0.00
c. Adjusted Beginning Balance		-19,556.92	781,146.08	0.00	781,146.08
2. Ending Fund Balance, June 30 (E + F.1.c.)		781,146.08	1,249,401.08	0.00	1,249,401.08
Components of Ending Fund Balance (Optional):					
a. Reserve For:					
Revolving Cash (equals object 9130)	9711				
Stores (equals object 9320)	9712				
Prepaid Expenditures (equals object 9330)	9713				
All Others	9719				
General Reserve	9730				
Legally Restricted Balance	9740				
b. Designated Amounts:					
Designated for Economic Uncertainties	9770				
Designated for Unrealized Gains of Investments & in County Treasury	9775				
Other Designations	9780				
c. Undesignated / Unappropriated Amount	9790	781,146.08			
Components of Ending Fund Balance (Budget):					
a. Nonspendable					
Revolving Cash (equals object 9130)	9711				0.00
Stores (equals object 9320)	9712				0.00
Prepaid Expenditures (equals object 9330)	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789		120,610.90		120,610.90
Unassigned / Unappropriated Amount	9790		1,128,790.18	0.00	1,128,790.18

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

Charter School Name: Method Schools High School
(name continued)
CDS #: 19-75309-0131557
Charter Approving Entity: Acton Agua Dulce
County: Los Angeles
Charter #: 1697
Fiscal Year: 2017-18

This charter school uses the following basis of accounting:

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

Description	Object Code	FY 2017-18			Totals for 2018-19	Totals for 2019-20
		Unrestricted	Restricted	Total		
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	2,616,530.00	0.00	2,616,530.00	2,682,442.00	2,757,578.00
Education Protection Account State Aid - Current Year	8015	60,000.00	0.00	60,000.00	60,000.00	60,000.00
State Aid - Prior Years	8019	0.00	0.00	0.00		
Transfers to Charter in Lieu of Property Taxes	8096	71,225.00	0.00	71,225.00	71,225.00	71,225.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, Revenue Limit Sources		2,747,755.00	0.00	2,747,755.00	2,813,667.00	2,888,803.00
2. Federal Revenues						
No Child Left Behind	8290	0.00	0.00	0.00		
Special Education - Federal	8181, 8182	0.00	0.00	0.00		
Child Nutrition - Federal	8220	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00		
Total, Federal Revenues		0.00	0.00	0.00	0.00	0.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	97,500.00	97,500.00	97,500.00	97,500.00
All Other State Revenues	StateRevAO	131,718.00	13,800.00	145,518.00	67,816.00	67,816.00
Total, Other State Revenues		131,718.00	111,300.00	243,018.00	165,316.00	165,316.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	1,000.00	0.00	1,000.00	1,000.00	1,000.00
Total, Local Revenues		1,000.00	0.00	1,000.00	1,000.00	1,000.00
5. TOTAL REVENUES		2,880,473.00	111,300.00	2,991,773.00	2,979,983.00	3,055,119.00
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,086,055.00	0.00	1,086,055.00	1,118,636.00	1,152,195.00
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00		
Certificated Supervisors' and Administrators' Salaries	1300	69,332.00	15,000.00	84,332.00	86,861.00	89,466.00
Other Certificated Salaries	1900	25,714.00	0.00	25,714.00	0.00	0.00
Total, Certificated Salaries		1,181,101.00	15,000.00	1,196,101.00	1,205,497.00	1,241,661.00
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	48,999.00	0.00	48,999.00	50,468.00	51,982.00
Non-certificated Support Salaries	2200	0.00	0.00	0.00		
Non-certificated Supervisors' and Administrators' Sal.	2300	78,713.00	0.00	78,713.00	81,075.00	83,507.00
Clerical and Office Salaries	2400	65,250.00	0.00	65,250.00	67,207.00	69,223.00
Other Non-certificated Salaries	2900	0.00	0.00	0.00		
Total, Non-certificated Salaries		192,962.00	0.00	192,962.00	198,750.00	204,712.00

