

AGENDA

Method Schools Regular Meeting of the Board of Directors

Thursday, June 15, 2023, 6:00 PM

38750 Sky Canyon Dr, Ste. B, Murrieta, California

<https://methodschools.zoom.us/j/9807801621?pwd=MVl3bjQ5YmJzN08wOHhLTUVTdndGUT09>

Meeting ID: 980 780 1621

Passcode: 24620

Instructions for Presentations to the Board by Parents and Citizens

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

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

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

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

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

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

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

AGENDA

Method Schools Regular Meeting of the Board of Directors

- 1.0 Call to Order:**
- 2.0 Roll Call**
Present:
Absent:
Method Staff:
- 3.0 Public Communication on Non-Agenda Items**
- 4.0 Closed Session: Personnel Exception**
- 5.0 Open Session**
- 6.0 Reports**
 - **CEO:**
 - **EOY Update**
 - **CBO:**
 - **Marketing Update**
 - **Senior Director of Schools:**
 - **CA Dashboard Local Indicators**
 - **Student Highlights**
 - **Director of Curriculum**
 - **SmartFox V2 Launch**
- 7.0 Action: LCAP**
Discussion:
- 8.0 Action: 23-24 Adopted Budgets**
Discussion:
- 9.0 Action: Updates to 3010 Fiscal Policy - Second Reading**
Discussion:
- 10.0 Action: Oceanside Office Lease**
Discussion:
- 11.0 Action: Method Schools Organization Chart**
Discussion:
- 12.0 Action: 23-24 Staff Compensation**
Discussion:
- 13.0 Action: Approval of CEO Vehicle Allowance**
Discussion:
- 14.0 Action: 23-24 Employee and Student Handbooks**
Discussion:
- 15.0 Action: Board Policy 4170- Credential Requirements**
Discussion:
- 16.0 Action: EPA Expenditure Resolutions for 2022/23 (final)- Method Schools and Method**

AGENDA

Method Schools Regular Meeting of the Board of Directors

**Schools, LA
Discussion:**

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

- **Approval of March 7, 2023 Meeting Minutes**
- **March-May 2023 Check Register**

18.0 Information/ Discussion Items:

- **Founder Evaluations**

19.0 Upcoming Agenda Items

-

20.0 Board Member Reports:

21.0 Action: Motion to Adjourn the Meeting



Method Board of Directors Meeting June 16, 2023

Overview

01 Smartfox v2

02 Equity and Access

Competency-based Education
Mastery-based Learning
Universal Design

03 Enhancements

04 Objectives





Using the framework of **Competency Based Education**, Smartfox curriculum imbues elements of **Universal Design** and **mastery-based learning & assessment** to offer a **standards-based approach** to the Independent Study model. This framework creates access for all students to demonstrate mastery of standards and competencies with frequent feedback through an iterative learning process.

Smartfox curriculum incorporates the three main principles of UDL to engage students via multiple access points that allow them to demonstrate mastery through a variety of product options. This approach enables students of all achievement levels to access the curriculum in the way that works best for them, guided by instructors who help them based on their individual needs.

Equity and Access

UDL

The design and delivery of curriculum and instruction to meet the needs of all learners by providing them choices for **WHAT** they are learning, **WHY** they are learning, and **HOW** they will share what they have learned.

MBL

More opportunities for “retakes and redos” and offers grades based on standard scales, not points. Rather than record A’s, B’s and C’s, the teachers record whether a student has met a standard or not based on a scale of zero to four that aligns with mastery of standard.

CBE

Students work toward mastery of standards while practicing skills related to these 12 competencies. Assessments are designed to gauge mastery of standard while emphasizing experiences with these competencies (skills).

PRACTICE

**DEMONSTRATE
MASTERY**

**SHOW WHAT
YOU KNOW**

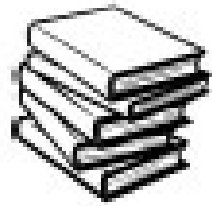
**SHOW WHAT
YOU KNOW**

**DEMONSTRATE
MASTERY**

**PRACTICE /
APPLY
FEEDBACK**

Mastery-Based
Learning
Cycle of
feedback and
practice





READ CRITICALLY

I can make meaning from diverse media to better understand the world around me.



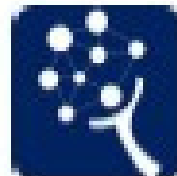
EXPRESS IDEAS

I can communicate through diverse formats for a range of purposes and audiences.



INVESTIGATE THROUGH INQUIRY

I can explore questions and build knowledge through inquiry.



REASON QUANTITATIVELY

I can work with numerical data, solve problems, and construct mathematical solutions.



USE SOURCES

I can assess the credibility of sources and synthesize my new learning to build knowledge.



DESIGN SOLUTIONS

I can engage in a systematic design process to develop data-informed solutions to authentic design challenges.



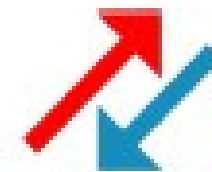
LEARN INDEPENDENTLY

I can develop a plan, monitor my progress, and persevere through challenges to achieve my goal.



NAVIGATE CONFLICT

I can develop skills, strategies, and emotional awareness while navigating conflict with others.



SEEK AND APPLY FEEDBACK

I can accept feedback from others and ask questions when I need more guidance or input.



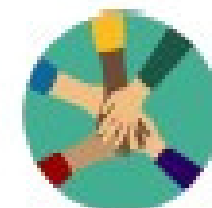
BUILD NETWORKS

I can initiate relationships with diverse individuals and networks for a purpose, and sustain relationships with authenticity and care.



SUSTAIN WELLNESS

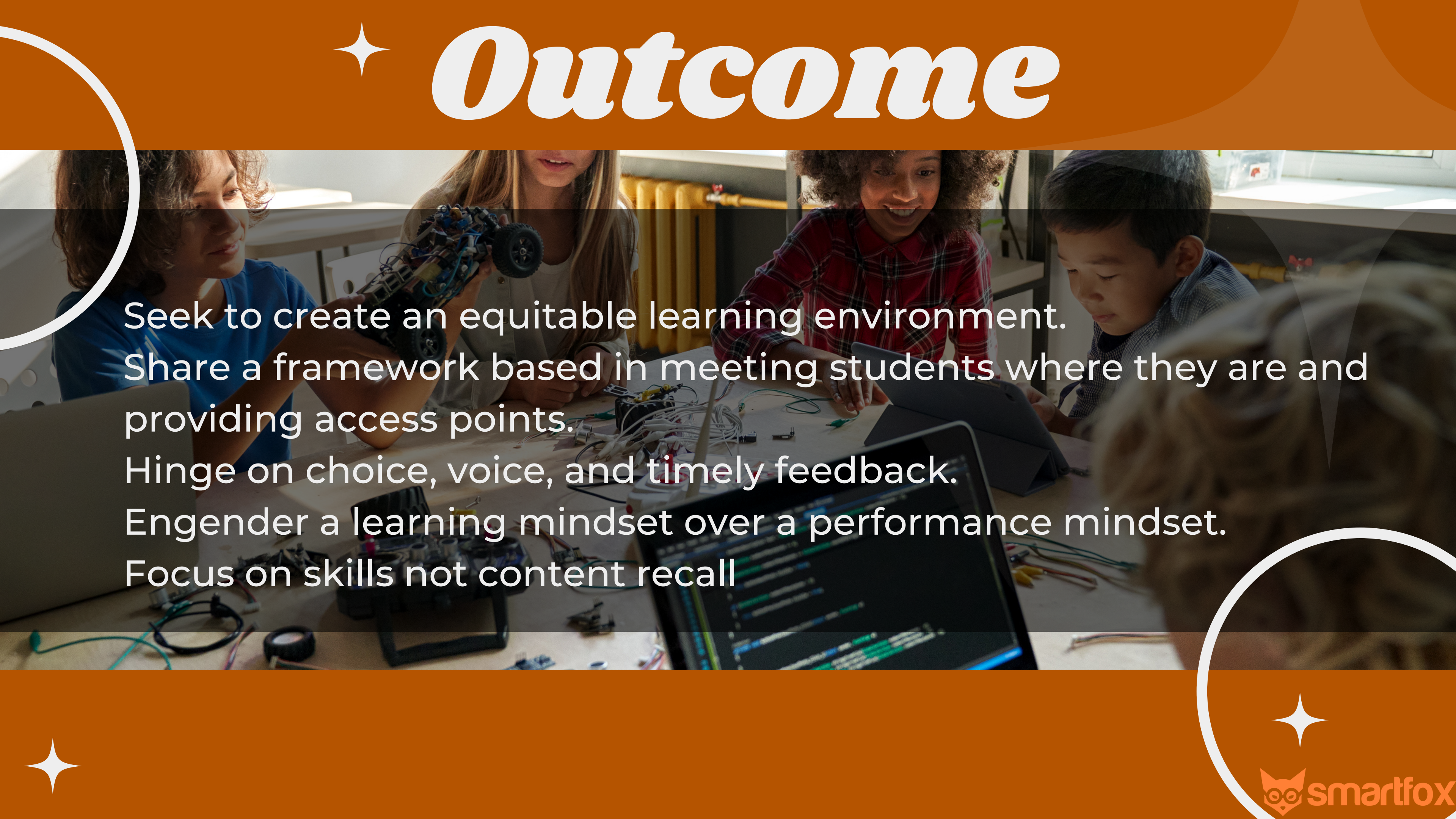
I can support my own physical, emotional, and social health in order to live a healthy and productive life.



ENGAGE AS A CITIZEN

I can participate in my community, build my civic knowledge, and take action to improve my community.

✦ Outcome

A group of four diverse students are gathered around a table in a workshop, working on a robotics project. One student is holding a small robot with a camera and sensors. Another student is pointing at a tablet displaying code. The table is covered with various electronic components, wires, and tools. The background shows a workshop environment with shelves and equipment.

Seek to create an equitable learning environment.
Share a framework based in meeting students where they are and providing access points.
Hinge on choice, voice, and timely feedback.
Engender a learning mindset over a performance mindset.
Focus on skills not content recall



smartfox

Enhancements

Interaction

Drag the words into the correct boxes:

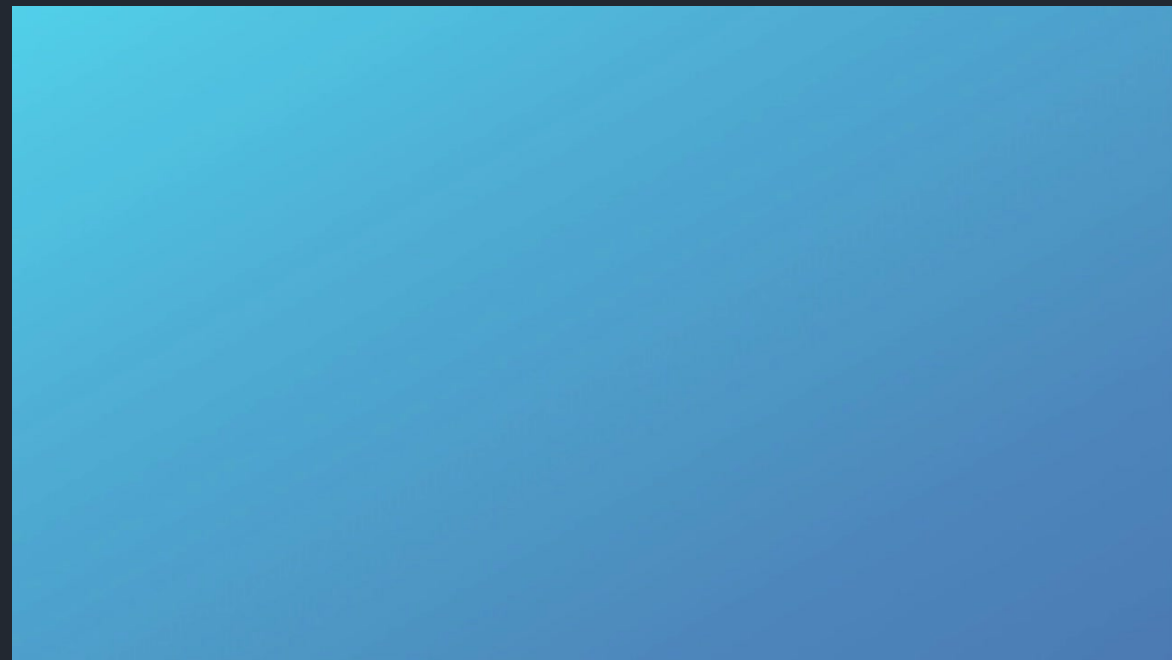
Recycling is when we things to create new items. Water can be recycled. Recycling can natural resources. It is to recycle.

Information Delivery



Enhancements

Original Smartfox Videos



Information Delivery



Objectives



Improve Access

1. Minimize SpEd accommodations with built in universal design elements.
2. Give students ungraded practice to build skills before demonstrating mastery.

Improve Outcomes

1. Increase standards mastery to increase CAASPP scores and dashboard success.
2. Increase engagement to improve attendance and interaction with content.

Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---|---|
| MethodSchools | Jade Fernandez, Sr. Director of Schools | jfernandez@methodschools.org ; 951-461-4620 x7000 |

Plan Summary 2023-24

General Information

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

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

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

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

- Virtual meetings via web conference application
- Individualized instructional support both one-on-one or in group study options such as: homework club, study lounges, and Teach Squad
- Supplemental, high-interest classes featuring varied focuses such as: baking or cooking, online gaming, introduction to world languages, comic book and anime discussion, fitness and healthy living.
- Career and Technical Education pathways to expose students to different industries and provide opportunities for students to graduate with vocational licenses and credentials

- Supporting a college & career readiness environment by determining each student's interest to correspond with the student pathways; college-bound, University, NCAA, or conventional for Work Based Learning

Method Schools serve a diverse student population spread across San Diego, Orange, and Riverside counties. Of the 404 students, the ethnic breakdown are as follows: 49% White, 21% Hispanic/Latino, 10% Black or African-American, 10% Two or More Races, 3% American Indian or Alaska Native. Filipino, Korean, Pacific Islander, and Vietnamese groups each represent 7% of the student population. Further, 28% of the student population are socioeconomically disadvantaged. 18% of students qualify for Special Education and 7% of students have a 504 plan.

Reflections: Successes

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

Method Schools has identified the following successes:

- Increase in iReady diagnostic participation from 95% to 96% in grades K-8
- iReady Reading 39.91% of K-8 students classified as below grade level improved Reading placement by one or more grades
- Based on iReady diagnostic 2; 23.09% of students tested at or above grade level in Math
- iReady Math 38.4% of students in K-8 classified as below grade level improved Math placement by one or more grade levels.
- iReady Math Domain Measurement and Data showed that 41.51% of students grew one or more grade levels in this domain
- IXL English 20% growth at grade level or above.
- Super Skill practiced in IXL, "Grammar" the highest skill increased. 17% 1+ above grade level. 10% 2 + above grade level.
- IXL Math 15% growth at grade level or above.
- Super Skill practiced in IXL, "Geometry/Measurement" the highest skill increased. 14% 1 + above grade levels. 5% 2+ above grade level.
- Based on staff survey data, Method Schools cultivates a supportive environment for its staff. 97% of staff feel extremely satisfied (93%) or somewhat satisfied (4%) with Method Schools as a place to work.
- Based on parent satisfaction survey, 94% of parents are extremely satisfied (68%) or moderately satisfied (26%) with Method Schools. Further, 90% of students expressed Method teachers teach extremely well (36%), very well (35%) or moderately well (20%).

Reflections: Identified Need

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

Method Schools has identified the following areas of need:

- In its first administration of the CAASPP state assessment since its pause, student performance has fallen overall. Method is 39.4 points below standard in English Language Arts and 79.6 points below standard in Mathematics.
- Based on parent and student survey data, only 49% of students were satisfied with the extracurricular activities offered at Method.
- Staff rated coaching extremely impactful (38%) or somewhat impactful (50%). Refinements will continue to be made based on feedback from coaching leads, administration, and staff.

LCAP Highlights

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

Regularly, Method Schools publishes general staff, parent, and student surveys in addition to targeted surveys.

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

A summary of the feedback provided by specific educational partners.

At Method Schools 94% of parents are either extremely satisfied (68%) or moderately satisfied (26%) with Method Schools staff. 6% of parents indicate they are slightly dissatisfied. Parents voiced “Method has given my daughter the tools to succeed academically.” In addition, “My son for the first time enjoys going to school”

70% of students feel their Method teachers taught extremely well (36%) or very well (34%). In addition, 20% felt their teachers taught moderately well. Conversely, students feel improvement can be made with the extracurricular activities. Only 49% of students were either very satisfied (15%), satisfied (25%), or somewhat satisfied (9%) with the extracurricular offerings at Method. The remaining 51% responded neutral (33%) or in the dissatisfied ranges.

Students and parents expressed their desire for additional social events, Visual and Performing arts opportunities, and even “family potlucks to get to know each other.”

In a staff survey, 97% of staff report that they are extremely (73%) or somewhat satisfied (24%) with Method Schools as a place to work. No employees reported they were dissatisfied. Staff are dedicated to student support and are continually developing solutions to meet challenges brought forth in the focus group, such as further increasing expectations of parental engagement and responsibility as learning coaches and improving the overall student experience in our LMS. Through staff interviews, staff expressed their satisfaction with the level of flexibility and support they receive, but also reported a need for staff social gatherings, a need for better oversight of new implementations, and increased training and integration of all staff. Staff also advocated for students wanting “to increase socialization for students to interact and strengthen one another in learning community” and improving the understanding of our school model to families prior to orientation.

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

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

- Improving curriculum to be better aligned to standards and more personalized through a mastery-based approach
- Improve the college and career department and provide an expanded CTE catalog

- Expand opportunities for group learning, assemblies, and field trips and include opportunities for staff to collaborate and build community in person
- Open dialogue with parents and school through Zoom drop in sessions and Parent Advisory Committee
- Improve our initial onboarding of new staff as well as expanding the catalog of professional development offerings throughout the school year

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------|--|--|--|-----------------------|---|
| Course Final Grades | 80% of course grades earned were Cs or better in Spring of 2020. | Semester 1 outcomes show 95% of grades were passing (C or better). Semester 2 outcomes will be updated when report cards are finalized. | In 2021-22 school year Semester 2, 87% of grades were passing (C or better) In 2022-23 school year Semester 1, 88% of grades were passing (C or better) | [Insert outcome here] | 95% of course grades earned will be Cs or better. |

| | | | | | |
|-----------------------------|---|---|---|-----------------------|---|
| Local and State Assessments | In 2019, Method Schools students scored 21.9 points below standard in Language Arts and 80.3 points below standard in Math. | <p>CAASPP Performance Data will be updated when results come in summer of 2022.</p> <p>iReady ELA K-8: 67% are at or above grade level Of students performing below grade level 27% have improved by one or more grade levels.</p> <p>iReady Math K-8: 46% of students are at or above grade level Of students performing below grade level, 33% improved by one or more grade levels</p> <p>iXL ELA 9-11 36% of students are at or above grade level. Of students performing below grade level, 11% improved by one or more grade levels.</p> <p>iXL Math 9-11</p> | <p>In Method's first CAASPP administration since COVID, Method students scored 37.5 below standard in ELA and 93 points below standard in Math.</p> <p>iReady ELA K-8: 47% are at or above grade level</p> <p>iReady Math K-8: 34% are at or above grade level</p> <p>iXL ELA 9-11 31% a students are at or above grade level, according to our diagnostic.</p> <p>iXL Math 9-11 15% increased one grade level or more from our diagnostic.</p> | [Insert outcome here] | Method Schools will achieve and maintain blue or green status in Academic Performance on the CA School Dashboard. |
|-----------------------------|---|---|---|-----------------------|---|

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-----------------|---|--|--|-----------------------|--|
| | | 15% of students are at or above grade level Of students performing below grade level, 16% improved by one or more grade levels. | | | |
| Graduation Rate | 29% of cohort students in 2019 graduated with a high school diploma | 78% of cohort students in 2021 graduated with a high school diploma. | 91% of cohort students in 2021-22 graduated with a high school diploma | [Insert outcome here] | 95% of cohort students in 2023-24 will graduate with a high school diploma |

Actions

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

Goal Analysis for 2023-24

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

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

A Director of Curriculum was put in place effective August 2022. In addition to the Director of Curriculum, Method expanded the Curriculum writing team to 7 part-time writers and 2 full-time writers.

To embed better support for English Learners, ELLevation curriculum was purchased and is currently being embedded into existing courses.

Staffing changes impacted the counseling team. Three counselors replaced last year's team, and the new team is currently enrolled in Counseling Certification program through UC Riverside or UC Los Angeles.

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

Goal 1 budgeted expenditures were \$425,000. Actual expenditures are projected to be approximately \$471,000 at 6/30/2023. No material differences exist.

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

The addition of a counseling with a specific focus on supporting students with post-secondary plans and monitoring high school students' progress towards graduation, has improved Method Schools' graduation rate by 73% from 2021 graduates (74) and 20% from 2022 graduates (106) to the 2023 planned graduates of (128) students. In addition, the counseling team provides homeroom teachers education, training, and support to high school homeroom teachers so that they may better support their students.

The introduction of a new Director of Curriculum and expanded curriculum writing team enabled Method to focus on designing curriculum based on elements of Universal Design Learning and mastery-based learning. Under the team, in-house a Visual Arts & Communication CTE course pathways and Work Experience courses have been added to Method course catalog. Work has begun on expanding Method's courses to K-2 classes. All of these actions allow Method to utilize in-house curriculum rather than rely on outside courses provided by vendors.

In its first administration of the 2021-22 Smarter Balanced Assessment, Method was disappointed by dipping scores since its last administration in 2018-19. While Method's performance is still in line with the overall performance of state schools and even more aligned with schools with a similar online, independent study model, Method underperformed its academic performance goals. Method students scored 39.4 below standard in ELA and 79.6 points below standard in Math. This signified a significant drop in English Language Arts and no growth in Math. Method's ELD population of students consistently performs below average on the Smarter Balanced Assessment, but has never been large enough to qualify as a significant subgroup. As the population of ELD students increases, Method is committed to meeting their individual language needs to support learning in addition to their success on the statewide assessments. Method committed funding to this effort through a subscription to the ELLevation platform, allowing students' performance data to be tracked for growth and areas of focus. Additionally, ELLevation provides research-backed strategies for improving language acquisition and proficiency. The Curriculum team will use the resources provided by ELLevation to create a designated ELD support class for students. In previous years, ELD students received their designated support via one-on-one meetings. They will continue to receive this support in addition to enrolling in a designated ELD class that uses grade level content and scaffolded language activities to support the ELD standards.

This is our second year using IXL for our measurement. With the increase of new enrollment from 2021-2022 to 2022-2023, and the changes to the weekly specific skills practiced we found a solid increase to the student's diagnostic scores from diagnostic #1 in Aug. to the #2 in Dec. The second diagnostic for both the ELA and Math skills that were the weekly focus showed the highest significant increase. Grammar increased 63% Geometry increased 65% from the first diagnostic to the second. Of 4,237 skills practiced between Aug. and Dec. 64% reached mastery. 76.76% of students started three grade levels

below grade level on the first diagnostic. The second diagnostic the students lowered the number to 70.97% three grade levels below grade level, and moved students to one grade level below grade level.

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

Under the Director of Curriculum, Method Curriculum Department has recentered its focus on the following initiatives: Using the framework of Competency Based Education. Method Schools uses elements of Universal Design Learning and mastery-based learning & assessment to offer a standards-based approach to the Independent Study model. Method Schools has developed a Profile of the Method Graduate that outlines the twelve competencies students will practice throughout their tenure at Method with a goal of building the skill set necessary for postsecondary success. Explicit instruction and practice of these competencies are embedded into the coursework alongside a focus on standards-mastery. Curriculum offers students choice and is designed for universal access. Teachers use equitable grading practices to measure mastery and ensure students are able to show what they have learned and receive a grade that reflects learning rather than compliance. Courses are being rewritten with full implementation anticipated for Fall 2024.

The counseling department at Method schools has become a vital component to the student success and their progression within their pathway toward graduation and providing the teachers and Method families with college and career readiness knowledge. The counseling team thrives on building relationships with teachers and providing positive experiences for students while we have a unique position in assisting from enrollment to graduation. With the addition of the counseling support Method teachers, students, and families are provided with the knowledge to be create college and career readiness in all directly affected with the students planning.

The counseling department has grown in itself with an added counselor and the registrar moving to more closely support the counseling team. The counselors support high school students by increasing college and career awareness through flyers, newsletters, and the counseling webpage to support families and students. Counselors provide weekly meetings and events, allows for small group discussion, check-ins, and goal setting with both students and teachers. The grad planner process has become more streamlined through onboarding meetings and students receive counselor support through weekly office hours. Finally, the counseling team has built relationships with community colleges in the Southern California area from; MSJC, Chaffey, LAVC, LACC, OCC, RCC, and more. The counseling team conducts surveys and collects data from teachers and students. The goal has been to provide consistent support following data collected to the immediate needs of our students.

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

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|---|----------------|---|
| Participation in CTE | 17 students enrolled in CTE courses during the 20-21 school year. There were a total of 19 courses selected. | 66 students enrolled in a CTE course during the 2021-22 school year. There were a total of 35 courses selected. | 88 students enrolled in a CTE course during the 2022-2023 school year. There are a total of 26 courses selected. | | Increase completion of CTE pathways to 30% of 2023-2024 graduating class. |
| Satisfaction with mental health services | 71% of Method parents and 65% of Method students are satisfied with the school's efforts to address social and emotional wellness. | Method Schools has introduced schoolwide homeroom curriculum to address SEL and trauma-informed teaching training. | Developed Meal Assistance Program Continued development of homeroom curriculum and weekly schoolwide execution of homeroom lesson plans. | | 85% of Method parents and 80% of students will be satisfied with the school's efforts to address social and emotional wellness. |

| | | | | | |
|--|---|---|---|--|--|
| Opportunities, tiles (clubs), and participation in school events | Due to COVID, Method Schools was unable to offer any in-person field trip opportunities. | <p>Method Schools introduced two virtual schoolwide assemblies at the start of the semester with an average attendance 475 participants.</p> <p>Method schools offered 39 in-person field trips and gatherings total including college field trips, museums, and hands on learning activities. 479 Method students and parents participated in these activities.</p> | <p>Developed yearlong tiles including Associated Student Body and Yearbook</p> <p>415 Method Students and Parents registered for in-person field trips and activities.</p> <p>Added competitive team sports by joining CIF league.</p> <p>Created new “Mobile Student Success Manager” role</p> | | Students will increase their feeling of belonging and community at Method Schools by increasing participation and engagement in non-academic events. |
| Increase involvement of parents in parent workshop attendance | Method Schools offered 7 Parent Workshops in the 2020-21 school year with an average attendance of 12 participants. | <p>Method Schools is introducing a Parent Advisory Committee application process with hopes of filling a committee for 2022-23 school year. Method hosted two social and informational sessions to garner interest in the Parent Advisory Committee</p> <p>Planning in progress to offer more robust parent programming that addresses needs like social and emotional learning, computer literacy, financial</p> | <p>Parent Advisory Committee has been established with 4 parents serving on the committee.</p> <p>Method PAC co-hosted a Fall Festival with Method Associated Student Body. Additionally, they plan to host a self-defense class for families, and a miniature golf family event in both LA and Murrieta to close the 22-23 school year.</p> <p>Developing parent education opportunities</p> | | Parents will feel better supported and a part of the Method community and be better equipped to support their students based on survey data, fully formed PAC, and attendance in parent workshops. |

| | | | | | |
|--|--|--|---|--|--|
| | | literacy, and best practices in supporting students. | including in-person and virtual classes/webinars and a series of self-paced mini-courses to enable parents to be better learning coaches. | | |
|--|--|--|---|--|--|

Actions

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

Goal Analysis for 2023-24

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

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

In order to minimize the use of outside curriculum vendors, Method began writing its own Career Technical Education courses using the CTE Model Curriculum standards and framework. Thus far, Method has developed several new Career Technical Education pathways including: Visual Arts & Communication, Graphic Design, and Work-based Learning. Courses are taught by fully-credentialed CTE instructors. Next steps include cultivating community partnerships to create observation and internship opportunities and collecting postsecondary data from pathway completers, in addition to expanding pathway offerings in accordance with student interest surveys.

In order to increase the frequency and extend the reach of in-person events, Method added the role of Mobile Student Success Manager (or Mobile SSM). Two Mobile SSMs host Teach Squad events, provide academic support, and host field trips in their assigned regions. Method employs two Mobile SSMs that cover the Los Angeles & San Bernardino counties and San Diego, Orange, & Riverside counties.

In an effort to increase social opportunities, student centered organizations like Associated Student Body and Yearbook was established in the 2022-23 school year providing yearlong opportunities for students to collaborate and contribute to the overall school culture. Student

participation in HOPE squad has declined. Method still offers the HOPE Squad class and curriculum, but the school will renew efforts to recruit participation in HOPE squad spearheaded by Associated Student Body students in the coming year. Method also joined a CIF league and has participated in competitive sports for students grades 4-8. Resources will be allocated to expand all of these opportunities.

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

Goal 2 budgeted expenditures were \$472,000. Actual expenditures are projected to be approximately \$344,500, or 73% of budget, at 6/30/2023. Action item #2 was budgeted for \$378,000. At year end we expect to spend approximately \$236,200 of this budgeted amount. The difference is primarily due to enrollment changes since the initial LCAP plan was instituted. The budget for action item #2 will be decreased in 2023-24 to reflect actual student needs.

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

The development of new Career Technical Education pathways has increased student participation in CTE classes by 33% better preparing students for post secondary options through comprehensive career exploration courses. The number of different CTE courses selected have decreased as more students have been interested in the CTE courses developed by Method rather than the outside curriculum vendors.

Social activities have increased and Method has both developed and increased the opportunities for field trips and social events, but also expanded the opportunities for students to both socialize and contribute to Method community through clubs and activities such as Yearbook, Associated Student Body, and competitive CIF sports. Thus far, Method has fielded Boys Basketball and 7-on-7 Football teams

After recruitment efforts last year, Method established its first Parent Advisory Committee. Starting with two members, the committee has doubled in size. The Parent Advisory Committee serves to provide insight on the needs of Method School families including parent education opportunities and social activities.

The addition of two Mobile Student Success Managers increase Method's visibility in local communities outside of their headquarters in Murrieta. Method deploys two Student Success Managers to different areas of Southern California four days a week.

Despite these efforts, surveys still show mixed results in satisfaction with extracurricular activities. The most recent student survey showed that only 49% of students were satisfied with the extracurricular activities offered at Method. Upon further exploration, Method will target specifically the time and locations that are more convenient for most in order to provide equitable opportunities for socialization regardless of where a student lives.

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

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

athletics and competitive sports teams. Targeted efforts will be made leading into next school year to attract more students to these opportunities including field days and spirit weeks to build school spirit and community including reinvigorating participation in HOPE squad and increasing participation in other classes and clubs like Associated Student Body and Yearbook.

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

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|--|----------------|--|
| Increase coaching/mentorship time | 67% of students rate their teachers very or extremely effective. | 90% of Method community rated Method teachers very or extremely effective. | 91% of students rate their teachers teach extremely well (36%), Very well (35%) or moderately well (20%) | | Method Schools teachers will increase their effectiveness |
| Develop Professional Development catalog | Method Schools developed a one week intensive training for newly hired teachers and instructional staff as well as mini-trainings throughout the year. | Implemented eLoomi professional training system and performance management software. Method offered trauma informed training and | Began Competency Based Learning training in preparation for move to CBL | | Method Schools will develop a personalized Professional Development catalog with personalized offerings based on areas of need and meets the needs of both beginning and veteran teachers. |

| | | | | | |
|--|---|---|--|--|---|
| | | cultural diversity training school wide. | | | |
| Develop coaching and mentorship through beginning teacher induction program. | 44% of Method Schools staff are within their first two years of teaching. | 16.1% of staff completed their first year of induction. 22.6% of staff completed induction. Method Schools is in Phase 2 of Initial Institutional Approval for an in-house induction program. | 36% of staff completed Year 1 of induction 57% of staff completed induction. Offered Developmental Coaching to all staff and Instructional Coaching in pilot program | | 75% of staff will have cleared their teaching credential having demonstrated mastery of CSTP framework. |

Actions

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

Goal Analysis for 2022-23

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

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

Due to leadership reorganization, Method paused its development of the Initial Institutional Approval process. Method remains in stage two of the overall process.

Method continues to refine its systems of support for teachers including the structure of its coaching program. A new instructional coaching and developmental coaching program was founded this year. Method also continues its use of eLoomi to house training courses and its evaluation process.

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

Goal 3 budgeted expenditures were \$268,000. Actual expenditures are projected to be approximately \$189,000, or 71% of budget, at 6/30/2023. Action item 3, Induction Program, represents the difference between budget and expenditures. This action item has not yet been implemented due to the departure of the assigned personnel.

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

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

In its first year, staff rated coaching extremely impactful (38%) or somewhat impactful (50%). Refinements will continue to be made based on feedback from coaching leads, administration, and staff.

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

Method continues to refine how to best support teachers in instruction and student support. In its pilot year, the new coaching program has been rated somewhat impactful by the majority of the staff and refinements will be made so that coaching is more effective and impactful for its employees.

Now having used eLoomi as a performance management tool for two years, Method has discovered limitations in its capabilities. Method has begun research on a tool that can meet the organization's needs to track employee progress toward schoolwide Objectives and Key Results as well as provide effective and meaningful feedback for evaluations.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

| | |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| \$439,981 | \$0 |

Required Percentage to Increase or Improve Services for the LCAP Year

| | | | |
|---|-----------------------------|-------------------------|---|
| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
| 7.85% | 0% | \$0 | 7.85% |

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

Required Descriptions

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

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

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

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

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

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

| | | |
|---|--|---|
| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
| Staff-to-student ratio of classified staff providing direct services to students | 20:1 | N/A |
| Staff-to-student ratio of certificated staff providing direct services to students | 10:1 | N/A |

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Data Entry Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

California Department of Education
January 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Method Schools

CDS Code: 37-68049-0129221

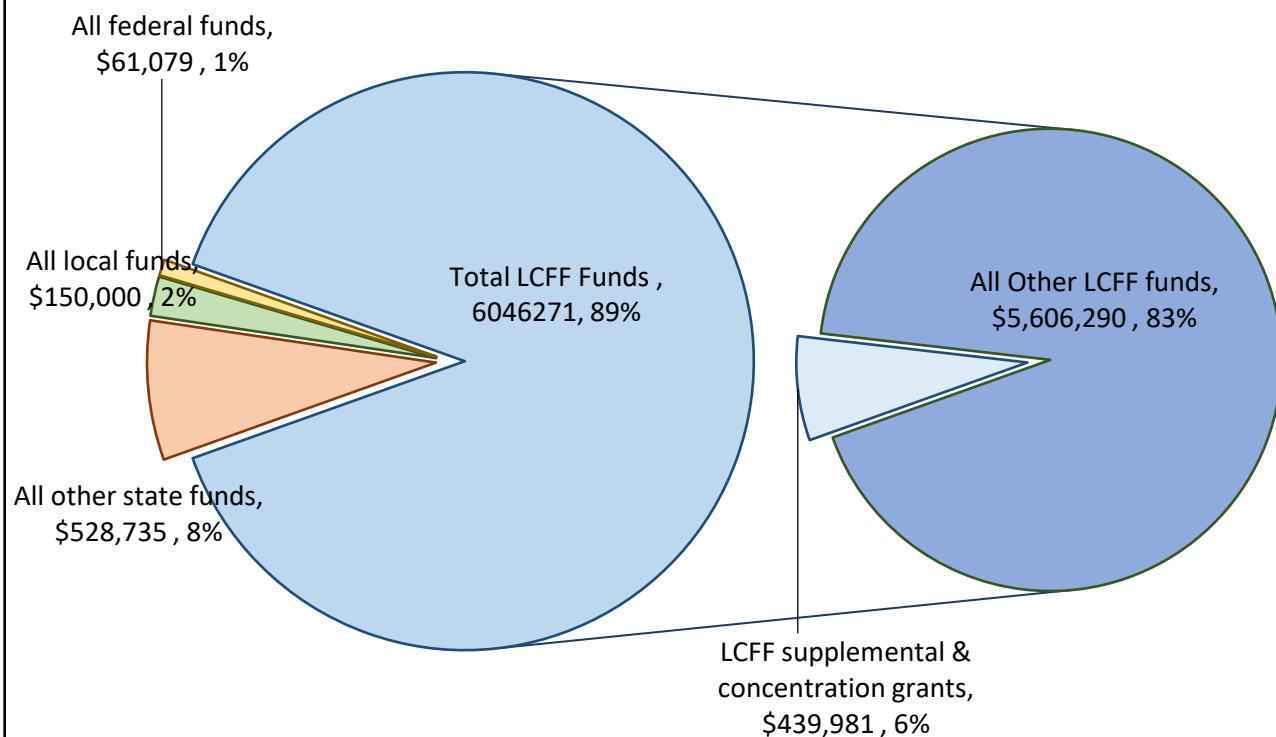
School Year: 2023-24

LEA contact information: Stefanie Bryant

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

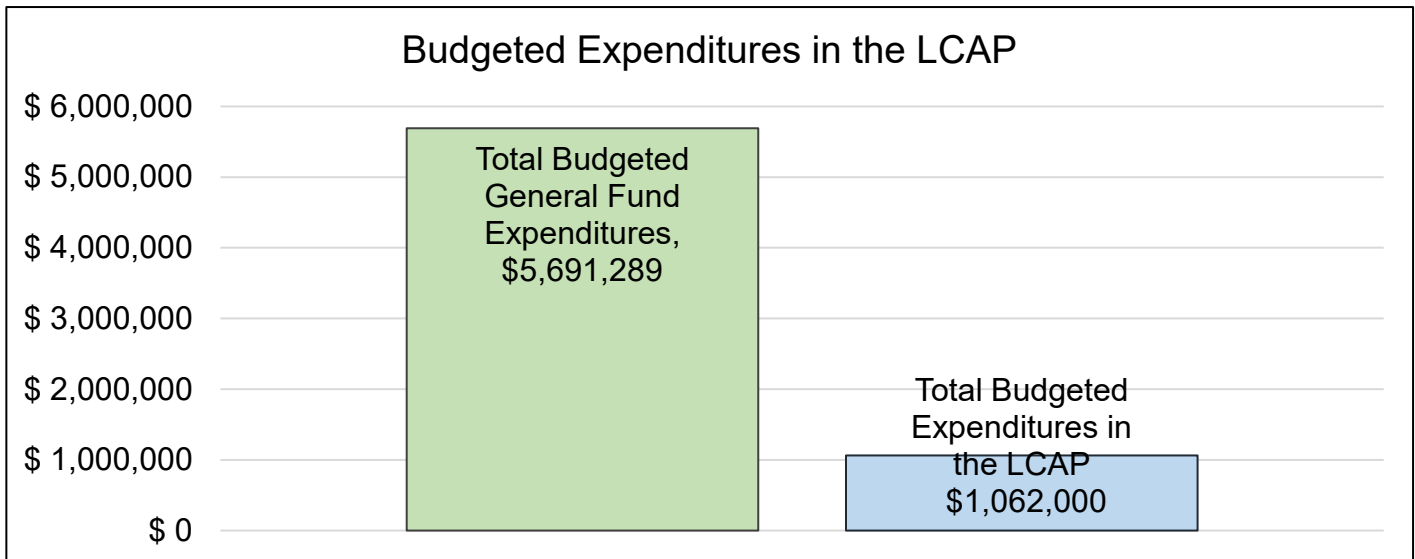


This chart shows the total general purpose revenue Method Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Method Schools is \$6,786,085.00, of which \$6,046,271.00 is Local Control Funding Formula (LCFF), \$528,735.00 is other state funds, \$150,000.00 is local funds, and \$61,079.00 is federal funds. Of the \$6,046,271.00 in LCFF Funds, \$439,981.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Method Schools plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Method Schools plans to spend \$5,691,289.00 for the 2023-24 school year. Of that amount, \$1,062,000.00 is tied to actions/services in the LCAP and \$4,629,289.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The bulk of the expenditures which are not part of the LCAP are day to day student instruction, including teacher salaries and benefits. Other non LCAP expenses include student support needs, student information systems and tech. Other expenses necessary to operations such as accounting, human resources and the like are also not part of the LCAP budget.