Description	Object Code	FY 2017-18			Totals for 2018-19	Totals for 2019-20
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	0.00	0.00	0.00		
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	112,820.00	0.00	112,820.00	116,204.00	119,690.00
Health and Welfare Benefits	3401-3402	60,000.00	0.00	60,000.00	61,800.00	63,654.00
Unemployment Insurance	3501-3502	8,061.00	0.00	8,061.00	8,302.00	8,551.00
Workers' Compensation Insurance	3601-3602	10,748.00	0.00	10,748.00	11,070.00	11,402.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	34,239.00	0.00	34,239.00	35,266.00	36,232.00
Total, Employee Benefits		225,868.00	0.00	225,868.00	232,642.00	239,529.00
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	214,286.00	0.00	214,286.00	220,715.00	227,336.45
Books and Other Reference Materials	4200	75,000.00	0.00	75,000.00	77,250.00	79,567.00
Materials and Supplies	4300	24,771.00	13,800.00	38,571.00	39,728.00	40,920.00
Noncapitalized Equipment	4400	32,143.00	0.00	32,143.00	33,107.00	31,100.00
Food	4700	0.00	0.00	0.00		
Total, Books and Supplies		346,200.00	13,800.00	360,000.00	370,800.00	378,923.45
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00		
Travel and Conferences	5200	17,786.00	0.00	17,786.00	18,319.00	18,868.00
Dues and Memberships	5300	1,500.00	0.00	1,500.00	1,545.00	1,591.00
Insurance	5400	9,043.00	0.00	9,043.00	9,314.00	9,593.00
Operations and Housekeeping Services	5500	10,000.00	0.00	10,000.00	10,300.00	10,610.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	155,110.00	0.00	155,110.00	159,765.00	164,557.00
Professional/Consulting Services and Operating Expend.	5800	255,362.00	82,500.00	337,862.00	347,995.00	358,435.00
Communications	5900	16,286.00	0.00	16,286.00	16,775.00	17,279.00
Total, Services and Other Operating Expenditures		465,087.00	82,500.00	547,587.00	564,013.00	580,933.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Sites and Improvements of Sites	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for full accrual only)	6900	0.00	0.00	0.00		
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7281-7299	0.00	0.00	0.00		
Debt Service:						
Interest	7438	1,000.00	0.00	1,000.00	0.00	0.00
Principal	7439	0.00	0.00	0.00		
Total, Other Outgo		1,000.00	0.00	1,000.00	0.00	0.00
8. TOTAL EXPENDITURES		2,412,218.00	111,300.00	2,523,518.00	2,571,702.00	2,645,758.45
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		468,255.00	0.00	468,255.00	408,281.00	409,360.55

Description	Object Code	FY 2017-18			Totals for 2018-19	Totals for 2019-20
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		468,255.00	0.00	468,255.00	408,281.00	409,360.55
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	781,146.08	0.00	781,146.08	1,249,401.08	1,657,682.08
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		781,146.08	0.00	781,146.08	1,249,401.08	1,657,682.08
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,249,401.08	0.00	1,249,401.08	1,657,682.08	2,067,042.63
Components of Ending Fund Balance (Optional):						
a. Reserve For:						
Revolving Cash (equals object 9130)	9711					
Stores (equals object 9320)	9712					
Prepaid Expenditures (equals object 9330)	9713					
All Others	9719					
General Reserve	9730					
Legally Restricted Balance	9740					
b. Designated Amounts:						
Designated for Economic Uncertainties	9770					
Designated for Unrealized Gains of Investments & in County Treasury	9775					
Other Designations	9780					
c. Undesignated / Unappropriated Amount	9790					
Components of Ending Fund Balance (Budget):						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00		0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00		0.00		
Other Commitments	9760	0.00		0.00		
d. Assigned						
Other Assignments	9780	0.00		0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	120,610.90	0.00	120,610.90	128,585.10	132,287.92
Undesignated / Unappropriated Amount	9790	1,128,790.18	0.00	1,128,790.18	1,529,096.98	1,934,754.71

Resolution No. 1-2017/18

CLOSURE OF METHOD SCHOOLS K-8 (CHARTER #1697)

Per the attached Resolution 17-18.10. from Acton Agua Dulce Unified School District, as of 7/1/2018, Method Schools Corporation and Governing Board will forfeit the Charter to Method Schools K-8 (Charter #1697 / CDS Code: 19-75309-0131540).

As of 7/1/2018, Method Schools K-8 will be combined with Method Schools High School to Form Method Schools Los Angeles.

THEREFORE, BE IT RESOLVED, the Method Schools governing board approves Resolution No. 1 – 2017/18.

THE FOREGOING RESOLUTION was duly passed by the Board of Directors of Method Schools at a regular meeting held on June 19th, 2018.