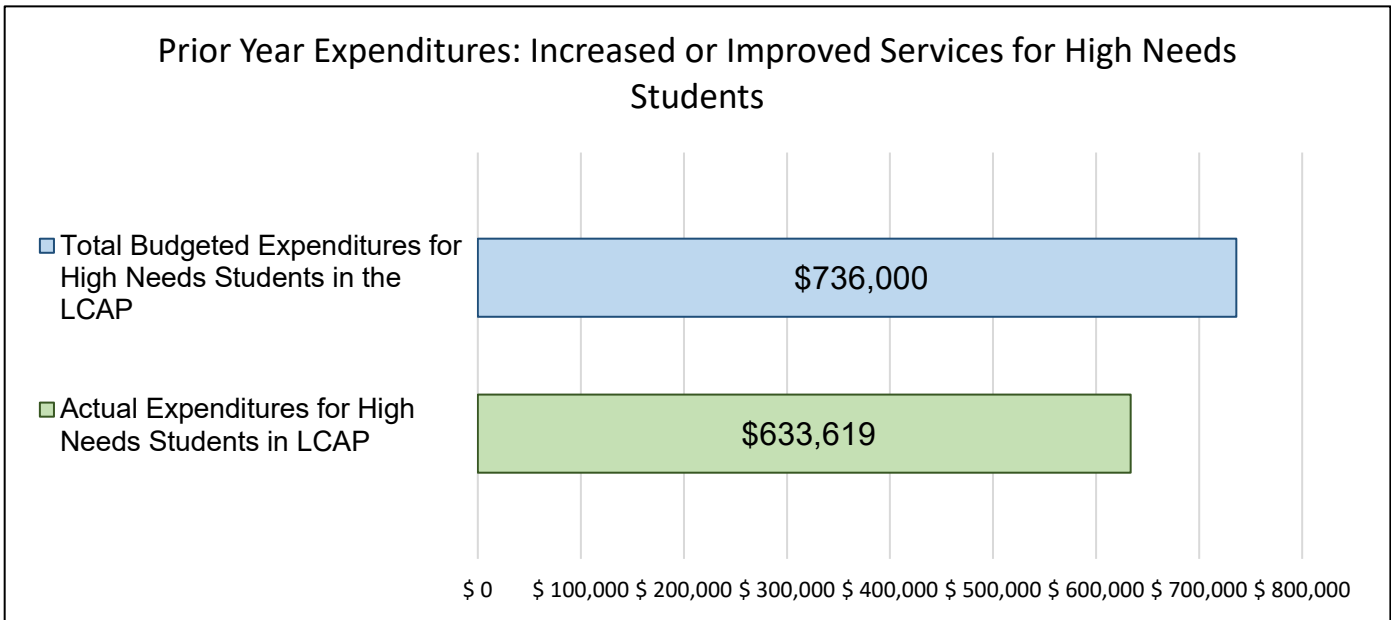
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

LCFF Budget Overview for Parents

In 2023-24, Method Schools is projecting it will receive \$439,981.00 based on the enrollment of foster youth, English learner, and low-income students. Method Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Method Schools plans to spend \$633,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Method Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Method Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Method Schools's LCAP budgeted \$736,000.00 for planned actions to increase or improve services for high needs students. Method Schools actually spent \$633,619.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of \$102,381.00 had the following impact on Method Schools's ability to increase or improve services for high needs students:

The primary reason budgeted expenditures for improved services exceed projected actual expenditures is related to Goal 2 action 2. Changes in ADA numbers have resulted in a smaller need than originally budgeted for. In the 23-24 plan this line item budget will be reduced. The difference has not impacted overall services for high need students.

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

22-23 Data Entry Table: Inclusion as part of the LCAP Template is optional

| LCAP Year (Input) | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|----------------------|--|--|---|---|--|
| 22-23 | \$ 5,066,877 | \$ 396,939 | 7.83% | 0.00% | 7.83% |

[illegible]

[illegible]

22-23 Total Planned Expenditures Table

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

[illegible]

[illegible]

22-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$ 5,066,877 | \$ 396,939 | 7.83% | 0.00% | 7.83% | \$ 736,000 | 0.00% | 14.53% | Total: | \$ 736,000 |
| | | | | | | | | LEA-wide Total: | \$ - |
| | | | | | | | | Limited Total: | \$ - |
| | | | | | | | | Schoolwide Total: | \$ 736,000 |

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

22-23 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---------|---|--|
| Totals: | \$ 1,165,000.00 | \$ 1,004,652.00 |

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

22-23 Contributing Actions Annual Update Table

| 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Actual Percentage of Improved Services (%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|--|---|--|---|---|
| \$ 396,939 | \$ 736,000 | \$ 633,619 | \$ 102,381 | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|--|--|---|---|---|
| 1 | 2 | Competency-Based Learning Development | Yes | \$ 200,000 | \$ 213,435.00 | 0.00% | 0.00% |
| 1 | 3 | College & Career Counseling | Yes | \$ 125,000 | \$ 138,285.00 | 0.00% | 0.00% |
| 2 | 1 | CTE Expansion | Yes | \$ 33,000 | \$ 45,651.00 | 0.00% | 0.00% |
| 2 | 2 | Mental Health / Social Emotional Wellness | Yes | \$ 378,000 | \$ 236,248.00 | 0.00% | 0.00% |
| | | | | | | | |

22-23 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$ 5,066,877 | \$ 396,939 | 0.00% | 7.83% | \$ 633,619 | 0.00% | 12.51% | \$0.00 - No Carryover | 0.00% - No Carryover |

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

23-24 Data Entry Table: Inclusion as part of the LCAP Template is optional

| LCAP Year (Input) | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-------------------|--|--|---|--|---|
| 23-24 | \$ 5,606,290 | \$ 439,981 | 7.85% | 0.00% | 7.85% |

[illegible]

[illegible]

23-24 Total Planned Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|-------------|-----------------|---------------------|
| Totals | \$ 1,062,000 | \$ - | \$ - | \$ - | 1,062,000 | \$ 822,000 | \$ 240,000 |

[illegible]

[illegible]

23-24 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$ 5,606,290 | \$ 439,981 | 7.85% | 0.00% | 7.85% | \$ 633,000 | 0.00% | 11.29% | Total: | \$ 633,000 |
| | | | | | | | | LEA-wide Total: | \$ - |
| | | | | | | | | Limited Total: | \$ - |
| | | | | | | | | Schoolwide Total: | \$ 633,000 |

[illegible]

[illegible]

[illegible]

[illegible]

23-24 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---------|---|--|
| Totals: | \$ 1,062,000.00 | \$ - |

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

23-24 Contributing Actions Annual Update Table

| 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Actual Percentage of Improved Services (%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|--|---|--|---|---|
| \$ 439,981 | \$ 633,000 | \$ - | \$ 633,000 | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|--|--|---|---|---|
| 1 | 2 | Competency-Based Learning Development | Yes | \$ 200,000 | \$ - | 0.00% | |
| 1 | 3 | College & Career Counseling | Yes | \$ 125,000 | \$ - | 0.00% | |
| 2 | 1 | CTE Expansion | Yes | \$ 33,000 | \$ - | 0.00% | |
| 2 | 2 | Mental Health / Social Emotional Wellness | Yes | \$ 275,000 | \$ - | 0.00% | |
| | | | | | | | |

23-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$ 5,606,290 | \$ 439,981 | 0.00% | 7.85% | \$ - | 0.00% | 0.00% | \$ 439,981.00 | 7.85% |

Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---|---|
| Method Schools, LA | Jade Fernandez, Sr. Director of Schools | jfernandez@methodschools.org ; 951-461-4620 x7000 |

Plan Summary 2023-24

General Information

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

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

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

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

- Virtual meetings via web conference application
- Individualized instructional support both one-on-one or in group study options such as: homework club, study lounges, and Teach Squad
- Supplemental, high-interest classes featuring varied focuses such as: baking or cooking, online gaming, introduction to world languages, comic book and anime discussion, fitness and healthy living.
- Career and Technical Education pathways to expose students to different industries and provide opportunities for students to graduate with vocational licenses and credentials

- Supporting a college & career readiness environment by determining each student's interest to correspond with the student pathways; college-bound, University, NCAA, or conventional for Work Based Learning

Method Schools serves a diverse student population spread across Los Angeles, San Bernardino, Kern, and Ventura counties. Of the 234 students, the ethnic breakdown are as follows: 47% White, 26% Hispanic/Latino, 17% Black or African-American, 5% Two or More Races, 1% American Indian or Alaska Native. Filipino, Korean, Pacific Islander, and Vietnamese groups each represent 5% of the student population. Further, 62% of the student population are socioeconomically disadvantaged. 13% of students qualify for Special Education and 10% of students have a 504 plan.

Reflections: Successes

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

Method Schools has identified the following successes:

- Increase in iReady diagnostic participation from 95% to 96% in grades K-8
- iReady Reading 39.91% of k-8 students classified as below grade level improved Reading placement by one or more grades
- Based on iReady diagnostic 2; 23.09% of students tested at or above grade level in Math
- iReady Math 38.4% of students in K-8 classified as below grade level improved Math placement by one or more grade levels.
- iReady Math Domain Measurement and Data showed that 41.51% of students grew one or more grade levels in this domain
- IXL English 20% growth at grade level or above.
- Based on Super Skill practiced in IXL, "Grammar" had the highest increase. 61% no movement. 17% 1+ grade level above and 10% 2+ grade levels above.
- IXL Math 15% growth at grade level or above.
- Based on Super Skill practiced in IXL, "Geometry/Measurement" had the highest increase. 79% no movement. 14% 1+ grade levels above and 5% 2+ grade levels above.
- Based on staff survey data, Method Schools cultivates a supportive environment for its staff. 97% of staff feel extremely satisfied (93%) or somewhat satisfied (4%) with Method Schools as a place to work.
- Based on parent satisfaction survey, 94% of parents are extremely satisfied (68%) or moderately satisfied (26%) with Method Schools. Further, 90% of students expressed Method teachers teach extremely well (36%), very well (35%) or moderately well (20%).

Reflections: Identified Need

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

Method Schools has identified the following areas of need:

- In its first administration of the CAASPP state assessment since its pause, student performance has fallen overall. Method is 39.4 points below standard in English Language Arts and 79.6 points below standard in Mathematics.
- Based on parent and student survey data, only 49% of students were satisfied with the extracurricular activities offered at Method.
- Staff rated coaching extremely impactful (38%) or somewhat impactful (50%). Refinements will continue to be made based on feedback from coaching leads, administration, and staff.

LCAP Highlights

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

Regularly, Method Schools publishes general staff, parent, and student surveys in addition to targeted surveys.

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

A summary of the feedback provided by specific educational partners.

At Method Schools 94% of parents are either extremely satisfied (68%) or moderately satisfied (26%) with Method Schools staff. 6% of parents indicate they are slightly dissatisfied. Parents voiced “Method has given my daughter the tools to succeed academically.” In addition, “My son for the first time enjoys going to school”

70% of students feel their Method teachers taught extremely well (36%) or very well (34%). In addition, 20% felt their teachers taught moderately well. Conversely, students feel improvement can be made with the extracurricular activities. Only 49% of students were either very satisfied (15%), satisfied (25%), or somewhat satisfied (9%) with the extracurricular offerings at Method. The remaining 51% responded neutral (33%) or in the dissatisfied ranges.

Students and parents expressed their desire for additional social events, Visual and Performing arts opportunities, and even “family potlucks to get to know each other.”

In a staff survey, 97% of staff report that they are extremely (73%) or somewhat satisfied (24%) with Method Schools as a place to work. No employees reported they were dissatisfied. Staff are dedicated to student support and are continually developing solutions to meet challenges brought forth in the focus group, such as further increasing expectations of parental engagement and responsibility as learning coaches and improving the overall student experience in our LMS. Through staff interviews, staff expressed their satisfaction with the level of flexibility and support they receive, but also reported a need for staff social gatherings, a need for better oversight of new implementations, and increased training and integration of all staff. Staff also advocated for students wanting “to increase socialization for students to interact and strengthen one another in learning community” and improving the understanding of our school model to families prior to orientation.

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

- Based on feedback from all stakeholders, Method Schools will implement the following:
- Improving curriculum to be better aligned to standards and more personalized through a mastery-based approach
 - Improve the college and career department and provide an expanded CTE catalog
 - Expand opportunities for group learning, assemblies, and field trips and include opportunities for staff to collaborate and build community in person
 - Open dialogue with parents and school through Zoom drop in sessions and Parent Advisory Committee
 - Improve our initial onboarding of new staff as well as expanding the catalog of professional development offerings throughout the school year
- Goals and Actions

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------|--|--|--|-----------------------|---|
| Course Final Grades | 80% of course grades earned were Cs or better in Spring of 2020. | Semester 1 outcomes show 95% of grades were passing (C or better). Semester 2 outcomes will be updated when report cards are finalized. | In 2021-22 school year Semester 2, 87% of grades were passing (C or better) In 2022-23 school year Semester 1, 88% of grades were passing (C or better) | [Insert outcome here] | 95% of course grades earned will be Cs or better. |

| | | | | | |
|-----------------------------|---|--|---|-----------------------|---|
| Local and State Assessments | In 2019, Method Schools students scored 21.9 points below standard in Language Arts and 80.3 points below standard in Math. | <p>CAASPP Performance Data will be updated when results come in summer of 2022.</p> <p>iReady ELA K-8: 67% are at or above grade level</p> <p>Of students performing below grade level 27% have improved by one or more grade levels.</p> <p>iReady Math K-8: 46% of students are at or above grade level</p> <p>Of students performing below grade level, 33% improved by one or more grade levels</p> <p>iXL ELA 9-11 36% of students are at or above grade level.</p> <p>Of students performing below grade level, 11% improved by one or more grade levels.</p> <p>iXL Math 9-11 15% of students are at or above grade level</p> | <p>In Method's first CAASPP administration since COVID, Method students scored 37.5 below standard in ELA and 93 points below standard in Math.</p> <p>iReady ELA K-8: 47% are at or above grade level</p> <p>iReady Math K-8: 34% are at or above grade level</p> <p>iXL ELA 9-11 31% a students are at or above grade level, according to our diagnostic.</p> <p>iXL Math 9-11 4% of our students are at or above grade level. 15% increased one grade level or more from diagnostic #1 to #2</p> | [Insert outcome here] | Method Schools will achieve and maintain blue or green status in Academic Performance on the CA School Dashboard. |
|-----------------------------|---|--|---|-----------------------|---|

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-----------------|---|---|---|-----------------------|--|
| | | Of students performing below grade level, 16% improved by one or more grade levels. | The focused skills practice areas showed the most growth on the diagnostic.- Geometry 65% | | |
| Graduation Rate | 29% of cohort students in 2019 graduated with a high school diploma | 78% of cohort students in 2021 graduated with a high school diploma. | 83.1% of cohort students in 2021-22 graduated with a high school diploma | [Insert outcome here] | 95% of cohort students in 2023-24 will graduate with a high school diploma |

Actions

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

Goal Analysis for 2023-24

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

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

A Director of Curriculum was put in place effective August 2022. In addition to the Director of Curriculum, Method expanded the Curriculum writing team to 7 part-time writers and 2 full-time writers.

To embed better support for English Learners, ELLevation curriculum was purchased and is currently being embedded into existing courses.

Staffing changes impacted the counseling team. Three counselors replaced last year's team, and the new team is currently enrolled in Counseling Certification program through UC Riverside or UC Los Angeles.

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

Goal 1 budgeted expenditures were \$425,000. Actual expenditures are projected to be approximately \$471,000 at 6/30/2023. No material differences exist.

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

The addition of a counseling with a specific focus on supporting students with post-secondary plans and monitoring high school students' progress towards graduation, has improved Method Schools' graduation rate by 73% from 2021 graduates (74) and 20% from 2022 graduates (106) to the 2023 planned graduates of (128) students. In addition, the counseling team provides homeroom teachers education, training, and support to high school homeroom teachers so that they may better support their students.

The introduction of a new Director of Curriculum and expanded curriculum writing team enabled Method to focus on designing curriculum based on elements of Universal Design Learning and mastery-based learning. Under the team, in-house a Visual Arts & Communication CTE course pathways and Work Experience courses have been added to Method course catalog. Work has begun on expanding Method's courses to K-2 classes. All of these actions allow Method to utilize in-house curriculum rather than rely on outside courses provided by vendors.

In its first administration of the 2021-22 Smarter Balanced Assessment, Method was disappointed by dipping scores since its last administration in 2018-19. While Method's performance is still in line with the overall performance of state schools and even more aligned with schools with a similar online, independent study model, Method underperformed its academic performance goals. Method students scored 39.4 below standard in ELA and 79.6 points below standard in Math. This signified a significant drop in English Language Arts and no growth in Math. Method's ELD population of students consistently performs below average on the Smarter Balanced Assessment, but has never been large enough to qualify as a significant subgroup. As the population of ELD students increases, Method is committed to meeting their individual language needs to support learning in addition to their success on the statewide assessments. Method committed funding to this effort through a subscription to the ELLevation platform, allowing students' performance data to be tracked for growth and areas of focus. Additionally, ELLevation provides research-backed strategies for improving language acquisition and proficiency. The Curriculum team will use the resources provided by ELLevation to create a designated ELD support class for students. In previous years, ELD students received their designated support via one-on-one meetings. They will continue to receive this support in addition to enrolling in a designated ELD class that uses grade level content and scaffolded language activities to support the ELD standards.

Diagnostic assessment data show 20% increased one grade level or more from diagnostic. The focused skills practice areas showed the most growth on the diagnostic. Grammar 63%

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

Under the Director of Curriculum, Method Curriculum Department has recentered its focus on the following initiatives: Using the framework of Competency Based Education. Method Schools uses elements of Universal Design Learning and mastery-based learning & assessment to offer a standards-based approach to the Independent Study model. Method Schools has developed a Profile of the Method Graduate that outlines the twelve competencies students will practice throughout their tenure at Method with a goal of building the skill set necessary for postsecondary success. Explicit instruction and practice of these competencies are embedded into the coursework alongside a focus on standards-mastery. Curriculum offers students choice and is designed for universal access. Teachers use equitable grading practices to measure mastery and ensure students are able to show what they have learned and receive a grade that reflects learning rather than compliance. Courses are being rewritten with full implementation anticipated for Fall 2024.

The counseling department at Method schools has become a vital component to the student success and their progression within their pathway toward graduation and providing the teachers and Method families with college and career readiness knowledge. The counseling team thrives on building relationships with teachers and providing positive experiences for students while we have a unique position in assisting from enrollment to graduation. With the addition of the counseling support Method teachers, students, and families are provided with the knowledge to be create college and career readiness in all directly affected with the students planning.

The counseling department has grown in itself with an added counselor and the registrar moving to more closely support the counseling team. The counselors support high school students by increasing college and career awareness through flyers, newsletters, and the counseling webpage to support families and students. Counselors provide weekly meetings and events, allows for small group discussion, check-ins, and goal setting with both students and teachers. The grad planner process has become more streamlined through onboarding meetings and students receive counselor support through weekly office hours. Finally, the counseling team has built relationships with community colleges in the Southern California area from; MSJC, Chaffey, LAVC, LACC, OCC, RCC, and more. The counseling team conducts surveys and collects data from teachers and students. The goal has been to provide consistent support following data collected to the immediate needs of our students.

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

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|---|----------------|---|
| Participation in CTE | 17 students enrolled in CTE courses during the 20-21 school year. There were a total of 19 courses selected. | 66 students enrolled in a CTE course during the 2021-22 school year. There were a total of 35 courses selected. | 88 students enrolled in a CTE course during the 2022-2023 school year. There are a total of 26 courses selected. | | Increase completion of CTE pathways to 30% of 2023-2024 graduating class. |
| Satisfaction with mental health services | 71% of Method parents and 65% of Method students are satisfied with the school's efforts to address social and emotional wellness. | Method Schools has introduced schoolwide homeroom curriculum to address SEL and trauma-informed teaching training. | Developed Meal Assistance Program Continued development of homeroom curriculum and weekly schoolwide execution of homeroom lesson plans. | | 85% of Method parents and 80% of students will be satisfied with the school's efforts to address social and emotional wellness. |

| | | | | | |
|--|---|---|---|--|--|
| Opportunities, tiles (clubs), and participation in school events | Due to COVID, Method Schools was unable to offer any in-person field trip opportunities. | <p>Method Schools introduced two virtual schoolwide assemblies at the start of the semester with an average attendance 475 participants.</p> <p>Method schools offered 39 in-person field trips and gatherings total including college field trips, museums, and hands on learning activities. 479 Method students and parents participated in these activities.</p> | <p>Developed yearlong tiles including Associated Student Body and Yearbook</p> <p>415 Method Students and Parents registered for in-person field trips and activities.</p> <p>Added competitive team sports by joining CIF league.</p> <p>Created new "Mobile Student Success Manager" role</p> | | Students will increase their feeling of belonging and community at Method Schools by increasing participation and engagement in non-academic events. |
| Increase involvement of parents in parent workshop attendance | Method Schools offered 7 Parent Workshops in the 2020-21 school year with an average attendance of 12 participants. | <p>Method Schools is introducing a Parent Advisory Committee application process with hopes of filling a committee for 2022-23 school year. Method hosted two social and informational sessions to garner interest in the Parent Advisory Committee</p> <p>Planning in progress to offer more robust parent programming that addresses needs like social and emotional learning, computer literacy, financial literacy, and</p> | <p>Parent Advisory Committee has been established with 4 parents serving on the committee.</p> <p>Method PAC co-hosted a Fall Festival with Method Associated Student Body. Additionally, they plan to host a self-defense class for families, and a miniature golf family event in both LA and Murrieta to close the 22-23 school year.</p> <p>Developing parent education opportunities including in-person and virtual</p> | | Parents will feel better supported and a part of the Method community and be better equipped to support their students based on survey data, fully formed PAC, and attendance in parent workshops. |

| | | | | | |
|--|--|--|---|--|--|
| | | best practices in supporting students. | classes/webinars and a series of self-paced mini-courses to enable parents to be better learning coaches. | | |
|--|--|--|---|--|--|

Actions

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

Goal Analysis for 2023-24

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

In order to minimize the use of outside curriculum vendors, Method began writing its own Career Technical Education courses using the CTE Model Curriculum standards and framework. Thus far, Method has developed several new Career Technical Education pathways including: Visual Arts & Communication, Graphic Design, and Work-based Learning. Courses are taught by fully-credentialed CTE instructors. Next steps include cultivating community partnerships to create observation and internship opportunities and collecting postsecondary data from pathway completers, in addition to expanding pathway offerings in accordance with student interest surveys.

In order to increase the frequency and extend the reach of in-person events, Method added the role of Mobile Student Success Manager (or Mobile SSM). Two Mobile SSMs host Teach Squad events, provide academic support, and host field trips in their assigned regions. Method employs two Mobile SSMs that cover the Los Angeles & San Bernardino counties and San Diego, Orange, & Riverside counties.

In an effort to increase social opportunities, student centered organizations like Associated Student Body and Yearbook was established in the 2022-23 school year providing yearlong opportunities for students to collaborate and contribute to the overall school culture. Student participation in HOPE squad has declined. Method still offers the HOPE Squad class and curriculum, but the school will renew efforts to recruit participation in HOPE squad spearheaded by Associated Student Body students in the coming year. Method also joined a CIF league and has participated in competitive sports for students grades 4-8. Resources will be allocated to expand all of these opportunities.

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

Goal 2 budgeted expenditures were \$472,000. Actual expenditures are projected to be approximately \$344,500, or 73% of budget, at 6/30/2023. Action item #2 was budgeted for \$378,000. At year end we expect to spend approximately \$240,000 of this budgeted amount. The difference is primarily due to enrollment changes since the initial LCAP plan was instituted. The budget for action item #2 will be decreased in 2023-24 to reflect actual student needs.

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

The development of new Career Technical Education pathways has increased student participation in CTE classes by 33% better preparing students for post secondary options through comprehensive career exploration courses. The number of different CTE courses selected have decreased as more students have been interested in the CTE courses developed by Method rather than the outside curriculum vendors.

Social activities have increased and Method has both developed and increased the opportunities for field trips and social events, but also expanded the opportunities for students to both socialize and contribute to Method community through clubs and activities such as Yearbook, Associated Student Body, and competitive CIF sports. Thus far, Method has fielded Boys Basketball and 7-on-7 Football teams

After recruitment efforts last year, Method established its first Parent Advisory Committee. Starting with two members, the committee has doubled in size. The Parent Advisory Committee serves to provide insight on the needs of Method School families including parent education opportunities and social activities.

The addition of two Mobile Student Success Managers increase Method's visibility in local communities outside of their headquarters in Murrieta. Method deploys two Student Success Managers to different areas of Southern California four days a week.

Despite these efforts, surveys still show mixed results in satisfaction with extracurricular activities. The most recent student survey showed that only 49% of students were satisfied with the extracurricular activities offered at Method. Upon further exploration, Method will target specifically the time and locations that are more convenient for most in order to provide equitable opportunities for socialization regardless of where a student lives.

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

Method will infuse more parent programming in the future years to build upon a growing parent community. In addition to field trips and events, Method Schools will focus more attention on providing opportunities for positive school interactions through the introduction of athletics and competitive sports teams. Targeted efforts will be made leading into next school year to attract more students to these opportunities including field days and spirit weeks to build school spirit and community including reinvigorating participation in HOPE squad and increasing participation in other classes and clubs like Associated Student Body and Yearbook.

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

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|--|----------------|--|
| Increase coaching/mentorship time | 67% of students rate their teachers very or extremely effective. | 90% of Method community rated Method teachers very or extremely effective. | 91% of students rate their teachers teach extremely well (36%), Very well (35%) or moderately well (20%) | | Method Schools teachers will increase their effectiveness |
| Develop Professional Development catalog | Method Schools developed a one week intensive training for newly hired teachers and instructional staff as well as mini-trainings throughout the year. | Implemented eLoomi professional training system and performance management software. Method offered trauma informed training and cultural diversity training school wide. | Began Competency Based Learning training in preparation for move to CBL | | Method Schools will develop a personalized Professional Development catalog with personalized offerings based on areas of need and meets the needs of both beginning and veteran teachers. |
| Develop coaching and mentorship through beginning teacher induction program. | 44% of Method Schools staff are within their first two years of teaching. | 16.1% of staff completed their first year of induction. | 36% of staff completed Year 1 of induction 57% of staff completed | | 75% of staff will have cleared their teaching credential having demonstrated mastery of CSTP framework. |

| | | | | | |
|--|--|---|---|--|--|
| | | 22.6% of staff completed induction. | induction. | | |
| | | Method Schools is in Phase 2 of Initial Institutional Approval for an in-house induction program. | Offered Developmental Coaching to all staff and Instructional Coaching in pilot program | | |

Actions

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

Goal Analysis for 2023-24

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

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

Due to leadership reorganization, Method paused its development of the Initial Institutional Approval process. Method remains in stage two of the overall process.

Method continues to refine its systems of support for teachers including the structure of its coaching program. A new instructional coaching and developmental coaching program was founded this year. Method also continues its use of eLoomi to house training courses and its evaluation process.

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

Goal 3 budgeted expenditures were \$268,000. Actual expenditures are projected to be approximately \$189,000, or 71% of budget, at 6/30/2023. Action item 3, Induction Program, represents the difference between budget and expenditures. This action item has not yet been implemented due to the departure of the assigned personnel.

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

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

In its first year, staff rated coaching extremely impactful (38%) or somewhat impactful (50%). Refinements will continue to be made based on feedback from coaching leads, administration, and staff.

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

Method continues to refine how to best support teachers in instruction and student support. In its pilot year, the new coaching program has been rated somewhat impactful by the majority of the staff and refinements will be made so that coaching is more effective and impactful for its employees.

Now having used eLoomi as a performance management tool for two years, Method has discovered limitations in its capabilities. Method has begun research on a tool that can meet the organization's needs to track employee progress toward schoolwide Objectives and Key Results as well as provide effective and meaningful feedback for evaluations.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

| | |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| \$589,379 | \$0 |

Required Percentage to Increase or Improve Services for the LCAP Year

| | | | |
|---|-----------------------------|-------------------------|---|
| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
| 11.47% | 0% | \$0 | 11.47% |

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

Required Descriptions

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

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

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

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

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

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

| | | |
|---|--|---|
| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
| Staff-to-student ratio of classified staff providing direct services to students | 6:1 | N/A |
| Staff-to-student ratio of certificated staff providing direct services to students | 6:1 | N/A |

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration

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

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

Action Tables

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

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

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

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

Data Entry Table

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

- **LCAP Year:** Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

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

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Method Schools LA

CDS Code: 19-175309-0137703

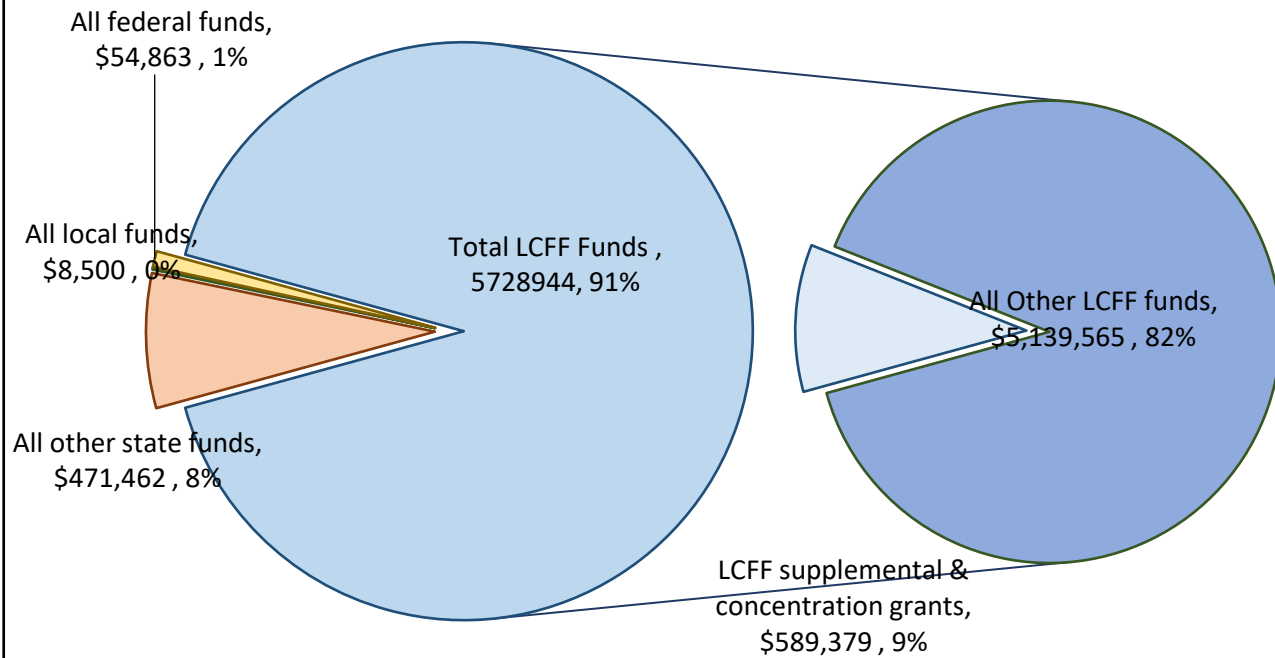
School Year: 2023-24

LEA contact information: Stefanie Bryant

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

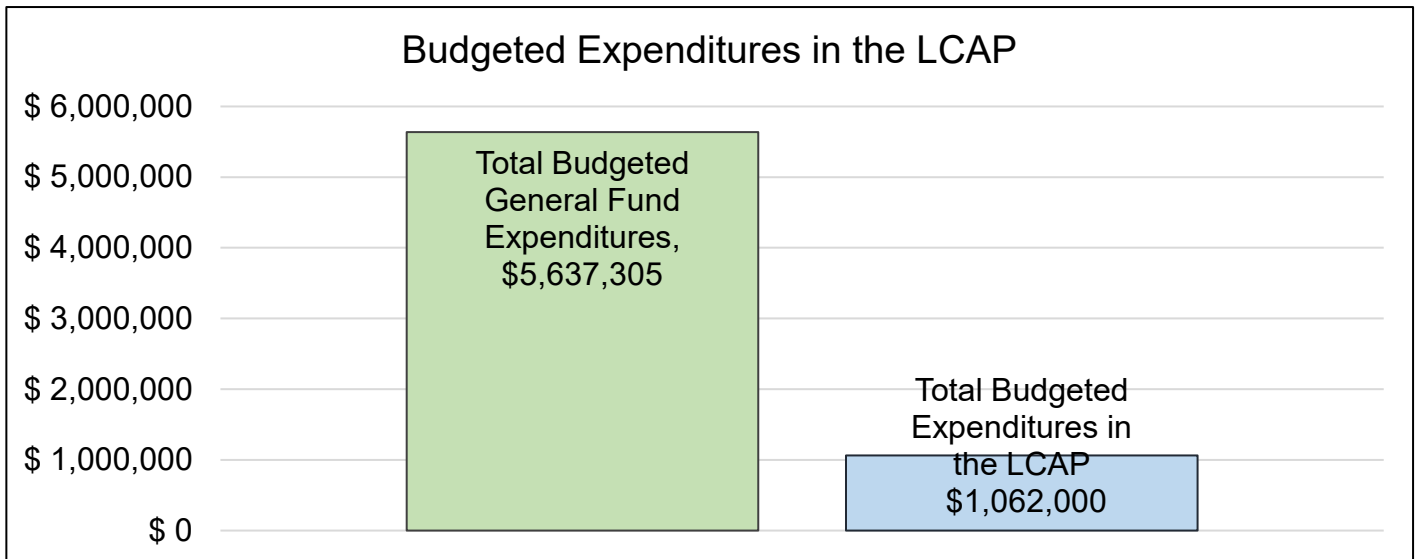


This chart shows the total general purpose revenue Method Schools LA expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Method Schools LA is \$6,263,769.00, of which \$5,728,944.00 is Local Control Funding Formula (LCFF), \$471,462.00 is other state funds, \$8,500.00 is local funds, and \$54,863.00 is federal funds. Of the \$5,728,944.00 in LCFF Funds, \$589,379.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Method Schools LA plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Method Schools LA plans to spend \$5,637,305.00 for the 2023-24 school year. Of that amount, \$1,062,000.00 is tied to actions/services in the LCAP and \$4,575,305.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The bulk of the expenditures which are not part of the LCAP are day to day student instruction, including teacher salaries and benefits. Other non LCAP expenses include student support needs, student information systems and tech. Other expenses necessary to operations such as accounting, human resources and the like are also not part of the LCAP budget.

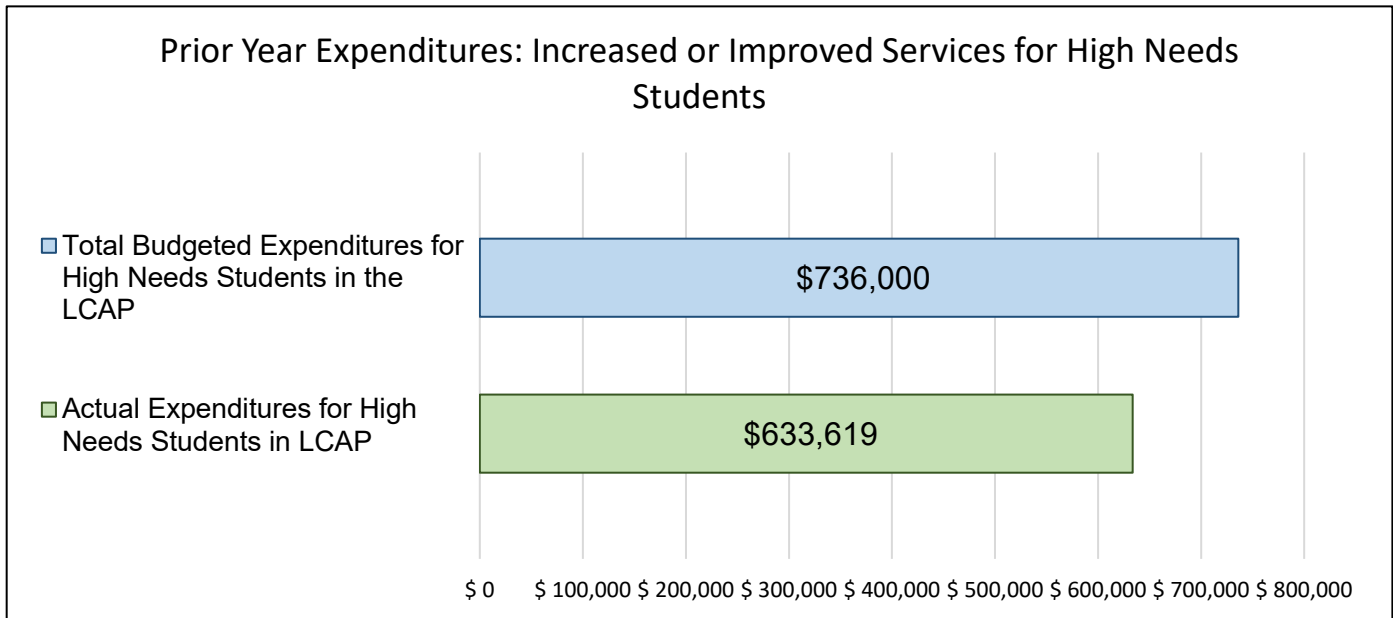
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

LCFF Budget Overview for Parents

In 2023-24, Method Schools LA is projecting it will receive \$589,379.00 based on the enrollment of foster youth, English learner, and low-income students. Method Schools LA must describe how it intends to increase or improve services for high needs students in the LCAP. Method Schools LA plans to spend \$633,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Method Schools LA budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Method Schools LA estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Method Schools LA's LCAP budgeted \$736,000.00 for planned actions to increase or improve services for high needs students. Method Schools LA actually spent \$633,619.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of \$102,381.00 had the following impact on Method Schools LA's ability to increase or improve services for high needs students:

The primary reason budgeted expenditures for improved services exceed projected actual expenditures is related to Goal 2 action 2. Changes in ADA numbers have resulted in a smaller need than originally budgeted for. In the 23-24 plan this line item budget will be reduced. The difference has not impacted overall services for high need students.

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

22-23 Data Entry Table: Inclusion as part of the LCAP Template is optional

| LCAP Year (Input) | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|----------------------|--|--|---|---|--|
| 22-23 | \$ 4,645,197 | \$ 439,157 | 9.45% | 0.00% | 9.45% |

[illegible]

[illegible]

22-23 Total Planned Expenditures Table

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

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[illegible]

22-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$ 4,645,197 | \$ 439,157 | 9.45% | 0.00% | 9.45% | \$ 736,000 | 0.00% | 15.84% | Total: | \$ 736,000 |
| | | | | | | | | LEA-wide Total: | \$ - |
| | | | | | | | | Limited Total: | \$ - |
| | | | | | | | | Schoolwide Total: | \$ 736,000 |

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

22-23 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---------|---|--|
| Totals: | \$ 1,165,000.00 | \$ 1,004,652.00 |

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

22-23 Contributing Actions Annual Update Table

| 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Actual Percentage of Improved Services (%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|--|---|--|---|---|
| \$ 439,157 | \$ 736,000 | \$ 633,619 | \$ 102,381 | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|--|--|---|---|---|
| 1 | 2 | Competency-Based Learning Development | Yes | \$ 200,000 | \$ 213,435.00 | 0.00% | 0.00% |
| 1 | 3 | College & Career Counseling | Yes | \$ 125,000 | \$ 138,285.00 | 0.00% | 0.00% |
| 2 | 1 | CTE Expansion | Yes | \$ 33,000 | \$ 45,651.00 | 0.00% | 0.00% |
| 2 | 2 | Mental Health / Social Emotional Wellness | Yes | \$ 378,000 | \$ 236,248.00 | 0.00% | 0.00% |
| | | | | | | | |

22-23 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$ 4,645,197 | \$ 439,157 | 0.00% | 9.45% | \$ 633,619 | 0.00% | 13.64% | \$0.00 - No Carryover | 0.00% - No Carryover |

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

23-24 Data Entry Table: Inclusion as part of the LCAP Template is optional

| LCAP Year (Input) | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|----------------------|--|--|---|---|--|
| 23-24 | \$ 5,139,565 | \$ 589,379 | 11.47% | 0.00% | 11.47% |

[illegible]

[illegible]

23-24 Total Planned Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|-------------|-----------------|---------------------|
| Totals | \$ 1,062,000 | \$ - | \$ - | \$ - | 1,062,000 | \$ 822,000 | \$ 240,000 |

[illegible]

[illegible]

23-24 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$ 5,139,565 | \$ 589,379 | 11.47% | 0.00% | 11.47% | \$ 633,000 | 0.00% | 12.32% | Total: | \$ 633,000 |
| | | | | | | | | LEA-wide Total: | \$ - |
| | | | | | | | | Limited Total: | \$ - |
| | | | | | | | | Schoolwide Total: | \$ 633,000 |

[illegible]

[illegible]

[illegible]

[illegible]

23-24 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---------|---|--|
| Totals: | \$ 1,062,000.00 | \$ - |

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

23-24 Contributing Actions Annual Update Table

| 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Actual Percentage of Improved Services (%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|--|---|--|---|---|
| \$ 589,379 | \$ 633,000 | \$ - | \$ 633,000 | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|--|--|---|---|---|
| 1 | 2 | Competency-Based Learning Development | Yes | \$ 200,000 | \$ - | 0.00% | |
| 1 | 3 | College & Career Counseling | Yes | \$ 125,000 | \$ - | 0.00% | |
| 2 | 1 | CTE Expansion | Yes | \$ 33,000 | \$ - | 0.00% | |
| 2 | 2 | Mental Health / Social Emotional Wellness | Yes | \$ 275,000 | \$ - | 0.00% | |
| | | | | | | | |

23-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$ 5,139,565 | \$ 589,379 | 0.00% | 11.47% | \$ - | 0.00% | 0.00% | \$ 589,379.00 | 11.47% |

Method Finance: 23-24 Adopted Budgets



JUNE 15, 2023 BOARD OF DIRECTORS MEETING

Revenue Assumptions

~8.2% State COLA on LCFF

~Estimated ADA of 525 SD, 525 LA
Includes Year Round ADA and DMSA

Fund Balances

~ Projected 7/1/23 Fund Balance \$23.9 million

~Projected 6/30/24 ending FB \$27.9 million

Expenditure Assumptions

~No significant changes to FTE

~8.0% COLA on Salaries. one time performance bonus

~Year round (summer) costs

~DMSA

Cash Flows

~No expected cash flow shortages


~Projected Cash balances at 7/1/23 \$26.8 million





Method ADA Trend:

| Est. 22-23 ADA | Mid-year 22-23 ADA | Current 22-23 ADA | 23-24 Estimated ADA |
|----------------|--------------------|-------------------|---------------------|
| 1012 | 863 | 835 | 1050 |



2022-23 Budget Overview:

| Entity | Total Revenue Budget | Total Expenditures | Net Operating Revenue |
|-------------------|----------------------|--------------------|-----------------------|
| Method Schools | 7,362,481 | 5,383,860 | 1,978,621 |
| Method Schools LA | 7,453,662 | 5,383,860 | 2,069,802 |
| Combined | 14,816,143 | 10,767,720 | 4,048,423 |

2023-24 Revenues:

| Entity | Total Revenue Budget | LCFF/Tax | Other State/Fed/Local Revenue |
|-------------------|----------------------|-------------------|-------------------------------------|
| Method Schools | 7,362,481 | 6,637,619 | 724,862 |
| Method Schools LA | 7,453,662 | 6,796,710 | 656,952 |
| Combined | 14,816,143 | 13,434,329 | 1,381,814 |

2022-23 Expenditures:

| Entity | Total Expense Budget | Certified Staff | Other Staff | Benefits | Curriculum/Books /Supplies | Operating Costs/Services |
|-------------------|----------------------|------------------|------------------|------------------|----------------------------|--------------------------|
| Method Schools | 5,383,860 | 2,483,504 | 932,766 | 762,590 | 485,000 | 720,000 |
| Method Schools LA | 5,383,860 | 2,483,504 | 932,766 | 762,590 | 485,000 | 720,000 |
| Combined | 10,767,720 | 4,967,008 | 1,865,532 | 1,585,180 | 970,000 | 1,440,000 |

- Certified Staff Salary 46%
- Other Staff Salary (includes Aids/SSM) 17%
- Benefits 15%
- Total Salaries and Benefits 78% of budget

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Questions?

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2023-24 Adopted Budget Report Narrative – Method Schools

1. Key Statistics

2022-23 P2 ADA: 445

Est. 2023-24 ADA: 525

2. Revenue Assumptions

ADA utilized in the LCFF calculator for adopted budgets was based upon the 2022-23 P2 principal apportionment plus expected growth associated with year-round track offerings and enrollment in Dehesa Method Sports Academy. The current LCFF calculator includes an 8.2% COLA from the most recently updated Governor's budget.

LCFF Revenues, including LCFF (8011), EPA (8012) and In-Lieu Taxes (8096) were all based on the calculations provided by the most recently released FCMAT LCFF Calculator. Total Revenues for these sources are estimated at \$6,637,619.

The basis for Other State Revenues is a combination of the following revenue sources: Non-Prop Lottery (\$89,250), Prop-20 Lottery (\$35,175), Mandate Block Grant (\$22,762), and State Special Education Funding (\$430,500). All revenue sources are based on the most recent projections from California School Services.

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



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866-METHOD-8
951-461-4620

3. Expenditure Assumptions

Method will have approximately 40 Certificated teachers on staff during 2023-24, equating to approximately 20 FTE. The total budgeted for Certificated Salaries average is \$78,000 per FTE. Method is able to balance employee benefit costs (3000 level) by offering competitive Medical and 403(b) Plans to our employees. Method does not participate in CALSTRS or CALPERS.

Salary expenditures include a 8.0% COLA, and a total of 3% in performance based bonuses. Medical benefits will incur an increase in 23-24 of 9%.

MYP expense projections assume a 3% increase each year over the previous year.

Other Notable Financial Narrative Notes

Any New Notices of Assignment and Dates of Repayment

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

Obligations for Debt Repayment

Response: Method has \$0.00 of debt.

Changes in Ending Fund Balances

Response: Method is projected to end the 2023-24 fiscal year with a positive fund balance of \$10,407,425.

Assignment of Ending Fund Balances

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

Cash Flows

Response: Method Schools has a strong cash position. Method has no current expected cash shortages.

**CHARTER SCHOOL PRELIMINARY BUDGET
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2023 to June 30, 2024

Charter School Certification

| | |
|----------------------------------|-------------------|
| Charter School Name: | Method Schools |
| CDS #: | 37-68049-0129221 |
| Charter Approving Entity: | Dehesa Elementary |
| County: | San Diego |
| Charter #: | 1617 |

For information regarding this report, please contact:

For Approving Entity:

Name

Title

Telephone

E-mail address

For Charter School:

Stefanie Bryant

Name

CFO

Title

801.360.9819

Telephone

sbryant@methodschools.org

E-mail address

To the entity that approved the charter school:

 x) 2023-24 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: _____

Date: _____

Charter School Official
(Original signature required)

Printed

Name: Stefanie Bryant

Title: CFO

To the Acton-Agua Dulce Unified School District

 x) 2023-24 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____

Authorized Representative of
Charter Approving Entity
(Original signature required)

Date: _____

Printed

Name: Agha Mirza

Title: Assistant Superintendent

To the Superintendent of Public Instruction:

 x) 2023-24 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report
verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____

County Superintendent/Designee
(Original signature required)

Date: _____

**CHARTER SCHOOL PRELIMINARY BUDGET
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2023 to June 30, 2024**

Charter School Name: Method Schools
CDS #: 37-68049-0129221
Charter Approving Entity: Dehesa Elementary
County: San Diego
Charter #: 1617

This charter school uses the following basis of accounting:

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

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

| Description | Object Code | 2022-23 Estimated Actuals (A) | 2023-24 Preliminary Budget Unrestricted (B) | 2023-24 Preliminary Budget Restricted (C) | 2023-24 Preliminary Budget Total (D) | Difference (Col A & D) |
|---|-------------|-------------------------------------|--|--|--|---------------------------|
| A. REVENUES | | | | | | |
| 1. LCFF Sources | | | | | | |
| State Aid - Current Year | 8011 | 5,259,802.00 | 6,407,454.00 | | 6,407,454.00 | 1,147,652 |
| Education Protection Account - Current Year | 8012 | 93,070.00 | 105,000.00 | | 105,000.00 | 11,930 |
| State Aid - Prior Years | 8019 | | 0.00 | | 0.00 | 0 |
| Transfer of Charter Schools in Lieu of Property Taxes | 8096 | 110,944.00 | 125,165.00 | | 125,165.00 | 14,221 |
| Other LCFF Transfers | 8091, 8097 | | 0.00 | | 0.00 | 0 |
| Total, LCFF Sources | | 5,463,816.00 | 6,637,619.00 | | 6,637,619.00 | 1,173,803 |
| 2. Federal Revenues (see NOTE on last page) | | | | | | |
| No Child Left Behind | 8290 | 0.00 | | 77,175.00 | 77,175.00 | 77,175 |
| Special Education - Federal | 8181, 8182 | 58,170.00 | | 0.00 | 0.00 | (58,170) |
| Child Nutrition - Federal | 8220 | 0.00 | | 0.00 | 0.00 | 0 |
| Other Federal Revenues | 8290 | | 0.00 | 0.00 | 0.00 | 0 |
| Total, Federal Revenues | | 58,170.00 | 0.00 | 77,175.00 | 77,175.00 | 19,005 |
| 3. Other State Revenues | | | | | | |
| Special Education - State | StateRevSE | 381,587.00 | | 430,500.00 | 430,500.00 | 48,913 |
| Child Nutrition Programs | 8520 | | | 0.00 | 0.00 | 0 |
| Mandated Costs Reimbursements | 8550 | 11,660.00 | 22,762.00 | | 22,762.00 | 11,102 |
| Lottery - Unrestricted and Instructional Materials | 8560 | 110,310.00 | 89,250.00 | 35,175.00 | 124,425.00 | 14,115 |
| Low Performing Student Block Grant | 8590 | | 0.00 | | 0.00 | 0 |
| All Other State Revenues | StateRevAO | 57,206.00 | | | 0.00 | (57,206) |
| Total, Other State Revenues | | 560,763.00 | 112,012.00 | 465,675.00 | 577,687.00 | 16,924 |
| 4. Other Local Revenues | | | | | | |
| Transfers from Sponsoring LEAs to Charter Schools | 8791 | 0.00 | 0.00 | | 0.00 | 0 |
| All Other Local Revenues | LocalRevAO | 22,000.00 | 70,000.00 | 0.00 | 70,000.00 | 48,000 |
| Total, Local Revenues | | 22,000.00 | 70,000.00 | 0.00 | 70,000.00 | 48,000 |
| 5. TOTAL REVENUES | | 6,104,749.00 | 6,819,631.00 | 542,850.00 | 7,362,481.00 | 1,257,732 |
| B. EXPENDITURES | | | | | | |
| 1. Certificated Salaries | | | | | | |
| Teachers' Salaries | 1100 | 2,088,859.00 | 1,895,126.00 | 285,500.00 | 2,180,626.00 | 91,767 |

| | | | | | | |
|--|------|---------------------|---------------------|-------------------|---------------------|------------------|
| Certificated Pupil Support Salaries | 1200 | 0.00 | | 0.00 | 0.00 | 0 |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 263,362.00 | 302,878.00 | 0.00 | 302,878.00 | 39,516 |
| Other Certificated Salaries | 1900 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Total, Certificated Salaries | | 2,352,221.00 | 2,198,004.00 | 285,500.00 | 2,483,504.00 | 131,283 |
| 2. Non-certificated Salaries | | | | | | |
| Instructional Aides' Salaries | 2100 | 125,876.00 | 333,845.00 | 0.00 | 333,845.00 | 207,969 |
| Non-certificated Support Salaries | 2200 | 74,027.00 | 69,261.00 | 0.00 | 69,261.00 | (4,766) |
| Non-certificated Supervisors' and Administrators' Sal. | 2300 | 222,716.00 | 384,986.00 | 0.00 | 384,986.00 | 162,270 |
| Clerical and Office Salaries | 2400 | 670,860.00 | 144,674.00 | 0.00 | 144,674.00 | (526,186) |
| Other Non-certificated Salaries | 2900 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Total, Non-certificated Salaries | | 1,093,479.00 | 932,766.00 | 0.00 | 932,766.00 | (160,713) |

| Description | Object Code | 2022-23 Estimated Actuals (A) | 2023-24 Preliminary Budget Unrestricted (B) | 2023-24 Preliminary Budget Restricted (C) | 2023-24 Preliminary Budget Total (D) | Difference (Col A & D) |
|--|-------------|-------------------------------------|--|--|--|---------------------------|
| 3. Employee Benefits | | | | | | |
| STRS | 3101-3102 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| PERS | 3201-3202 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| OASDI / Medicare / Alternative | 3301-3302 | 272,225.00 | 247,745.00 | 13,600.00 | 261,345.00 | (10,880) |
| Health and Welfare Benefits | 3401-3402 | 385,685.00 | 323,745.00 | 26,255.00 | 350,000.00 | (35,685) |
| Unemployment Insurance | 3501-3502 | 24,275.00 | 16,033.00 | 1,050.00 | 17,083.00 | (7,192) |
| Workers' Compensation Insurance | 3601-3602 | 45,308.00 | 31,542.00 | 2,620.00 | 34,162.00 | (11,146) |
| Retiree Benefits | 3701-3702 | 0.00 | 0.00 | | 0.00 | 0 |
| PERS Reduction (for revenue limit funded schools) | 3801-3802 | 0.00 | 0.00 | | 0.00 | 0 |
| Other Employee Benefits | 3901-3902 | 88,616.00 | 93,000.00 | 7,000.00 | 100,000.00 | 11,384 |
| Total, Employee Benefits | | 816,109.00 | 712,065.00 | 50,525.00 | 762,590.00 | (53,519) |
| 4. Books and Supplies | | | | | | |
| Approved Textbooks and Core Curricula Materials | 4100 | 103918 | 202,500.00 | | 202,500.00 | 202,500 |
| Books and Other Reference Materials | 4200 | 125,000.00 | 150,000.00 | | 150,000.00 | 25,000 |
| Materials and Supplies | 4300 | 29,264.00 | 20,000.00 | 30,000.00 | 50,000.00 | 20,736 |
| Noncapitalized Equipment | 4400 | 75,573.00 | 82,500.00 | | 82,500.00 | 6,927 |
| Food | 4700 | 0.00 | 0.00 | | 0.00 | 0 |
| Total, Books and Supplies | | 333,755.00 | 455,000.00 | 30,000.00 | 485,000.00 | 255,163 |
| 5. Services and Other Operating Expenditures | | | | | | |
| Subagreements for Services | 5100 | 0.00 | 0.00 | | 0.00 | 0 |
| Travel and Conferences | 5200 | 75,407.00 | 76,000.00 | 19,000.00 | 95,000.00 | 19,593 |
| Dues and Memberships | 5300 | 7,892.00 | 7,500.00 | | 7,500.00 | (392) |
| Insurance | 5400 | 40,245.00 | 40,000.00 | | 40,000.00 | (245) |
| Operations and Housekeeping Services | 5500 | 7,566.00 | 13,000.00 | | 13,000.00 | 5,434 |
| Rentals, Leases, Repairs, and Noncap. Improvements | 5600 | 131,645.00 | 83,000.00 | | 83,000.00 | (48,645) |
| Professional/Consulting Services and Operating Expend. | 5800 | 446,076.00 | 336,500.00 | 80,000.00 | 416,500.00 | (29,576) |
| Communications | 5900 | 68,261.00 | 65,000.00 | | 65,000.00 | (3,261) |
| Total, Services and Other Operating Expenditures | | 777,092.00 | 621,000.00 | 99,000.00 | 720,000.00 | (57,092) |
| 6. Capital Outlay | | | | | | |
| (Objects 6100-6170, 6200-6500 for modified accrual basis only) | | | | | | |
| Land and Land Improvements | 6100-6170 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Buildings and Improvements of Buildings | 6200 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |

| Books and Media for New School Libraries or Major Expansion of School Libraries | 6300 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
|--|-------------|-------------------------------------|--|--|--|---------------------------|
| Equipment | 6400 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Equipment Replacement | 6500 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Depreciation Expense (for accrual basis only) | 6900 | 50,000.00 | 0.00 | 0.00 | 0.00 | (50,000) |
| Total, Capital Outlay | | 50,000.00 | 0.00 | 0.00 | 0.00 | (50,000) |
| 7. Other Outgo | | | | | | |
| Tuition to Other Schools | 7110-7143 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Transfers of Pass-Through Revenues to Other LEAs | 7211-7213 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Transfers of Apportionments to Other LEAs - Spec. Ed. | 7221-7223SE | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Transfers of Apportionments to Other LEAs - All Other | 7221-7223AO | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| All Other Transfers | 7280-7299 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Debt Service: | | | | | | 0 |
| Interest | 7438 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Principal (for modified accrual basis only) | 7439 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Total, Other Outgo | | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| 8. TOTAL EXPENDITURES | | 5,422,656.00 | 4,918,835.00 | 465,025.00 | 5,383,860.00 | 65,122 |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) | | 682,093.00 | 1,900,796.00 | 77,825.00 | 1,978,621.00 | |
| Description | Object Code | 2022-23 Estimated Actuals (A) | 2023-24 Preliminary Budget Unrestricted (B) | 2023-24 Preliminary Budget Restricted (C) | 2023-24 Preliminary Budget Total (D) | Difference (Col A & D) |
| D. OTHER FINANCING SOURCES / USES | | | | | | |
| 1. Other Sources | 8930-8979 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| 2. Less: Other Uses | 7630-7699 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) | 8980-8999 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| 4. TOTAL OTHER FINANCING SOURCES / USES | | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | 682,093.00 | 1,900,796.00 | 77,825.00 | 1,978,621.00 | 0 |
| F. FUND BALANCE, RESERVES | | | | | | |
| 1. Beginning Fund Balance | | | | | | |
| a. As of July 1 | 9791 | 8,283,138.00 | 8,428,804.00 | | 8,428,804.00 | 145,666 |
| b. Adjustments/Restatements to Beginning Balance | 9793, 9795 | (536,427.00) | | | 0.00 | 536,427 |
| c. Adjusted Beginning Balance | | 7,746,711.00 | 8,428,804.00 | 0.00 | 8,428,804.00 | |
| 2. Ending Fund Balance, Oct 31 (E + F.1.c.) | | 8,428,804.00 | 10,329,600.00 | 77,825.00 | 10,407,425.00 | 1,978,621 |
| Components of Ending Fund Balance: | | | | | | |
| Reserve for Revolving Cash (equals object 9130) | 9711 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Reserve for Stores (equals object 9320) | 9712 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Reserve for Prepaid Expenditures (equals object 9330) | 9713 | 0.00 | 0.00 | 0.00 | 0.00 | |
| All Others | 9719 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Legally Restricted Balance | 9740 | 0.00 | | 0.00 | 0.00 | |
| Designated for Economic Uncertainties | 9770 | 0.00 | 0.00 | | 0.00 | |
| Other Designations | 9775, 9780 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Net Investment in Capital Assests (Accrual Basis Only) | 9796 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Undesignated / Unappropriated Amount | 9790 | 8,428,804.00 | 10,329,600.00 | 77,825.00 | 10,407,425.00 | 1,978,621 |

CHARTER SCHOOL MULTI-YEAR PROJECTION - ALTERNATIVE FORM

| | |
|---------------------------|-------------------|
| Charter School Name: | Method Schools |
| CDS #: | 37-68049-0129221 |
| Charter Approving Entity: | Dehesa Elementary |
| County: | San Diego |
| Charter #: | 1617 |
| Fiscal Year: | 2023-24 |

| 2023-24 (populated from Alternative Form Tab) | | | | | | |
|--|-------------|---------------------------------|-------------------------------|--------------------------|---------------------|---------------------|
| Description | Object Code | Preliminary Budget Unrestricted | Preliminary Budget Restricted | Preliminary Budget Total | Totals for 2024-25 | Totals for 2025-26 |
| A. REVENUES | | | | | | |
| 1. LCFF Sources | | | | | | |
| State Aid - Current Year | 8011 | 6,407,454.00 | | 6,407,454.00 | 6,624,903.00 | 6,800,902.00 |
| Education Protection Account - Current Year | 8012 | 105,000.00 | | 105,000.00 | 105,000.00 | 105,000.00 |
| State Aid - Prior Years | 8019 | | | 0.00 | | |
| Transfer of Charter Schools in Lieu of Property Taxes | 8096 | 125,165.00 | | 125,165.00 | 125,165.00 | 125,165.00 |
| Other LCFF Transfers | 8091, 8097 | 0.00 | | 0.00 | 0.00 | 0.00 |
| Total, LCFF Sources | | 6,637,619.00 | | 6,637,619.00 | 6,855,068.00 | 7,031,067.00 |
| 2. Federal Revenues | | | | | | |
| No Child Left Behind | 8290 | | 0.00 | 0.00 | 0.00 | 0.00 |
| Special Education - Federal | 8181, 8182 | | 77,175.00 | 77,175.00 | 77,175.00 | 77,175.00 |
| Child Nutrition - Federal | 8220 | | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Federal Revenues | 8290 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total, Federal Revenues | | 0.00 | 77,175.00 | 77,175.00 | 77,175.00 | 77,175.00 |
| 3. Other State Revenues | | | | | | |
| Special Education - State | StateRevSE | | 430,500.00 | 430,500.00 | 430,500.00 | 430,500.00 |
| Child Nutrition Programs | 8520 | | 0.00 | 0.00 | | |
| Mandated Costs Reimbursements | 8550 | 22,762.00 | | 22,762.00 | 22,762.00 | 22,762.00 |
| Lottery - Unrestricted and Instructional Materials | 8560 | 89,250.00 | 35,175.00 | 124,425.00 | 124,425.00 | 124,425.00 |
| Low Performing Student Block Grant | 8590 | 0.00 | | 0.00 | | |
| All Other State Revenues | StateRevAO | | | 0.00 | 0.00 | 0.00 |
| Total, Other State Revenues | | 112,012.00 | 465,675.00 | 577,687.00 | 577,687.00 | 577,687.00 |
| 4. Other Local Revenues | | | | | | |
| Transfers from Sponsoring LEAs to Charter Schools | 8791 | 0.00 | | 0.00 | 0.00 | 0.00 |
| All Other Local Revenues | LocalRevAO | 70,000.00 | 0.00 | 70,000.00 | 70,000.00 | 70,000.00 |
| Total, Local Revenues | | 70,000.00 | 0.00 | 70,000.00 | 70,000.00 | 70,000.00 |
| 5. TOTAL REVENUES | | 6,819,631.00 | 542,850.00 | 7,362,481.00 | 7,579,930.00 | 7,755,929.00 |
| B. EXPENDITURES | | | | | | |
| 1. Certificated Salaries | | | | | | |
| Teachers' Salaries | 1100 | 1,895,126.00 | 285,500.00 | 2,180,626.00 | 2,285,882.00 | 2,468,753.00 |
| Certificated Pupil Support Salaries | 1200 | | 0.00 | 0.00 | 0.00 | 0.00 |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 302,878.00 | 0.00 | 302,878.00 | 317,581.00 | 342,987.00 |
| Other Certificated Salaries | 1900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total, Certificated Salaries | | 2,198,004.00 | 285,500.00 | 2,483,504.00 | 2,603,463.00 | 2,811,740.00 |
| 2. Non-certificated Salaries | | | | | | |

| Instructional Aides' Salaries | 2100 | 333,845.00 | 0.00 | 333,845.00 | 350,051.00 | 378,055.00 |
|---|-------------|---------------------------------|-------------------------------|--------------------------|--------------------|---------------------|
| Non-certificated Support Salaries | 2200 | 69,261.00 | 0.00 | 69,261.00 | 72,623.00 | 78,433.00 |
| Non-certificated Supervisors' and Administrators' Sal. | 2300 | 384,986.00 | 0.00 | 384,986.00 | 406,714.00 | 439,251.00 |
| Clerical and Office Salaries | 2400 | 144,674.00 | 0.00 | 144,674.00 | 151,697.00 | 163,833.00 |
| Other Non-certificated Salaries | 2900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total, Non-certificated Salaries | | 932,766.00 | 0.00 | 932,766.00 | 981,085.00 | 1,059,572.00 |
| Description | Object Code | Preliminary Budget Unrestricted | Preliminary Budget Restricted | Preliminary Budget Total | Totals for 2024-25 | Totals for 2025-26 |
| 3. Employee Benefits | | | | | | |
| STRS | 3101-3102 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| PERS | 3201-3202 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| OASDI / Medicare / Alternative | 3301-3302 | 247,745.00 | 13,600.00 | 261,345.00 | 274,218.00 | 296,155.00 |
| Health and Welfare Benefits | 3401-3402 | 323,745.00 | 26,255.00 | 350,000.00 | 367,500.00 | 362,500.00 |
| Unemployment Insurance | 3501-3502 | 16,033.00 | 1,050.00 | 17,083.00 | 15,925.00 | 15,939.00 |
| Workers' Compensation Insurance | 3601-3602 | 31,542.00 | 2,620.00 | 34,162.00 | 35,845.00 | 38,713.00 |
| Retiree Benefits | 3701-3702 | 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 |
| Other Employee Benefits | 3901-3902 | 93,000.00 | 7,000.00 | 100,000.00 | 112,500.00 | 125,000.00 |
| Total, Employee Benefits | | 712,065.00 | 50,525.00 | 762,590.00 | 805,988.00 | 838,307.00 |
| 4. Books and Supplies | | | | | | |
| Approved Textbooks and Core Curricula Materials | 4100 | 202,500.00 | | 202,500.00 | 213,638.00 | 225,388.00 |
| Books and Other Reference Materials | 4200 | 150,000.00 | | 150,000.00 | 158,250.00 | 166,954.00 |
| Materials and Supplies | 4300 | 20,000.00 | 30,000.00 | 50,000.00 | 52,750.00 | 55,651.00 |
| Noncapitalized Equipment | 4400 | 82,500.00 | | 82,500.00 | 87,037.00 | 91,824.00 |
| Food | 4700 | 0.00 | | 0.00 | 0.00 | 0.00 |
| Total, Books and Supplies | | 455,000.00 | 30,000.00 | 485,000.00 | 511,675.00 | 539,817.00 |
| 5. Services and Other Operating Expenditures | | | | | | |
| Subagreements for Services | 5100 | 0.00 | | 0.00 | 0.00 | 0.00 |
| Travel and Conferences | 5200 | 76,000.00 | 19,000.00 | 95,000.00 | 100,225.00 | 105,737.00 |
| Dues and Memberships | 5300 | 7,500.00 | | 7,500.00 | 7,912.00 | 8,348.00 |
| Insurance | 5400 | 40,000.00 | | 40,000.00 | 42,200.00 | 44,521.00 |
| Operations and Housekeeping Services | 5500 | 13,000.00 | | 13,000.00 | 13,715.00 | 14,469.00 |
| Rentals, Leases, Repairs, and Noncap. Improvements | 5600 | 83,000.00 | | 83,000.00 | 87,565.00 | 92,381.00 |
| Professional/Consulting Services and Operating Expend. | 5800 | 336,500.00 | 80,000.00 | 416,500.00 | 439,408.00 | 463,575.00 |
| Communications | 5900 | 65,000.00 | | 65,000.00 | 68,575.00 | 72,347.00 |
| Total, Services and Other Operating Expenditures | | 621,000.00 | 99,000.00 | 720,000.00 | 759,600.00 | 801,378.00 |
| 6. Capital Outlay | | | | | | |
| (Objects 6100-6170, 6200-6500 for modified accrual basis only) | | | | | | |
| Land and Land Improvements | 6100-6170 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Buildings and Improvements of Buildings | 6200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Books and Media for New School Libraries or Major Expansion of School Libraries | 6300 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Equipment | 6400 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Equipment Replacement | 6500 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Depreciation Expense (for accrual basis only) | 6900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 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 | 0.00 | 0.00 |
| Transfers of Pass-Through Revenues to Other LEAs | 7211-7213 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transfers of Apportionments to Other LEAs - Spec. Ed. | 7221-7223SE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transfers of Apportionments to Other LEAs - All Other | 7221-7223AO | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| All Other Transfers | 7280-7299 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|--|-------------|---------------------------------|-------------------------------|--------------------------|----------------------|----------------------|
| Debt Service: | | | | | | |
| Interest | 7438 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Principal (for modified accrual basis only) | 7439 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total, Other Outgo | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 8. TOTAL EXPENDITURES | | 4,918,835.00 | 465,025.00 | 5,383,860.00 | 5,661,811.00 | 6,050,814.00 |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) | | 1,900,796.00 | 77,825.00 | 1,978,621.00 | 1,918,119.00 | 1,705,115.00 |
| Description | Object Code | Preliminary Budget Unrestricted | Preliminary Budget Restricted | Preliminary Budget Total | Totals for 2024-25 | Totals for 2025-26 |
| 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) | | 1,900,796.00 | 77,825.00 | 1,978,621.00 | 1,918,119.00 | 1,705,115.00 |
| F. FUND BALANCE, RESERVES | | | | | | |
| 1. Beginning Fund Balance | | | 0.00 | | | |
| a. As of July 1 | 9791 | 8,428,804.00 | 0.00 | 8,428,804.00 | 10,407,425.00 | 12,325,544.00 |
| b. Adjustments/Restatements to Beginning Balance | 9793, 9795 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| c. Adjusted Beginning Balance | | 8,428,804.00 | 0.00 | 8,428,804.00 | 10,407,425.00 | 12,325,544.00 |
| 2. Ending Fund Balance, Oct 31 (E + F.1.c.) | | 10,329,600.00 | 77,825.00 | 10,407,425.00 | 12,325,544.00 | 14,030,659.00 |
| Components of Ending Fund Balance: | | | | | | |
| Reserve for Revolving Cash (equals object 9130) | 9711 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Reserve for Stores (equals object 9320) | 9712 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Reserve for Prepaid Expenditures (equals object 9330) | 9713 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| All Others | 9719 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Legally Restricted Balance | 9740 | | 0.00 | | 0.00 | 0.00 |
| Designated for Economic Uncertainties | 9770 | 0.00 | | 0.00 | 0.00 | 0.00 |
| Other Designations | 9775, 9780 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Net Investment in Capital Assests (Accrual Basis Only) | 9796 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Undesignated / Unappropriated Amount | 9790 | | 0.00 | | 12,325,544.00 | 14,030,659.00 |

| Object | 2023-24 Adopted Budget | July Actuals | August Actuals | September Actuals | October Actuals | November Actuals | December Actuals | January Actuals | February Projection | March Projection | April Projection | May Projection | June Projection | Accruals | Adjustments | TOTAL |
|--|---------------------------|------------------|------------------|-------------------|------------------|------------------|------------------|------------------|---------------------|-------------------|-------------------|-------------------|-------------------|---------------|-------------|-------------------|
| Actuals required through the month of : October | | | | | | | | | | | | | | | | |
| A. BEGINNING CASH | | 8,857,213 | 9,014,915 | 8,923,028 | 9,161,805 | 9,351,826 | 9,541,847 | 9,775,618 | 9,965,639 | 10,155,660 | 10,396,941 | 10,585,711 | 10,774,480 | | | |
| B. RECEIPTS | | | | | | | | | | | | | | | | |
| LCFF/Revenue Limit Sources | | | | | | | | | | | | | | | | |
| Principal Apportionment 8010-8019 | 6,512,454 | 320,373 | 320,373 | 602,921 | 576,671 | 576,671 | 602,921 | 576,671 | 576,671 | 602,921 | 576,671 | 576,671 | 602,919 | | | 6,512,454 |
| In Lieu Property Taxes 8099 | 125,165 | | 7,510 | 15,020 | 10,013 | 10,013 | 10,013 | 10,013 | 10,013 | 17,523 | 8,762 | 8,762 | 8,762 | 8,762 | | 125,165 |
| Miscellaneous Funds 8080-8098 | 77,175 | | | | | | | | | | | | | | | 0 |
| Federal Revenue 8100-8299 | | | | | | | | | | | | | | 77,175 | | 77,175 |
| Other State Revenue 8300-8599 | 577,687 | 28,884 | 28,884 | 51,992 | 51,992 | 51,992 | 51,992 | 51,992 | 51,992 | 51,992 | 51,992 | 51,992 | 51,992 | 0 | | 577,687 |
| Other Local Revenue 8600-8799 | 70,000 | | | 17,500 | | | 17,500 | | | 17,500 | | | 17,500 | | | 70,000 |
| Interfund Transfers In 8910-8929 | | | | | | | | | | | | | | | | 0 |
| All Other Financing Sources 8930-8979 | | | | | | | | | | | | | | | | 0 |
| TOTAL RECEIPTS | 7,362,481 | 349,257 | 356,767 | 687,433 | 638,676 | 638,676 | 682,426 | 638,676 | 638,676 | 689,936 | 637,424 | 637,424 | 681,172 | 85,937 | 0 | 7,362,481 |
| C. DISBURSEMENTS | | | | | | | | | | | | | | | | |
| Certificated Salaries 1000-1999 | 2,483,504 | 206,959 | 206,959 | 206,959 | 206,959 | 206,959 | 206,959 | 206,959 | 206,959 | 206,959 | 206,959 | 206,959 | 206,959 | | | 2,483,504 |
| Classified Salaries 2000-2999 | 932,766 | 77,731 | 77,731 | 77,731 | 77,731 | 77,731 | 77,731 | 77,731 | 77,731 | 77,731 | 77,731 | 77,731 | 77,731 | | | 932,766 |
| Employee Benefits 3000-3999 | 762,590 | 63,549 | 63,549 | 63,549 | 63,549 | 63,549 | 63,549 | 63,549 | 63,549 | 63,549 | 63,549 | 63,549 | 63,549 | | | 762,590 |
| Books and Supplies 4000-4999 | 485,000 | 40,417 | 40,417 | 40,417 | 40,417 | 40,417 | 40,417 | 40,417 | 40,417 | 40,417 | 40,417 | 40,417 | 40,417 | | | 485,000 |
| Services 5000-5999 | 720,000 | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 | | | 720,000 |
| Capital Outlay 6000-6999 | 0 | | | | | | | | | | | | | | | 0 |
| Other Outgo 7000-7499 | | | | | | | | | | | | | | | | 0 |
| Interfund Transfers Out 7600-7629 | | | | | | | | | | | | | | | | 0 |
| All Other Financing Uses 7630-7699 | | | | | | | | | | | | | | | | 0 |
| TOTAL DISBURSEMENTS | 5,383,860 | 448,655 | 448,655 | 448,655 | 448,655 | 448,655 | 448,655 | 448,655 | 448,655 | 448,655 | 448,655 | 448,655 | 448,655 | 0 | 0 | 5,383,860 |
| D. BALANCE SHEET ITEMS | Beginning Balances | | | | | | | | | | | | | | | |
| <u>Assets and Deferred Outflows</u> | | | | | | | | | | | | | | | | |
| Cash Not In Treasury 9111-9199 | 257,100 | 257,100 | | | | | | | | | | | | | | 257,100 |
| Accounts Receivable 9200-9299 | | | | | | | | | | | | | | | | 0 |
| Due From Other Funds 9310 | | | | | | | | | | | | | | | | 0 |
| Stores 9320 | | | | | | | | | | | | | | | | 0 |
| Prepaid Expenditures 9330 | | | | | | | | | | | | | | | | 0 |
| Other Current Assets 9340 | | | | | | | | | | | | | | | | 0 |
| Deferred Outflows of Resources 9490 | | | | | | | | | | | | | | | | 0 |
| SUBTOTAL | 257,100 | 257,100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 257,100 |
| <u>Liabilities and Deferred Inflows</u> | | | | | | | | | | | | | | | | |
| Accounts Payable 9500-9599 | | | | | | | | | | | | | | | | 0 |
| Due To Other Funds 9610 | | | | | | | | | | | | | | | | 0 |
| Current Loans 9640 | | | | | | | | | | | | | | | | 0 |
| Unearned Revenues 9650 | | | | | | | | | | | | | | | | 0 |
| Deferred Inflows of Resources 9690 | | | | | | | | | | | | | | | | 0 |
| SUBTOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Nonoperating | | | | | | | | | | | | | | | | |
| Suspense Clearing 9910 | | | | | | | | | | | | | | | | 0 |
| TOTAL BALANCE SHEET ITEMS | 257,100 | 257,100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 257,100 |
| E. NET INCREASE/DECREASE (B - C + D) | | 157,702 | (91,888) | 238,778 | 190,021 | 190,021 | 233,771 | 190,021 | 190,021 | 241,281 | 188,769 | 188,769 | 232,517 | 85,937 | 0 | 2,235,721 |
| F. ENDING CASH (A + E) | | 9,014,915 | 8,923,028 | 9,161,805 | 9,351,826 | 9,541,847 | 9,775,618 | 9,965,639 | 10,155,660 | 10,396,941 | 10,585,711 | 10,774,480 | 11,006,997 | | | |
| G. ENDING CASH, PLUS ACCRUALS | | | | | | | | | | | | | | | | 11,092,934 |

LCFF Calculator Caveats

v.24.1

5/25/2023

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

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

General

The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- \$1.

A proration/(deficit) factor assumption has been built into the LCFF calculator. The proration factor methodology and application is subject to revision should the state choose to apply a proration factor, or other deficit factor, in the future.

The calculator includes cost of living adjustments (COLA) and if applicable proration factors as estimated by the Department of Finance (DOF).

The calculator prepopulates with certified data provided by the California Department of Education (CDE) for the calculation of principal apportionment. Users should independently verify prefilled data, and should make adjustments as needed if revisions have been filed.

The Education Protection Account (EPA) proportionate share percentage is based on estimates released by the CDE that may not yet be finalized. Therefore, the percentage may change from what is shown in the calculator through final calculation in February of the following fiscal year.

NEW
2022-23

EPA revenue in the 2021-22 fiscal year increased to an unprecedented level of funding which necessitated changes to the calculation. Pursuant to Section 112 of AB 181 (Chapter 52, Statutes of 2022), the 2012-13 Revenue Limit rates for school districts and charter schools were adjusted to reflect statutory COLA increases from 2013-14 through 2021-22. These rates will continue to receive COLA adjustments moving forward.

Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.

Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education.

The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.

The calculator does not take into account the following:

- District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.
- Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.

If either of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted.

School District Calculations

NEW
2023-24

2019-20 certified ADA was adjusted after the R3 certification cycle for school districts that were the sponsoring LEA of a charter school that discontinued operation by the end of 2019-20. This ADA adjustment was only made to accommodate an accurate calculation of the three prior-year average (PY1 2021-22, PY2 2020-21, PY3 2019-20) commencing with the 2022-23 fiscal year.

For districts with **necessary small schools** (NSS), the calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will elect to follow.

The calculator does not take into account the following funding adjustments for **basic aid school districts**:

Basic Aid Choice

Basic Aid Court-Ordered Voluntary Pupil Transfer

Basic Aid Open Enrollment

Basic Aid Supplement Charter School Adjustment

The calculator does not take into account the impact of district reorganizations that have not been certified by the CDE via the PASE system. Furthermore, historical year projections may not be accurate. We recommend working with your county office, the CDE and FCMAT to evaluate whether an alternative approach to developing a funding estimate is possible.

LCFF Calculator Navigation

v24.1

5/25/2023

Structure:

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

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

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

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

Tab Navigation Key:

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

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

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

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

User editable tabs: preformatted graphs and blank worksheet tabs.

Instructions:

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

Section (1) Universal Assumptions: Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. COLA and EPA assumptions should be reviewed and updated to match percentage updates published after the version release.

Section (2) Charter School Data Elements Required to Calculate the LCFF: Enter charter school data elements in this section of the Data Entry tab ONLY; **do not enter data in sections that are grayed out.**

Section (3) School District Data Elements Required to Calculate the LCFF: Enter school district data elements in this section of the Data Entry tab ONLY; **do not enter data in sections that are grayed out.**

 - **In Lieu of Taxes:** School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools.
 - **Necessary Small Schools:** School districts that have necessary small schools should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.
 - **TK Add-on Funding:** ADA for TK students must be entered in this section for the add-on to calculate. TK ADA should also be included in the ADA section to properly calculate the Base, Supplemental and Concentration grants.
 - **Charter Shift ADA:** Prior year ADA used in the determination of school district funding calculations which are based on current, prior and, beginning with 2022-23 fiscal year, three-prior year average. The ADA for each of the three prior years must be adjusted by the ADA of each student who "shifts" between district schools and district sponsored charter schools in the current year. Sponsoring school district's must enter the ADA earned by each student in each of the respective prior year. The prior year ADA for these students is entered using the grade span the students were enrolled in during each respective prior year.

Section (4) Necessary Small Schools ADA: School districts that have necessary small schools must complete section (4) on the Data Entry tab. **Prior year data must be entered for each year including historical years, even when the school is funded under LCFF.**

- **NSS Supporting Calculations:** details related to NSS funding determination are located in the NSS Calculation tabs.

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

- **Section (a):** To be completed **only** by districts that use an alternative rate for in-lieu tax transfers or calculates the in-lieu transfers outside of this tool. Carefully review and follow the instructions located in the In-lieu tax section.
- **Section (b):** To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. Enter ADA for each charter school separately. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span.
- **In-Lieu of Property Taxes Results:** The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.
- **Short Cut Data Entry:** If a list of transfers by school is not desired total charter school ADA can be entered in the first line the appropriate reduction of total in-lieu taxes will be adjusted in the districts LCFF Calculations. Additionally, it is not necessary to break down charter school ADA by grade level.

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

Resources:

FCMAT LCFF help desk and calculator updates:

www.fcmat.org/lcff

CDE PASE exhibits:

www.cde.ca.gov/fg/aa/pa/exhibitguides.asp

CDE Exhibit Guide:

www.cde.ca.gov/fg/aa/pa/exhibitguides.asp

CDE Funding Rates and Information:

www.cde.ca.gov/fg/aa/pa/lcffcola.asp

USER NOTES

<https://www.cde.ca.gov/ta/tax/assn/infro.asp>

1

Source: Charter School LCFF Transition Calculation Exhibit thru 2018-19 & Charter School Unduplicated Pupil Percentage Exhibit

Source: Charter School Unduplicated Pupil Percentage Exhibit

Source: Charter School LCFF Target Entitlement Exhibit thru 2018-19 & Charter

Source: Charter School LCFF Calculation Exhibit

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Source: School District Local Revenue Exhibit

Source: School District LCFF Transition Calculation Exhibit thru 2018-19 & New

Source: School District Unduplicated Pupil Percentage Exhibit

Source: School District ADA Exhibit

District ADA funded on greater of current or prior year

District ADA funded on current year Annual

CDE operations funded on current year

LCFF CALCULATOR

129221

NEW CHARTER?