**BEFORE THE GOVERNING BOARD OF THE
ACTON-AGUA DULCE UNIFIED SCHOOL DISTRICT**

Resolution No. 17-18.10

**Resolution to Approve the Material Revision for
Method Charter School**

WHEREAS, the approval of a material revision to an existing charter petition is governed by the standards and criteria set forth in Education Code section 47605 and implementing Title 5 of the California Code of Regulations;

WHEREAS, the Acton-Agua Dulce Unified School District ("District"), received the proposed material revision to the originally submitted petition ("Petition") for the Method High School Charter ("Charter School"), and the revision principally consists of:

- Consolidating two separately approved charter petitions by expanding this Petition from serving grades 9-12 to serving K-12 (if approved, petitioners will surrender the K-8 petition at the end of this school year);
- Expanding, as appropriate and necessary, the Petition's description of the proposed K-12 educational program by taking such information from the existing, separate K-8 charter petition and making updates to reflect changes to the Charter Schools Act;
- Converting to an online-only program—Method currently operates student resource centers within Los Angeles County pursuant to a temporary waiver of the Education Code's geographic restrictions on charter school facilities granted by the State Board of Education, and this change is part of Method's transition plan in response to the Court of Appeal's decision in the *Anderson v. Shasta* case;
- Name change from "Methods High School Charter School" to "Method L.A. Charter" to reflect the expansion/consolidation to serve grades K-12;

WHEREAS, consistent with Education Code section 47605 subdivision (b), at a meeting on January 11, 2018, a public hearing was held on the material revisions to the Petition;

WHEREAS, Education Code section 47605 subdivision (b) prohibits the Governing Board from denying a material revision to a charter petition unless it makes factual findings, specific to the particular charter school, setting forth facts to support one or more findings, under Education Code section 47605 subdivision (b); and

WHEREAS, the District's Administration has prepared and submitted to the Governing Board a report of its review of the material revision to the Petition and related findings attached to this Resolution as Exhibit A, and the Administration recommends approval of the material revision to the Petition.

THEREFORE BE IT RESOLVED, that the Governing Board of the Acton-Agua Dulce Unified School District adopts the findings of fact contained the Administration's report attached as Exhibit A, and approves the requested material revision to the Petition originally approved on May 22, 2014.

APPROVED, PASSED AND ADOPTED by the Governing Board of the Acton-Agua Dulce Unified School District on this 8th day of February 2018, by the following vote:

AYES _____

NOES _____

ABSTAIN _____

ABSENT _____

Ed Porter, President
Board of Trustees

Kelly Jensen, Clerk
Board of Trustees

Resolution No. 2-2017/18

EARLY REPAYMENT OF CSFA ISSUED REVOLVING LOANS

Per discussions with the California School Finance Authority (CSFA) surrounding the closure of Method Schools K-8 (#1697), Method Schools Corporation and Governing Board have agreed to the following early repayment of the outstanding debt issued by the CSFA:

Method Schools (#1617) - \$50,000 Principal + Interest T.B.D. by the CSFA

Method Schools K-8 (#1697) - \$100,000 Principal + Interest T.B.D. by the CSFA

These early repayments were decided upon by the Method Governing Board due to the closure of Method Schools K-8 and the financial solvency of Method Schools.

THEREFORE, BE IT RESOLVED, the Method Schools governing board approves Resolution No. 2 – 2017/18.

THE FOREGOING RESOLUTION was duly passed by the Board of Directors of Method Schools at a regular meeting held on June 19th, 2018.

2018-19 Method Board – Projected Meeting Dates

Approximate Target Dates

- September 11^h, 2018
- November 13th, 2018
- December 11th, 2018
- March 12th, 2019
- April 9th, 2018
- June 11th, 2018
- June 18th, 2018

*Proposed for 6:00 PM on the 2nd Tuesday of each month



AGENDA

Method Schools Regular Meeting of the Board of Directors

Tuesday June 12 2018 6:00 PM

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

1. Agendas and "Request to Speak" forms are available at the door to the meeting. If you wish to speak, please fill out the speaker slip and specify the agenda item on which you wish to speak. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.