Charter

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

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

Projection Type

Projection Date

LEA: MethodSchools

Projection Title: Method SD

Created by: Matt Butler

Email: MattB@thecsgroup.com

Phone: 619 227 8790

USER NOTES

www.cde.ca.gov/school/districts

MethodSchools (129221)

PY0

PY1

PY2

PY3

PY4

PY5

PY6

PY7

PY8

RATIO: District ADA-to-Enrollment

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

RATIO: County ADA-to-Enrollment

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

0.00%

g) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT

if applicable, enter up to three years of prior year ADA for students transferring into or out of district schools and district sponsored charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year(s).

*2022-23: Enter prior year (2021-22) ADA for net charter shift

*2023-24: Enter prior year (2022-23) and second prior year (2021-22) ADA for net charter shift

*2024-25: Enter prior year (2023-24), second prior year (2022-23), and third prior year (2021-22) ADA for net charter shift

*2025-26 and forward: Enter three prior years ADA for net charter shift

Third prior year

2017-18

2018-19

2019-20

2020-21

2021-22

2022-23

2023-24

A.5.1

Grades TK-3

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

A.5.2

Grades 4-6

A.5.3

Grades 7-8

A.5.4

Grades 9-12

A.6.1

Grades TK-3

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

A.6.2

Grades 4-6

A.6.3

Grades 7-8

A.6.4

Grades 9-12

Second prior year

2018-19

2019-20

2020-21

2021-22

2022-23

2023-24

A.12.1

Grades TK-3

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

A.12.2

Grades 4-6

A.12.3

Grades 7-8

A.12.4

Grades 9-12

A.13.1

Grades TK-3

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

A.13.2

Grades 4-6

A.13.3

Grades 7-8

A.13.4

Grades 9-12

First year (Executive Order suspended a first year 2020-21 and 2021-22)

2019-20

2020-21

2021-22

2022-23

2023-24

A.18.1

Grades TK-3

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

A.18.2

Grades 4-6

A.18.3

Grades 7-8

A.18.4

Grades 9-12

A.18.1

Grades TK-3

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

A.18.2

Grades 4-6

A.18.3

Grades 7-8

A.18.4

Grades 9-12

Difference

h) NECESSARY SMALL SCHOOLS ADA

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

1

NIS #1

Current Year P2 ADA:

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

TOTAL

Number of FTE (round up to the full FTE)

is this school eligible for NIS funding?

Type of school

Best funding option calculated is:

Select funding method:

School Code:

2

NIS #2

Current Year P2 ADA:

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

TOTAL

Number of FTE (round up to the full FTE)

is this school eligible for NIS funding?

Type of school

Best funding option calculated is:

Select funding method:

School Code:

3

NIS #3

Current Year P2 ADA:

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

TOTAL

Number of FTE (round up to the full FTE)

is this school eligible for NIS funding?

Type of school

Best funding option calculated is:

Select funding method:

School Code:

4

NIS #4

Current Year P2 ADA:

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

TOTAL

Number of FTE (round up to the full FTE)

is this school eligible for NIS funding?

Type of school

Best funding option calculated is:

Select funding method:

School Code:

5

NIS #5

Current Year P2 ADA:

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

TOTAL

Number of FTE (round up to the full FTE)

is this school eligible for NIS funding?

Type of school

Best funding option calculated is:

Select funding method:

School Code:

i) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS

Complete §100a section (a) or (b)

1

Alternative Calculation Tools

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

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

2. Local calculation of §100a in-lieu property taxes

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

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

1

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

2

Charter Name

Charter ADA by grade span

Grades K-3

USER NOTES

USER NOTES

[illegible]

| MethodSchools (129221) - Method SD | | | | | | | | | | | |
|---|----------------|-------------------|---------------|------------------------|--------------------------|------------------------|--------------|--------------|--------------|--------------|--------------|
| EDUCATION PROTECTION ACCOUNT | | | | | | | | | | | |
| Certification Period: | | | | | | | | | | | |
| | P-2 2020-21 | Annual 2020-21 | P2 2021-22 | Est. Annual 2021-22 | Estimated P-2 2022-23 | Est. Annual 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
| EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT | | | | | | | | | | | |
| A-1 Total ADA for EPA Minimum | \$ 588.57 | \$ 588.57 | \$ 333.27 | \$ 333.27 | \$ 506.78 | \$ 506.78 | \$ 525.00 | \$ 525.00 | \$ 525.00 | \$ 525.00 | \$ 525.00 |
| A-2 Minimum Funding per ADA | \$ 200 | \$ 200 | \$ 200 | \$ 200 | \$ 200 | \$ 200 | \$ 200 | \$ 200 | \$ 200 | \$ 200 | \$ 200 |
| A-3 EPA Minimum Funding (A-1 * A-2) | \$ 117,714 | \$ 117,714 | \$ 66,654 | \$ 66,654 | \$ 101,356 | \$ 101,356 | \$ 105,000 | \$ 105,000 | \$ 105,000 | \$ 105,000 | \$ 105,000 |
| EPA PROPORTIONATE SHARE CAP | | | | | | | | | | | |
| B-4 2012-13 Deficient Base RJ/Charter Rate (adjusted for COLA eff. 21/22) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| B-7 2012-13 Deficient Other Revenue Limit per ADA (adjusted for COLA eff. 21/22) | \$ 588.57 | \$ 588.57 | \$ 333.27 | \$ 333.27 | \$ 506.78 | \$ 506.78 | \$ 525.00 | \$ 525.00 | \$ 525.00 | \$ 525.00 | \$ 525.00 |
| B-8 Current Year Funded ADA, including NS5 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Adjusted Total Revenue Limit | \$ 588.57 | \$ 588.57 | \$ 333.27 | \$ 333.27 | \$ 506.78 | \$ 506.78 | \$ 525.00 | \$ 525.00 | \$ 525.00 | \$ 525.00 | \$ 525.00 |
| B-10 Current Year Adjusted NS5 Allowance | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| B-12 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| B-13 Local Revenue/In-Lieu of Property Taxes | \$ 127,973 | \$ 128,838 | \$ 78,042 | \$ 81,261 | \$ 120,821 | \$ 120,821 | \$ 125,165 | \$ 125,165 | \$ 125,165 | \$ 125,165 | \$ 125,165 |
| B-14 EPA Proportionate Share Cap (B-12 + B-13; if less than 0, B-14 = 0) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| EPA PROPORTIONATE SHARE | | | | | | | | | | | |
| C-1 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| C-2 Statewide EPA Proportionate Share Ratio (as of P-2 certification) | 70.06785065% | | 73.31789035% | | 45.21920787% | | 45.21920787% | 45.21920787% | 45.21920787% | 45.21920787% | 45.21920787% |
| C-3 EPA Proportionate Share (C-1 * C-2) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| EPA ENTITLEMENT | | | | | | | | | | | |
| D-1 EPA Entitlement (if C-3 < B-14, then C-3; else B-14); (if C-3 and B-14 < A-3, then A-3) | \$ 117,714 | \$ 117,714 | \$ 66,654 | \$ 66,654 | \$ 101,356 | \$ 101,356 | \$ 105,000 | \$ 105,000 | \$ 105,000 | \$ 105,000 | \$ 105,000 |
| D-2 Miscellaneous Adjustments** | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| D-3 Adjusted EPA Entitlement (D-1 + D-2) | \$ 117,714 | \$ 117,714 | \$ 66,654 | \$ 66,654 | \$ 101,356 | \$ 101,356 | \$ 105,000 | \$ 105,000 | \$ 105,000 | \$ 105,000 | \$ 105,000 |
| D-4 Prior Year Annual Adjustment | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| D-5 P2 Entitlement Net of PY Adjustment | \$ 117,714 | \$ 117,714 | \$ 66,654 | \$ 66,654 | \$ 101,356 | \$ 101,356 | \$ 105,000 | \$ 105,000 | \$ 105,000 | \$ 105,000 | \$ 105,000 |
| C-2 Statewide EPA Proportionate Share Ratio (as of Annual certification) | 82.74488538% | 82.74488538% | 75.37156903% | 75.37156903% | 45.21920787% | 45.21920787% | 45.21920787% | 45.21920787% | 45.21920787% | 45.21920787% | 45.21920787% |
| Adjusted EPA Allocation (used to calculate LCFF Revenue) | \$ 117,714 | \$ 117,714 | \$ 66,654 | \$ 66,654 | \$ 101,356 | \$ 101,356 | \$ 105,000 | \$ 105,000 | \$ 105,000 | \$ 105,000 | \$ 105,000 |

USER NOTES

revised exhibit line reference from B1 and B4 to B-7 and B-8

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

[illegible]

IN-LIEU PROPERTY TAX TRANSFER

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

- Property Taxes per ADA
- Adjusted base revenue per ADA x charter school ADA

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

- Property taxes per ADA x District of Residence ADA
- Adjusted base revenue per ADA x District of Residence ADA

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

| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|
| Local Property Taxes (w/out RDA) | \$ - | \$ - | \$ - | | | | | |
| District LCFF ADA | - | - | - | - | - | - | - | - |
| Total Charter LCFF ADA | - | - | - | - | - | - | - | - |
| Total LCFF ADA | - | - | - | - | - | - | - | - |
| Property Taxes per ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Funding Method: | | | | | | | | |
| Property Taxes per ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| LCFF Funding per ADA | - | - | - | - | - | - | - | - |
| Alternative Calculation | - | - | - | - | - | - | - | - |
| Certified In-Lieu Taxes | - | - | - | - | - | - | - | - |
| In-Lieu of Property Tax Transfer Total | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Prior Year Basic Aid Status | | | | | | | | |
| 1 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 4 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 5 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 6 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 7 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 8 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 9 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 10 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 11 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 12 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 13 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 14 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 15 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 16 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 17 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 18 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 19 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 20 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

NOTE: Data pulls in funded ADA from Summary tab

NOTE: Data pulls from the Data Entry tab if no data is entered ADA will pull from certified data.

IN-LIEU PROPERTY TAX TRANSFER

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

1. Property Taxes per ADA

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

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

1. Property taxes per ADA x District of Residence ADA

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

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

| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|--------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| ADA | | | | | | | | |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | | | | | | | | |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | | | | | | | | |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | | | | | | | | |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | | | | | | | | |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | | | | | | | | |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | | | | | | | | |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | | | | | | | | |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | | | | | | | | |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | | | | | | | | |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | | | | | | | | |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | | | | | | | | |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | | | | | | | | |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | | | | | | | | |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | | | | | | | | |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | \$ - | \$ - | \$ - | \$ - | \$ - | | | |

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

- 1. Property Taxes per ADA
 - 2a. Adjusted base revenue per ADA x charter school ADA

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

1. Property taxes per ADA x District of Residence ADA

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

[illegible]

Charts and Graphs

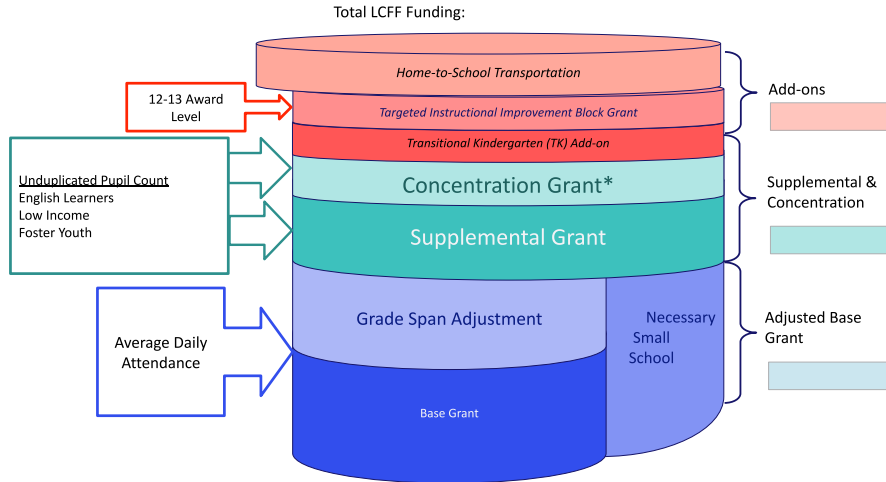
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). The Graphs tab remains unprotected to allow editing for local standards.

2022-23

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

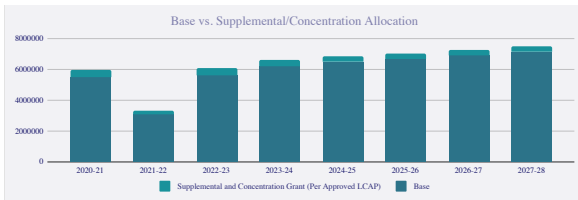
Components of LCFF Entitlement

| | 2022-23 | | |
|---|----------------|--------------|------------------------------|
| Base Grant | \$ 5,517,198 | 506.78 | ADA |
| Grade Span Adjustment | \$ 126,938 | \$ 5,644,136 | Adjusted Base Grant |
| Supplemental Grant | \$ 442,161 39% | | |
| Concentration Grant | \$ - 39% | \$ 442,161 | Supplemental & Concentration |
| Add-ons: Targeted Instructional Improvement Block Grant | \$ - | | |
| Add-ons: Home-to-School Transportation | \$ - | | |
| Add-ons: Small School District Bus Replacement Program | \$ - | \$ - | Add-ons |
| Add-ons: Transitional Kindergarten | \$ - | | |
| Total | \$ 6,086,297 | \$ 6,086,297 | |

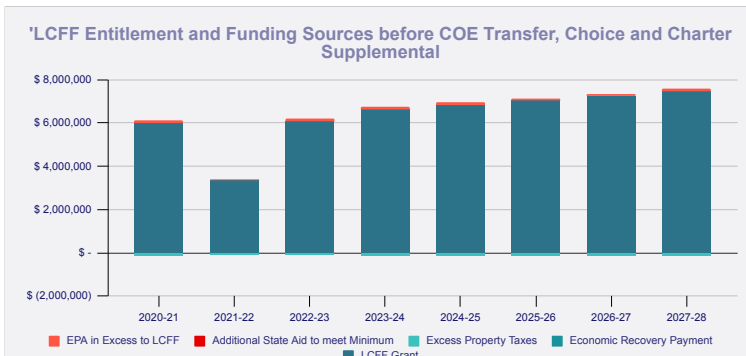


*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

| Minimum Proportionality Analysis | | | | | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | |
| Base | \$ 5,509,275 | \$ 3,092,253 | \$ 5,644,136 | \$ 6,232,038 | \$ 6,477,678 | \$ 6,690,520 | \$ 6,903,904 | \$ 7,122,239 | |
| Supplemental and Concentration Grant (Per Approved LCAP) | \$ 481,951 | \$ 255,419 | \$ 442,161 | \$ 405,581 | \$ 377,390 | \$ 340,547 | \$ 351,408 | \$ 362,521 | |
| Total | \$ 5,991,226 | \$ 3,347,672 | \$ 6,086,297 | \$ 6,637,619 | \$ 6,855,068 | \$ 7,031,067 | \$ 7,255,312 | \$ 7,484,760 | |

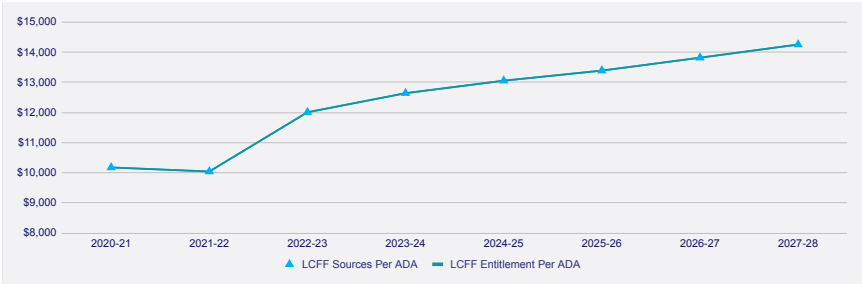


| Funding Sources | | | | | | | | | |
|--------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | |
| Excess Property Taxes | \$ (117,714) | \$ (66,654) | \$ (101,356) | \$ (105,000) | \$ (105,000) | \$ (105,000) | \$ (105,000) | \$ (105,000) | |
| Additional State Aid to meet Minimum | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| EPA in Excess to LCFF | \$ 117,714 | \$ 66,654 | \$ 101,356 | \$ 105,000 | \$ 105,000 | \$ 105,000 | \$ 105,000 | \$ 105,000 | |
| Economic Recovery Payment | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| LCFF Grant | \$ 5,991,226 | \$ 3,347,672 | \$ 6,086,297 | \$ 6,637,619 | \$ 6,855,068 | \$ 7,031,067 | \$ 7,255,312 | \$ 7,484,760 | |
| Total General Purpose Funding | \$ 5,991,226 | \$ 3,347,672 | \$ 6,086,297 | \$ 6,637,619 | \$ 6,855,068 | \$ 7,031,067 | \$ 7,255,312 | \$ 7,484,760 | |



LCFF Entitlement per ADA

| LCFF Entitlement per ADA | | | | | | | | | |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | |
| Funded ADA | 588.57 | 333.27 | 506.78 | 525.00 | 525.00 | 525.00 | 525.00 | 525.00 | |
| LCFF Sources per ADA | \$ 10,179.29 | \$ 10,044.92 | \$ 12,009.74 | \$ 12,643.08 | \$ 13,057.27 | \$ 13,392.51 | \$ 13,819.64 | \$ 14,256.69 | |
| Net Change per ADA | | \$ (134.37) | \$ 1,964.82 | \$ 633.34 | \$ 414.19 | \$ 335.24 | \$ 427.13 | \$ 437.04 | |
| Net Percent Change | | -1.32% | 19.56% | 5.27% | 3.28% | 2.57% | 3.19% | 3.16% | |
| Estimated LCFF Entitlement per ADA | \$ 10,179.29 | \$ 10,044.92 | \$ 12,009.74 | \$ 12,643.08 | \$ 13,057.27 | \$ 13,392.51 | \$ 13,819.64 | \$ 14,256.69 | |
| Net Change per ADA | | \$ (134.37) | \$ 1,964.82 | \$ 633.34 | \$ 414.19 | \$ 335.24 | \$ 427.13 | \$ 437.04 | |
| Net Percent Change | | -1.32% | 19.56% | 5.27% | 3.28% | 2.57% | 3.19% | 3.16% | |



| Student Summary | | | | | | | | | |
|----------------------------|---------|---------|---------|---------|---------|---------|---------|---------|--|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | |
| Enrollment (Excluding COE) | 458 | 331 | 342 | 550 | 550 | 550 | 550 | 550 | |
| UPC | 185 | 118 | 140 | 140 | 140 | 140 | 140 | 140 | |
| ADA | 588.57 | 333.27 | 506.78 | 525.00 | 525.00 | 525.00 | 525.00 | 525.00 | |





2023-24 Adopted Budget Report Narrative – Method Schools LA

1. Key Statistics

2022-23 P2 ADA: 457
Est. 2023-24 ADA: 525

2. Revenue Assumptions

ADA utilized in the LCFF calculator for adopted budgets was based upon the 2022-23 P2 principal apportionment plus expected growth associated with year-round track offerings. The current LCFF calculator includes an 8.2% COLA from the most recently updated Governor's budget.

LCFF Revenues, including LCFF (8011), EPA (8012) and In-Lieu Taxes (8096) were all based on the calculations provided by the most recently released FCMAT LCFF Calculator. Total Revenues for these sources are estimated at \$6,796,710.

The basis for Other State Revenues is a combination of the following revenue sources: Non-Prop Lottery (\$89,250), Prop-20 Lottery (\$35,175), Mandate Block Grant (\$24,852), and State Special Education Funding (\$430,500). All revenue sources are based on the most recent projections from California School Services.

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



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Murrieta, CA 92562



methodschools.org
info@methodschools.org



866-METHOD-8
951-461-4620

3. Expenditure Assumptions

Method LA will have approximately 40 Certificated teachers on staff during 2023-24, equating to approximately 20 FTE. The total budgeted for Certificated Salaries average is \$78,000 per FTE. Method LA can balance employee benefit costs (3000 level) by offering competitive Medical and 403(b) Plans to our employees. Method LA does not participate in CALSTRS or CALPERS.

Salary expenditures include a 8.0% COLA, and a total of 3% in performance based bonuses. Medical benefits will incur an increase in 23-24 of 9%.

MYP expense projections assume a 3% increase each year over the previous year.

Other Notable Financial Narrative Notes

Any New Notices of Assignment and Dates of Repayment

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

Obligations for Debt Repayment

Response: Method has \$0.00 of debt.

Changes in Ending Fund Balances

Response: Method LA is projected to end the 2023-24 fiscal year with a positive fund balance of \$17,590,869.

Assignment of Ending Fund Balances

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

Cash Flows

Response: Method LA has a strong cash position. Method has no current expected cash shortages.

**CHARTER SCHOOL PRELIMINARY BUDGET
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2023 to June 30, 2024

Charter School Certification

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

For information regarding this report, please contact:

For Approving Entity:

Name

Title

Telephone

E-mail address

For Charter School:

Stefanie Bryant

Name

CFO

Title

801.360.9819

Telephone

sbryant@methodschools.org

E-mail address

To the entity that approved the charter school:

 x) 2023-24 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: _____

Date: _____

Charter School Official
(Original signature required)

Printed

Name: Stefanie Bryant

Title: CFO

To the Acton-Agua Dulce Unified School District

 x) 2023-24 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____

Authorized Representative of
Charter Approving Entity
(Original signature required)

Date: _____

Printed

Name: Agha Mirza

Title: Assistant Superintendent

To the Superintendent of Public Instruction:

 x) 2023-24 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report
verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____

County Superintendent/Designee
(Original signature required)

Date: _____

**CHARTER SCHOOL PRELIMINARY BUDGET
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2023 to June 30, 2024**

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

This charter school uses the following basis of accounting:

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

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669) |
| <input type="checkbox"/> | Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439) |

| Description | Object Code | 2022-23 Estimated Actuals (A) | 2023-24 Preliminary Budget Unrestricted (B) | 2023-24 Preliminary Budget Restricted (C) | 2023-24 Preliminary Budget Total (D) | Difference (Col A & D) |
|---|-------------|-------------------------------------|--|--|--|---------------------------|
| A. REVENUES | | | | | | |
| 1. LCFF Sources | | | | | | |
| State Aid - Current Year | 8011 | 4,785,000.00 | 6,420,700.00 | | 6,420,700.00 | 1,635,700 |
| Education Protection Account - Current Year | 8012 | 83,594.00 | 105,000.00 | | 105,000.00 | 21,406 |
| State Aid - Prior Years | 8019 | | | | 0.00 | 0 |
| Transfer of Charter Schools in Lieu of Property Taxes | 8096 | 215,760.00 | 271,010.00 | | 271,010.00 | 55,250 |
| Other LCFF Transfers | 8091, 8097 | | 0.00 | | 0.00 | 0 |
| Total, LCFF Sources | | 5,084,354.00 | 6,796,710.00 | | 6,796,710.00 | 1,712,356 |
| 2. Federal Revenues (see NOTE on last page) | | | | | | |
| No Child Left Behind | 8290 | 0.00 | | 0.00 | 0.00 | 0 |
| Special Education - Federal | 8181, 8182 | 52,250.00 | | 77,175.00 | 77,175.00 | 24,925 |
| Child Nutrition - Federal | 8220 | 0.00 | | 0.00 | 0.00 | 0 |
| Other Federal Revenues | 8290 | | 0.00 | 0.00 | 0.00 | 0 |
| Total, Federal Revenues | | 52,250.00 | 0.00 | 77,175.00 | 77,175.00 | 24,925 |
| 3. Other State Revenues | | | | | | |
| Special Education - State | StateRevSE | 342,735.00 | | 430,500.00 | 430,500.00 | 87,765 |
| Child Nutrition Programs | 8520 | | | 0.00 | 0.00 | 0 |
| Mandated Costs Reimbursements | 8550 | 7,221.00 | 24,852.00 | | 24,852.00 | 17,631 |
| Lottery - Unrestricted and Instructional Materials | 8560 | 99,055.00 | 89,250.00 | 35,175.00 | 124,425.00 | 25,370 |
| Low Performing Student Block Grant | 8590 | 0.00 | 0.00 | | 0.00 | 0 |
| All Other State Revenues | StateRevAO | 0.00 | | | 0.00 | 0 |
| Total, Other State Revenues | | 449,011.00 | 114,102.00 | 465,675.00 | 579,777.00 | 130,766 |
| 4. Other Local Revenues | | | | | | |
| Transfers from Sponsoring LEAs to Charter Schools | 8791 | 0.00 | 0.00 | | 0.00 | 0 |
| All Other Local Revenues | LocalRevAO | 8,500.00 | 0.00 | 0.00 | 0.00 | (8,500) |
| Total, Local Revenues | | 8,500.00 | 0.00 | 0.00 | 0.00 | (8,500) |
| 5. TOTAL REVENUES | | 5,594,115.00 | 6,910,812.00 | 542,850.00 | 7,453,662.00 | 1,859,547 |
| B. EXPENDITURES | | | | | | |
| 1. Certificated Salaries | | | | | | |
| Teachers' Salaries | 1100 | 2,088,859.00 | 1,895,126.00 | 285,500.00 | 2,180,626.00 | 91,767 |

| | | | | | | |
|--|------|---------------------|---------------------|-------------------|---------------------|------------------|
| Certificated Pupil Support Salaries | 1200 | 0.00 | | 0.00 | 0.00 | 0 |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 263,362.00 | 302,878.00 | 0.00 | 302,878.00 | 39,516 |
| Other Certificated Salaries | 1900 | | 0.00 | 0.00 | 0.00 | 0 |
| Total, Certificated Salaries | | 2,352,221.00 | 2,198,004.00 | 285,500.00 | 2,483,504.00 | 131,283 |
| 2. Non-certificated Salaries | | | | | | |
| Instructional Aides' Salaries | 2100 | 125,876.00 | 333,845.00 | 0.00 | 333,845.00 | 207,969 |
| Non-certificated Support Salaries | 2200 | 74,027.00 | 69,261.00 | 0.00 | 69,261.00 | (4,766) |
| Non-certificated Supervisors' and Administrators' Sal. | 2300 | 222,716.00 | 384,986.00 | 0.00 | 384,986.00 | 162,270 |
| Clerical and Office Salaries | 2400 | 670,860.00 | 144,674.00 | 0.00 | 144,674.00 | (526,186) |
| Other Non-certificated Salaries | 2900 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Total, Non-certificated Salaries | | 1,093,479.00 | 932,766.00 | 0.00 | 932,766.00 | (160,713) |

| Description | Object Code | 2022-23 Estimated Actuals (A) | 2023-24 Preliminary Budget Unrestricted (B) | 2023-24 Preliminary Budget Restricted (C) | 2023-24 Preliminary Budget Total (D) | Difference (Col A & D) |
|--|-------------|-------------------------------------|--|--|--|---------------------------|
| 3. Employee Benefits | | | | | | |
| STRS | 3101-3102 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| PERS | 3201-3202 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| OASDI / Medicare / Alternative | 3301-3302 | 272,225.00 | 247,745.00 | 13,600.00 | 261,345.00 | (10,880) |
| Health and Welfare Benefits | 3401-3402 | 385,685.00 | 323,745.00 | 26,255.00 | 350,000.00 | (35,685) |
| Unemployment Insurance | 3501-3502 | 24,275.00 | 16,033.00 | 1,050.00 | 17,083.00 | (7,192) |
| Workers' Compensation Insurance | 3601-3602 | 45,308.00 | 31,542.00 | 2,620.00 | 34,162.00 | (11,146) |
| Retiree Benefits | 3701-3702 | 0.00 | 0.00 | | 0.00 | 0 |
| PERS Reduction (for revenue limit funded schools) | 3801-3802 | 0.00 | 0.00 | | 0.00 | 0 |
| Other Employee Benefits | 3901-3902 | 88,616.00 | 93,000.00 | 7,000.00 | 100,000.00 | 11,384 |
| Total, Employee Benefits | | 816,109.00 | 712,065.00 | 50,525.00 | 762,590.00 | (53,519) |
| 4. Books and Supplies | | | | | | |
| Approved Textbooks and Core Curricula Materials | 4100 | 103,918.00 | 202,500.00 | | 202,500.00 | 98,582 |
| Books and Other Reference Materials | 4200 | 125,000.00 | 150,000.00 | | 150,000.00 | 25,000 |
| Materials and Supplies | 4300 | 29,264.00 | 20,000.00 | 30,000.00 | 50,000.00 | 20,736 |
| Noncapitalized Equipment | 4400 | 75,573.00 | 82,500.00 | | 82,500.00 | 6,927 |
| Food | 4700 | 0.00 | 0.00 | | 0.00 | 0 |
| Total, Books and Supplies | | 333,755.00 | 455,000.00 | 30,000.00 | 485,000.00 | 151,245 |
| 5. Services and Other Operating Expenditures | | | | | | |
| Subagreements for Services | 5100 | 0.00 | 0.00 | | 0.00 | 0 |
| Travel and Conferences | 5200 | 75,407.00 | 76,000.00 | 19,000.00 | 95,000.00 | 19,593 |
| Dues and Memberships | 5300 | 7,892.00 | 7,500.00 | | 7,500.00 | (392) |
| Insurance | 5400 | 40,245.00 | 40,000.00 | | 40,000.00 | (245) |
| Operations and Housekeeping Services | 5500 | 7,566.00 | 13,000.00 | | 13,000.00 | 5,434 |
| Rentals, Leases, Repairs, and Noncap. Improvements | 5600 | 131,645.00 | 83,000.00 | | 83,000.00 | (48,645) |
| Professional/Consulting Services and Operating Expend. | 5800 | 442,282.00 | 336,500.00 | 80,000.00 | 416,500.00 | (25,782) |
| Communications | 5900 | 68,261.00 | 65,000.00 | | 65,000.00 | (3,261) |
| Total, Services and Other Operating Expenditures | | 773,298.00 | 621,000.00 | 99,000.00 | 720,000.00 | (53,298) |
| 6. Capital Outlay | | | | | | |
| (Objects 6100-6170, 6200-6500 for modified accrual basis only) | | | | | | |
| Land and Land Improvements | 6100-6170 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Buildings and Improvements of Buildings | 6200 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |

| Books and Media for New School Libraries or Major Expansion of School Libraries | 6300 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
|--|-------------|-------------------------------------|--|--|--|---------------------------|
| Equipment | 6400 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Equipment Replacement | 6500 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Depreciation Expense (for accrual basis only) | 6900 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Total, Capital Outlay | | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| 7. Other Outgo | | | | | | |
| Tuition to Other Schools | 7110-7143 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Transfers of Pass-Through Revenues to Other LEAs | 7211-7213 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Transfers of Apportionments to Other LEAs - Spec. Ed. | 7221-7223SE | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Transfers of Apportionments to Other LEAs - All Other | 7221-7223AO | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| All Other Transfers | 7280-7299 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Debt Service: | | | | | | |
| Interest | 7438 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Principal (for modified accrual basis only) | 7439 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Total, Other Outgo | | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| 8. TOTAL EXPENDITURES | | 5,368,862.00 | 4,918,835.00 | 465,025.00 | 5,383,860.00 | 14,998 |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) | | 225,253.00 | 1,991,977.00 | 77,825.00 | 2,069,802.00 | |
| Description | Object Code | 2022-23 Estimated Actuals (A) | 2023-24 Preliminary Budget Unrestricted (B) | 2023-24 Preliminary Budget Restricted (C) | 2023-24 Preliminary Budget Total (D) | Difference (Col A & D) |
| D. OTHER FINANCING SOURCES / USES | | | | | | |
| 1. Other Sources | 8930-8979 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| 2. Less: Other Uses | 7630-7699 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) | 8980-8999 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| 4. TOTAL OTHER FINANCING SOURCES / USES | | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | 225,253.00 | 1,991,977.00 | 77,825.00 | 2,069,802.00 | 0 |
| F. FUND BALANCE, RESERVES | | | | | | |
| 1. Beginning Fund Balance | | | | | | |
| a. As of July 1 | 9791 | 15,438,202.00 | 15,521,067.00 | | 15,521,067.00 | 82,865 |
| b. Adjustments/Restatements to Beginning Balance | 9793, 9795 | (142,388.00) | | | 0.00 | 142,388 |
| c. Adjusted Beginning Balance | | 15,295,814.00 | 15,521,067.00 | 0.00 | 15,521,067.00 | |
| 2. Ending Fund Balance, Oct 31 (E + F.1.c.) | | 15,521,067.00 | 17,513,044.00 | 77,825.00 | 17,590,869.00 | 2,069,802 |
| Components of Ending Fund Balance: | | | | | | |
| Reserve for Revolving Cash (equals object 9130) | 9711 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Reserve for Stores (equals object 9320) | 9712 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Reserve for Prepaid Expenditures (equals object 9330) | 9713 | 0.00 | 0.00 | 0.00 | 0.00 | |
| All Others | 9719 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Legally Restricted Balance | 9740 | 0.00 | | 0.00 | 0.00 | |
| Designated for Economic Uncertainties | 9770 | 0.00 | 0.00 | | 0.00 | |
| Other Designations | 9775, 9780 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Net Investment in Capital Assests (Accrual Basis Only) | 9796 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Undesignated / Unappropriated Amount | 9790 | 15,521,067.00 | 17,513,044.00 | 77,825.00 | 17,590,869.00 | 2,069,802 |

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

Charter School Name: Method Schools Los Angeles
CDS #: 19-175309-0137703
Charter Approving Entity: Acton-Agua Dulce Unified School District
County: Los Angeles
Charter #: 1697
Fiscal Year: 2023-24

| 2023-24 (populated from Alternative Form Tab) | | | | | | |
|--|-------------|---------------------------------|-------------------------------|--------------------------|---------------------|---------------------|
| Description | Object Code | Preliminary Budget Unrestricted | Preliminary Budget Restricted | Preliminary Budget Total | Totals for 2024-25 | Totals for 2025-26 |
| A. REVENUES | | | | | | |
| 1. LCFF Sources | | | | | | |
| State Aid - Current Year | 8011 | 6,420,700.00 | | 6,420,700.00 | 6,571,421.00 | 6,723,948.00 |
| Education Protection Account - Current Year | 8012 | 105,000.00 | | 105,000.00 | 105,000.00 | 105,000.00 |
| State Aid - Prior Years | 8019 | | | 0.00 | | |
| Transfer of Charter Schools in Lieu of Property Taxes | 8096 | 271,010.00 | | 271,010.00 | 271,010.00 | 271,010.00 |
| Other LCFF Transfers | 8091, 8097 | 0.00 | | 0.00 | 0.00 | 0.00 |
| Total, LCFF Sources | | 6,796,710.00 | | 6,796,710.00 | 6,947,431.00 | 7,099,958.00 |
| 2. Federal Revenues | | | | | | |
| No Child Left Behind | 8290 | | 0.00 | 0.00 | 0.00 | 0.00 |
| Special Education - Federal | 8181, 8182 | | 77,175.00 | 77,175.00 | 77,175.00 | 77,175.00 |
| Child Nutrition - Federal | 8220 | | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Federal Revenues | 8290 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total, Federal Revenues | | 0.00 | 77,175.00 | 77,175.00 | 77,175.00 | 77,175.00 |
| 3. Other State Revenues | | | | | | |
| Special Education - State | StateRevSE | | 430,500.00 | 430,500.00 | 430,500.00 | 430,500.00 |
| Child Nutrition Programs | 8520 | | 0.00 | 0.00 | | |
| Mandated Costs Reimbursements | 8550 | 24,852.00 | | 24,852.00 | 24,852.00 | 24,852.00 |
| Lottery - Unrestricted and Instructional Materials | 8560 | 89,250.00 | 35,175.00 | 124,425.00 | 124,425.00 | 124,425.00 |
| Low Performing Student Block Grant | 8590 | 0.00 | | 0.00 | | |
| All Other State Revenues | StateRevAO | | | 0.00 | 0.00 | 0.00 |
| Total, Other State Revenues | | 114,102.00 | 465,675.00 | 579,777.00 | 579,777.00 | 579,777.00 |
| 4. Other Local Revenues | | | | | | |
| Transfers from Sponsoring LEAs to Charter Schools | 8791 | 0.00 | | 0.00 | 0.00 | 0.00 |
| All Other Local Revenues | LocalRevAO | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total, Local Revenues | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5. TOTAL REVENUES | | 6,910,812.00 | 542,850.00 | 7,453,662.00 | 7,604,383.00 | 7,756,910.00 |
| B. EXPENDITURES | | | | | | |
| 1. Certificated Salaries | | | | | | |
| Teachers' Salaries | 1100 | 1,895,126.00 | 285,500.00 | 2,180,626.00 | 2,285,882.00 | 2,468,753.00 |
| Certificated Pupil Support Salaries | 1200 | | 0.00 | 0.00 | 0.00 | 0.00 |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 302,878.00 | 0.00 | 302,878.00 | 317,581.00 | 342,987.00 |
| Other Certificated Salaries | 1900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total, Certificated Salaries | | 2,198,004.00 | 285,500.00 | 2,483,504.00 | 2,603,463.00 | 2,811,740.00 |
| 2. Non-certificated Salaries | | | | | | |

| Instructional Aides' Salaries | 2100 | 333,845.00 | 0.00 | 333,845.00 | 350,051.00 | 378,055.00 |
|---|-------------|---------------------------------|-------------------------------|--------------------------|--------------------|---------------------|
| Non-certificated Support Salaries | 2200 | 69,261.00 | 0.00 | 69,261.00 | 72,623.00 | 78,433.00 |
| Non-certificated Supervisors' and Administrators' Sal. | 2300 | 384,986.00 | 0.00 | 384,986.00 | 406,714.00 | 439,251.00 |
| Clerical and Office Salaries | 2400 | 144,674.00 | 0.00 | 144,674.00 | 151,697.00 | 163,833.00 |
| Other Non-certificated Salaries | 2900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total, Non-certificated Salaries | | 932,766.00 | 0.00 | 932,766.00 | 981,085.00 | 1,059,572.00 |
| Description | Object Code | Preliminary Budget Unrestricted | Preliminary Budget Restricted | Preliminary Budget Total | Totals for 2024-25 | Totals for 2025-26 |
| 3. Employee Benefits | | | | | | |
| STRS | 3101-3102 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| PERS | 3201-3202 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| OASDI / Medicare / Alternative | 3301-3302 | 247,745.00 | 13,600.00 | 261,345.00 | 274,218.00 | 296,155.00 |
| Health and Welfare Benefits | 3401-3402 | 323,745.00 | 26,255.00 | 350,000.00 | 367,500.00 | 362,500.00 |
| Unemployment Insurance | 3501-3502 | 16,033.00 | 1,050.00 | 17,083.00 | 15,925.00 | 15,939.00 |
| Workers' Compensation Insurance | 3601-3602 | 31,542.00 | 2,620.00 | 34,162.00 | 35,845.00 | 38,713.00 |
| Retiree Benefits | 3701-3702 | 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 |
| Other Employee Benefits | 3901-3902 | 93,000.00 | 7,000.00 | 100,000.00 | 112,500.00 | 125,000.00 |
| Total, Employee Benefits | | 712,065.00 | 50,525.00 | 762,590.00 | 805,988.00 | 838,307.00 |
| 4. Books and Supplies | | | | | | |
| Approved Textbooks and Core Curricula Materials | 4100 | 202,500.00 | | 202,500.00 | 213,638.00 | 225,388.00 |
| Books and Other Reference Materials | 4200 | 150,000.00 | | 150,000.00 | 158,250.00 | 166,954.00 |
| Materials and Supplies | 4300 | 20,000.00 | 30,000.00 | 50,000.00 | 52,750.00 | 55,651.00 |
| Noncapitalized Equipment | 4400 | 82,500.00 | | 82,500.00 | 87,037.00 | 91,824.00 |
| Food | 4700 | 0.00 | | 0.00 | 0.00 | 0.00 |
| Total, Books and Supplies | | 455,000.00 | 30,000.00 | 485,000.00 | 511,675.00 | 539,817.00 |
| 5. Services and Other Operating Expenditures | | | | | | |
| Subagreements for Services | 5100 | 0.00 | | 0.00 | 0.00 | 0.00 |
| Travel and Conferences | 5200 | 76,000.00 | 19,000.00 | 95,000.00 | 100,225.00 | 105,737.00 |
| Dues and Memberships | 5300 | 7,500.00 | | 7,500.00 | 7,912.00 | 8,348.00 |
| Insurance | 5400 | 40,000.00 | | 40,000.00 | 42,200.00 | 44,521.00 |
| Operations and Housekeeping Services | 5500 | 13,000.00 | | 13,000.00 | 13,715.00 | 14,469.00 |
| Rentals, Leases, Repairs, and Noncap. Improvements | 5600 | 83,000.00 | | 83,000.00 | 87,565.00 | 92,381.00 |
| Professional/Consulting Services and Operating Expend. | 5800 | 336,500.00 | 80,000.00 | 416,500.00 | 439,408.00 | 463,575.00 |
| Communications | 5900 | 65,000.00 | | 65,000.00 | 68,575.00 | 72,347.00 |
| Total, Services and Other Operating Expenditures | | 621,000.00 | 99,000.00 | 720,000.00 | 759,600.00 | 801,378.00 |
| 6. Capital Outlay | | | | | | |
| (Objects 6100-6170, 6200-6500 for modified accrual basis only) | | | | | | |
| Land and Land Improvements | 6100-6170 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Buildings and Improvements of Buildings | 6200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Books and Media for New School Libraries or Major Expansion of School Libraries | 6300 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Equipment | 6400 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Equipment Replacement | 6500 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Depreciation Expense (for accrual basis only) | 6900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 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 | 0.00 | 0.00 |
| Transfers of Pass-Through Revenues to Other LEAs | 7211-7213 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transfers of Apportionments to Other LEAs - Spec. Ed. | 7221-7223SE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transfers of Apportionments to Other LEAs - All Other | 7221-7223AO | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| All Other Transfers | 7280-7299 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|--|-------------|---------------------------------|-------------------------------|--------------------------|----------------------|----------------------|
| Debt Service: | | | | | | |
| Interest | 7438 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Principal (for modified accrual basis only) | 7439 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total, Other Outgo | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 8. TOTAL EXPENDITURES | | 4,918,835.00 | 465,025.00 | 5,383,860.00 | 5,661,811.00 | 6,050,814.00 |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) | | 1,991,977.00 | 77,825.00 | 2,069,802.00 | 1,942,572.00 | 1,706,096.00 |
| Description | Object Code | Preliminary Budget Unrestricted | Preliminary Budget Restricted | Preliminary Budget Total | Totals for 2024-25 | Totals for 2025-26 |
| 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) | | 1,991,977.00 | 77,825.00 | 2,069,802.00 | 1,942,572.00 | 1,706,096.00 |
| F. FUND BALANCE, RESERVES | | | | | | |
| 1. Beginning Fund Balance | | | 0.00 | | | |
| a. As of July 1 | 9791 | 15,521,067.00 | 0.00 | 15,521,067.00 | 17,590,869.00 | 19,533,441.00 |
| b. Adjustments/Restatements to Beginning Balance | 9793, 9795 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| c. Adjusted Beginning Balance | | 15,521,067.00 | 0.00 | 15,521,067.00 | 17,590,869.00 | 19,533,441.00 |
| 2. Ending Fund Balance, Oct 31 (E + F.1.c.) | | 17,513,044.00 | 77,825.00 | 17,590,869.00 | 19,533,441.00 | 21,239,537.00 |
| Components of Ending Fund Balance: | | | | | | |
| Reserve for Revolving Cash (equals object 9130) | 9711 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Reserve for Stores (equals object 9320) | 9712 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Reserve for Prepaid Expenditures (equals object 9330) | 9713 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| All Others | 9719 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Legally Restricted Balance | 9740 | | 0.00 | | 0.00 | 0.00 |
| Designated for Economic Uncertainties | 9770 | 0.00 | | 0.00 | 0.00 | 0.00 |
| Other Designations | 9775, 9780 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Net Investment in Capital Assests (Accrual Basis Only) | 9796 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Undesignated / Unappropriated Amount | 9790 | | 0.00 | | 19,533,441.00 | 21,239,537.00 |

19,533,441.00

19,533,441.00

21,239,537.00

21,239,537.00

| | | 2023-24 Adopted Budget | July Actuals | August Actuals | September Actuals | October Actuals | November Actuals | December Actuals | January Actuals | February Projection | March Projection | April Projection | May Projection | June Projection | Accruals | Adjustments | TOTAL |
|--|-----------|------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------------|-------------------|-------------------|-------------------|-------------------|---------------|-------------|--------------------|
| Actuals required through the month of : October | | | | | | | | | | | | | | | | | |
| A. BEGINNING CASH | | | 17,996,506 | 18,248,431 | 18,068,792 | 18,133,867 | 18,161,852 | 18,189,837 | 18,244,072 | 18,272,057 | 18,300,042 | 18,370,538 | 18,395,813 | 18,421,087 | | | |
| B. RECEIPTS | | | | | | | | | | | | | | | | | |
| LCFF/Revenue Limit Sources | | | | | | | | | | | | | | | | | |
| Principal Apportionment | 8010-8019 | 6,525,700 | 321,035 | 321,035 | 604,113 | 577,863 | 577,863 | 604,113 | 577,863 | 577,863 | 604,113 | 577,863 | 577,863 | 604,113 | | | 6,525,700 |
| In Lieu Property Taxes | 8099 | 271,010 | | 16,261 | 32,521 | 21,681 | 21,681 | 21,681 | 21,681 | 21,681 | 37,941 | 18,971 | 18,971 | 18,971 | 18,971 | | 271,010 |
| Miscellaneous Funds | 8080-8098 | | | | | | | | | | | | | | | | 0 |
| Federal Revenue | 8100-8299 | 77,175 | | | | | | | | | | | | | 77,175 | | 77,175 |
| Other State Revenue | 8300-8599 | 579,777 | 28,989 | 28,989 | 52,180 | 52,180 | 52,180 | 52,180 | 52,180 | 52,180 | 52,180 | 52,180 | 52,180 | 52,180 | 0 | | 579,777 |
| Other Local Revenue | 8600-8799 | 0 | | | 0 | | | 0 | | | 0 | | | 0 | | | 0 |
| Interfund Transfers In | 8910-8929 | | | | | | | | | | | | | | | | 0 |
| All Other Financing Sources | 8930-8979 | | | | | | | | | | | | | | | | 0 |
| TOTAL RECEIPTS | | 7,453,662 | 350,024 | 366,284 | 688,814 | 651,724 | 651,724 | 677,974 | 651,724 | 651,724 | 694,234 | 649,014 | 649,014 | 675,264 | 96,146 | 0 | 7,453,662 |
| C. DISBURSEMENTS | | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | | |
| Classified Salaries | 1000-1999 | 2,483,504 | 206,959 | 206,959 | 206,959 | 206,959 | 206,959 | 206,959 | 206,959 | 206,959 | 206,959 | 206,959 | 206,959 | 206,959 | | | 2,483,504 |
| Employee Benefits | 2000-2999 | 932,766 | 77,731 | 77,731 | 77,731 | 77,731 | 77,731 | 77,731 | 77,731 | 77,731 | 77,731 | 77,731 | 77,731 | 77,731 | | | 932,766 |
| Books and Supplies | 3000-3999 | 762,590 | 63,549 | 63,549 | 63,549 | 63,549 | 63,549 | 63,549 | 63,549 | 63,549 | 63,549 | 63,549 | 63,549 | 63,549 | | | 762,590 |
| Services | 4000-4999 | 485,000 | 40,417 | 40,417 | 40,417 | 40,417 | 40,417 | 40,417 | 40,417 | 40,417 | 40,417 | 40,417 | 40,417 | 40,417 | | | 485,000 |
| Capital Outlay | 5000-5999 | 720,000 | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 | | | 720,000 |
| Other Outgo | 6000-6999 | 0 | | | | | | | | | | | | | | | 0 |
| Interfund Transfers Out | 7000-7499 | | | | | | | | | | | | | | | | 0 |
| All Other Financing Uses | 7600-7699 | | | | | | | | | | | | | | | | 0 |
| TOTAL DISBURSEMENTS | | 5,383,860 | 448,655 | 448,655 | 448,655 | 448,655 | 448,655 | 448,655 | 448,655 | 448,655 | 448,655 | 448,655 | 448,655 | 448,655 | 0 | 0 | 5,383,860 |
| D. BALANCE SHEET ITEMS | | | | | | | | | | | | | | | | | |
| <u>Assets and Deferred Outflows</u> | | | | | | | | | | | | | | | | | |
| Cash Not In Treasury | 9111-9199 | 447,825 | 447,825 | | | | | | | | | | | | | | 447,825 |
| Accounts Receivable | 9200-9299 | | | | | | | | | | | | | | | | 0 |
| Due From Other Funds | 9310 | | | | | | | | | | | | | | | | 0 |
| Stores | 9320 | | | | | | | | | | | | | | | | 0 |
| Prepaid Expenditures | 9330 | | | | | | | | | | | | | | | | 0 |
| Other Current Assets | 9340 | | | | | | | | | | | | | | | | 0 |
| Deferred Outflows of Resources | 9490 | | | | | | | | | | | | | | | | 0 |
| SUBTOTAL | | 447,825 | 447,825 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 447,825 |
| <u>Liabilities and Deferred Inflows</u> | | | | | | | | | | | | | | | | | |
| Accounts Payable | 9500-9599 | | | | | | | | | | | | | | | | 0 |
| Due To Other Funds | 9610 | | | | | | | | | | | | | | | | 0 |
| Current Loans | 9640 | 1,945,375 | 97,269 | 97,269 | 175,084 | 175,084 | 175,084 | 175,084 | 175,084 | 175,084 | 175,084 | 175,084 | 175,084 | 175,084 | | | 1,945,375 |
| Unearned Revenues | 9650 | | | | | | | | | | | | | | | | 0 |
| Deferred Inflows of Resources | 9690 | | | | | | | | | | | | | | | | 0 |
| SUBTOTAL | | 1,945,375 | 97,269 | 97,269 | 175,084 | 175,084 | 175,084 | 175,084 | 175,084 | 175,084 | 175,084 | 175,084 | 175,084 | 175,084 | 0 | 0 | 1,945,375 |
| Nonoperating | | | | | | | | | | | | | | | | | |
| Suspense Clearing | 9910 | | | | | | | | | | | | | | | | 0 |
| TOTAL BALANCE SHEET ITEMS | | (1,497,550) | 350,556 | (97,269) | (175,084) | (175,084) | (175,084) | (175,084) | (175,084) | (175,084) | (175,084) | (175,084) | (175,084) | (175,084) | 0 | 0 | (1,497,550) |
| E. NET INCREASE/DECREASE (B - C + D) | | | 251,925 | (179,639) | 65,075 | 27,985 | 27,985 | 54,235 | 27,985 | 27,985 | 70,496 | 25,275 | 25,275 | 51,525 | 96,146 | 0 | 572,252 |
| F. ENDING CASH (A + E) | | | 18,248,431 | 18,068,792 | 18,133,867 | 18,161,852 | 18,189,837 | 18,244,072 | 18,272,057 | 18,300,042 | 18,370,538 | 18,395,813 | 18,421,087 | 18,472,612 | | | |
| G. ENDING CASH, PLUS ACCRUALS | | | | | | | | | | | | | | | | | 18,568,768 |

LCFF Calculator Caveats

v.24.1

5/25/2023

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

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

General

The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- \$1.

A proration/(deficit) factor assumption has been built into the LCFF calculator. The proration factor methodology and application is subject to revision should the state choose to apply a proration factor, or other deficit factor, in the future.

The calculator includes cost of living adjustments (COLA) and if applicable proration factors as estimated by the Department of Finance (DOF).

The calculator prepopulates with certified data provided by the California Department of Education (CDE) for the calculation of principal apportionment. Users should independently verify prefilled data, and should make adjustments as needed if revisions have been filed.

The Education Protection Account (EPA) proportionate share percentage is based on estimates released by the CDE that may not yet be finalized. Therefore, the percentage may change from what is shown in the calculator through final calculation in February of the following fiscal year.

NEW
2022-23

EPA revenue in the 2021-22 fiscal year increased to an unprecedented level of funding which necessitated changes to the calculation. Pursuant to Section 112 of AB 181 (Chapter 52, Statutes of 2022), the 2012-13 Revenue Limit rates for school districts and charter schools were adjusted to reflect statutory COLA increases from 2013-14 through 2021-22. These rates will continue to receive COLA adjustments moving forward.

Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.

Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education.

The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.

The calculator does not take into account the following:

- District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.
- Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.

If either of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted.

School District Calculations

NEW
2023-24

2019-20 certified ADA was adjusted after the R3 certification cycle for school districts that were the sponsoring LEA of a charter school that discontinued operation by the end of 2019-20. This ADA adjustment was only made to accommodate an accurate calculation of the three prior-year average (PY1 2021-22, PY2 2020-21, PY3 2019-20) commencing with the 2022-23 fiscal year.

For districts with **necessary small schools** (NSS), the calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will elect to follow.

The calculator does not take into account the following funding adjustments for **basic aid school districts**:

Basic Aid Choice

Basic Aid Court-Ordered Voluntary Pupil Transfer

Basic Aid Open Enrollment

Basic Aid Supplement Charter School Adjustment

The calculator does not take into account the impact of district reorganizations that have not been certified by the CDE via the PASE system. Furthermore, **historical year projections may not be accurate**. We recommend working with your county office, the CDE and FCMAT to evaluate whether an alternative approach to developing a funding estimate is possible.

LCFF Calculator Navigation

v24.1

5/25/2023

Structure:

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

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

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

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

Tab Navigation Key:

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

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

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

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

User editable tabs: preformatted graphs and blank worksheet tabs.

Instructions:

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

Section (1) Universal Assumptions: Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. COLA and EPA assumptions should be reviewed and updated to match percentage updates published after the version release.

Section (2) Charter School Data Elements Required to Calculate the LCFF: Enter charter school data elements in this section of the Data Entry tab ONLY; **do not enter data in sections that are grayed out.**

Section (3) School District Data Elements Required to Calculate the LCFF: Enter school district data elements in this section of the Data Entry tab ONLY; **do not enter data in sections that are grayed out.**

 - **In Lieu of Taxes:** School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools.
 - **Necessary Small Schools:** School districts that have necessary small schools should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.
 - **TK Add-on Funding:** ADA for TK students must be entered in this section for the add-on to calculate. TK ADA should also be included in the ADA section to properly calculate the Base, Supplemental and Concentration grants.
 - **Charter Shift ADA:** Prior year ADA used in the determination of school district funding calculations which are based on current, prior and, beginning with 2022-23 fiscal year, three-prior year average. The ADA for each of the three prior years must be adjusted by the ADA of each student who "shifts" between district schools and district sponsored charter schools in the current year. Sponsoring school district's must enter the ADA earned by each student in each of the respective prior year. The prior year ADA for these students is entered using the grade span the students were enrolled in during each respective prior year.

Section (4) Necessary Small Schools ADA: School districts that have necessary small schools must complete section (4) on the Data Entry tab. **Prior year data must be entered for each year including historical years, even when the school is funded under LCFF.**

- **NSS Supporting Calculations:** details related to NSS funding determination are located in the NSS Calculation tabs.

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

- **Section (a):** To be completed **only** by districts that use an alternative rate for in-lieu tax transfers or calculates the in-lieu transfers outside of this tool. Carefully review and follow the instructions located in the In-lieu tax section.
- **Section (b):** To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. Enter ADA for each charter school separately. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span.
- **In-Lieu of Property Taxes Results:** The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.
- **Short Cut Data Entry:** If a list of transfers by school is not desired total charter school ADA can be entered in the first line the appropriate reduction of total in-lieu taxes will be adjusted in the districts LCFF Calculations. Additionally, it is not necessary to break down charter school ADA by grade level.

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

Resources:

FCMAT LCFF help desk and calculator updates:

www.fcmat.org/lcff

CDE PASE exhibits:

www.cde.ca.gov/fg/aa/pa/exhibitguides.asp

CDE Exhibit Guide:

www.cde.ca.gov/fg/aa/pa/exhibitguides.asp

CDE Funding Rates and Information:

www.cde.ca.gov/fg/aa/pa/lcffcola.asp

LCFF CALCULATOR

137703

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

NO

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

Charter

Projection Type

Projection Date

LEA: Method Schools, LA

Projection Title: Method LA

Created by: Matt Butler

Email: Matt@thebiggroup.com

Phone: 619 227 8790

USER NOTES

www.cde.ca.gov/school/districts

| | PY1 | PY2 | PY3 | CY | CY1 | CY2 | CY3 | CY4 |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Method Schools, LA (137703) | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
| (1) UNIVERSAL ASSUMPTIONS | | | | | | | | |
| Supplemental Grant % | 20.00% | 20.00% | 20.00% | 20.00% | 20.00% | 20.00% | 20.00% | 20.00% |
| Concentration Grant (%SSV population) | 50.00% | 65.00% | 65.00% | 65.00% | 65.00% | 65.00% | 65.00% | 65.00% |
| Statutory COLA & Augmentation/Suspension <small>(as filed in calculation by the Department of Finance, DOF)</small> | 0.00% | 5.07% | 13.26% | 8.22% | 3.94% | 3.29% | 3.19% | 3.16% |
| Statutory COLA | 2.31% | 1.70% | 6.56% | 8.22% | 3.94% | 3.29% | 3.19% | 3.16% |
| Augmentation/COLA Suspension | -2.31% | 3.37% | 6.70% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Base Grant Proration Factor (deficit) | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Add-on, ERT & MSA Proration Factor | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Transitional Kindergarten Add-on <small>(2022-23 forward)</small> | \$ - | \$ - | \$ - | \$ 2,813.00 | \$ 3,044.23 | \$ 3,164.17 | \$ 3,268.27 | \$ 3,372.53 |
| EPA Entitlement as % of statewide adjusted Revenue Limit (P-2) | 70.06785065% | 73.11789035% | 45.21920787% | 45.21920787% | 45.21920787% | 45.21920787% | 45.21920787% | 45.21920787% |
| EPA Entitlement as % of statewide adjusted Revenue Limit (Annual) | 82.74488538% | 75.37156809% | 45.21920787% | 45.21920787% | 45.21920787% | 45.21920787% | 45.21920787% | 45.21920787% |
| Local EPA Accrual | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

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

NEW CHARTER SCHOOLS

New Charter School Name:

Year that charter starts operation (select from drop down list)

2022-23

(a) TRANSFER OF IN-LIEU PROPERTY TAX

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

1-6 / 7-7

1-6 / 7-7

1-6 / 7-7

1-6 / 7-7

1-6 / 7-7

1-6 / 7-7

1-6 / 7-7

1-6 / 7-7

(b) UNDISUPPLICATED PUPIL PERCENTAGE (UPP)

Enrollment (second prior year)

Enrollment (first prior year)

Enrollment

Undisuplicated Pupil Count (second prior year)

Undisuplicated Pupil Count (first prior year)

Undisuplicated Pupil Count

3-yr rolling percentage

3-yr rolling percentage

3-yr rolling percentage

3-yr rolling percentage

3-yr rolling percentage

3-yr rolling percentage

3-yr rolling percentage

3-yr rolling percentage

Single Year Undisuplicated Pupil Percentage

Undisuplicated Pupil Percentage (%)

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

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

5-3

Undisuplicated Pupil Percentage (%)

Undisuplicated Pupil Percentage: Supplemental Grant

Undisuplicated Pupil Percentage: Concentration Grant

(d) AVERAGE DAILY ATTENDANCE (ADA)

ADA used for the Transitional Kindergarten Add-on ONCE

5-4

TK

(NEW beginning 2022-23)

ADA used for Base, Supplemental and Concentration Grant Calculations:

Enter P2 Data - Note: Charter School ADA is always funded on current year

5-1

Grades TK-3

5-2

Grades 4-6

5-3

Grades 7-8

5-4

Grades 9-12

SUBTOTAL ADA

RATIO: ADA to Enrollment

(e) OTHER LCFF ADJUSTMENTS

Miscellaneous Adjustments (line H-1), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative.

Minimum State Aid Adjustments (line H-2), includes adjustments for audit penalties and special legislation. Adjustments can be positive or negative.

5-2

Miscellaneous Adjustments

5-3

Minimum State Aid Adjustments

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

(a) GENERAL QUESTIONS

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

Does your district have a necessary small school?

(b) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION

Did your district meet the requirements of funding?

(c) PROPERTY TAXES

Estimated Property Taxes (including SDA)

Redevelopment Agency Local Revenue

Less In-Lieu Property Tax Transfer

Total Local Revenue

(d) OTHER LCFF ADJUSTMENTS

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

5-2

Miscellaneous Adjustments

5-3

Minimum State Aid Adjustments

(e) UNDISUPPLICATED PUPIL PERCENTAGE

District Enrollment (second prior year)

District Enrollment (first prior year)

District Enrollment

CDE Enrollment (second prior year)

CDE Enrollment (first prior year)

CDE Enrollment

Total Enrollment

District Undisuplicated Pupil Count (second prior year)

District Undisuplicated Pupil Count (first prior year)

District Undisuplicated Pupil Count

CDE Undisuplicated Pupil Count (second prior year)

CDE Undisuplicated Pupil Count (first prior year)

CDE Undisuplicated Pupil Count

Total Undisuplicated Pupil Count

3-yr rolling percentage

3-yr rolling percentage

3-yr rolling percentage

3-yr rolling percentage

3-yr rolling percentage

3-yr rolling percentage

3-yr rolling percentage

3-yr rolling percentage

Single Year Undisuplicated Pupil Percentage

Undisuplicated Pupil Percentage (%)

(f) AVERAGE DAILY ATTENDANCE (ADA)

ADA used for the Transitional Kindergarten Add-on ONCE

5-3

TK

(commencing in 2022-23)

ADA used for Base, Supplemental and Concentration Grant Calculations:

Enter ADA by grade span. The calculator will determine the most advantageous funding option for each year's funding calculation.

5-1, 5-6

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

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

TOTAL CURRENT YEAR ADA

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

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

TOTAL NPS-CDS (Annual)

District Basic Aid ADA funded outside of the LCFF (Court Ordered, Voluntary TK & Open Enrollment)

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

DISTRICT TOTAL

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

Grades TK-3

Grades 4-6

Grades 7-8

Grades 9-12

COUNTY TOTAL

Source: Charter School LCFF Transition Calculation Exhibit thru 2018-19 & Charter School LCFF Calculation 2019-20 forward - New line references

Source: Charter School Undisuplicated Pupil Percentage Exhibit

Source: Charter School Undisuplicated Pupil Percentage Exhibit

Source: Charter School LCFF Target Enrollment Exhibit thru 2018-19 & Charter School LCFF Calculation 2019-20 forward

Source: Charter School LCFF Calculation Exhibit

Source: School District Local Revenue Exhibit

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

Source: School District Undisuplicated Pupil Percentage Exhibit

Source: School District ADA Exhibit

District ADA funded on greater or current or prior year

2021 ADA funded on current year Annual

CDE operations funded on current year

LCFF CALCULATOR

| | | |
|---------|--|-----------------------------|
| 137703 | 5 digit District code or 7 digit School code (from the CDS code) | LEA: Method Schools, LA |
| NO | Is this calculation for a new charter school? (select from drop down list) | Projection Title: Method LA |
| Charter | Projection Type | Created by: Matt Butler |
| | | Email: Matt@thebiggroup.com |
| | | Phone: 629 227 8790 |
| | Projection Date | |

USER NOTES

www.mca.org/pschools/index

| Method Schools, LA (137703) | PY3 | PY2 | PY1 | CY | CV1 | CV2 | CV3 | CV4 |
|-----------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| RATIO: District ADA-to-Enrollment | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| RATIO: County ADA-to-Enrollment | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

(g) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT

If applicable, enter up to three years of prior year ADA for students transferring into or out of district schools and **district sponsored** charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year(s).
 *2023-25: Enter prior year (2023-25) ADA for net charter shift
 *2023-24: Enter prior year (2023-25) and second prior year (2023-25) ADA for net charter shift
 *2024-25: Enter prior year (2023-26), second prior year (2023-26), and third prior year (2023-27) ADA for net charter shift
 *2025-26 and forward: Enter three prior years ADA for net charter shift

| | | | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|--------|---|--|---------|---------|---------|---------|---------|---------|---------|
| A.5.1 | Third prior year | | - | - | - | - | - | - | - |
| A.5.2 | Grades TK-3 | | - | - | - | - | - | - | - |
| A.5.3 | Grades 4-6 | ADA transfer: Student from District to Charter (cross fiscal year) | - | - | - | - | - | - | - |
| A.5.4 | Grades 7-8 | | - | - | - | - | - | - | - |
| A.5.4 | Grades 9-12 | | - | - | - | - | - | - | - |
| A.6.1 | Grades TK-3 | | - | - | - | - | - | - | - |
| A.6.2 | Grades 4-6 | | - | - | - | - | - | - | - |
| A.6.3 | Grades 7-8 | ADA transfer: Student from Charter to District (cross fiscal year) | - | - | - | - | - | - | - |
| A.6.4 | Grades 9-12 | | - | - | - | - | - | - | - |
| A.12.1 | Second prior year | | - | - | - | - | - | - | - |
| A.12.2 | Grades TK-3 | | - | - | - | - | - | - | - |
| A.12.3 | Grades 4-6 | ADA transfer: Student from District to Charter (cross fiscal year) | - | - | - | - | - | - | - |
| A.12.4 | Grades 7-8 | | - | - | - | - | - | - | - |
| A.12.4 | Grades 9-12 | | - | - | - | - | - | - | - |
| A.13.1 | Grades TK-3 | | - | - | - | - | - | - | - |
| A.13.2 | Grades 4-6 | | - | - | - | - | - | - | - |
| A.13.3 | Grades 7-8 | ADA transfer: Student from Charter to District (cross fiscal year) | - | - | - | - | - | - | - |
| A.13.4 | Grades 9-12 | | - | - | - | - | - | - | - |
| A.18.1 | First year (Executive Order suspended a first year 2020-21 and 2021-22) | | - | - | - | - | - | - | - |
| A.18.2 | Grades TK-3 | | - | - | - | - | - | - | - |
| A.18.3 | Grades 4-6 | ADA transfer: Student from District to Charter (cross fiscal year) | - | - | - | - | - | - | - |
| A.18.3 | Grades 7-8 | | - | - | - | - | - | - | - |
| A.18.4 | Grades 9-12 | | - | - | - | - | - | - | - |
| A.30.1 | Grades TK-3 | | - | - | - | - | - | - | - |
| A.30.2 | Grades 4-6 | | - | - | - | - | - | - | - |
| A.30.3 | Grades 7-8 | ADA transfer: Student from Charter to District (cross fiscal year) | - | - | - | - | - | - | - |
| A.30.4 | Grades 9-12 | | - | - | - | - | - | - | - |
| | Difference | | - | - | - | - | - | - | - |

(h) NECESSARY SMALL SCHOOLS ADA

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

| 1 NIS #1 | | | | | | | | | School Code: |
|----------|--|----------------------|-------------|----------|----------|----------|---------------|---------------|---------------|
| A.1 | A.12 | Current Year P2 ADA: | Grades TK-3 | - | - | - | - | - | |
| A.1 | A.13 | | Grades 4-6 | - | - | - | - | - | |
| A.1 | A.14 | | Grades 7-8 | - | - | - | - | - | |
| A.1 | A.4 | | Grades 9-12 | - | - | - | - | - | |
| | | TOTAL | | - | - | - | - | - | |
| A.1.8.1 | Number of FTE (round up to the full FTE) | | | - | - | - | - | - | |
| | Is this school eligible for NIS funding? | | | Eligible | Eligible | Eligible | Eligible | Eligible | Eligible |
| | Type of school | | | Not NIS | Not NIS | Not NIS | Not NIS | Not NIS | Not NIS |
| | Best funding option calculated is: | | | LCFF | LCFF | LCFF | LCFF | LCFF | LCFF |
| | Select funding method: | | | LCFF | LCFF | LCFF | Select method | Select method | Select method |
| 2 NIS #2 | | | | | | | | | School Code: |
| A.1 | A.12 | Current Year P2 ADA: | Grades TK-3 | - | - | - | - | - | |
| A.1 | A.13 | | Grades 4-6 | - | - | - | - | - | |
| A.1 | A.14 | | Grades 7-8 | - | - | - | - | - | |
| A.1 | A.4 | | Grades 9-12 | - | - | - | - | - | |
| | | TOTAL | | - | - | - | - | - | |
| A.1.8.1 | Number of FTE (round up to the full FTE) | | | - | - | - | - | - | |
| | Is this school eligible for NIS funding? | | | Eligible | Eligible | Eligible | Eligible | Eligible | Eligible |
| | Type of school | | | Not NIS | Not NIS | Not NIS | Not NIS | Not NIS | Not NIS |
| | Best funding option calculated is: | | | LCFF | LCFF | LCFF | LCFF | LCFF | LCFF |
| | Select funding method: | | | LCFF | LCFF | LCFF | Select method | Select method | Select method |
| 3 NIS #3 | | | | | | | | | School Code: |
| A.1 | A.12 | Current Year P2 ADA: | Grades TK-3 | - | - | - | - | - | |
| A.1 | A.13 | | Grades 4-6 | - | - | - | - | - | |
| A.1 | A.14 | | Grades 7-8 | - | - | - | - | - | |
| A.1 | A.4 | | Grades 9-12 | - | - | - | - | - | |
| | | TOTAL | | - | - | - | - | - | |
| A.1.8.1 | Number of FTE (round up to the full FTE) | | | - | - | - | - | - | |
| | Is this school eligible for NIS funding? | | | Eligible | Eligible | Eligible | Eligible | Eligible | Eligible |
| | Type of school | | | Not NIS | Not NIS | Not NIS | Not NIS | Not NIS | Not NIS |
| | Best funding option calculated is: | | | LCFF | LCFF | LCFF | LCFF | LCFF | LCFF |
| | Select funding method: | | | LCFF | LCFF | LCFF | Select method | Select method | Select method |
| 4 NIS #4 | | | | | | | | | School Code: |
| A.1 | A.12 | Current Year P2 ADA: | Grades TK-3 | - | - | - | - | - | |
| A.1 | A.13 | | Grades 4-6 | - | - | - | - | - | |
| A.1 | A.14 | | Grades 7-8 | - | - | - | - | - | |
| A.1 | A.4 | | Grades 9-12 | - | - | - | - | - | |
| | | TOTAL | | - | - | - | - | - | |
| A.1.8.1 | Number of FTE (round up to the full FTE) | | | - | - | - | - | - | |
| | Is this school eligible for NIS funding? | | | Eligible | Eligible | Eligible | Eligible | Eligible | Eligible |
| | Type of school | | | Not NIS | Not NIS | Not NIS | Not NIS | Not NIS | Not NIS |
| | Best funding option calculated is: | | | LCFF | LCFF | LCFF | LCFF | LCFF | LCFF |
| | Select funding method: | | | LCFF | LCFF | LCFF | Select method | Select method | Select method |
| 5 NIS #5 | | | | | | | | | School Code: |
| A.1 | A.12 | Current Year P2 ADA: | Grades TK-3 | - | - | - | - | - | |
| A.1 | A.13 | | Grades 4-6 | - | - | - | - | - | |
| A.1 | A.14 | | Grades 7-8 | - | - | - | - | - | |
| A.1 | A.4 | | Grades 9-12 | - | - | - | - | - | |
| | | TOTAL | | - | - | - | - | - | |
| A.1.8.1 | Number of FTE (round up to the full FTE) | | | - | - | - | - | - | |
| | Is this school eligible for NIS funding? | | | Eligible | Eligible | Eligible | Eligible | Eligible | Eligible |
| | Type of school | | | Not NIS | Not NIS | Not NIS | Not NIS | Not NIS | Not NIS |
| | Best funding option calculated is: | | | LCFF | LCFF | LCFF | LCFF | LCFF | LCFF |
| | Select funding method: | | | LCFF | LCFF | LCFF | Select method | Select method | Select method |

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

Complete [§120a](#) section (a) or (b)

(a) ALTERNATIVE CALCULATION TOOLS

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

| | |
|--|---|
| 1. Clear the prepopulated number "1" from the box located to the right | 1 |
| 2. Local calculation of §120a in-lieu property taxes | |

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

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

| | | |
|---|---------------------------|--|
| 1 | Charter Name | |
| | Charter ADA by grade span | |
| | Grades K-3 | |
| | Grades 4-6 | |
| | Grades 7-8 | |
| | Grades 9-12 | |
| | Total ADA | |
| 2 | Charter Name | |
| | Charter ADA by grade span | |
| | Grades K-3 | |

LCFF CALCULATOR

| | | |
|--------------------------------------|--|------------------------------|
| <input type="text" value="137703"/> | 9 digit District code or 7 digit School code (from the CDS code) | LEA: Method Schools, LA |
| <input type="text" value="NO"/> | Is this calculation for a new charter school? (select from drop down list) | Projection Title: Method LA |
| <input type="text" value="Charter"/> | Projection Type | Created by: Matt Butler |
| | | Email: MattB@thebiggroup.com |
| | | Phone: 629 227 8790 |
| <input type="text"/> | Projection Date | |

USER NOTES

<https://schools.ca.gov/schools/index.aspx>

| | | PV3 | PV2 | PV1 | CV | CV1 | CV2 | CV3 | CV4 |
|-----------------------------|---------------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Method Schools, LA (137703) | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
| 19 | Charter Name | | | | | | | | |
| | Charter ADA by grade span | | | | | | | | |
| | Grades K-3 | | | | | | | | |
| | Grades 4-6 | | | | | | | | |
| | Grades 7-8 | | | | | | | | |
| | Grades 9-12 | | | | | | | | |
| Total ADA | | - | - | - | - | - | - | - | - |
| 20 | Charter Name | | | | | | | | |
| | Charter ADA by grade span | | | | | | | | |
| | Grades K-3 | | | | | | | | |
| | Grades 4-6 | | | | | | | | |
| | Grades 7-8 | | | | | | | | |
| | Grades 9-12 | | | | | | | | |
| Total ADA | | - | - | - | - | - | - | - | - |
| 21 | Charter Name | | | | | | | | |
| | Charter ADA by grade span | | | | | | | | |
| | Grades K-3 | | | | | | | | |
| | Grades 4-6 | | | | | | | | |
| | Grades 7-8 | | | | | | | | |
| | Grades 9-12 | | | | | | | | |
| Total ADA | | - | - | - | - | - | - | - | - |
| 22 | Charter Name | | | | | | | | |
| | Charter ADA by grade span | | | | | | | | |
| | Grades K-3 | | | | | | | | |
| | Grades 4-6 | | | | | | | | |
| | Grades 7-8 | | | | | | | | |
| | Grades 9-12 | | | | | | | | |
| Total ADA | | - | - | - | - | - | - | - | - |
| 23 | Charter Name | | | | | | | | |
| | Charter ADA by grade span | | | | | | | | |
| | Grades K-3 | | | | | | | | |
| | Grades 4-6 | | | | | | | | |
| | Grades 7-8 | | | | | | | | |
| | Grades 9-12 | | | | | | | | |
| Total ADA | | - | - | - | - | - | - | - | - |
| 24 | Charter Name | | | | | | | | |
| | Charter ADA by grade span | | | | | | | | |
| | Grades K-3 | | | | | | | | |
| | Grades 4-6 | | | | | | | | |
| | Grades 7-8 | | | | | | | | |
| | Grades 9-12 | | | | | | | | |
| Total ADA | | - | - | - | - | - | - | - | - |
| 25 | Charter Name | | | | | | | | |
| | Charter ADA by grade span | | | | | | | | |
| | Grades K-3 | | | | | | | | |
| | Grades 4-6 | | | | | | | | |
| | Grades 7-8 | | | | | | | | |
| | Grades 9-12 | | | | | | | | |
| Total ADA | | - | - | - | - | - | - | - | - |
| 26 | Charter Name | | | | | | | | |
| | Charter ADA by grade span | | | | | | | | |
| | Grades K-3 | | | | | | | | |
| | Grades 4-6 | | | | | | | | |
| | Grades 7-8 | | | | | | | | |
| | Grades 9-12 | | | | | | | | |
| Total ADA | | - | - | - | - | - | - | - | - |
| 27 | Charter Name | | | | | | | | |
| | Charter ADA by grade span | | | | | | | | |
| | Grades K-3 | | | | | | | | |
| | Grades 4-6 | | | | | | | | |
| | Grades 7-8 | | | | | | | | |
| | Grades 9-12 | | | | | | | | |
| Total ADA | | - | - | - | - | - | - | - | - |
| 28 | Charter Name | | | | | | | | |
| | Charter ADA by grade span | | | | | | | | |
| | Grades K-3 | | | | | | | | |
| | Grades 4-6 | | | | | | | | |
| | Grades 7-8 | | | | | | | | |
| | Grades 9-12 | | | | | | | | |
| Total ADA | | - | - | - | - | - | - | - | - |
| 29 | Charter Name | | | | | | | | |
| | Charter ADA by grade span | | | | | | | | |
| | Grades K-3 | | | | | | | | |
| | Grades 4-6 | | | | | | | | |
| | Grades 7-8 | | | | | | | | |
| | Grades 9-12 | | | | | | | | |
| Total ADA | | - | - | - | - | - | - | - | - |
| 30 | Charter Name | | | | | | | | |
| | Charter ADA by grade span | | | | | | | | |
| | Grades K-3 | | | | | | | | |
| | Grades 4-6 | | | | | | | | |
| | Grades 7-8 | | | | | | | | |
| | Grades 9-12 | | | | | | | | |
| Total ADA | | - | - | - | - | - | - | - | - |
| 31 | Charter Name | | | | | | | | |
| | Charter ADA by grade span | | | | | | | | |
| | Grades K-3 | | | | | | | | |
| | Grades 4-6 | | | | | | | | |
| | Grades 7-8 | | | | | | | | |
| | Grades 9-12 | | | | | | | | |
| Total ADA | | - | - | - | - | - | - | - | - |
| 32 | Charter Name | | | | | | | | |
| | Charter ADA by grade span | | | | | | | | |
| | Grades K-3 | | | | | | | | |
| | Grades 4-6 | | | | | | | | |
| | Grades 7-8 | | | | | | | | |
| | Grades 9-12 | | | | | | | | |
| Total ADA | | - | - | - | - | - | - | - | - |
| 33 | Charter Name | | | | | | | | |
| | Charter ADA by grade span | | | | | | | | |
| | Grades K-3 | | | | | | | | |
| | Grades 4-6 | | | | | | | | |
| | Grades 7-8 | | | | | | | | |
| | Grades 9-12 | | | | | | | | |
| Total ADA | | - | - | - | - | - | - | - | - |
| 34 | Charter Name | | | | | | | | |
| | Charter ADA by grade span | | | | | | | | |
| | Grades K-3 | | | | | | | | |
| | Grades 4-6 | | | | | | | | |
| | Grades 7-8 | | | | | | | | |
| | Grades 9-12 | | | | | | | | |
| Total ADA | | - | - | - | - | - | - | - | - |
| 35 | Charter Name | | | | | | | | |
| | Charter ADA by grade span | | | | | | | | |
| | Grades K-3 | | | | | | | | |

LCFF CALCULATOR

137703

NO

Charter

9 digit District code or 7 digit School code (from the CDS code)
Is this calculation for a new charter school? (select from drop down list)
Projection Type
Projection Date

LEA: Method Schools, LA

Projection Title: Method LA

Created by: Matt Butler

Email: Matt@thebiggroup.com

Phone: 619 227 8790

USER NOTES

Method Schools, LA (137703)

PY3

PY2

PY1

CY

CY1

CY2

CY3

CY4

2020-21

2021-22

2022-23

2023-24

2024-25

2025-26

2026-27

2027-28

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

36

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

37

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

38

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

39

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

40

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

41

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

42

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

43

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

44

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

45

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

46

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

47

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

48

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

49

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

50

Charter Name

Charter ADA by grade span

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

[illegible]

EDUCATION PROTECTION ACCOUNT

| | Certification Period: | | | | | | | | | | | | | | |
|---|-----------------------|-------------------|---------------|------------------------|--------------------------|------------------------|---------|--------------|--------------|--------------|--------------|--------------|----|--------------|----|
| | P-2 2020-21 | Annual 2020-21 | P2 2021-22 | Est. Annual 2021-22 | Estimated P-2 2022-23 | Est. Annual 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | | | | |
| EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT | | | | | | | | | | | | | | | |
| A-1 Total ADA for EPA Minimum | | 1,290.16 | 1,290.16 | 198.37 | 198.37 | 639.90 | 639.90 | 525.00 | 525.00 | 525.00 | 525.00 | 525.00 | | | |
| A-2 Minimum Funding per ADA | \$ | 200 | \$ | 200 | \$ | 200 | \$ | 200 | \$ | 200 | \$ | 200 | \$ | 200 | \$ |
| A-3 EPA Minimum Funding (A-1 * A-2) | \$ | 258,032 | \$ | 258,032 | \$ | 39,674 | \$ | 127,980 | \$ | 127,980 | \$ | 105,000 | \$ | 105,000 | \$ |
| EPA PROPORTIONATE SHARE CAP | | | | | | | | | | | | | | | |
| B-4 2012-13 Deficient Base RJ/Charter Rate (adjusted for COLA eff. 21/22) | | | | | | | | | | | | | | | |
| B-7 Current Year Funded ADA, excluding NS5 | | 1,290.16 | | 198.37 | 639.90 | 639.90 | 525.00 | 525.00 | 525.00 | 525.00 | 525.00 | 525.00 | | | |
| B-7 2012-13 Deficient Other Revenue Limit per ADA (adjusted for COLA eff. 21/22) | | | | | | | | | | | | | | | |
| B-8 Current Year Funded ADA, including NS5 | | 1,290.16 | | 198.37 | 639.90 | 639.90 | 525.00 | 525.00 | 525.00 | 525.00 | 525.00 | 525.00 | | | |
| Adjusted Total Revenue Limit | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ |
| B-10 Current Year Adjusted NS5 Allowance | | | | | | | | | | | | | | | |
| B-12 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ |
| B-13 Local Revenue/In-Lieu of Property Taxes | \$ | 602,518 | \$ | 626,708 | \$ | 106,848 | \$ | 103,325 | \$ | 330,323 | \$ | 330,323 | \$ | 271,010 | \$ |
| B-14 EPA Proportionate Share Cap (B-12 + B-13; If less than 0, B-14 = 0) | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ |
| EPA PROPORTIONATE SHARE | | | | | | | | | | | | | | | |
| C-1 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ |
| C-2 Statewide EPA Proportionate Share Ratio (as of P-2 certification) | | 70.06785065% | | 73.31789035% | | 45.21920787% | | 45.21920787% | 45.21920787% | 45.21920787% | 45.21920787% | 45.21920787% | | 45.21920787% | |
| C-3 EPA Proportionate Share (C-1 * C-2) | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ |
| EPA ENTITLEMENT | | | | | | | | | | | | | | | |
| D-1 EPA Entitlement (If C-3 < B-14, then C-3; else B-14); (If C-3 and B-14 < A-3, then A-3) | \$ | 258,032 | \$ | 258,032 | \$ | 39,674 | \$ | 39,674 | \$ | 127,980 | \$ | 127,980 | \$ | 105,000 | \$ |
| D-2 Miscellaneous Adjustments** | \$ | - | \$ | - | \$ | 89,342 | \$ | 89,342 | \$ | - | \$ | - | \$ | - | \$ |
| D-3 Adjusted EPA Entitlement (D-1 + D-2) | | 258,032 | | 258,032 | | 129,016 | | 129,016 | | 127,980 | | 127,980 | | 105,000 | |
| D-4 Prior Year Annual Adjustment | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ |
| D-5 P2 Entitlement Net of PY Adjustment | \$ | 258,032 | | 258,032 | | 129,016 | | 129,016 | | 127,980 | | 127,980 | | 105,000 | |
| C-2 Statewide EPA Proportionate Share Ratio (as of Annual certification) | | 82.74488538% | | 82.74488538% | | 75.37156903% | | 75.37156903% | | 45.21920787% | | 45.21920787% | | 45.21920787% | |
| Adjusted EPA Allocation (used to calculate LCFF Revenue) | \$ | 258,032 | | | | 129,016 | | 127,980 | | 105,000 | | 105,000 | | 105,000 | |