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

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

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

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

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

1.0 CALL TO ORDER: 5:33 pm

2.0 ROLL CALL

A. Board Members present:

All

B. Board Members absent:

None

C. Staff: Mark Holley

Jessica Spallino

AGENDA

Method Schools Regular Meeting of the Board of Directors

Tuesday June 12 2018 6:00 PM

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

3.0 PUBLIC COMMUNICATION ON NON-AGENDA ITEMS

None

AGENDA

Method Schools Regular Meeting of the Board of Directors

Tuesday June 12 2018 6:00 PM

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

No individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

4.0 REPORTS

- 4.1 Marketing Update: Primarily Summer and preparing for
- 4.2 Staffing Update; Summer teachers, new 18-19 staff
- 4.3 Product Update: Middle management established to run schools and energy will go into Smartfox development and sales
- 4.4 Financial Report: Cory update

5.0 ANNOUNCE CLOSED SESSION ITEMS

6.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS General public comments on any closed session item that will be heard. The Board will limit comments to no more than 3 minutes.

- 6.1 Public Employment – 2018-19 Employee Compensation & Comparisons
- 6.2 Public Employment – 2018-19 Employee Bonus Structure
- 6.3 Public Employment – 2017-18 CEO & CBO Evaluations

7.0 ADJOURN TO CLOSED SESSION

8.0 OPEN SESSION

9.0 DISCLOSURE OF CLOSED SESSION ACTIONS

10.0 ACTION ITEMS

- 10.1 **2018-19 Method School Calendars (A)** The Board will be asked to review an updated versions of the proposed 2017-18 Method School year calendar (s). The proposed calendar (s) will include each program track Method will operate during the 2017-18 year.

Motion: Shannon

Second: Carolyn

Ayes: 4

Nays: 0

- 10.2 **2018-19 Employee Compensation & Bonus Structure (A)** The Board will be asked to approve the 2018-19 Compensation Schedule & Bonus Structure.

Motion: Steve

Second: Shannon

Ayes: 4

Nays: 0

- 10.3 **2018-19 Summer School Proposal with Winner Circle Athletics (WCA) (A)** The Board will be presented with a proposed agreement between Method Schools and WCA and will be asked a to approve for the 2018-19 fiscal year.

Motion: Shannon

Second: Carolyn

Ayes: 4

Nays: 0

- 10.4 **2018-19 Employee Medical Benefit Offering (A)** The board will be presented with and asked to approve the 2018-19 Employee Benefits package for Method employees. Plan changes include the addition of Dental and Vision coverage.

AGENDA

Method Schools Regular Meeting of the Board of Directors

Tuesday June 12 2018 6:00 PM

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

Motion: Shannon

Second: Steve

Ayes: 4

Nays: 0

11.0 INFORMATION/DISCUSSION/ACTION

11.1 2018-19 LCAP Stakeholder Survey Results (I/D) The Board will be presented with the survey results from the 2018-19 LCAP Stakeholder Input Surveys. As part of the LCAP input process, Method developed individual stakeholder surveys for teacher, student and parent responses.

11.2 Public Hearing for 2018-19 Local Control Accountability Plan (LCAP) (I/D) The Board will be presented with the first draft of the 2018-19 LCAP for Method School (#1617) and Method Schools High School (#1698). The Board will review the draft version of each LCAP that contains goals that have been individually designed for each school by taking into account stakeholder input from students, teachers, and parents.

12.0 CONSENT ITEMS

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

12.1 Approval of Regular Meeting Minutes

12.1.1 March 15th, 2018

12.2 Warrants for March 2018 – May 2018

Motion: Steve

Second: Shannon

Ayes: 4

Nays: 0

13.0 UPCOMING AGENDA ITEMS

This is a list of known items that will appear on future agendas:

- 2018-19 Final LCAP Approval
- 2018-19 Adopted Budget Approval
- 2017-18 EPA Expenditure Report
- College Readiness Block Grant Report

14.0 BOARD MEMBER REPORTS

Individual Board members will report on participation in school events and/or committees, District events, or attendance at special meetings or training/workshops.

16.0 ADJOURNMENT: 6:36 pm

Date: May 25th, 2018

School: Method Schools Corporation
24620 Jefferson Ave Suite 5
Murrieta, CA 92562

Consultant: Creative Back Office
1480 Broadway #2312
San Diego, CA 92101

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.