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

USER NOTES

revised exhibit line reference from B1 and B4 to B-7 and B-8

User Notes

| Method Schools, LA (137703) - Method LA | | | | | | | | | | User Notes | | | | | | |
|--|----------|---------|---------|---------|---------|---------|---------|---------|----|------------|----|--------|----|--------|----|--------|
| | 2019-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | | | | | | | | |
| Grades TK-3 | 7.11 | 25.69 | - | 12.10 | 12.10 | 12.10 | 12.10 | 12.10 | | | | | | | | |
| Grades 4-6 | 35.76 | 29.04 | 16.99 | 23.78 | 23.78 | 23.78 | 23.78 | 23.78 | | | | | | | | |
| Grades 7-8 | 158.06 | 33.87 | 14.31 | 22.71 | 22.71 | 22.71 | 22.71 | 22.71 | | | | | | | | |
| Grades 9-12 | 1,089.23 | 109.77 | 608.60 | 466.41 | 466.41 | 466.41 | 466.41 | 466.41 | | | | | | | | |
| Total Funded ADA | 1,290.16 | 198.37 | 639.90 | 525.00 | 525.00 | 525.00 | 525.00 | 525.00 | | | | | | | | |
| Funded Difference (Funded ADA less Actual ADA) | - | - | - | - | - | - | - | - | | | | | | | | |
| FUNDED ADA for the Transitional Kindergarten Add-on | | | | | | | | | | | | | | | | |
| Current Year TK ADA | | | | | | | | | | | | | | | | |
| PER-ADA FUNDING LEVELS | | | | | | | | | | | | | | | | |
| Base, Supplemental and Concentration Rate per ADA | | | | | | | | | | | | | | | | |
| Grades TK-3 | \$ | 9,285 | \$ | 9,777 | \$ | 11,076 | \$ | 11,709 | \$ | 11,968 | \$ | 12,230 | \$ | 12,622 | \$ | 13,020 |
| Grades 4-6 | \$ | 8,537 | \$ | 8,990 | \$ | 10,184 | \$ | 10,766 | \$ | 11,005 | \$ | 11,246 | \$ | 11,505 | \$ | 11,971 |
| Grades 7-8 | \$ | 8,790 | \$ | 9,255 | \$ | 10,486 | \$ | 11,084 | \$ | 11,329 | \$ | 11,578 | \$ | 11,947 | \$ | 12,325 |
| Grades 9-12 | \$ | 10,452 | \$ | 11,005 | \$ | 12,468 | \$ | 13,180 | \$ | 13,472 | \$ | 13,768 | \$ | 14,207 | \$ | 14,657 |
| Base Grants | | | | | | | | | | | | | | | | |
| Grades TK-3 | \$ | 7,702 | \$ | 8,093 | \$ | 9,166 | \$ | 9,919 | \$ | 10,310 | \$ | 10,649 | \$ | 10,989 | \$ | 11,336 |
| Grades 4-6 | \$ | 7,818 | \$ | 8,215 | \$ | 9,304 | \$ | 10,069 | \$ | 10,466 | \$ | 10,810 | \$ | 11,155 | \$ | 11,507 |
| Grades 7-8 | \$ | 8,050 | \$ | 8,458 | \$ | 9,580 | \$ | 10,367 | \$ | 10,775 | \$ | 11,129 | \$ | 11,484 | \$ | 11,847 |
| Grades 9-12 | \$ | 9,329 | \$ | 9,802 | \$ | 11,102 | \$ | 12,015 | \$ | 12,488 | \$ | 12,899 | \$ | 13,310 | \$ | 13,731 |
| Grade Span Adjustment | | | | | | | | | | | | | | | | |
| Grades TK-3 | \$ | 801 | \$ | 842 | \$ | 953 | \$ | 1,032 | \$ | 1,072 | \$ | 1,107 | \$ | 1,143 | \$ | 1,179 |
| Grades 9-12 | \$ | 243 | \$ | 255 | \$ | 289 | \$ | 312 | \$ | 325 | \$ | 335 | \$ | 346 | \$ | 357 |
| Prorated Base, Supplemental and Concentration Rate per ADA | | | | | | | | | | | | | | | | |
| Grades TK-3 | \$ | 8,503 | \$ | 8,935 | \$ | 10,119 | \$ | 10,951 | \$ | 11,382 | \$ | 11,756 | \$ | 12,132 | \$ | 12,515 |
| Grades 4-6 | \$ | 7,818 | \$ | 8,215 | \$ | 9,304 | \$ | 10,069 | \$ | 10,466 | \$ | 10,810 | \$ | 11,155 | \$ | 11,507 |
| Grades 7-8 | \$ | 8,050 | \$ | 8,458 | \$ | 9,580 | \$ | 10,367 | \$ | 10,775 | \$ | 11,129 | \$ | 11,484 | \$ | 11,847 |
| Grades 9-12 | \$ | 9,572 | \$ | 10,057 | \$ | 11,391 | \$ | 12,327 | \$ | 12,813 | \$ | 13,234 | \$ | 13,656 | \$ | 14,088 |
| Prorated Base Grants | | | | | | | | | | | | | | | | |
| Grades TK-3 | \$ | 7,702 | \$ | 8,093 | \$ | 9,166 | \$ | 9,919 | \$ | 10,310 | \$ | 10,649 | \$ | 10,989 | \$ | 11,336 |
| Grades 4-6 | \$ | 7,818 | \$ | 8,215 | \$ | 9,304 | \$ | 10,069 | \$ | 10,466 | \$ | 10,810 | \$ | 11,155 | \$ | 11,507 |
| Grades 7-8 | \$ | 8,050 | \$ | 8,458 | \$ | 9,580 | \$ | 10,367 | \$ | 10,775 | \$ | 11,129 | \$ | 11,484 | \$ | 11,847 |
| Grades 9-12 | \$ | 9,329 | \$ | 9,802 | \$ | 11,102 | \$ | 12,015 | \$ | 12,488 | \$ | 12,899 | \$ | 13,310 | \$ | 13,731 |
| Prorated Grade Span Adjustment | | | | | | | | | | | | | | | | |
| Grades TK-3 | \$ | 801 | \$ | 842 | \$ | 953 | \$ | 1,032 | \$ | 1,072 | \$ | 1,107 | \$ | 1,143 | \$ | 1,179 |
| Grades 9-12 | \$ | 243 | \$ | 255 | \$ | 289 | \$ | 312 | \$ | 325 | \$ | 335 | \$ | 346 | \$ | 357 |
| Supplemental Grant | | | | | | | | | | | | | | | | |
| Maximum - 1.00 ADA, 100% UPP | | 20% | | 20% | | 20% | | 20% | | 20% | | 20% | | 20% | | 20% |
| Grades TK-3 | \$ | 1,701 | \$ | 1,787 | \$ | 2,024 | \$ | 2,190 | \$ | 2,276 | \$ | 2,351 | \$ | 2,426 | \$ | 2,503 |
| Grades 4-6 | \$ | 1,564 | \$ | 1,643 | \$ | 1,861 | \$ | 2,014 | \$ | 2,093 | \$ | 2,162 | \$ | 2,231 | \$ | 2,301 |
| Grades 7-8 | \$ | 1,610 | \$ | 1,692 | \$ | 1,916 | \$ | 2,073 | \$ | 2,155 | \$ | 2,226 | \$ | 2,297 | \$ | 2,369 |
| Grades 9-12 | \$ | 1,914 | \$ | 2,011 | \$ | 2,278 | \$ | 2,465 | \$ | 2,567 | \$ | 2,647 | \$ | 2,731 | \$ | 2,818 |
| Actual - 1.00 ADA, Local UPP as follows: | | | | | | | | | | | | | | | | |
| Grades TK-3 | \$ | 782 | \$ | 842 | \$ | 957 | \$ | 758 | \$ | 586 | \$ | 474 | \$ | 490 | \$ | 505 |
| Grades 4-6 | \$ | 719 | \$ | 775 | \$ | 880 | \$ | 697 | \$ | 539 | \$ | 436 | \$ | 450 | \$ | 464 |
| Grades 7-8 | \$ | 740 | \$ | 797 | \$ | 906 | \$ | 717 | \$ | 554 | \$ | 449 | \$ | 463 | \$ | 478 |
| Grades 9-12 | \$ | 880 | \$ | 948 | \$ | 1,077 | \$ | 853 | \$ | 659 | \$ | 534 | \$ | 551 | \$ | 569 |
| Concentration Grant (>55% population) | | | | | | | | | | | | | | | | |
| Maximum - 1.00 ADA, 100% UPP | | 50% | | 65% | | 65% | | 65% | | 65% | | 65% | | 65% | | 65% |
| Grades TK-3 | \$ | 4,252 | \$ | 5,808 | \$ | 6,577 | \$ | 7,118 | \$ | 7,398 | \$ | 7,641 | \$ | 7,886 | \$ | 8,135 |
| Grades 4-6 | \$ | 3,909 | \$ | 5,340 | \$ | 6,048 | \$ | 6,545 | \$ | 7,027 | \$ | 7,405 | \$ | 7,751 | \$ | 8,080 |
| Grades 7-8 | \$ | 4,025 | \$ | 5,498 | \$ | 6,227 | \$ | 6,739 | \$ | 7,004 | \$ | 7,234 | \$ | 7,465 | \$ | 7,701 |
| Grades 9-12 | \$ | 4,786 | \$ | 6,537 | \$ | 7,404 | \$ | 8,013 | \$ | 8,328 | \$ | 8,602 | \$ | 8,876 | \$ | 9,157 |
| Actual - 1.00 ADA, Local UPP >55% as follows: | | | | | | | | | | | | | | | | |
| Grades TK-3 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
| Grades 4-6 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
| Grades 7-8 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
| Grades 9-12 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |

| IN-LIEU PROPERTY TAX TRANSFER | | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|
| For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA | | | | | | | | |
| 1. Property Taxes per ADA | | | | | | | | |
| 2a. Adjusted base revenue per ADA x charter school ADA | | | | | | | | |
| For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA. | | | | | | | | |
| 1. Property taxes per ADA x District of Residence ADA | | | | | | | | |
| 2a. Adjusted base revenue per ADA x District of Residence ADA | | | | | | | | |
| To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab | | | | | | | | |
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
| Local Property Taxes (w/out RDA) | \$ - | \$ - | \$ - | - | - | - | - | - |
| District LCFF ADA | - | - | - | - | - | - | - | - |
| Total Charter LCFF ADA | - | - | - | - | - | - | - | - |
| Total LCFF ADA | - | - | - | - | - | - | - | - |
| Property Taxes per ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Funding Method: | | | | | | | | |
| Property Taxes per ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| LCFF Funding per ADA | - | - | - | - | - | - | - | - |
| Alternative Calculation | - | - | - | - | - | - | - | - |
| Certified In-Lieu Taxes | - | - | - | - | - | - | - | - |
| In-Lieu of Property Tax Transfer Total | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Prior Year Basic Aid Status | - | - | - | - | - | - | - | - |
| 1 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 3 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 4 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 5 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 6 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 7 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 8 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 9 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 10 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 11 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 12 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 13 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 14 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 15 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 16 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 17 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 18 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 19 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| ADA | - | - | - | - | - | - | - | - |
| 1 In-Lieu at Property tax/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 2 In-Lieu at LCFF Adj Base grant/ADA | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 20 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

NOTE: Data pulls in funded ADA from Summary tab
 NOTE: Data pulls from the Data Entry tab if no data is entered ADA will pull from certified data.

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

| | |
|--|--|
| 1. Property Taxes per ADA | |
| 2a. Adjusted base revenue per ADA x charter school ADA | |

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

1. Property taxes per ADA x District of Residence ADA
- 2a. Adjusted base revenue per ADA x District of Residence ADA

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

[illegible]

1. Property Taxes per ADA

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

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

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

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

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

[illegible]

Charts and Graphs

Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). The Graphs tab remains unprotected to allow editing for local standards.

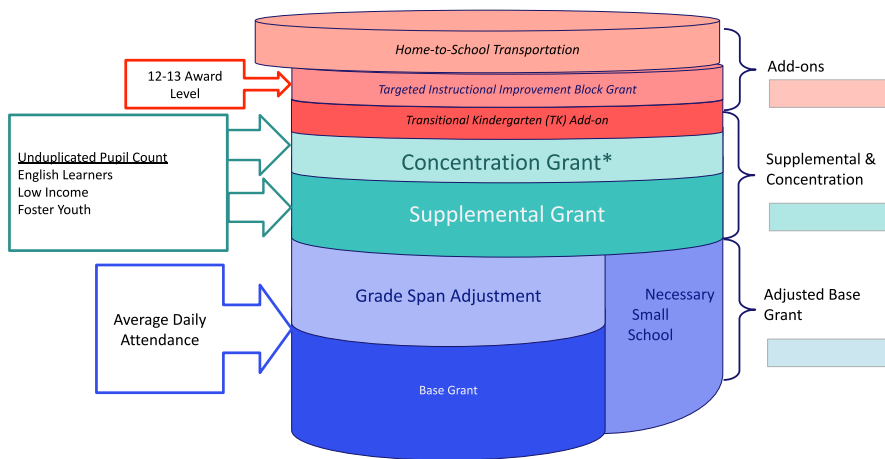
2022-23

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

Components of LCFF Entitlement

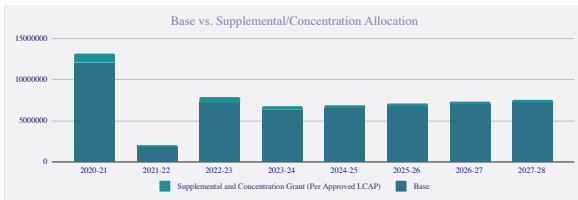
| | 2022-23 | | |
|---|---------------------|---------------------|------------------------------|
| Base Grant | \$ 7,051,842 | 639.90 | ADA |
| Grade Span Adjustment | \$ 175,886 | \$ 7,227,728 | Adjusted Base Grant |
| Supplemental Grant | \$ 683,308 47% | | |
| Concentration Grant | \$ - 47% | \$ 683,308 | Supplemental & Concentration |
| Add-ons: Targeted Instructional Improvement Block Grant | \$ - | | |
| Add-ons: Home-to-School Transportation | \$ - | | |
| Add-ons: Small School District Bus Replacement Program | \$ - | \$ - | Add-ons |
| Add-ons: Transitional Kindergarten | \$ - | | |
| Total | \$ 7,911,036 | \$ 7,911,036 | |

Total LCFF Funding:



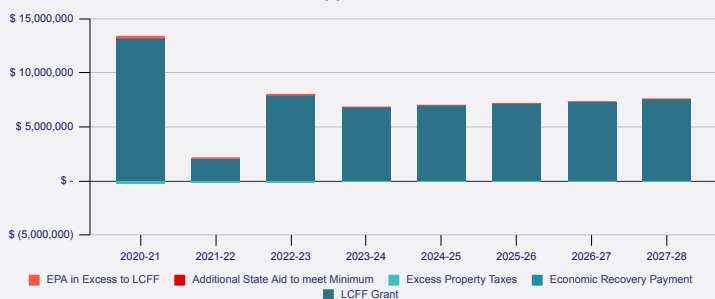
*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

| Minimum Proportionality Analysis | | | | | | | | | |
|--|----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|--|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | |
| Base | \$ 12,038,521 | \$ 1,858,533 | \$ 7,227,728 | \$ 6,356,819 | \$ 6,607,414 | \$ 6,824,520 | \$ 7,042,160 | \$ 7,264,897 | |
| Supplemental and Concentration Grant (Per Approved LCAP) | \$ 1,107,062 | \$ 175,223 | \$ 683,308 | \$ 439,891 | \$ 340,017 | \$ 275,438 | \$ 284,222 | \$ 293,212 | |
| Total | \$ 13,145,583 | \$ 2,033,756 | \$ 7,911,036 | \$ 6,796,710 | \$ 6,947,431 | \$ 7,099,958 | \$ 7,326,382 | \$ 7,558,109 | |



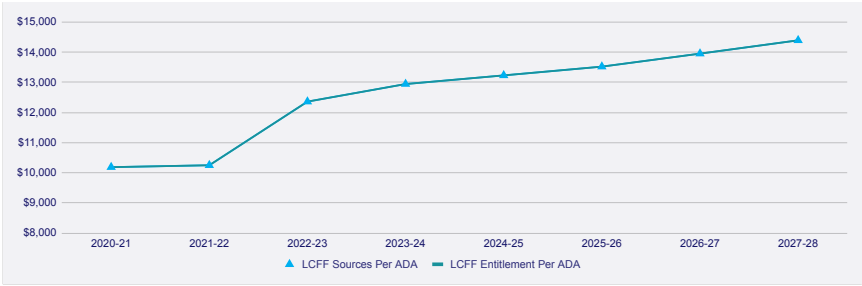
| Funding Sources | | | | | | | | | |
|--------------------------------------|----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|--|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | |
| Excess Property Taxes | \$ (258,032) | \$ (129,016) | \$ (127,980) | \$ (105,000) | \$ (105,000) | \$ (105,000) | \$ (105,000) | \$ (105,000) | |
| Additional State Aid to meet Minimum | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| EPA in Excess to LCFF | \$ 258,032 | \$ 129,016 | \$ 127,980 | \$ 105,000 | \$ 105,000 | \$ 105,000 | \$ 105,000 | \$ 105,000 | |
| Economic Recovery Payment | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| LCFF Grant | \$ 13,145,583 | \$ 2,033,756 | \$ 7,911,036 | \$ 6,796,710 | \$ 6,947,431 | \$ 7,099,958 | \$ 7,326,382 | \$ 7,558,109 | |
| Total General Purpose Funding | \$ 13,145,583 | \$ 2,033,756 | \$ 7,911,036 | \$ 6,796,710 | \$ 6,947,431 | \$ 7,099,958 | \$ 7,326,382 | \$ 7,558,109 | |

'LCFF Entitlement and Funding Sources before COE Transfer, Choice and Charter Supplemental



LCFF Entitlement per ADA

| LCFF Entitlement per ADA | | | | | | | | | |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | |
| Funded ADA | 1,290.16 | 198.37 | 639.90 | 525.00 | 525.00 | 525.00 | 525.00 | 525.00 | |
| LCFF Sources per ADA | \$ 10,189.11 | \$ 10,252.34 | \$ 12,362.93 | \$ 12,946.11 | \$ 13,233.20 | \$ 13,523.73 | \$ 13,955.01 | \$ 14,396.40 | |
| Net Change per ADA | | \$ 63.23 | \$ 2,110.59 | \$ 583.19 | \$ 287.09 | \$ 290.53 | \$ 431.28 | \$ 441.38 | |
| Net Percent Change | | 0.62% | 20.59% | 4.72% | 2.22% | 2.20% | 3.19% | 3.16% | |
| Estimated LCFF Entitlement per ADA | \$ 10,189.11 | \$ 10,252.34 | \$ 12,362.93 | \$ 12,946.11 | \$ 13,233.20 | \$ 13,523.73 | \$ 13,955.01 | \$ 14,396.40 | |
| Net Change per ADA | | \$ 63.23 | \$ 2,110.59 | \$ 583.19 | \$ 287.09 | \$ 290.53 | \$ 431.28 | \$ 441.38 | |
| Net Percent Change | | 0.62% | 20.59% | 4.72% | 2.22% | 2.20% | 3.19% | 3.16% | |



| Student Summary | | | | | | | | | |
|----------------------------|----------|---------|---------|---------|---------|---------|---------|---------|--|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | |
| Enrollment (Excluding COE) | 485 | 201 | 194 | 550 | 550 | 550 | 550 | 550 | |
| UPC | 200 | 105 | 111 | 111 | 111 | 111 | 111 | 111 | |
| ADA | 1,290.16 | 198.37 | 639.90 | 525.00 | 525.00 | 525.00 | 525.00 | 525.00 | |



Method Schools Board of Directors POLICY

Fiscal Policies & Procedures – BP 2017-1

Overview

The Board of Directors of Method Schools has reviewed and adopted the following fiscal policies and procedures to ensure the most effective use of the funds of Method Schools. The purpose of the adopted policies is to support the mission of Method Schools and to ensure funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board of Directors formulates financial policies and procedures and can delegate administration of the policies and procedures to the Directors and reviews operations and activities on a regular basis.
2. The Directors have responsibility for all operations and activities related to financial management.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. The Board of Directors will commission an annual financial audit by an independent third-party auditor who will report to the Directors. The Board of Directors will approve the final audit report and a copy will be provided to the charter-granting agency. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Board of Directors and the charter-granting agency.
5. The Governance Board can appoint another individual within the organization to perform the Director's responsibilities in the case of absence.

PURCHASING

Overview

The Governing Board recognizes the importance of developing a system of internal control procedures to help fulfill its obligation to monitor and safeguard school resources. To facilitate warrant processing, the Director(s) or designee (Business Office) shall ensure that purchasing, receiving, and payment functions are kept separate. He/she shall also ensure that invoices are paid expeditiously so that the school may, to the extent possible, take advantage of available discounts and avoid finance charges.

Specific Policies & Procedures Related to Purchasing

1. The Director(s) or designee may authorize expenditures and may sign related contracts within the approved budget. The Directors or designee must approve all purchases. Purchase requisitions, authorizing the purchase of all items (format to be provided by Business Office), must be approved by the Directors or designee, and submitted to Business Office with the related invoice.
2. Staff members authorized to make purchase requests or use AMEX cards shall enter each request in the purchasing module in SmartFox.
3. Expenditures should be pre-approved by an executive team member PRIOR to purchasing
4. When approving purchases, the authorized approver must:
 - A. Determine if the expenditure is budgeted
 - B. Determine if funds are currently available for expenditures (i.e. cash flow)
 - C. Determine if the expenditure is allowable under the appropriate revenue source
 - D. Include the proper account coding
 - E. Determine if the price is competitive and prudent, and the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations. All purchases over \$25,000 must include documentation of 'Good Faith' effort to obtain the possible cost for comparable goods and services.
5. The Board of Directors will review all expenditures via approval of a check register presented at each meeting of the Board. The check register will list all checks written during a set period and includes check #, payee, date, and amount.
6. The Board of Directors must approve contracts over \$50,000.

Credit Cards

The Directors may authorize an individual to use a school credit card to make an authorized purchase on behalf of the school, consistent with guidelines provided by the Directors and/or Board of Directors.

- A. The Purchasing policy applies to all credit card use
- B. Related documentation of all purchases will be reconciled on a monthly basis.
- C. If receipts are not available or are “missing”, the individual responsible for the charge will be responsible for the payment.
- D. Credit cards will bear the names of Method School and the corresponding Director.

CONTRACTS

Overview

The Governing Board recognizes its responsibility to enter into contracts on behalf of the school for the acquisition of equipment, supplies, services, and other resources necessary for the achievement of school goals. In exercising this authority to enter into a contract, the Board shall ensure that the school's interest is protected and that the terms of the contract conform to applicable legal standards.

The Board may, by a majority vote, delegate to the Director(s) or designee (Business Office) the authority to enter into contracts on behalf of the school.

Specific Policies & Procedures Related to Contracts

1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.
2. Office staff will maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over \$50,000.
 - a. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.
3. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
4. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Directors may also require that contract service providers list the school as an additional insured.
5. If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the School will obtain a W-9 from the contract service provider prior to submitting any requests for payments to Business Office.
6. The Directors will approve proposed contracts and modifications in writing.
7. Contract service providers will be paid in accordance with approved contracts as work is performed.
8. The Director(s) are responsible for ensuring the terms of the contracts are fulfilled.

9. Potential conflicts of interest will be disclosed upfront, and the Directors and/or Member(s) of the Board of Directors with the conflict will excuse themselves from discussions and from voting on the contract in accordance with the Board approved Conflict of Interest Policy on file.

EMPLOYEE REIMBURSEMENTS & TRAVEL

Expense Reimbursements

1. Any individual making an authorized purchase on behalf of the school must provide Business Office with appropriate documentation of the purchase.
2. Employees will be reimbursed for expenditures within thirty (30) days of presentation of appropriate documentation.
3. Authorized purchases will be promptly reimbursed thru payroll or by bank check upon receipt of appropriate documentation of the purchase.
4. The employee and the Director(s) must sign the expense report.
5. Expenses greater than two months old may not be reimbursed.
6. Employees will complete expense reports monthly, as necessary, to be submitted to Business Office.
7. Individuals who use personal funds to make unauthorized purchases will not be reimbursed.

Travel

1. Employees may be approved to use Method vehicles for work related travel.
2. Employees will be reimbursed for mileage in their personal vehicle when pre-approved by the Directors.
3. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled.
4. The Directors must pre-approve all out-of-town travel.
5. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by the Directors and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch or dinner as outlined in the Employee Handbook.
6. After the trip, the employee must enter all the appropriate information on an

expense report and submit it to the Director(s) for approval. Once approved, the expense report will be sent to the Business Office for processing.

Board of Director Expenses

1. Similar to employees, if a Board member incurs authorized expenses while carrying out the duties of the school, the Board member will be required to complete and sign an expense report providing all corresponding expense receipts.
2. The Director(s) will approve the expense report and submit it to the Business Office for processing.

ACCOUNTS PAYABLE

Bank Check Authorization

1. All original invoices will immediately be forwarded to the Directors for approval. The Directors will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to the school's Business Office with the invoice.
2. Once invoices are approved by the Directors a check authorization will be provided and an allocation to the specific budget line will be noted when applicable. All approved invoices will be sent to the Business Office on a weekly basis. (It is the responsibility of the Directors to be aware of invoice due dates to avoid late payments and fees.) The Business Office will only process invoices with sufficient supporting documentation and will communicate with the Directors if documentation is missing, before paying all expenditures.
3. The Directors may authorize the Business Office to pay reoccurring expenditures (i.e., Utilities, Rent) without the Director's formal approval on the invoice when dollar amounts fall within a predetermined range. A list of the applicable vendors and invoice dollar range for each vendor must be provided to the Business Office on an annual basis.

Bank Checks

1. The Board of Directors will approve in advance the list of authorized signers on the school account. The Directors, Board Treasurer and any other employee (designated by the Board) may sign bank checks within the established limitations.
2. The Board of Directors authorized the school's Directors to open and close bank accounts.
3. The Directors in conjunction with the Business Office will be responsible for all blank checks and will keep them under lock and key.
4. When there is a need to generate a bank check, the Directors will send appropriate and approved documentation to the Business Office.

5. Once approved by the Directors, the Business Office will process checks based on authorized approval. The Business Office will be provided a facsimile signature stamp of the school's Director(s) for check processing.
6. Checks may not be written to cash or bearer and under no circumstance will any individual sign a blank check.
7. Business Office will record the check transaction(s) into the school's General Ledger using the appropriate budget account code.
8. Business Office will distribute the checks as followed:
 - a. Original: Mailed or delivered to payee
 - b. Duplicate or Voucher: Attached to the invoice and filed by vendor name by Business Office with a duplicate copy attached in the school's General Ledger
 - c. Cancelled Checks: Will be filed numerically with bank statements
9. Voided Checks: Will have VOID written in ink. Original checks will be attached to the duplicate and forwarded to the Business Office provide who will attach any other related documentation.
10. Stale Dated Checks/Unclaimed Property: Under the Federal Uniform Commercial Code, checks are valid for 6 months. The state of California uses the UCC as model law, thus Method checks are valid for 6 months, beyond that term checks are considered state dated and a bank may/may not accept for deposit.

Per state law, a payee has four years to collect on payments recorded in writing. Method will attempt to contact payee to re-issue stale dated checks. Checks older than 4 years will be considered permanently stale and written off to Method's balance sheet.

Any unclaimed cashier's checks or money orders are subject to CA Escheat. However, the institution (ie bank) the item is drawn on is responsible.

The State Controller's Office describes unclaimed property:

Unclaimed property is generally defined as any financial asset left inactive by its owner for a period, typically three years. California unclaimed property law does not include real estate. The most common types of unclaimed property are:

Bank accounts and safe deposit box contents
Stocks, mutual funds, bonds, and dividends
Uncashed cashier's checks and money orders
Certificates of deposit
Matured or terminated insurance policies.
Estates Mineral interests and royalty payments
Trust funds and escrow accounts
Utility account deposits

Bank Reconciliation

1. Bank Statements will be reviewed jointly by the Director(s) and the Business Office.
2. Business Office will conduct thorough analysis of bank statement examining all paid checks and deposits for date, name, amount and endorsement. Any discrepancies regarding paid checks or deposits will be further researched and brought to the attention of the Director(s).
3. The Business Office will prepare the bank reconciliation thru bank account statement verifications and will facilitate any necessary adjustments.
4. The Business Office will compare the reconciled bank balance to the cash in the bank account and General Ledger. Any material discrepancies will be reported immediately to the Director(s).

Accounts Receivable

1. Documentation will be maintained for accounts receivable and forwarded to Business Office.
2. Accounts receivable will be recorded by Business Office in the school's General Ledger and collected on a timely basis.

Cash Receipts (Cash and Checks)

The school will use the guidelines as set forth by the school's Auditors and GASB Accounting Guidelines and practices.

Returned Check Policy

1. A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by Business Office or Directors, payment of the NSF check and processing fee must be made by money order or certified check.
2. In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.
3. In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the Director(s) and/or Governing Board.
4. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the Directors and/or Governing Board.

(*As of the Policy Adoption Method did not maintain a Petty Cash account)

Petty Cash

1. The Directors will manage the petty cash fund.
2. The petty cash fund will be capped at \$600.00.
3. All petty cash will be kept in a locked petty cash box in the safe.
4. All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
5. At all times the petty cash box will contain receipts and cash totaling \$600.00. A register receipt must support the petty cash slip. The individual

using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Directors within 48 hours of withdrawing the petty cash.

6. When expenditures total \$450.00 (when cash balance is reduced to \$150.00), the Director will total the disbursement and complete a petty cash reimbursement form. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to the Business Office.
7. Petty cash fund reimbursement checks will be made payable to the Directors.
8. Any irregularities in the petty cash fund will be immediately reported in writing to the Directors.
9. Loans will not be made from the petty cash fund.

Financial Reporting

The Director(s) or designee (Business Office) shall ensure that all financial reports are prepared in accordance with law and in conformity with generally accepted accounting principles and financial reporting standards stipulated by the Governmental Accounting Standards Board and the California Department of Education (CDE). The Director(s) in accordance with the Business Office shall establish a system of ongoing internal controls to ensure the reliability of financial reporting.

When required by law or the Board, the Director(s) or designee (Business Office) shall submit to the Board reports of the school's financial status, including, but not limited to, any report specified in this Board policy or accompanying administrative regulation. When any such report must be approved by the Board prior to its submission to a local, state, and/or federal agency, the Director(s) or designee (Business Office) shall provide the report to the Board in sufficient time to enable the Board to carefully review the report and meet any applicable submission deadline.

The Board shall regularly communicate the school's financial position to the public and shall use financial reports to determine what actions and budget amendments, if any, are needed to ensure the school's financial stability.

Unaudited Actual Receipts and Expenditures

On or before September 15, the Board shall approve and file with the County Director(s) a statement of the school's unaudited actual receipts and expenditures for the preceding fiscal year. The Director(s) or designee (Business Office) shall prepare this statement using the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42100).

Interim Reports

The Director(s) or designee (Business Office) shall submit two interim fiscal reports

to the Board, the first report covering the school's financial and budgetary status for the period ending October 31 and the second report covering the period ending January 31. The reports and supporting data shall be made available by the school for public review. (Education Code 42130)

Within 45 days after the close of the period reported, the Board shall approve the interim report and certify, on the basis of the interim report and any additional financial information known by the Board.

Annual Audit

The Board of Directors will annually select an audit by March 15th to conduct the annual audit.

The audit shall include, but not be limited to:

- A. An audit of the accuracy of the financial statements
- B. An audit of the attendance accounting and revenue accuracy practices
- C. An audit of the internal control practice

To conduct the audit, the Board shall select a certified public accountant or public accountant licensed by the State Board of Accountancy from among those deemed qualified by the State Controller.

No later than December 15, the report of the audit for the preceding fiscal year shall be filed with the County Superintendent.

Budget Development and Adoption Process

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified school needs and goals and on realistic projections of available funds.

The Director(s) or designee (Business Office) shall oversee the preparation of a proposed school budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

The Board shall adopt the school budget on or before July 1 of each year. (Education Code 42127)

At a public meeting held on a date after the public hearing on the budget, the Board

shall adopt the budget following its adoption of the LCAP or an annual update to the LCAP at the same meeting. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127)

The budget that is formally adopted by the Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction. (Education Code 42126, 42127).

Liabilities / Insurance/ Records Retention

Loans

1. The Directors and the Board of Directors will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan document.
2. Once approved, a promissory note will be prepared and signed by the Directors before funds are borrowed.
3. Employee loans are not allowed.

Financial Institutions

1. All funds will be maintained at a high quality financial institution according to California code and Method Investment Policy 3040.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.
3. Physical evidence will be maintained on-site for all financial institution transactions.

Retention of Records

1. Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Board of Directors or Directors, certain documentation may be maintained for a longer period of time.
2. Business Office will retain records at their site for a minimum of two (2) years; after which, the remaining five years will be the responsibility of the School.
3. Financial records will be shredded at the end of their retention period.

4. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

Insurance

1. Business Office will work with the Directors to ensure that appropriate insurance is maintained at all times with a high quality insurance agency.
2. The Directors and Business Office will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The Directors and Business Office will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.

Fund Balance

Overview

The Fund Balance Policy is intended to provide guidelines during the preparation and execution of the annual budget to ensure that sufficient reserves are maintained for unanticipated expenditures or revenue shortfalls. It also is intended to preserve flexibility throughout the fiscal year to make adjustments in funding for programs approved in connection with the annual budget. The Fund Balance Policy should be established based upon a long-term perspective recognizing that stated thresholds are considered minimum balances. The main objective of establishing and maintaining a Fund Balance Policy is for the school to be in a strong fiscal position that will allow for better position to weather negative economic trends.

Unassigned Fund Balance

Unassigned Fund Balance is the residual amount of Fund Balance in the General Fund. It represents the resources available for future spending. An appropriate level of Unassigned Fund Balance should be maintained in the General Fund in order to cover unexpected expenditures and revenue shortfalls.

Unassigned Fund Balance may be accessed in the event of unexpected expenditures up to the minimum established level upon approval of a budget revision by the School's governing board. In the event of projected revenue shortfalls, it is the responsibility of the Chief Business Official to report the projections to the school's governing board on a quarterly basis and shall be recorded in the minutes.

Any budget revision that will result in the Unassigned Fund Balance dropping below the minimum level will require the approval of 2/3 vote of the school's governing board.

The Fund Balance Policy establishes a minimum Unassigned Fund Balance equal to 3% of total General Fund expenditures. In the event that the balance drops below the established minimum level, the School's governing board will develop a plan to replenish the fund balance to the established minimum level within five years.

Minimum Fund Balance

The school is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The school's Minimum Fund Balance Policy requires a Reserve for Economic Uncertainties, consisting of unassigned amounts, equal to no less than 10 percent of budgeted expenditures and other financing uses. The minimum fund balance/reserve of 10% is to ensure the school's ability to provide necessary services for 2-3 months of operations.

If the reserves are drawn down below the minimum required level of 10 percent, then a budgetary plan shall be implemented to return the reserve to a minimum 10 percent level in no more than a 5- year period. The progress of replenishment shall be reported in the annual budget.

Management of School Assets / Accounts

Overview

The Governing Board recognizes its fiduciary responsibility to effectively manage and safeguard the school's assets and resources in order to help achieve the school's goals for student learning. The Director(s) or designee (Business Office) shall establish and maintain an accurate, efficient financial management system that enhances the school's ability to meet its fiscal obligations, produces reliable financial reports, and complies with laws, regulations, policies, and procedures. He/she shall ensure that the school's accounting system provides ongoing internal controls and meets generally accepted accounting standards.

Internal Controls/Fraud Prevention

The Board expects Board members, employees, consultants, vendors, contractors, and other parties maintaining a business relationship with the school to act with integrity and due diligence in dealings involving the school's assets and fiscal resources.

The Director(s) or designee (Business Office) shall develop internal controls which aid in the prevention and detection of fraud, financial impropriety, or irregularity within the school. These internal controls may include, but are not limited to, segregating employee duties relating to authorization, custody of assets, and recording or reporting of transactions; providing detailed, written job descriptions explaining the segregation of functions; adopting an integrated financial system; conducting background checks on business office employees; and requiring continuous in-service training for business office staff on the importance of fraud prevention.

All employees shall be alert for any indication of fraud, financial impropriety, or irregularity within their area of responsibility. Any employee who suspects fraud, impropriety, or irregularity shall immediately report those suspicions to his/her immediate supervisor and/or the Director(s) or designee (Business Office). In addition, the Director(s) or designee (Business Office) shall establish a method for employees and outside persons to anonymously report any suspected instances of fraud, impropriety, or irregularity.

The Director(s) or designee (Business Office) shall have primary responsibility for

any necessary investigations of suspected fraud, impropriety, or irregularity, in coordination with legal counsel, the school's auditors, law enforcement agencies, or other governmental entities, as appropriate.

The Director(s) or designee (Business Office) shall provide regular reports to the Board on the status of the school's internal control procedures and recommend any necessary revisions to related Board policies or administrative regulations.

Asset & Equipment Inventory

Assets

1. An asset is defined as any individual item, purchased or donated, with a value of \$5000 or more and with a useful life of more than one year.
2. All receipts for purchased assets shall be attached to the purchase request in SmartFox and saved with the transaction in the accounting system.
3. Business Office will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets.
4. Business Office will take a physical inventory of all assets at least 90 days before the end of each fiscal year, indicating the condition and location of the asset.
5. The Directors will immediately be notified of all cases of theft, loss, damage or destruction of assets.
6. The Directors will submit to Business Office written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

Equipment

1. Equipment includes items such as computers, tech devices and accessories that do not exceed the \$5000 asset threshold.
2. All receipts for purchased equipment shall be attached to the purchase request in SmartFox and saved with the transaction in the accounting system.
3. Devices loaned to students for academic purposes shall be tracked/logged during the enrollment process. (See Policy BP 2022-1)
4. Devices provided to employees shall be tracked/logged during the onboarding process. (See Policy BP 2022-1).
5. The Directors will immediately be notified of all cases of theft, loss, damage or destruction of equipment.

STANDARD MULTI-TENANT OFFICE LEASE - GROSS

1. Basic Provisions ("Basic Provisions").

1.1 **Parties.** This Lease ("Lease"), dated for reference purposes only May 19, 2023, is made by and between Grattan Holdings, Inc. ("Lessor") and Method Schools Corporation ("Lessee"), (collectively the "Parties", or individually a "Party").