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 Internal Accounting Procedures & Policies Evaluation – The Consultant will continuously monitor the School’s current accounting procedures and policies.
 - 1.1 The Consultant will monitor the School’s current processes for administering Accounts Payable (A/P) and Accounts Receivable (A/R). The Consultant will provide recommendations on best practices for A/P and A/R management and processing. If requested, the Consultant can also provide on site training for the School’s staff on recommended procedures and processes.
 - 1.2 The Consultant will monitor the School’s current process for Credit/Debit Card purchasing, internal controls pertaining to school issued cards, and receipt management. The Consultant will provide a recommendation on best practices for Credit/Debit Card management. If requested, the Consultant can also provide on site training for the School’s staff on recommended procedures and processes.
- 2.0 Accounts Payable, Accounts Receivable, & Credit Card Processing – The Consultant will handle the complete processing of payables, receivables, and credit card management for the School.
 - 2.1 Accounts Payable Processing – the Consultant will provide complete Accounts Payable Processing and Management. The Consultant will receive approved invoices from the School; input the invoices into the School’s accounting system, and processing the checks via print and mail.
 - 2.2 Accounts Receivable Processing – the Consultant will provide complete Accounts Receivable Processing and Management. The Consultant will process wire transfers, receive checks for deposit from the School, deposit the checks into the School’s bank account, and input deposits into the School’s accounting system.
 - 2.2.1 If applicable, the consultant would work with the School’s authorized district and county offices on wire processing. The Consultant will also work with the School and relevant offices on initial establishment of wire accounts.



- 2.3 Credit/Debit Card Management – the Consultant will provide complete Credit/Debit Card management. The Consultant would monitor Credit/Debit card purchases made by the School, manage Credit/Debit Card receipts, code expenditures into School’s general ledger, and pay monthly card balances.

3.0 General Ledger & Chart of Accounts Monitoring – The Consultant will provide an in depth analysis of the School’s current chart of accounts and general ledger set up.

- 3.1 General Ledger Account Coding Review – The Consultant will provide weekly reviews of the General Ledger to ensure proper coding and account reconciliations is maintained. General Ledger analysis will be done to ensure school is compliant with the California Department of Education (CDE) Standardized Account Code Structure (SACS). If requested, the Consultant can also provide on site training for the School’s staff on General Ledger account coding.

4.0 Financial Statement & Reports Evaluation – The Consultant will be responsible for developing and evaluating the School’s internal and external financial reports. Analysis of the reports will be done to gain an understanding of the School’s financial position and ensure the School is operating within the compliance of CDE guidelines.

- 4.1 Internal financial statements to be developed and evaluated by the Consultant will include: Income Statement, Balance Sheet, Trial Balance, General Ledger, Budget vs. Actual Report, Cash Flow Statement.
- 4.2 External financial statements to be developed and evaluated by the Consultant will include: Budget, 1st Interim Financial Report, 2nd Interim Financial Report, Unaudited Actual Report, Funding Determination.
 - 4.2.1 For external reports compiled by the Consultant and subsequently submitted to district, county and state offices, the Consultant can be made available to answer any questions that may arise from the respective offices listed above.

5.0 Annual & Multi Year Budget Preparation – The Consultant will work with the School to produce annual and multi-year budgets.

- 5.1 The Consultant will develop the annual Adopted Budget that is required to be submitted to authorizing district, county, and state offices. Additionally, the Consultant will generate an



additional working (budget copy) for the School's internal use. During the course of the budget development, the Consultant will recommend strategies and solutions to ensure the School's long-term fiscal sustainability.

- 5.1.1 The Consultant will be available to answer questions from the School's authorizing district pertaining to the Adopted Budget.
- 5.2 The Consultant will provide the School with at least two (2) budget updates during a given fiscal year. The budget updates will be in conjunction with and be reflected in the 1st Interim Report and 2nd Interim Report, to be submitted in December and March.
- 5.3 The Consultant will provide a monthly review and analysis of the Budget vs. Actuals Report for the School's use. The report will be aligned the effective budget (Adopted, 1st Interim, 2nd Interim) and financial activity depending on the period.
- 5.4 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.
- 5.5 The Consultant will develop an annual and multi year cash flow for The School's use. Cash Flow projections will reflect the revenues and expenditures outlined in the Adopted Budget.
 - 5.5.1 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.
- 5.6 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 revenue.
 - 5.6.1 The Consultant will provide an analysis to the client outlining projected revenue and ensure Special Education Memorandum of Understanding (MOE) compliance in regards to expenditures.
 - 5.6.2 If requested, the Consultant will assist in the preparation of financial reports as required by the School's SELPA.



- 6.0 Audit Preparation Support – During the course of the contract, the Consultant will provide guidance on how to best prepare for the School’s annual financial audit. Guidance will include recommendations on proper expense and revenue documentation, common year-end auditor requested items, and general preparation support.
- 6.1 Bank Account Reconciliations – the Consultant will complete monthly bank account reconciliations for all School associated accounts. School associated accounts include general checking, savings, petty cash, and credit card accounts. If the School has additional accounts to be reconciled, an additional service charge may apply.
 - 6.2 The Consultant will conduct a thorough review of the School’s financials. The Consultant will review the following financial reports: income statement, balance sheet, general ledger, & trial balance. Specifically, the Consultant will review proper coding and documentation of revenues and expenditures, verify correct accrued accounts receivable and accounts payable balances, and account balance for all School accounts (bank, county treasury, credit card, etc.) at the close of the fiscal year.
- 7.0 Payroll Processing & Retirement Reporting – The Consultant will provide payroll processing services and submission of the School’s monthly retirement reporting.
- 7.1 Payroll Processing – The Consultant will facilitate payroll processing for the School thru a third-party payroll provider and work in conjunction with the School to process payroll per the School’s designated payroll calendar.
 - 7.1.1 The School will provide all the Consultant will all relevant payroll information for newly hired employees for entry into the payroll system.
 - 7.1.1.1 Note – The School is responsible for providing accurate and current information to the Consultant pertaining to all School employee payroll information. This includes salary information, W-4 status forms, direct deposit forms, retirement status forms, health insurance forms, wage garnishments, and all other forms determining an employee’s pay.
 - 7.1.2 The Consultant will monitor employee timesheets to ensure hourly employees are paid accordingly.
 - 7.2 Retirement Reporting – The Consultant will compile and submit the School’s monthly retirement report (and its components) to the School’s Retirement Benefits Broker.



- 7.2.1 The Consultant will facilitate the on-boarding of new employees into the Retirement Benefits Plan. Additionally, the Consultant will remain in as-needed communication with School's Retirement Broker to maintain the plan.

8.0 School Board Meetings. – The Consultant will attend each of the School's Governance meetings and will be responsible for developing Board Agenda, Supplemental Materials, and drafting required School Resolutions and Work Plans.

- 8.1 In advance of each Board meeting the Consultant will develop the Board Agenda and compile the supplemental components ("Board Packet") for distribution to the Board.
 - 8.1.1 The Consultant will work with School administrators in developing the items to be included in the Board Agenda. Consultant will ensure all CDE required reports are included for approval in accordance to board meeting schedule.
 - 8.1.2 The Consultant will draft and develop CDE required Resolutions and Work Plans. Previous resolutions have included: Education Protection Act Resolution, College Readiness Block Grant Plan, Mandate Block Grant, Educator Effectiveness Resolution, etc. With input from School administrators, the Consultant will develop these Resolutions and Work Plans in their entirety for presentation to the Board.
- 8.2 The Consultant, in conjunction with School administrators, will be an active presenter during Board meetings and will be available to discuss any items outlined in the Board Agenda.

9.0 Attendance Reporting and Calendar Development, SIS Monitoring, and Attendance Reporting – the Consultant will assist in the development of the School's annual calendar, monitor internal Attendance records, and file CDE required attendance reports.

- 9.1 Annual Calendar Development – The Consultant will provide consultation in developing the School's annual calendar. Consultation will include alignment of Learning Periods (LP), schedule considerations for maximizing ADA, and CDE Compliance Considerations.
- 9.2 Monitoring of Internal Attendance Records – The Consultant will provide continuous 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.



- 9.2.1 If necessary, the Consultant will maintain separate attendance calculation spreadsheets to ensure accuracy of the SIS generated reports.
- 9.2.2 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.
- 9.3 Attendance Reporting – The Consultant will submit the three (3) CDE required attendance reports on the School’s behalf. The required attendance reports are as followed: P-1 Attendance Report, P-2 Attendance Report, and Annual Attendance Reports.
 - 9.3.1 Training of School Employees on Attendance Report – the Consultant will provide hands-on 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.
- 10.0 Local Control Accountability Plan (LCAP) – The Consultant will develop the entirety of the Local Control Accountability Plan (LCAP) including all components ensuring the School is in compliance in fulfilling the annual requirements.
 - 10.1 The Consultant will develop each of the components required in developing the annual LCAP.
 - 10.1.1 Required components to be completed by the Consultant include: Stakeholder Surveys, Plan Summary, Annual Update, Stakeholder Engagement, Goals/Actions/ Services, and Demonstrated Services for Unduplicated Pupils.
 - 10.1.2 Where necessary, the Consultant will work with School staff on extracting student progress and achievement data
 - 10.2 The Consultant will align the annual Adopted Budget with the components outlined in the LCAP including expenditure plan for Supplemental and Concentration Funding.