1.2(a) **Premises:** That certain Portion of the Project (as defined below), commonly known as (street address, suite, city, state): 4015 Avenida De La Plata, Ste 401, Oceanside, CA 92056 ("Premises"). The Premises are located in the County of San Diego, and consist of approximately 3,008 rentable square feet and approximately 3,008 useable square feet. In addition to Lessee's rights to use and occupy the Premises as hereinafter specified, Lessee shall have non-exclusive rights to the Common Areas (as defined in Paragraph 2.7 below) as hereinafter specified, but shall not have any rights to the roof, the exterior walls, the area above the dropped ceilings, or the utility raceways of the building containing the Premises ("Building") or to any other buildings in the Project. The Premises, the Building, the Common Areas, the land upon which they are located, along with all other buildings and improvements thereon, are herein collectively referred to as the "Project." The Project consists of approximately 13,388 rentable square feet. (See also Paragraph 2)

1.2(b) **Parking:** Nine (9) unreserved and n/a reserved vehicle parking spaces at a monthly cost of n/a per unreserved space and n/a per reserved space. (See Paragraph 2.6)

1.3 **Term:** Three (3) years and Zero (0) months ("Original Term") commencing July 1, 2023 ("Commencement Date") and ending June 30, 2026 ("Expiration Date"). (See also Paragraph 3)

1.4 **Early Possession:** If the Premises are available Lessee may have non-exclusive possession of the Premises commencing June 15, 2023 ("Early Possession Date"). (See also Paragraphs 3.2 and 3.3)

1.5 **Base Rent:** \$4,512.00 per month ("Base Rent"), payable on the first (1st) day of each month commencing July 1, 2023. (See also Paragraph 4)

☒ If this box is checked, there are provisions in this Lease for the Base Rent to be adjusted. See Paragraph 50.

~~1.6 Lessee's Share of Operating Expense Increase: _____ percent (____%) ("Lessee's Share"). In the event that the size of the Premises and/or the Project are modified during the term of this Lease, Lessor shall recalculate Lessee's Share to reflect such modification.~~

1.7 Base Rent and Other Monies Paid Upon Execution:

(a) **Base Rent:** \$4,512.00 for the period July 1 - July 31, 2023.

(b) **Security Deposit:** \$4,786.78 ("Security Deposit"). (See also Paragraph 5)

~~(c) Parking: _____ for the period _____.~~

~~(d) Other: _____ for _____.~~

(e) **Total Due Upon Execution of this Lease:** \$9,298.78.

1.8 **Agreed Use:** general & administrative office. (See also Paragraph 6)

1.9 **Base Year; Insuring Party.** The Base Year is 2023. Lessor is the "Insuring Party". (See also Paragraphs 4.2 and 8)

1.10 **Real Estate Brokers.** (See also Paragraphs 15 and 25)

(a) **Representation:** Each Party acknowledges receiving a Disclosure Regarding Real Estate Agency Relationship, confirms and consents to the following agency relationships in this Lease with the following real estate brokers ("Broker(s)") and/or their agents ("Agent(s)"):

Lessor's Brokerage Firm Lee & Associates Commercial Real Estate and Services Inc. - NSDC License No. 01096996 Is the broker of (check one): ☒ the Lessor; or ☐ both the Lessee and Lessor (dual agent).

Lessor's Agent James Bengala License No. 01950077 is (check one): ☒ the Lessor's Agent (salesperson or broker associate); or ☐ both the Lessee's Agent and the Lessor's Agent (dual agent).

~~Lessee's Brokerage Firm _____ License No. _____ Is the broker of (check one): ☐ the Lessee; or ☐ both the Lessee and Lessor (dual agent).~~

~~Lessee's Agent _____ License No. _____ is (check one): ☐ the Lessee's Agent (salesperson or broker associate); or ☐ both the Lessee's Agent and the Lessor's Agent (dual agent).~~

(b) **Payment to Brokers.** Upon execution and delivery of this Lease by both Parties, Lessor shall pay to the Brokers the brokerage fee agreed to in a separate written agreement ~~(or if there is no such agreement, the sum of _____ or _____ % of the total Base Rent)~~ for the brokerage services rendered by the Brokers.

1.11 **Guarantor.** The obligations of the Lessee under this Lease are to be guaranteed by Jessica Spallino ("Guarantor"). (See also Paragraph 37)

1.12 **Business Hours for the Building:** 8:00 a.m. to 5:00 p.m., Mondays through Fridays (except Building Holidays) and 8:00 a.m. to 5:00 p.m. on Saturdays (except Building Holidays). "Building Holidays" shall mean the dates of observation of New Year's Day, President's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Christmas Day, and n/a.

1.13 **Lessor Supplied Services.** Notwithstanding the provisions of Paragraph 11.1, Lessor is NOT obligated to provide the following within the Premises:

- ☒ Janitorial services
- ☒ Electricity

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☒ Other (specify): phone/internet/data

1.14 **Attachments.** Attached hereto are the following, all of which constitute a part of this Lease:

☐ ~~an Addendum consisting of Paragraphs _____ through _____;~~

☐ ~~a plot plan depicting the Premises;~~

☒ a current set of the Rules and Regulations;

☐ ~~a Work Letter;~~

☐ ~~a janitorial schedule;~~

☒ other (specify): Rent Adjustments and Agency Disclosure.

2. Premises.

2.1 **Letting.** Lessor hereby leases to Lessee, and Lessee hereby leases from Lessor, the Premises, for the term, at the rental, and upon all of the terms, covenants and conditions set forth in this Lease. While the approximate square footage of the Premises may have been used in the marketing of the Premises for purposes of comparison, the Base Rent stated herein is NOT tied to square footage and is not subject to adjustment should the actual size be determined to be different. **NOTE: Lessee is advised to verify the actual size prior to executing this Lease.**

2.2 **Condition.** Lessor shall deliver the Premises to Lessee in a clean condition on the Commencement Date or the Early Possession Date, whichever first occurs ("Start Date"), and warrants that the existing electrical, plumbing, fire sprinkler, lighting, heating, ventilating and air conditioning systems ("HVAC"), and all other items which the Lessor is obligated to construct pursuant to the Work Letter attached hereto, if any, other than those constructed by Lessee, shall be in good operating condition on said date, that the structural elements of the roof, bearing walls and foundation of the Unit shall be free of material defects, and that the Premises do not contain hazardous levels of any mold or fungi defined as toxic under applicable state or federal law. Lessor also warrants, that unless otherwise specified in writing, Lessor is unaware of (i) any recorded Notices of Default affecting the Premise; (ii) any delinquent amounts due under any loan secured by the Premises; and (iii) any bankruptcy proceeding affecting the Premises.

2.3 **Compliance.** Lessor warrants that to the best of its knowledge the improvements on the Premises and the Common Areas comply with the building codes, applicable laws, covenants or restrictions of record, regulations, and ordinances ("Applicable Requirements") that were in effect at the time that each improvement, or portion thereof, was constructed. Said warranty does not apply to the use to which Lessee will put the Premises, modifications which may be required by the Americans with Disabilities Act or any similar laws as a result of Lessee's use (see Paragraph 49), or to any Alterations or Utility Installations (as defined in Paragraph 7.3(a)) made or to be made by Lessee. **NOTE: Lessee is responsible for determining whether or not the zoning and other Applicable Requirements are appropriate for Lessee's intended use, and acknowledges that past uses of the Premises may no longer be allowed.** If the Premises do not comply with said warranty, Lessor shall, except as otherwise provided, promptly after receipt of written notice from Lessee setting forth with specificity the nature and extent of such non-compliance, rectify the same. If the Applicable Requirements are hereafter changed so as to require during the term of this Lease the construction of an addition to or an alteration of the Premises, the remediation of any Hazardous Substance, or the reinforcement or other physical modification of the Premises ("Capital Expenditure"), Lessor and Lessee shall allocate the cost of such work as follows:

(a) Subject to Paragraph 2.3(c) below, if such Capital Expenditures are required as a result of the specific and unique use of the Premises by Lessee as compared with uses by tenants in general, Lessee shall be fully responsible for the cost thereof, provided, however, that if such Capital Expenditure is required during the last 2 years of this Lease and the cost thereof exceeds 6 months' Base Rent, Lessee may instead terminate this Lease unless Lessor notifies Lessee, in writing, within 10 days after receipt of Lessee's termination notice that Lessor has elected to pay the difference between the actual cost thereof and the amount equal to 6 months' Base Rent. If Lessee elects termination, Lessee shall immediately cease the use of the Premises which requires such Capital Expenditure and deliver to Lessor written notice specifying a termination date at least 90 days thereafter. Such termination date shall, however, in no event be earlier than the last day that Lessee could legally utilize the Premises without commencing such Capital Expenditure.

(b) If such Capital Expenditure is not the result of the specific and unique use of the Premises by Lessee (such as, governmentally mandated seismic modifications), then Lessor shall pay for such Capital Expenditure and Lessee shall only be obligated to pay, each month during the remainder of the term of this Lease or any extension thereof, on the date that on which the Base Rent is due, an amount equal to 1/144th of the portion of such costs reasonably attributable to the Premises. Lessee shall pay interest on the balance but may prepay its obligation at any time. If, however, such Capital Expenditure is required during the last 2 years of this Lease or if Lessor reasonably determines that it is not economically feasible to pay its share thereof, Lessor shall have the option to terminate this Lease upon 90 days prior written notice to Lessee unless Lessee notifies Lessor, in writing, within 10 days after receipt of Lessor's termination notice that Lessee will pay for such Capital Expenditure. If Lessor does not elect to terminate, and fails to tender its share of any such Capital Expenditure, Lessee may advance such funds and deduct same, with interest, from Rent until Lessor's share of such costs have been fully paid. If Lessee is unable to finance Lessor's share, or if the balance of the Rent due and payable for the remainder of this Lease is not sufficient to fully reimburse Lessee on an offset basis, Lessee shall have the right to terminate this Lease upon 30 days written notice to Lessor.

(c) Notwithstanding the above, the provisions concerning Capital Expenditures are intended to apply only to non-voluntary, unexpected, and new Applicable Requirements. If the Capital Expenditures are instead triggered by Lessee as a result of an actual or proposed change in use, change in intensity of use, or modification to the Premises then, and in that event, Lessee shall either: (i) immediately cease such changed use or intensity of use and/or take such other steps as may be necessary to eliminate the requirement for such Capital Expenditure, or (ii) complete such Capital Expenditure at its own expense. Lessee shall not have any right to terminate this Lease.

2.4 **Acknowledgements.** Lessee acknowledges that: (a) it has been given an opportunity to inspect and measure the Premises, (b) Lessee has been advised by Lessor and/or Brokers to satisfy itself with respect to the size and condition of the Premises (including but not limited to the electrical, HVAC and fire sprinkler systems, security, environmental aspects, and compliance with Applicable Requirements), and their suitability for Lessee's intended use, (c) Lessee has made such investigation as it deems necessary with reference to such matters and assumes all responsibility therefor as the same relate to its occupancy of the Premises, (d) it is not relying on any representation as to the size of the Premises made by Brokers or Lessor, (e) the square footage of the Premises was not material to Lessee's decision to lease the Premises and pay the Rent stated herein, and (f) neither Lessor, Lessor's agents, nor Brokers have made any oral or written representations or warranties with respect to said matters other than as set forth in this Lease. In addition, Lessor acknowledges that: (i) Brokers have made no representations, promises or warranties concerning Lessee's ability to honor the Lease or suitability to occupy the Premises, and (ii) it is Lessor's sole responsibility to investigate the financial capability and/or suitability of all proposed tenants.

2.5 **Lessee as Prior Owner/Occupant.** The warranties made by Lessor in Paragraph 2 shall be of no force or effect if immediately prior to the Start Date, Lessee was the owner or occupant of the Premises. In such event, Lessee shall be responsible for any necessary corrective work.

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2.6 **Vehicle Parking.** So long as Lessee is not in default, and subject to the Rules and Regulations attached hereto, and as established by Lessor from time to time, Lessee shall be entitled to rent and use the number of parking spaces specified in Paragraph 1.2(b) at the rental rate applicable from time to time for monthly parking as set by Lessor and/or its licensee.

(a) If Lessee commits, permits or allows any of the prohibited activities described in the Lease or the rules then in effect, then Lessor shall have the right, without notice, in addition to such other rights and remedies that it may have, to remove or tow away the vehicle involved and charge the cost to Lessee, which cost shall be immediately payable upon demand by Lessor.

(b) The monthly rent per parking space specified in Paragraph 1.2(b) is subject to change upon 30 days prior written notice to Lessee. The rent for the parking is payable one month in advance prior to the first day of each calendar month.

2.7 **Common Areas - Definition.** The term "Common Areas" is defined as all areas and facilities outside the Premises and within the exterior boundary line of the Project and interior utility raceways and installations within the Premises that are provided and designated by the Lessor from time to time for the general non-exclusive use of Lessor, Lessee and other tenants of the Project and their respective employees, suppliers, shippers, customers, contractors and invitees, including parking areas, loading and unloading areas, trash areas, roofs, roadways, walkways, driveways and landscaped areas.

2.8 **Common Areas - Lessee's Rights.** Lessor grants to Lessee, for the benefit of Lessee and its employees, suppliers, shippers, contractors, customers and invitees, during the term of this Lease, the non-exclusive right to use, in common with others entitled to such use, the Common Areas as they exist from time to time, subject to any rights, powers, and privileges reserved by Lessor under the terms hereof or under the terms of any rules and regulations or restrictions governing the use of the Project. Under no circumstances shall the right herein granted to use the Common Areas be deemed to include the right to store any property, temporarily or permanently, in the Common Areas. Any such storage shall be permitted only by the prior written consent of Lessor or Lessor's designated agent, which consent may be revoked at any time. In the event that any unauthorized storage shall occur, then Lessor shall have the right, without notice, in addition to such other rights and remedies that it may have, to remove the property and charge the cost to Lessee, which cost shall be immediately payable upon demand by Lessor.

2.9 **Common Areas - Rules and Regulations.** Lessor or such other person(s) as Lessor may appoint shall have the exclusive control and management of the Common Areas and shall have the right, from time to time, to adopt, modify, amend and enforce reasonable rules and regulations ("Rules and Regulations") for the management, safety, care, and cleanliness of the grounds, the parking and unloading of vehicles and the preservation of good order, as well as for the convenience of other occupants or tenants of the Building and the Project and their invitees. The Lessee agrees to abide by and conform to all such Rules and Regulations, and shall use its best efforts to cause its employees, suppliers, shippers, customers, contractors and invitees to so abide and conform. Lessor shall not be responsible to Lessee for the noncompliance with said Rules and Regulations by other tenants of the Project.

2.10 **Common Areas - Changes.** Lessor shall have the right, in Lessor's sole discretion, from time to time:

(a) To make changes to the Common Areas, including, without limitation, changes in the location, size, shape and number of the lobbies, windows, stairways, air shafts, elevators, escalators, restrooms, driveways, entrances, parking spaces, parking areas, loading and unloading areas, ingress, egress, direction of traffic, landscaped areas, walkways and utility raceways;

(b) To close temporarily any of the Common Areas for maintenance purposes so long as reasonable access to the Premises remains available;

(c) To designate other land outside the boundaries of the Project to be a part of the Common Areas;

(d) To add additional buildings and improvements to the Common Areas;

(e) To use the Common Areas while engaged in making additional improvements, repairs or alterations to the Project, or any portion thereof; and

(f) To do and perform such other acts and make such other changes in, to or with respect to the Common Areas and Project as Lessor may, in the exercise of sound business judgment, deem to be appropriate.

3. Term.

3.1 **Term.** The Commencement Date, Expiration Date and Original Term of this Lease are as specified in Paragraph 1.3.

3.2 **Early Possession.** Any provision herein granting Lessee Early Possession of the Premises is subject to and conditioned upon the Premises being available for such possession prior to the Commencement Date. Any grant of Early Possession only conveys a non-exclusive right to occupy the Premises. If Lessee totally or partially occupies the Premises prior to the Commencement Date, the obligation to pay Base Rent shall be abated for the period of such Early Possession. All other terms of this Lease (including but not limited to the obligations to pay Lessee's Share of the Operating Expense Increase) shall be in effect during such period. Any such Early Possession shall not affect the Expiration Date.

3.3 **Delay In Possession.** Lessor agrees to use commercially reasonable efforts to deliver exclusive possession of the Premises to Lessee by the Commencement Date. If, despite said efforts, Lessor is unable to deliver possession by such date, Lessor shall not be subject to any liability therefor, nor shall such failure affect the validity of this Lease or change the Expiration Date. Lessee shall not, however, be obligated to pay Rent or perform its other obligations until Lessor delivers possession of the Premises and any period of rent abatement that Lessee would otherwise have enjoyed shall run from the date of delivery of possession and continue for a period equal to what Lessee would otherwise have enjoyed under the terms hereof, but minus any days of delay caused by the acts or omissions of Lessee. If possession is not delivered within 60 days after the Commencement Date, as the same may be extended under the terms of any Work Letter executed by Parties, Lessee may, at its option, by notice in writing within 10 days after the end of such 60 day period, cancel this Lease, in which event the Parties shall be discharged from all obligations hereunder. If such written notice is not received by Lessor within said 10 day period, Lessee's right to cancel shall terminate. If possession of the Premises is not delivered within 120 days after the Commencement Date, this Lease shall terminate unless other agreements are reached between Lessor and Lessee, in writing.

3.4 **Lessee Compliance.** Lessor shall not be required to deliver possession of the Premises to Lessee until Lessee complies with its obligation to provide evidence of insurance (Paragraph 8.5). Pending delivery of such evidence, Lessee shall be required to perform all of its obligations under this Lease from and after the Start Date, including the payment of Rent, notwithstanding Lessor's election to withhold possession pending receipt of such evidence of insurance. Further, if Lessee is required to perform any other conditions prior to or concurrent with the Start Date, the Start Date shall occur but Lessor may elect to withhold possession until such conditions are satisfied.

4. Rent.

4.1 **Rent Defined.** All monetary obligations of Lessee to Lessor under the terms of this Lease (except for the Security Deposit) are deemed to be rent ("Rent").

4.2 **Operating Expense Increase.** Lessee shall pay to Lessor during the term hereof, in addition to the Base Rent, Lessee's Share of the amount by which all Operating Expenses for each Comparison Year exceeds the amount of all Operating Expenses for the Base Year, such excess being hereinafter referred to as the "Operating Expense Increase", in accordance with the following provisions:

(a) "Base Year" is as specified in Paragraph 1.9.

(b) "Comparison Year" is defined as each calendar year during the term of this Lease subsequent to the Base Year; provided, however, Lessee shall have no obligation to pay a share of the Operating Expense Increase applicable to the first 12 months of the Lease Term (other than such as are mandated by a governmental authority, as to which government mandated expenses Lessee shall pay Lessee's Share, notwithstanding they occur during the first twelve (12) months).

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Lessee's Share of the Operating Expense Increase for the first and last Comparison Years of the Lease Term shall be prorated according to that portion of such Comparison Year as to which Lessee is responsible for a share of such increase.

(c) The following costs relating to the ownership and operation of the Project, calculated as if the Project was at least 95% occupied, are defined as "Operating Expenses":

(i) Costs relating to the operation, repair, and maintenance in neat, clean, safe, good order and condition, but not the replacement (see subparagraph (g)), of the following:

(aa) The Common Areas, including their surfaces, coverings, decorative items, carpets, drapes and window coverings, and including parking areas, loading and unloading areas, trash areas, roadways, sidewalks, walkways, stairways, parkways, driveways, landscaped areas, striping, bumpers, irrigation systems, Common Area lighting facilities, building exteriors and roofs, fences and gates;

(bb) All heating, air conditioning, plumbing, electrical systems, life safety equipment, communication systems and other equipment used in common by, or for the benefit of, tenants or occupants of the Project, including elevators and escalators, tenant directories, fire detection systems including sprinkler system maintenance and repair.

(cc) All other areas and improvements that are within the exterior boundaries of the Project but outside of the Premises and/or any other space occupied by a tenant.

(ii) The cost of trash disposal, janitorial and security services, pest control services, and the costs of any environmental inspections;

(iii) The cost of any other service to be provided by Lessor that is elsewhere in this Lease stated to be an "Operating Expense";

(iv) The cost of the premiums for the insurance policies maintained by Lessor pursuant to paragraph 8 and any deductible portion of an insured loss concerning the Building or the Common Areas;

(v) The amount of the Real Property Taxes payable by Lessor pursuant to paragraph 10;

(vi) The cost of water, sewer, gas, electricity, and other publicly mandated services not separately metered;

(vii) Labor, salaries, and applicable fringe benefits and costs, materials, supplies and tools, used in maintaining and/or cleaning the Project and accounting and management fees attributable to the operation of the Project;

(viii) The cost of any capital improvement to the Building or the Project not covered under the provisions of Paragraph 2.3 provided; however, that Lessor shall allocate the cost of any such capital improvement over a 12 year period and Lessee shall not be required to pay more than Lessee's Share of 1/144th of the cost of such Capital Expenditure in any given month;

(ix) The cost to replace equipment or improvements that have a useful life for accounting purposes of 5 years or less.

(x) Reserves set aside for maintenance, repair and/or replacement of Common Area improvements and equipment.

(d) Any item of Operating Expense that is specifically attributable to the Premises, the Building or to any other building in the Project or to the operation, repair and maintenance thereof, shall be allocated entirely to such Premises, Building, or other building. However, any such item that is not specifically attributable to the Building or to any other building or to the operation, repair and maintenance thereof, shall be equitably allocated by Lessor to all buildings in the Project.

(e) The inclusion of the improvements, facilities and services set forth in Subparagraph 4.2(c) shall not be deemed to impose an obligation upon Lessor to either have said improvements or facilities or to provide those services unless the Project already has the same, Lessor already provides the services, or Lessor has agreed elsewhere in this Lease to provide the same or some of them.

(f) Lessee's Share of Operating Expense Increase is payable monthly on the same day as the Base Rent is due hereunder. The amount of such payments shall be based on Lessor's estimate of the Operating Expenses. Within 60 days after written request (but not more than once each year) Lessor shall deliver to Lessee a reasonably detailed statement showing Lessee's Share of the actual Common Area Operating Expenses for the preceding year. If Lessee's payments during such Year exceed Lessee's Share, Lessee shall credit the amount of such over-payment against Lessee's future payments. If Lessee's payments during such Year were less than Lessee's Share, Lessee shall pay to Lessor the amount of the deficiency within 10 days after delivery by Lessor to Lessee of said statement. Lessor and Lessee shall forthwith adjust between them by cash payment any balance determined to exist with respect to that portion of the last Comparison Year for which Lessee is responsible as to Operating Expense Increases, notwithstanding that the Lease term may have terminated before the end of such Comparison Year.

(g) Operating Expenses shall not include the costs of replacement for equipment or capital components such as the roof, foundations, exterior walls or a Common Area capital improvement, such as the parking lot paving, elevators, fences that have a useful life for accounting purposes of 5 years or more.

(h) Operating Expenses shall not include any expenses paid by any tenant directly to third parties, or as to which Lessor is otherwise reimbursed by any third party, other tenant, or by insurance proceeds.

4.3 Payment. Lessee shall cause payment of Rent to be received by Lessor in lawful money of the United States on or before the day on which it is due, without offset or deduction (except as specifically permitted in this Lease). All monetary amounts shall be rounded to the nearest whole dollar. In the event that any invoice prepared by Lessor is inaccurate such inaccuracy shall not constitute a waiver and Lessee shall be obligated to pay the amount set forth in this Lease. Rent for any period during the term hereof which is for less than one full calendar month shall be prorated based upon the actual number of days of said month. Payment of Rent shall be made to Lessor at its address stated herein or to such other persons or place as Lessor may from time to time designate in writing. Acceptance of a payment which is less than the amount then due shall not be a waiver of Lessor's rights to the balance of such Rent, regardless of Lessor's endorsement of any check so stating. In the event that any check, draft, or other instrument of payment given by Lessee to Lessor is dishonored for any reason, Lessee agrees to pay to Lessor the sum of \$25 in addition to any Late Charge and Lessor, at its option, may require all future Rent be paid by cashier's check. Payments will be applied first to accrued late charges and attorney's fees, second to accrued interest, then to Base Rent and Common Area Operating Expenses, and any remaining amount to any other outstanding charges or costs.

5. Security Deposit. Lessee shall deposit with Lessor upon execution hereof the Security Deposit as security for Lessee's faithful performance of its obligations under this Lease. If Lessee fails to pay Rent, or otherwise Defaults under this Lease, Lessor may use, apply or retain all or any portion of said Security Deposit for the payment of any amount already due Lessor, for Rents which will be due in the future, and/ or to reimburse or compensate Lessor for any liability, expense, loss or damage which Lessor may suffer or incur by reason thereof. If Lessor uses or applies all or any portion of the Security Deposit, Lessee shall within 10 days after written request therefor deposit monies with Lessor sufficient to restore said Security Deposit to the full amount required by this Lease. If the Base Rent increases during the term of this Lease, Lessee shall, upon written request from Lessor, deposit additional monies with Lessor so that the total amount of the Security Deposit shall at all times bear the same proportion to the increased Base Rent as the initial Security Deposit bore to the initial Base Rent. Should the Agreed Use be amended to accommodate a material change in the business of Lessee or to accommodate a sublessee or assignee, Lessor shall have the right to increase the Security Deposit to the extent necessary, in Lessor's reasonable judgment, to account for any increased wear and tear that the Premises may suffer as a result thereof. If a change in control of Lessee occurs during this Lease and following such change the financial condition of Lessee is, in Lessor's reasonable judgment, significantly reduced, Lessee shall deposit such additional monies with Lessor as shall be sufficient to cause the Security Deposit to be at a commercially reasonable level based on such change in financial condition. Lessor shall not be required to keep the Security Deposit separate from its general accounts. Within 90 days after the expiration or termination of this Lease, Lessor shall return that portion of the Security Deposit not used or applied by Lessor. Lessor shall upon written request provide Lessee with an accounting

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showing how that portion of the Security Deposit that was not returned was applied. No part of the Security Deposit shall be considered to be held in trust, to bear interest or to be prepayment for any monies to be paid by Lessee under this Lease. THE SECURITY DEPOSIT SHALL NOT BE USED BY LESSEE IN LIEU OF PAYMENT OF THE LAST MONTH'S RENT.

6. Use.

6.1 Use. Lessee shall use and occupy the Premises only for the Agreed Use, or any other legal use which is reasonably comparable thereto, and for no other purpose. Lessee shall not use or permit the use of the Premises in a manner that is unlawful, creates damage, waste or a nuisance, or that disturbs occupants of or causes damage to neighboring premises or properties. Other than guide, signal and seeing eye dogs, Lessee shall not keep or allow in the Premises any pets, animals, birds, fish, or reptiles. Lessor shall not unreasonably withhold or delay its consent to any written request for a modification of the Agreed Use, so long as the same will not impair the structural integrity of the improvements of the Building, will not adversely affect the mechanical, electrical, HVAC, and other systems of the Building, and/or will not affect the exterior appearance of the Building. If Lessor elects to withhold consent, Lessor shall within 7 days after such request give written notification of same, which notice shall include an explanation of Lessor's objections to the change in the Agreed Use.

6.2 Hazardous Substances.

(a) **Reportable Uses Require Consent.** The term "Hazardous Substance" as used in this Lease shall mean any product, substance, or waste whose presence, use, manufacture, disposal, transportation, or release, either by itself or in combination with other materials expected to be on the Premises, is either: (i) potentially injurious to the public health, safety or welfare, the environment or the Premises, (ii) regulated or monitored by any governmental authority, or (iii) a basis for potential liability of Lessor to any governmental agency or third party under any applicable statute or common law theory. Hazardous Substances shall include, but not be limited to, hydrocarbons, petroleum, gasoline, and/or crude oil or any products, byproducts or fractions thereof. Lessee shall not engage in any activity in or on the Premises which constitutes a Reportable Use of Hazardous Substances without the express prior written consent of Lessor and timely compliance (at Lessee's expense) with all Applicable Requirements. "Reportable Use" shall mean (i) the installation or use of any above or below ground storage tank, (ii) the generation, possession, storage, use, transportation, or disposal of a Hazardous Substance that requires a permit from, or with respect to which a report, notice, registration or business plan is required to be filed with, any governmental authority, and/or (iii) the presence at the Premises of a Hazardous Substance with respect to which any Applicable Requirements requires that a notice be given to persons entering or occupying the Premises or neighboring properties. Notwithstanding the foregoing, Lessee may use any ordinary and customary materials reasonably required to be used in the normal course of the Agreed Use such as ordinary office supplies (copier toner, liquid paper, glue, etc.) and common household cleaning materials, so long as such use is in compliance with all Applicable Requirements, is not a Reportable Use, and does not expose the Premises or neighboring property to any meaningful risk of contamination or damage or expose Lessor to any liability therefor. In addition, Lessor may condition its consent to any Reportable Use upon receiving such additional assurances as Lessor reasonably deems necessary to protect itself, the public, the Premises and/or the environment against damage, contamination, injury and/or liability, including, but not limited to, the installation (and removal on or before Lease expiration or termination) of protective modifications (such as concrete encasements) and/or increasing the Security Deposit.

(b) **Duty to Inform Lessor.** If Lessee knows, or has reasonable cause to believe, that a Hazardous Substance has come to be located in, on, under or about the Premises, other than as previously consented to by Lessor, Lessee shall immediately give written notice of such fact to Lessor, and provide Lessor with a copy of any report, notice, claim or other documentation which it has concerning the presence of such Hazardous Substance.

(c) **Lessee Remediation.** Lessee shall not cause or permit any Hazardous Substance to be spilled or released in, on, under, or about the Premises (including through the plumbing or sanitary sewer system) and shall promptly, at Lessee's expense, comply with all Applicable Requirements and take all investigatory and/or remedial action reasonably recommended, whether or not formally ordered or required, for the cleanup of any contamination of, and for the maintenance, security and/or monitoring of the Premises or neighboring properties, that was caused or materially contributed to by Lessee, or pertaining to or involving any Hazardous Substance brought onto the Premises during the term of this Lease, by or for Lessee, or any third party.

(d) **Lessee Indemnification.** Lessee shall indemnify, defend and hold Lessor, its agents, employees, lenders and ground lessor, if any, harmless from and against any and all loss of rents and/or damages, liabilities, judgments, claims, expenses, penalties, and attorneys' and consultants' fees arising out of or involving any Hazardous Substance brought onto the Premises by or for Lessee, or any third party (provided, however, that Lessee shall have no liability under this Lease with respect to underground migration of any Hazardous Substance under the Premises from areas outside of the Project not caused or contributed to by Lessee). Lessee's obligations shall include, but not be limited to, the effects of any contamination or injury to person, property or the environment created or suffered by Lessee, and the cost of investigation, removal, remediation, restoration and/or abatement, and shall survive the expiration or termination of this Lease. No termination, cancellation or release agreement entered into by Lessor and Lessee shall release Lessee from its obligations under this Lease with respect to Hazardous Substances, unless specifically so agreed by Lessor in writing at the time of such agreement.

(e) **Lessor Indemnification.** Except as otherwise provided in paragraph 8.7, Lessor and its successors and assigns shall indemnify, defend, reimburse and hold Lessee, its employees and lenders, harmless from and against any and all environmental damages, including the cost of remediation, which result from Hazardous Substances which existed on the Premises prior to Lessee's occupancy or which are caused by the gross negligence or willful misconduct of Lessor, its agents or employees. Lessor's obligations, as and when required by the Applicable Requirements, shall include, but not be limited to, the cost of investigation, removal, remediation, restoration and/or abatement, and shall survive the expiration or termination of this Lease.

(f) **Investigations and Remediations.** Lessor shall retain the responsibility and pay for any investigations or remediation measures required by governmental entities having jurisdiction with respect to the existence of Hazardous Substances on the Premises prior to Lessee's occupancy, unless such remediation measure is required as a result of Lessee's use (including "Alterations", as defined in paragraph 7.3(a) below) of the Premises, in which event Lessee shall be responsible for such payment. Lessee shall cooperate fully in any such activities at the request of Lessor, including allowing Lessor and Lessor's agents to have reasonable access to the Premises at reasonable times in order to carry out Lessor's investigative and remedial responsibilities.

(g) **Lessor Termination Option.** If a Hazardous Substance Condition (see Paragraph 9.1(e)) occurs during the term of this Lease, unless Lessee is legally responsible therefor (in which case Lessee shall make the investigation and remediation thereof required by the Applicable Requirements and this Lease shall continue in full force and effect, but subject to Lessor's rights under Paragraph 6.2(d) and Paragraph 13), Lessor may, at Lessor's option, either (i) investigate and remediate such Hazardous Substance Condition, if required, as soon as reasonably possible at Lessor's expense, in which event this Lease shall continue in full force and effect, or (ii) if the estimated cost to remediate such condition exceeds 12 times the then monthly Base Rent or \$100,000, whichever is greater, give written notice to Lessee, within 30 days after receipt by Lessor of knowledge of the occurrence of such Hazardous Substance Condition, of Lessor's desire to terminate this Lease as of the date 60 days following the date of such notice. In the event Lessor elects to give a termination notice, Lessee may, within 10 days thereafter, give written notice to Lessor of Lessee's commitment to pay the amount by which the cost of the remediation of such Hazardous Substance Condition exceeds an amount equal to 12 times the then monthly Base Rent or \$100,000, whichever is greater. Lessee shall provide Lessor with said funds or satisfactory assurance thereof within 30 days following such commitment. In such event, this Lease shall continue in full force and effect, and Lessor shall proceed to make such remediation as soon as reasonably possible after the required funds are available. If Lessee does not give such notice and provide the required funds or assurance thereof within the time provided, this Lease shall terminate as of the date specified in Lessor's notice of termination.

6.3 Lessee's Compliance with Applicable Requirements. Except as otherwise provided in this Lease, Lessee shall, at Lessee's sole expense, fully, diligently and

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in a timely manner, materially comply with all Applicable Requirements, the requirements of any applicable fire insurance underwriter or rating bureau, and the recommendations of Lessor's engineers and/or consultants which relate in any manner to the Premises, without regard to whether said Applicable Requirements are now in effect or become effective after the Start Date. Lessee shall, within 10 days after receipt of Lessor's written request, provide Lessor with copies of all permits and other documents, and other information evidencing Lessee's compliance with any Applicable Requirements specified by Lessor, and shall immediately upon receipt, notify Lessor in writing (with copies of any documents involved) of any threatened or actual claim, notice, citation, warning, complaint or report pertaining to or involving the failure of Lessee or the Premises to comply with any Applicable Requirements. Likewise, Lessee shall immediately give written notice to Lessor of: (i) any water damage to the Premises and any suspected seepage, pooling, dampness or other condition conducive to the production of mold; or (ii) any mustiness or other odors that might indicate the presence of mold in the Premises.

6.4 Inspection; Compliance. Lessor and Lessor's "Lender" (as defined in Paragraph 30) and consultants authorized by Lessor shall have the right to enter into Premises at any time, in the case of an emergency, and otherwise at reasonable times, after reasonable notice, for the purpose of inspecting and/or testing the condition of the Premises and/or for verifying compliance by Lessee with this Lease. The cost of any such inspections shall be paid by Lessor, unless a violation of Applicable Requirements, or a Hazardous Substance Condition (see Paragraph 9.1(e)) is found to exist or be imminent, or the inspection is requested or ordered by a governmental authority. In such case, Lessee shall upon request reimburse Lessor for the cost of such inspection, so long as such inspection is reasonably related to the violation or contamination. In addition, Lessee shall provide copies of all relevant material safety data sheets (MSDS) to Lessor within 10 days of the receipt of written request therefor. Lessee acknowledges that any failure on its part to allow such inspections or testing will expose Lessor to risks and potentially cause Lessor to incur costs not contemplated by this Lease, the extent of which will be extremely difficult to ascertain. Accordingly, should the Lessee fail to allow such inspections and/or testing in a timely fashion the Base Rent shall be automatically increased, without any requirement for notice to Lessee, by an amount equal to 10% of the then existing Base Rent or \$100, whichever is greater for the remainder to the Lease. The Parties agree that such increase in Base Rent represents fair and reasonable compensation for the additional risk/costs that Lessor will incur by reason of Lessee's failure to allow such inspection and/or testing. Such increase in Base Rent shall in no event constitute a waiver of Lessee's Default or Breach with respect to such failure nor prevent the exercise of any of the other rights and remedies granted hereunder.

7. Maintenance; Repairs; Utility Installations; Trade Fixtures and Alterations.

7.1 Lessee's Obligations. Notwithstanding Lessor's obligation to keep the Premises in good condition and repair, Lessee shall be responsible for payment of the cost thereof to Lessor as additional rent for that portion of the cost of any maintenance and repair of the Premises, or any equipment (wherever located) that serves only Lessee or the Premises, to the extent such cost is attributable to abuse or misuse. In addition, Lessee rather than the Lessor shall be responsible for the cost of painting, repairing or replacing wall coverings, and to repair or replace any similar improvements within the Premises. Lessor may, at its option, upon reasonable notice, elect to have Lessee perform any particular such maintenance or repairs the cost of which is otherwise Lessee's responsibility hereunder."

7.2 Lessor's Obligations. Subject to the provisions of Paragraphs 2.2 (Condition), 2.3 (Compliance), 4.2 (Operating Expenses), 6 (Use), 7.1 (Lessee's Obligations), 9 (Damage or Destruction) and 14 (Condemnation), Lessor, subject to reimbursement pursuant to Paragraph 4.2, shall keep in good order, condition and repair the foundations, exterior walls, structural condition of interior bearing walls, exterior roof, fire sprinkler system, fire alarm and/or smoke detection systems, fire hydrants, and the Common Areas.

7.3 Utility Installations; Trade Fixtures; Alterations.

(a) **Definitions.** The term "Utility Installations" refers to all floor and window coverings, air lines, vacuum lines, power panels, electrical distribution, security and fire protection systems, communication cabling, lighting fixtures, HVAC equipment, and plumbing in or on the Premises. The term "Trade Fixtures" shall mean Lessee's machinery and equipment that can be removed without doing material damage to the Premises. The term "Alterations" shall mean any modification of the improvements, other than Utility Installations or Trade Fixtures, whether by addition or deletion. "Lessee Owned Alterations and/or Utility Installations" are defined as Alterations and/or Utility Installations made by Lessee that are not yet owned by Lessor pursuant to Paragraph 7.4(a).

(b) **Consent.** Lessee shall not make any Alterations or Utility Installations to the Premises without Lessor's prior written consent. Lessee may, however, make non-structural Alterations or Utility Installations to the interior of the Premises (excluding the roof) without such consent but upon notice to Lessor, as long as they are not visible from the outside, do not involve puncturing, relocating or removing the roof, ceilings, floors or any existing walls, will not affect the electrical, plumbing, HVAC, and/or life safety systems, do not trigger the requirement for additional modifications and/or improvements to the Premises resulting from Applicable Requirements, such as compliance with Title 24, and the cumulative cost thereof during this Lease as extended does not exceed \$2000. Notwithstanding the foregoing, Lessee shall not make or permit any roof penetrations and/or install anything on the roof without the prior written approval of Lessor. Lessor may, as a precondition to granting such approval, require Lessee to utilize a contractor chosen and/or approved by Lessor. Any Alterations or Utility Installations that Lessee shall desire to make and which require the consent of the Lessor shall be presented to Lessor in written form with detailed plans. Consent shall be deemed conditioned upon Lessee's: (i) acquiring all applicable governmental permits, (ii) furnishing Lessor with copies of both the permits and the plans and specifications prior to commencement of the work, and (iii) compliance with all conditions of said permits and other Applicable Requirements in a prompt and expeditious manner. Any Alterations or Utility Installations shall be performed in a workmanlike manner with good and sufficient materials. Lessee shall promptly upon completion furnish Lessor with as-built plans and specifications. For work which costs an amount in excess of one month's Base Rent, Lessor may condition its consent upon Lessee providing a lien and completion bond in an amount equal to 150% of the estimated cost of such Alteration or Utility Installation and/or upon Lessee's posting an additional Security Deposit with Lessor.

(c) **Liens; Bonds.** Lessee shall pay, when due, all claims for labor or materials furnished or alleged to have been furnished to or for Lessee at or for use on the Premises, which claims are or may be secured by any mechanic's or materialmen's lien against the Premises or any interest therein. Lessee shall give Lessor not less than 10 days notice prior to the commencement of any work in, on or about the Premises, and Lessor shall have the right to post notices of non-responsibility. If Lessee shall contest the validity of any such lien, claim or demand, then Lessee shall, at its sole expense defend and protect itself, Lessor and the Premises against the same and shall pay and satisfy any such adverse judgment that may be rendered thereon before the enforcement thereof. If Lessor shall require, Lessee shall furnish a surety bond in an amount equal to 150% of the amount of such contested lien, claim or demand, indemnifying Lessor against liability for the same. If Lessor elects to participate in any such action, Lessee shall pay Lessor's attorneys' fees and costs.

7.4 Ownership; Removal; Surrender; and Restoration.

(a) **Ownership.** Subject to Lessor's right to require removal or elect ownership as hereinafter provided, all Alterations and Utility Installations made by Lessee shall be the property of Lessee, but considered a part of the Premises. Lessor may, at any time, elect in writing to be the owner of all or any specified part of the Lessee Owned Alterations and Utility Installations. Unless otherwise instructed per paragraph 7.4(b) hereof, all Lessee Owned Alterations and Utility Installations shall, at the expiration or termination of this Lease, become the property of Lessor and be surrendered by Lessee with the Premises.

(b) **Removal.** By delivery to Lessee of written notice from Lessor not earlier than 90 and not later than 30 days prior to the end of the term of this Lease, Lessor may require that any or all Lessee Owned Alterations or Utility Installations be removed by the expiration or termination of this Lease. Lessor may require the removal at any time of all or any part of any Lessee Owned Alterations or Utility Installations made without the required consent.