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 \$90,000 paid in (12) monthly equal installments of \$7,500. The contract will include the following services as defined in Schedule A: Sections 1.0 – 10.0.

Additional Services Outside of Contract Scope

If the School requests additional services that fall outside of the services outlined in Sections 1.0 – 13.0, 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 ranges from \$75 - \$150 and will be determined on the overall scope of the additional service project.

Scope of Services and Compensation Provision

The Scope of Services and Compensation Schedule outlined in Schedule A and B are comprehensive service for all three (3) Method Schools; Method School San Diego (Charter #1617), Method School K-8 (Charter #1698), and Method School High School (Charter #1697).

* The Consultant acknowledges that Method School K-8 (Charter #1968) will close as of 6/30/2018, but is listed to account for deferred funding that will be earned by the school and any procedural accounting required for the school's closure.

An individual school is defined as having a singular Charter Number and CDS Code as provided by the CDE. If the operating organization of the School operates more than one charter school and requests the Consultant to provide services across multiple schools, a pricing addendum will be provided.



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 to 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 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 7/1/2018 and shall continue in full force and effect for one (1) year. 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.

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 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.

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.

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.



CreativeBackOffice

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San Diego, California
92101

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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:



2018-2019 Policy Year Renewal

Method Schools Corporation

ID: 10931

Coverage Types: P,WC
Policy Type 17/18: A
Primary Contact Name: Mark Holley

Submission # 000295
Completed by: Steve Bentley
Primary Contact
Email: mark@methodschools.org

Roll Up Summaries

	Proposed 18/19	17/18 Policy Year	Difference	16/17 Payroll
Number of Locations:	2	2	0	
Number of PreK:	0	0	0	
Number of K-8:	90	50	40	
Number of 9-12:	20	50	(30)	
Total Number of Students	110	100	10	
Number of Employees:	28	13	15	
Annual Payroll:	\$860,000.00	\$860,000.00	\$0.00	\$0.00
Building Value:	\$0.00	\$0.00	\$0.00	
Content Value:	\$72,000.00	\$72,000.00	\$0.00	
EDP Value:	\$0.00	\$0.00	\$0.00	
Total TIV::	\$72,000.00	\$72,000.00	\$0.00	
Number of Vehicles:				
Vehicle Value:				

Renewal Application Responses

Named Insured (Full Legal Name as listed on Articles of Incorporation)	Method Schools Corporation
DBA Name	Method Schools
In the past year or in the upcoming year, is there any changes to your organizational structure?	No
If yes, please describe the changes:	
Are all curricular classes taught by employees of the school?	Yes
Federal Tax ID Number (FEIN):	4626861111
Has there been any changes to your FEIN in the last 12 months?	No
If yes, please explain:	
California Corporate Entity Number:	C3589353
Has there been any changes to your Corporation ID in the last 12 months?	No
If yes, please explain:	
Expiration date of accreditation or Charter:	06/30/2019
Do you contract with a third party to handle your payroll?	The
If yes, name of entity:	The CBO Creative Group
If yes, is the payroll filed under your FEIN?	Yes
If no, are your wages broken down on a Schedule R submitted along with 941?	

2018-2019 Policy Year Renewal

Method Schools Corporation

ID: 10931

Do you contract with / belong to a Special Education Local Plan Area (SELPA)?	Yes
Name of SELPA/CHELPA	Dehesa School Districe
Do you offer adult education or vocational programs ?	No
If yes, check the following categories of vocational curriculum if offered :	
If yes, what percentage of course time is dedicated to these vocational curriculum?	
Are all curricular classes taught by employees of the school?	Yes
If not, please explain	
Do you offer special off-campus physical education curriculum (e.g. surfing, karate, etc)?	No
Do you have a dedicated HR Representative?	No
Does the school have or plan on having any students living on a school-sponsored premise?	No
Does the school have or plan on having any employees living on a school-sponsored premise?	No
Does the school anticipate any renovation projects and/or new construction projects over \$200,000 in the next 12 months?	No
If yes, please list the other entities involved:	
If yes, what is the anticipated project cost?	
If yes, when is the anticipated project to take place?	
Do you maintain updated Motor Vehicle Records (MVRs) for any voluntery or staff drivers?	No
Does the school obtain Certificates of Insurance and require to be added as Additional Insured via endorsement from ALL vendors servicing the school ?	No
Does the school require an indemnity/hold harmless agreement in written agreements with all vendors and contractors?	No
Does the school have PTOs and/or booster clubs?	No
If yes, please describe how these entities are insured	n/a

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Method Schools Corporation

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If yes, do you receive certificates of insurance and additional insured endorsements from the PTO/ booster clubs?

Proposed number of school-sponsored field trips next year?

Of those school-sponsored trips, how many are foreign trips for students: 0

Do you require parental consent forms for all field trips? Yes

Does the school advertise non-school-sponsored foreign trips for students? No

Do school employees or volunteers transport students for any school-sponsored activities? No

Do you have any security guards? No

If yes, the number of unarmed security guards: 0

If yes, the number of armed security guards: 0

If yes, what time of day do you employ security guards:

If yes, for what purpose do you employ security guards?

If yes, the number of active police: 0

If yes, the number of inactive police: 0

If yes, the number of contracted security guards: 0

If yes, the number of employed security guards: 0

If yes, are all the security guards trained and have guard cards?

If yes, are all security guards registered through the Bureau of Security and Investigative Service?

Do you utilize a volunteer handbook and/or injury waiver form for all volunteers? Yes

Does the school own and/or use drones and/or any other unmanned aerial vehicles? No

If yes, is there formal procedures in place on its usage?

If yes, is there a specific staff member responsible for supervision, training and use of the drones and/or other unmanned aerial vehicles?

In the past year or in the next year, will you be moving to a facility(ies) to a high-risk location? (e.g. near power plant, in a prison, at an airport) No

Do you have underground or other storage tanks? No

Does the school operate a daycare (ages 0-3 years old) on premises? No

Does the school lease space to a daycare (ages 0-3 years old) on premises? No

Does the school have any interscholastic sports programs? No

If yes, check the following categories of sports offered by your school:

2018-2019 Policy Year Renewal

Method Schools Corporation

ID: 10931

If yes, per program, list the # of interscholastic athletes participating at your school:

If yes, do you require injury waiver forms for all participants?

Do you lease your facility(ies) to third parties for events or other activities? No

For the last fiscal year end, what are the Organizations total assets? \$0.00

Are the total retirement plan assets for the organization greater than \$1,500,000 (inclusive of both employers and employee contributions)? No

If yes, what is the total retirement plan assets? \$0.00

If yes, please provide details regarding the plans

Are you aware of any actual or alleged claims or lawsuits brought against the School Board and/or its officers, for errors, omissions, or management decisions made by staff or the board? No

If yes, please explain details

Do you know about any potential abuse, harassment, misconduct, or molestation incidents that could become a claim? No

If yes, please explain details

Has there been an investigation of your operations by any public authority relating to abuse or molestation within the last 12 months? No

If yes, please explain details

Do you have written procedures and risk prevention programs for dealing with abuse, misconduct, harassment, or sexual molestation, including Mandatory Reporting? Yes

If yes, is training mandated for all employees and volunteers?

Is a formal audit performed by a CPA every year? Yes

Are bank accounts reconciled monthly and by someone not authorized to deposit or withdraw? Yes

Is countersignature of checks required? No

2018-2019 Policy Year Renewal

Method Schools Corporation

ID: 10931

What is the dollar threshold? \$0

In past year or within this upcoming fiscal year, do you have any employees that permanently reside out of state? No

In the past year or in this upcoming fiscal year, will there be any material changes to computer networking systems? No

In the past year or within this upcoming fiscal year, will there be any changes to your network protection? No

Location Summary

<u>ID</u>	<u>LOCATION_NAME</u>	<u>LOC_CITY</u>
14340	Method Schools - Arcadia: 317 E. Foothill Blvd.	Arcadia
14607	Method Schools: 24620 Jefferson Ave.	Murrieta

Vehicle Summary

<u>GLOC_ID</u>	<u>GARAGING_LOC_NAME</u>	<u>TYPE</u>	<u>MAKE</u>	<u>YEAR</u>	<u>MODEL</u>
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