(c) **Surrender; Restoration.** Lessee shall surrender the Premises by the Expiration Date or any earlier termination date, with all of the improvements,

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parts and surfaces thereof clean and free of debris, and in good operating order, condition and state of repair, ordinary wear and tear excepted. "Ordinary wear and tear" shall not include any damage or deterioration that would have been prevented by good maintenance practice. Notwithstanding the foregoing and the provisions of Paragraph 7.1(a), if the Lessee occupies the Premises for 12 months or less, then Lessee shall surrender the Premises in the same condition as delivered to Lessee on the Start Date with NO allowance for ordinary wear and tear. Lessee shall repair any damage occasioned by the installation, maintenance or removal of Trade Fixtures, Lessee owned Alterations and/or Utility Installations, furnishings, and equipment as well as the removal of any storage tank installed by or for Lessee. Lessee shall also remove from the Premises any and all Hazardous Substances brought onto the Premises by or for Lessee, or any third party (except Hazardous Substances which were deposited via underground migration from areas outside of the Premises) to the level specified in Applicable Requirements. Trade Fixtures shall remain the property of Lessee and shall be removed by Lessee. Any personal property of Lessee not removed on or before the Expiration Date or any earlier termination date shall be deemed to have been abandoned by Lessee and may be disposed of or retained by Lessor as Lessor may desire. The failure by Lessee to timely vacate the Premises pursuant to this Paragraph 7.4(c) without the express written consent of Lessor shall constitute a holdover under the provisions of Paragraph 26 below.

8. Insurance; Indemnity.

8.1 Insurance Premiums. The cost of the premiums for the insurance policies maintained by Lessor pursuant to paragraph 8 are included as Operating Expenses (see paragraph 4.2 (c)(iv)). Said costs shall include increases in the premiums resulting from additional coverage related to requirements of the holder of a mortgage or deed of trust covering the Premises, Building and/or Project, increased valuation of the Premises, Building and/or Project, and/or a general premium rate increase. Said costs shall not, however, include any premium increases resulting from the nature of the occupancy of any other tenant of the Building. If the Project was not insured for the entirety of the Base Year, then the base premium shall be the lowest annual premium reasonably obtainable for the required insurance as of the Start Date, assuming the most nominal use possible of the Building and/or Project. In no event, however, shall Lessee be responsible for any portion of the premium cost attributable to liability insurance coverage in excess of \$2,000,000 procured under Paragraph 8.2(b).

8.2 Liability Insurance.

(a) **Carried by Lessee.** Lessee shall obtain and keep in force a Commercial General Liability policy of insurance protecting Lessee and Lessor as an additional insured against claims for bodily injury, personal injury and property damage based upon or arising out of the ownership, use, occupancy or maintenance of the Premises and all areas appurtenant thereto. Such insurance shall be on an occurrence basis providing single limit coverage in an amount not less than \$1,000,000 per occurrence with an annual aggregate of not less than \$2,000,000. Lessee shall add Lessor as an additional insured by means of an endorsement at least as broad as the Insurance Service Organization's "Additional Insured-Managers or Lessors of Premises" Endorsement and coverage shall also be extended to include damage caused by heat, smoke or fumes from a hostile fire. The policy shall not contain any intra-insured exclusions as between insured persons or organizations, but shall include coverage for liability assumed under this Lease as an "insured contract" for the performance of Lessee's indemnity obligations under this Lease. The limits of said insurance shall not, however, limit the liability of Lessee nor relieve Lessee of any obligation hereunder. Lessee shall provide an endorsement on its liability policy(ies) which provides that its insurance shall be primary to and not contributory with any similar insurance carried by Lessor, whose insurance shall be considered excess insurance only.

(b) **Carried by Lessor.** Lessor shall maintain liability insurance as described in Paragraph 8.2(a), in addition to, and not in lieu of, the insurance required to be maintained by Lessee. Lessee shall not be named as an additional insured therein.

8.3 Property Insurance - Building, Improvements and Rental Value.

(a) **Building and Improvements.** Lessor shall obtain and keep in force a policy or policies of insurance in the name of Lessor, with loss payable to Lessor, any ground-lessor, and to any Lender insuring loss or damage to the Building and/or Project. The amount of such insurance shall be equal to the full insurable replacement cost of the Building and/or Project, as the same shall exist from time to time, or the amount required by any Lender, but in no event more than the commercially reasonable and available insurable value thereof. Lessee Owned Alterations and Utility Installations, Trade Fixtures, and Lessee's personal property shall be insured by Lessee not by Lessor. If the coverage is available and commercially appropriate, such policy or policies shall insure against all risks of direct physical loss or damage (except the perils of flood and/or earthquake unless required by a Lender), including coverage for debris removal and the enforcement of any Applicable Requirements requiring the upgrading, demolition, reconstruction or replacement of any portion of the Premises as the result of a covered loss. Said policy or policies shall also contain an agreed valuation provision in lieu of any coinsurance clause, waiver of subrogation, and inflation guard protection causing an increase in the annual property insurance coverage amount by a factor of not less than the adjusted U.S. Department of Labor Consumer Price Index for All Urban Consumers for the city nearest to where the Premises are located. If such insurance coverage has a deductible clause, the deductible amount shall not exceed \$5,000 per occurrence.

(b) **Rental Value.** Lessor shall also obtain and keep in force a policy or policies in the name of Lessor with loss payable to Lessor and any Lender, insuring the loss of the full Rent for one year with an extended period of indemnity for an additional 180 days ("Rental Value insurance"). Said insurance shall contain an agreed valuation provision in lieu of any coinsurance clause, and the amount of coverage shall be adjusted annually to reflect the projected Rent otherwise payable by Lessee, for the next 12 month period.

(c) **Adjacent Premises.** Lessee shall pay for any increase in the premiums for the property insurance of the Building and for the Common Areas or other buildings in the Project if said increase is caused by Lessee's acts, omissions, use or occupancy of the Premises.

(d) **Lessee's Improvements.** Since Lessor is the Insuring Party, Lessor shall not be required to insure Lessee Owned Alterations and Utility Installations unless the item in question has become the property of Lessor under the terms of this Lease.

8.4 Lessee's Property; Business Interruption Insurance; Worker's Compensation Insurance.

(a) **Property Damage.** Lessee shall obtain and maintain insurance coverage on all of Lessee's personal property, Trade Fixtures, and Lessee Owned Alterations and Utility Installations. Such insurance shall be full replacement cost coverage with a deductible of not to exceed \$1,000 per occurrence. The proceeds from any such insurance shall be used by Lessee for the replacement of personal property, Trade Fixtures and Lessee Owned Alterations and Utility Installations.

(b) **Worker's Compensation Insurance.** Lessee shall obtain and maintain Worker's Compensation Insurance in such amount as may be required by Applicable Requirements. Such policy shall include a 'Waiver of Subrogation' endorsement. Lessee shall provide Lessor with a copy of such endorsement along with the certificate of insurance or copy of the policy required by paragraph 8.5.

(c) **Business Interruption.** Lessee shall obtain and maintain loss of income and extra expense insurance in amounts as will reimburse Lessee for direct or indirect loss of earnings attributable to all perils commonly insured against by prudent lessees in the business of Lessee or attributable to prevention of access to the Premises as a result of such perils.

(d) **No Representation of Adequate Coverage.** Lessor makes no representation that the limits or forms of coverage of insurance specified herein are adequate to cover Lessee's property, business operations or obligations under this Lease.

8.5 Insurance Policies. Insurance required herein shall be by companies maintaining during the policy term a "General Policyholders Rating" of at least A-, VII, as set forth in the most current issue of "Best's Insurance Guide", or such other rating as may be required by a Lender. Lessee shall not do or permit to be done anything which invalidates the required insurance policies. Lessee shall, prior to the Start Date, deliver to Lessor certified copies of policies of such insurance or certificates with copies of the required endorsements evidencing the existence and amounts of the required insurance. No such policy shall be cancelable or subject to modification except after 10 days prior written notice to Lessor. Lessee shall, at least 30 days prior to the expiration of such policies, furnish Lessor with evidence of

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renewals or "insurance binders" evidencing renewal thereof, or Lessor may increase his liability insurance coverage and charge the cost thereof to Lessee, which amount shall be payable by Lessee to Lessor upon demand. Such policies shall be for a term of at least one year, or the length of the remaining term of this Lease, whichever is less. If either Party shall fail to procure and maintain the insurance required to be carried by it, the other Party may, but shall not be required to, procure and maintain the same.

8.6 Waiver of Subrogation. Without affecting any other rights or remedies, Lessee and Lessor each hereby release and relieve the other, and waive their entire right to recover damages against the other, for loss of or damage to its property arising out of or incident to the perils required to be insured against herein. The effect of such releases and waivers is not limited by the amount of insurance carried or required, or by any deductibles applicable hereto. The Parties agree to have their respective property damage insurance carriers waive any right to subrogation that such companies may have against Lessor or Lessee, as the case may be, so long as the insurance is not invalidated thereby.

8.7 Indemnity. Except for Lessor's gross negligence or willful misconduct, Lessee shall indemnify, protect, defend and hold harmless the Premises, Lessor and its agents, Lessor's master or ground lessor, partners and Lenders, from and against any and all claims, loss of rents and/or damages, liens, judgments, penalties, attorneys' and consultants' fees, expenses and/or liabilities arising out of, involving, or in connection with, a Breach of the Lease by Lessee and/or the use and/or occupancy of the Premises and/or Project by Lessee and/or by Lessee's employees, contractors or invitees. If any action or proceeding is brought against Lessor by reason of any of the foregoing matters, Lessee shall upon notice defend the same at Lessee's expense by counsel reasonably satisfactory to Lessor and Lessor shall cooperate with Lessee in such defense. Lessor need not have first paid any such claim in order to be defended or indemnified.

8.8 Exemption of Lessor and its Agents from Liability. Notwithstanding the negligence or breach of this Lease by Lessor or its agents, neither Lessor nor its agents shall be liable under any circumstances for: (i) injury or damage to the person or goods, wares, merchandise or other property of Lessee, Lessee's employees, contractors, invitees, customers, or any other person in or about the Premises, whether such damage or injury is caused by or results from fire, steam, electricity, gas, water or rain, indoor air quality, the presence of mold or from the breakage, leakage, obstruction or other defects of pipes, fire sprinklers, wires, appliances, plumbing, HVAC or lighting fixtures, or from any other cause, whether the said injury or damage results from conditions arising upon the Premises or upon other portions of the Building, or from other sources or places, (ii) any damages arising from any act or neglect of any other tenant of Lessor or from the failure of Lessor or its agents to enforce the provisions of any other lease in the Project, or (iii) injury to Lessee's business or for any loss of income or profit therefrom. Instead, it is intended that Lessee's sole recourse in the event of such damages or injury be to file a claim on the insurance policy(ies) that Lessee is required to maintain pursuant to the provisions of paragraph 8.

8.9 Failure to Provide Insurance. Lessee acknowledges that any failure on its part to obtain or maintain the insurance required herein will expose Lessor to risks and potentially cause Lessor to incur costs not contemplated by this Lease, the extent of which will be extremely difficult to ascertain. Accordingly, for any month or portion thereof that Lessee does not maintain the required insurance and/or does not provide Lessor with the required binders or certificates evidencing the existence of the required insurance, the Base Rent shall be automatically increased, without any requirement for notice to Lessee, by an amount equal to 10% of the then existing Base Rent or \$100, whichever is greater. The parties agree that such increase in Base Rent represents fair and reasonable compensation for the additional risk/costs that Lessor will incur by reason of Lessee's failure to maintain the required insurance. Such increase in Base Rent shall in no event constitute a waiver of Lessee's Default or Breach with respect to the failure to maintain such insurance, prevent the exercise of any of the other rights and remedies granted hereunder, nor relieve Lessee of its obligation to maintain the insurance specified in this Lease.

9. Damage or Destruction.

9.1 Definitions.

(a) **"Premises Partial Damage"** shall mean damage or destruction to the improvements on the Premises, other than Lessee Owned Alterations and Utility Installations, which can reasonably be repaired in 3 months or less from the date of the damage or destruction, and the cost thereof does not exceed a sum equal to 6 month's Base Rent. Lessor shall notify Lessee in writing within 30 days from the date of the damage or destruction as to whether or not the damage is Partial or Total.

(b) **"Premises Total Destruction"** shall mean damage or destruction to the improvements on the Premises, other than Lessee Owned Alterations and Utility Installations and Trade Fixtures, which cannot reasonably be repaired in 3 months or less from the date of the damage or destruction and/or the cost thereof exceeds a sum equal to 6 month's Base Rent. Lessor shall notify Lessee in writing within 30 days from the date of the damage or destruction as to whether or not the damage is Partial or Total.

(c) **"Insured Loss"** shall mean damage or destruction to improvements on the Premises, other than Lessee Owned Alterations and Utility Installations and Trade Fixtures, which was caused by an event required to be covered by the insurance described in Paragraph 8.3(a), irrespective of any deductible amounts or coverage limits involved.

(d) **"Replacement Cost"** shall mean the cost to repair or rebuild the improvements owned by Lessor at the time of the occurrence to their condition existing immediately prior thereto, including demolition, debris removal and upgrading required by the operation of Applicable Requirements, and without deduction for depreciation.

(e) **"Hazardous Substance Condition"** shall mean the occurrence or discovery of a condition involving the presence of, or a contamination by, a Hazardous Substance, in, on, or under the Premises which requires restoration.

9.2 Partial Damage - Insured Loss. If a Premises Partial Damage that is an Insured Loss occurs, then Lessor shall, at Lessor's expense, repair such damage (but not Lessee's Trade Fixtures or Lessee Owned Alterations and Utility Installations) as soon as reasonably possible and this Lease shall continue in full force and effect; provided, however, that Lessee shall, at Lessor's election, make the repair of any damage or destruction the total cost to repair of which is \$5,000 or less, and, in such event, Lessor shall make any applicable insurance proceeds available to Lessee on a reasonable basis for that purpose. Notwithstanding the foregoing, if the required insurance was not in force or the insurance proceeds are not sufficient to effect such repair, the Insuring Party shall promptly contribute the shortage in proceeds as and when required to complete said repairs. In the event, however, such shortage was due to the fact that, by reason of the unique nature of the improvements, full replacement cost insurance coverage was not commercially reasonable and available, Lessor shall have no obligation to pay for the shortage in insurance proceeds or to fully restore the unique aspects of the Premises unless Lessee provides Lessor with the funds to cover same, or adequate assurance thereof, within 10 days following receipt of written notice of such shortage and request therefor. If Lessor receives said funds or adequate assurance thereof within said 10 day period, the party responsible for making the repairs shall complete them as soon as reasonably possible and this Lease shall remain in full force and effect. If such funds or assurance are not received, Lessor may nevertheless elect by written notice to Lessee within 10 days thereafter to: (i) make such restoration and repair as is commercially reasonable with Lessor paying any shortage in proceeds, in which case this Lease shall remain in full force and effect, or (ii) have this Lease terminate 30 days thereafter. Lessee shall not be entitled to reimbursement of any funds contributed by Lessee to repair any such damage or destruction. Premises Partial Damage due to flood or earthquake shall be subject to Paragraph 9.3, notwithstanding that there may be some insurance coverage, but the net proceeds of any such insurance shall be made available for the repairs if made by either Party.

9.3 Partial Damage - Uninsured Loss. If a Premises Partial Damage that is not an Insured Loss occurs, unless caused by a negligent or willful act of Lessee (in which event Lessee shall make the repairs at Lessee's expense), Lessor may either: (i) repair such damage as soon as reasonably possible at Lessor's expense (subject to reimbursement pursuant to Paragraph 4.2), in which event this Lease shall continue in full force and effect, or (ii) terminate this Lease by giving written notice to

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Lessee within 30 days after receipt by Lessor of knowledge of the occurrence of such damage. Such termination shall be effective 60 days following the date of such notice. In the event Lessor elects to terminate this Lease, Lessee shall have the right within 10 days after receipt of the termination notice to give written notice to Lessor of Lessee's commitment to pay for the repair of such damage without reimbursement from Lessor. Lessee shall provide Lessor with said funds or satisfactory assurance thereof within 30 days after making such commitment. In such event this Lease shall continue in full force and effect, and Lessor shall proceed to make such repairs as soon as reasonably possible after the required funds are available. If Lessee does not make the required commitment, this Lease shall terminate as of the date specified in the termination notice.

9.4 Total Destruction. Notwithstanding any other provision hereof, if a Premises Total Destruction occurs, this Lease shall terminate 60 days following such Destruction. If the damage or destruction was caused by the gross negligence or willful misconduct of Lessee, Lessor shall have the right to recover Lessor's damages from Lessee, except as provided in Paragraph 8.6.

9.5 Damage Near End of Term. If at any time during the last 6 months of this Lease there is damage for which the cost to repair exceeds one month's Base Rent, whether or not an Insured Loss, Lessor may terminate this Lease effective 60 days following the date of occurrence of such damage by giving a written termination notice to Lessee within 30 days after the date of occurrence of such damage. Notwithstanding the foregoing, if Lessee at that time has an exercisable option to extend this Lease or to purchase the Premises, then Lessee may preserve this Lease by, (a) exercising such option and (b) providing Lessor with any shortage in insurance proceeds (or adequate assurance thereof) needed to make the repairs on or before the earlier of (i) the date which is 10 days after Lessee's receipt of Lessor's written notice purporting to terminate this Lease, or (ii) the day prior to the date upon which such option expires. If Lessee duly exercises such option during such period and provides Lessor with funds (or adequate assurance thereof) to cover any shortage in insurance proceeds, Lessor shall, at Lessor's commercially reasonable expense, repair such damage as soon as reasonably possible and this Lease shall continue in full force and effect. If Lessee fails to exercise such option and provide such funds or assurance during such period, then this Lease shall terminate on the date specified in the termination notice and Lessee's option shall be extinguished.

9.6 Abatement of Rent; Lessee's Remedies.

(a) **Abatement.** In the event of Premises Partial Damage or Premises Total Destruction or a Hazardous Substance Condition for which Lessee is not responsible under this Lease, the Rent payable by Lessee for the period required for the repair, remediation or restoration of such damage shall be abated in proportion to the degree to which Lessee's use of the Premises is impaired, but not to exceed the proceeds received from the Rental Value insurance. All other obligations of Lessee hereunder shall be performed by Lessee, and Lessor shall have no liability for any such damage, destruction, remediation, repair or restoration except as provided herein.

(b) **Remedies.** If Lessor is obligated to repair or restore the Premises and does not commence, in a substantial and meaningful way, such repair or restoration within 90 days after such obligation shall accrue, Lessee may, at any time prior to the commencement of such repair or restoration, give written notice to Lessor and to any Lenders of which Lessee has actual notice, of Lessee's election to terminate this Lease on a date not less than 60 days following the giving of such notice. If Lessee gives such notice and such repair or restoration is not commenced within 30 days thereafter, this Lease shall terminate as of the date specified in said notice. If the repair or restoration is commenced within such 30 days, this Lease shall continue in full force and effect. "Commence" shall mean either the unconditional authorization of the preparation of the required plans, or the beginning of the actual work on the Premises, whichever first occurs.

9.7 Termination; Advance Payments. Upon termination of this Lease pursuant to Paragraph 6.2(g) or Paragraph 9, an equitable adjustment shall be made concerning advance Base Rent and any other advance payments made by Lessee to Lessor. Lessor shall, in addition, return to Lessee so much of Lessee's Security Deposit as has not been, or is not then required to be, used by Lessor.

10. Real Property Taxes.

10.1 Definitions. As used herein, the term "Real Property Taxes" shall include any form of assessment; real estate, general, special, ordinary or extraordinary, or rental levy or tax (other than inheritance, personal income or estate taxes); improvement bond; and/or license fee imposed upon or levied against any legal or equitable interest of Lessor in the Project, Lessor's right to other income therefrom, and/or Lessor's business of leasing, by any authority having the direct or indirect power to tax and where the funds are generated with reference to the Project address. "Real Property Taxes" shall also include any tax, fee, levy, assessment or charge, or any increase therein: (i) imposed by reason of events occurring during the term of this Lease, including but not limited to, a change in the ownership of the Project, (ii) a change in the improvements thereon, and/or (iii) levied or assessed on machinery or equipment provided by Lessor to Lessee pursuant to this Lease.

10.2 Payment of Taxes. Except as otherwise provided in Paragraph 10.3, Lessor shall pay the Real Property Taxes applicable to the Project, and said payments shall be included in the calculation of Operating Expenses in accordance with the provisions of Paragraph 4.2.

10.3 Additional Improvements. Operating Expenses shall not include Real Property Taxes specified in the tax assessor's records and work sheets as being caused by additional improvements placed upon the Project by other lessees or by Lessor for the exclusive enjoyment of such other lessees. Notwithstanding Paragraph 10.2 hereof, Lessee shall, however, pay to Lessor at the time Operating Expenses are payable under Paragraph 4.2, the entirety of any increase in Real Property Taxes if assessed solely by reason of Alterations, Trade Fixtures or Utility Installations placed upon the Premises by Lessee or at Lessee's request or by reason of any alterations or improvements to the Premises made by Lessor subsequent to the execution of this Lease by the Parties.

10.4 Joint Assessment. If the Building is not separately assessed, Real Property Taxes allocated to the Building shall be an equitable proportion of the Real Property Taxes for all of the land and improvements included within the tax parcel assessed, such proportion to be determined by Lessor from the respective valuations assigned in the assessor's work sheets or such other information as may be reasonably available. Lessor's reasonable determination thereof, in good faith, shall be conclusive.

10.5 Personal Property Taxes. Lessee shall pay prior to delinquency all taxes assessed against and levied upon Lessee Owned Alterations and Utility Installations, Trade Fixtures, furnishings, equipment and all personal property of Lessee contained in the Premises. When possible, Lessee shall cause its Lessee Owned Alterations and Utility Installations, Trade Fixtures, furnishings, equipment and all other personal property to be assessed and billed separately from the real property of Lessor. If any of Lessee's said property shall be assessed with Lessor's real property, Lessee shall pay Lessor the taxes attributable to Lessee's property within 10 days after receipt of a written statement setting forth the taxes applicable to Lessee's property.

11. Utilities and Services.

11.1 Services Provided by Lessor. Lessor shall provide heating, ventilation, air conditioning, reasonable amounts of electricity for normal lighting and office machines, water for reasonable and normal drinking and lavatory use in connection with an office, and replacement light bulbs and/or fluorescent tubes and ballasts for standard overhead fixtures. Lessor shall also provide janitorial services to the Premises and Common Areas 5 times per week, excluding Building Holidays, or pursuant to the attached janitorial schedule, if any. Lessor shall not, however, be required to provide janitorial services to kitchens or storage areas included within the Premises.

11.2 Services Exclusive to Lessee. Notwithstanding the provisions of paragraph 11.1, Lessee shall pay for all water, gas, light, power, telephone and other utilities and services specially or exclusively supplied and/or metered exclusively to the Premises or to Lessee, together with any taxes thereon. Notwithstanding the provisions of Paragraph 4.2(vi), if a service is deleted by Paragraph 1.13 and such service is not separately metered to the Premises, Lessee shall pay at Lessor's option,

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either Lessee's Share or a reasonable proportion to be determined by Lessor of all charges for such jointly metered service.

11.3 Hours of Service. Said services and utilities shall be provided during times set forth in Paragraph 1.12. Utilities and services required at other times shall be subject to advance request and reimbursement by Lessee to Lessor of the cost thereof.

11.4 Excess Usage by Lessee. Lessee shall not make connection to the utilities except by or through existing outlets and shall not install or use machinery or equipment in or about the Premises that uses excess water, lighting or power, or suffer or permit any act that causes extra burden upon the utilities or services, including but not limited to security and trash services, over standard office usage for the Project. Lessor shall require Lessee to reimburse Lessor for any excess expenses or costs that may arise out of a breach of this subparagraph by Lessee. Lessor may, in its sole discretion, install at Lessee's expense supplemental equipment and/or separate metering applicable to Lessee's excess usage or loading.

11.5 Interruptions. There shall be no abatement of rent and Lessor shall not be liable in any respect whatsoever for the inadequacy, stoppage, interruption or discontinuance of any utility or service due to riot, strike, labor dispute, breakdown, accident, repair or other cause beyond Lessor's reasonable control or in cooperation with governmental request or directions.

11.6 Within fifteen days of Lessor's written request, Lessee agrees to deliver to Lessor such information, documents and/or authorization as Lessor needs in order for Lessor to comply with new or existing Applicable Requirements relating to commercial building energy usage, ratings, and/or the reporting thereof.

12. Assignment and Subletting.

12.1 Lessor's Consent Required.

(a) Lessee shall not voluntarily or by operation of law assign, transfer, mortgage or encumber (collectively, "assign or assignment") or sublet all or any part of Lessee's interest in this Lease or in the Premises without Lessor's prior written consent.

(b) Unless Lessee is a corporation and its stock is publicly traded on a national stock exchange, a change in the control of Lessee shall constitute an assignment requiring consent. The transfer, on a cumulative basis, of 25% or more of the voting control of Lessee shall constitute a change in control for this purpose.

(c) The involvement of Lessee or its assets in any transaction, or series of transactions (by way of merger, sale, acquisition, financing, transfer, leveraged buyout or otherwise), whether or not a formal assignment or hypothecation of this Lease or Lessee's assets occurs, which results or will result in a reduction of the Net Worth of Lessee by an amount greater than 25% of such Net Worth as it was represented at the time of the execution of this Lease or at the time of the most recent assignment to which Lessor has consented, or as it exists immediately prior to said transaction or transactions constituting such reduction, whichever was or is greater, shall be considered an assignment of this Lease to which Lessor may withhold its consent. "Net Worth of Lessee" shall mean the net worth of Lessee (excluding any guarantors) established under generally accepted accounting principles.

(d) An assignment or subletting without consent shall, at Lessor's option, be a Default curable after notice per Paragraph 13.1(d), or a non-curable Breach without the necessity of any notice and grace period. If Lessor elects to treat such unapproved assignment or subletting as a non-curable Breach, Lessor may either: (i) terminate this Lease, or (ii) upon 30 days written notice, increase the monthly Base Rent to 110% of the Base Rent then in effect. Further, in the event of such Breach and rental adjustment, (i) the purchase price of any option to purchase the Premises held by Lessee shall be subject to similar adjustment to 110% of the price previously in effect, and (ii) all fixed and non-fixed rental adjustments scheduled during the remainder of the Lease term shall be increased to 110% of the scheduled adjusted rent.

(e) Lessee's remedy for any breach of Paragraph 12.1 by Lessor shall be limited to compensatory damages and/or injunctive relief.

(f) Lessor may reasonably withhold consent to a proposed assignment or subletting if Lessee is in Default at the time consent is requested.

(g) Notwithstanding the foregoing, allowing a de minimis portion of the Premises, i.e. 20 square feet or less, to be used by a third party vendor in connection with the installation of a vending machine or payphone shall not constitute a subletting.

12.2 Terms and Conditions Applicable to Assignment and Subletting.

(a) Regardless of Lessor's consent, no assignment or subletting shall: (i) be effective without the express written assumption by such assignee or sublessee of the obligations of Lessee under this Lease, (ii) release Lessee of any obligations hereunder, or (iii) alter the primary liability of Lessee for the payment of Rent or for the performance of any other obligations to be performed by Lessee.

(b) Lessor may accept Rent or performance of Lessee's obligations from any person other than Lessee pending approval or disapproval of an assignment. Neither a delay in the approval or disapproval of such assignment nor the acceptance of Rent or performance shall constitute a waiver or estoppel of Lessor's right to exercise its remedies for Lessee's Default or Breach.

(c) Lessor's consent to any assignment or subletting shall not constitute a consent to any subsequent assignment or subletting.

(d) In the event of any Default or Breach by Lessee, Lessor may proceed directly against Lessee, any Guarantors or anyone else responsible for the performance of Lessee's obligations under this Lease, including any assignee or sublessee, without first exhausting Lessor's remedies against any other person or entity responsible therefor to Lessor, or any security held by Lessor.

(e) Each request for consent to an assignment or subletting shall be in writing, accompanied by information relevant to Lessor's determination as to the financial and operational responsibility and appropriateness of the proposed assignee or sublessee, including but not limited to the intended use and/or required modification of the Premises, if any, together with a fee of \$500 as consideration for Lessor's considering and processing said request. Lessee agrees to provide Lessor with such other or additional information and/or documentation as may be reasonably requested. (See also Paragraph 36)

(f) Any assignee of, or sublessee under, this Lease shall, by reason of accepting such assignment, entering into such sublease, or entering into possession of the Premises or any portion thereof, be deemed to have assumed and agreed to conform and comply with each and every term, covenant, condition and obligation herein to be observed or performed by Lessee during the term of said assignment or sublease, other than such obligations as are contrary to or inconsistent with provisions of an assignment or sublease to which Lessor has specifically consented to in writing.

(g) Lessor's consent to any assignment or subletting shall not transfer to the assignee or sublessee any Option granted to the original Lessee by this Lease unless such transfer is specifically consented to by Lessor in writing. (See Paragraph 39.2)

12.3 Additional Terms and Conditions Applicable to Subletting. The following terms and conditions shall apply to any subletting by Lessee of all or any part of the Premises and shall be deemed included in all subleases under this Lease whether or not expressly incorporated therein:

(a) Lessee hereby assigns and transfers to Lessor all of Lessee's interest in all Rent payable on any sublease, and Lessor may collect such Rent and apply same toward Lessee's obligations under this Lease; provided, however, that until a Breach shall occur in the performance of Lessee's obligations, Lessee may collect said Rent. In the event that the amount collected by Lessor exceeds Lessee's then outstanding obligations any such excess shall be refunded to Lessee. Lessor shall not, by reason of the foregoing or any assignment of such sublease, nor by reason of the collection of Rent, be deemed liable to the sublessee for any failure of Lessee to perform and comply with any of Lessee's obligations to such sublessee. Lessee hereby irrevocably authorizes and directs any such sublessee, upon receipt of a written notice from Lessor stating that a Breach exists in the performance of Lessee's obligations under this Lease, to pay to Lessor all Rent due and to become due under the sublease. Sublessee shall rely upon any such notice from Lessor and shall pay all Rents to Lessor without any obligation or right to inquire as to whether such Breach exists, notwithstanding any claim from Lessee to the contrary.

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(b) In the event of a Breach by Lessee, Lessor may, at its option, require sublessee to attorn to Lessor, in which event Lessor shall undertake the obligations of the sublessor under such sublease from the time of the exercise of said option to the expiration of such sublease; provided, however, Lessor shall not be liable for any prepaid rents or security deposit paid by such sublessee to such sublessor or for any prior Defaults or Breaches of such sublessor.

(c) Any matter requiring the consent of the sublessor under a sublease shall also require the consent of Lessor.

(d) No sublessee shall further assign or sublet all or any part of the Premises without Lessor's prior written consent.

(e) Lessor shall deliver a copy of any notice of Default or Breach by Lessee to the sublessee, who shall have the right to cure the Default of Lessee within the grace period, if any, specified in such notice. The sublessee shall have a right of reimbursement and offset from and against Lessee for any such Defaults cured by the sublessee.

13. Default; Breach; Remedies.

13.1 **Default; Breach.** A "Default" is defined as a failure by the Lessee to comply with or perform any of the terms, covenants, conditions or Rules and Regulations under this Lease. A "Breach" is defined as the occurrence of one or more of the following Defaults, and the failure of Lessee to cure such Default within any applicable grace period:

(a) The abandonment of the Premises; the vacating of the Premises prior to the expiration or termination of this Lease without providing a commercially reasonable level of security, or where the coverage of the property insurance described in Paragraph 8.3 is jeopardized as a result thereof, or without providing reasonable assurances to minimize potential vandalism; or failure to deliver to Lessor exclusive possession of the entire Premises in accordance herewith prior to the expiration or termination of this Lease.

(b) The failure of Lessee to make any payment of Rent or any Security Deposit required to be made by Lessee hereunder, whether to Lessor or to a third party, when due, to provide reasonable evidence of insurance or surety bond, or to fulfill any obligation under this Lease which endangers or threatens life or property, where such failure continues for a period of 3 business days following written notice to Lessee. THE ACCEPTANCE BY LESSOR OF A PARTIAL PAYMENT OF RENT OR SECURITY DEPOSIT SHALL NOT CONSTITUTE A WAIVER OF ANY OF LESSOR'S RIGHTS, INCLUDING LESSOR'S RIGHT TO RECOVER POSSESSION OF THE PREMISES.

(c) The failure of Lessee to allow Lessor and/or its agents access to the Premises or the commission of waste, act or acts constituting public or private nuisance, and/or an illegal activity on the Premises by Lessee, where such actions continue for a period of 3 business days following written notice to Lessee. In the event that Lessee commits waste, a nuisance or an illegal activity a second time then, the Lessor may elect to treat such conduct as a non-curable Breach rather than a Default.

(d) The failure by Lessee to provide (i) reasonable written evidence of compliance with Applicable Requirements, (ii) the service contracts, (iii) the rescission of an unauthorized assignment or subletting, (iv) an Estoppel Certificate or financial statements, (v) a requested subordination, (vi) evidence concerning any guaranty and/or Guarantor, (vii) any document requested under Paragraph 41, (viii) material safety data sheets (MSDS), or (ix) any other documentation or information which Lessor may reasonably require of Lessee under the terms of this Lease, where any such failure continues for a period of 10 days following written notice to Lessee.

(e) A Default by Lessee as to the terms, covenants, conditions or provisions of this Lease, or of the rules adopted under Paragraph 2.9 hereof, other than those described in subparagraphs 13.1(a), (b) or (c), above, where such Default continues for a period of 30 days after written notice; provided, however, that if the nature of Lessee's Default is such that more than 30 days are reasonably required for its cure, then it shall not be deemed to be a Breach if Lessee commences such cure within said 30 day period and thereafter diligently prosecutes such cure to completion.

(f) The occurrence of any of the following events: (i) the making of any general arrangement or assignment for the benefit of creditors; (ii) becoming a "debtor" as defined in 11 U.S.C. § 101 or any successor statute thereto (unless, in the case of a petition filed against Lessee, the same is dismissed within 60 days); (iii) the appointment of a trustee or receiver to take possession of substantially all of Lessee's assets located at the Premises or of Lessee's interest in this Lease, where possession is not restored to Lessee within 30 days; or (iv) the attachment, execution or other judicial seizure of substantially all of Lessee's assets located at the Premises or of Lessee's interest in this Lease, where such seizure is not discharged within 30 days; provided, however, in the event that any provision of this subparagraph is contrary to any applicable law, such provision shall be of no force or effect, and not affect the validity of the remaining provisions.

(g) The discovery that any financial statement of Lessee or of any Guarantor given to Lessor was materially false.

(h) If the performance of Lessee's obligations under this Lease is guaranteed: (i) the death of a Guarantor, (ii) the termination of a Guarantor's liability with respect to this Lease other than in accordance with the terms of such guaranty, (iii) a Guarantor's becoming insolvent or the subject of a bankruptcy filing, (iv) a Guarantor's refusal to honor the guaranty, or (v) a Guarantor's breach of its guaranty obligation on an anticipatory basis, and Lessee's failure, within 60 days following written notice of any such event, to provide written alternative assurance or security, which, when coupled with the then existing resources of Lessee, equals or exceeds the combined financial resources of Lessee and the Guarantors that existed at the time of execution of this Lease.

13.2 **Remedies.** If Lessee fails to perform any of its affirmative duties or obligations, within 10 days after written notice (or in case of an emergency, without notice), Lessor may, at its option, perform such duty or obligation on Lessee's behalf, including but not limited to the obtaining of reasonably required bonds, insurance policies, or governmental licenses, permits or approvals. Lessee shall pay to Lessor an amount equal to 115% of the costs and expenses incurred by Lessor in such performance upon receipt of an invoice therefor. In the event of a Breach, Lessor may, with or without further notice or demand, and without limiting Lessor in the exercise of any right or remedy which Lessor may have by reason of such Breach:

(a) Terminate Lessee's right to possession of the Premises by any lawful means, in which case this Lease shall terminate and Lessee shall immediately surrender possession to Lessor. In such event Lessor shall be entitled to recover from Lessee: (i) the unpaid Rent which had been earned at the time of termination; (ii) the worth at the time of award of the amount by which the unpaid rent which would have been earned after termination until the time of award exceeds the amount of such rental loss that the Lessee proves could have been reasonably avoided; (iii) the worth at the time of award of the amount by which the unpaid rent for the balance of the term after the time of award exceeds the amount of such rental loss that the Lessee proves could be reasonably avoided; and (iv) any other amount necessary to compensate Lessor for all the detriment proximately caused by the Lessee's failure to perform its obligations under this Lease or which in the ordinary course of things would be likely to result therefrom, including but not limited to the cost of recovering possession of the Premises, expenses of reletting, including necessary renovation and alteration of the Premises, reasonable attorneys' fees, and that portion of any leasing commission paid by Lessor in connection with this Lease applicable to the unexpired term of this Lease. The worth at the time of award of the amount referred to in provision (iii) of the immediately preceding sentence shall be computed by discounting such amount at the discount rate of the Federal Reserve Bank of the District within which the Premises are located at the time of award plus one percent. Efforts by Lessor to mitigate damages caused by Lessee's Breach of this Lease shall not waive Lessor's right to recover any damages to which Lessor is otherwise entitled. If termination of this Lease is obtained through the provisional remedy of unlawful detainer, Lessor shall have the right to recover in such proceeding any unpaid Rent and damages as are recoverable therein, or Lessor may reserve the right to recover all or any part thereof in a separate suit. If a notice and grace period required under Paragraph 13.1 was not previously given, a notice to pay rent or quit, or to perform or quit given to Lessee under the unlawful detainer statute shall also constitute the notice required by Paragraph 13.1. In such case, the applicable grace period required by Paragraph 13.1 and the unlawful detainer statute shall run concurrently, and the failure of Lessee to cure the Default within the greater of the two such grace periods shall constitute both an unlawful

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detainer and a Breach of this Lease entitling Lessor to the remedies provided for in this Lease and/or by said statute.

(b) Continue the Lease and Lessee's right to possession and recover the Rent as it becomes due, in which event Lessee may sublet or assign, subject only to reasonable limitations. Acts of maintenance, efforts to relet, and/or the appointment of a receiver to protect the Lessor's interests, shall not constitute a termination of the Lessee's right to possession.

(c) Pursue any other remedy now or hereafter available under the laws or judicial decisions of the state wherein the Premises are located. The expiration or termination of this Lease and/or the termination of Lessee's right to possession shall not relieve Lessee from liability under any indemnity provisions of this Lease as to matters occurring or accruing during the term hereof or by reason of Lessee's occupancy of the Premises.

13.3 Inducement Recapture. Any agreement for free or abated rent or other charges, the cost of tenant improvements for Lessee paid for or performed by Lessor, or for the giving or paying by Lessor to or for Lessee of any cash or other bonus, inducement or consideration for Lessee's entering into this Lease, all of which concessions are hereinafter referred to as "**Inducement Provisions**," shall be deemed conditioned upon Lessee's full and faithful performance of all of the terms, covenants and conditions of this Lease. Upon Breach of this Lease by Lessee, any such Inducement Provision shall automatically be deemed deleted from this Lease and of no further force or effect, and any rent, other charge, bonus, inducement or consideration theretofore abated, given or paid by Lessor under such an Inducement Provision shall be immediately due and payable by Lessee to Lessor, notwithstanding any subsequent cure of said Breach by Lessee. The acceptance by Lessor of rent or the cure of the Breach which initiated the operation of this paragraph shall not be deemed a waiver by Lessor of the provisions of this paragraph unless specifically so stated in writing by Lessor at the time of such acceptance.

13.4 Late Charges. Lessee hereby acknowledges that late payment by Lessee of Rent will cause Lessor to incur costs not contemplated by this Lease, the exact amount of which will be extremely difficult to ascertain. Such costs include, but are not limited to, processing and accounting charges, and late charges which may be imposed upon Lessor by any Lender. Accordingly, if any Rent shall not be received by Lessor within 5 days after such amount shall be due, then, without any requirement for notice to Lessee, Lessee shall immediately pay to Lessor a one-time late charge equal to 10% of each such overdue amount or \$100, whichever is greater. The parties hereby agree that such late charge represents a fair and reasonable estimate of the costs Lessor will incur by reason of such late payment. Acceptance of such late charge by Lessor shall in no event constitute a waiver of Lessee's Default or Breach with respect to such overdue amount, nor prevent the exercise of any of the other rights and remedies granted hereunder. In the event that a late charge is payable hereunder, whether or not collected, for 3 consecutive installments of Base Rent, then notwithstanding any provision of this Lease to the contrary, Base Rent shall, at Lessor's option, become due and payable quarterly in advance.

13.5 Interest. Any monetary payment due Lessor hereunder, other than late charges, not received by Lessor, when due shall bear interest from the 31st day after it was due. The interest ("**Interest**") charged shall be computed at the rate of 10% per annum but shall not exceed the maximum rate allowed by law. Interest is payable in addition to the potential late charge provided for in Paragraph 13.4.

13.6 Breach by Lessor.

(a) **Notice of Breach.** Lessor shall not be deemed in breach of this Lease unless Lessor fails within a reasonable time to perform an obligation required to be performed by Lessor. For purposes of this Paragraph, a reasonable time shall in no event be less than 30 days after receipt by Lessor, and any Lender whose name and address shall have been furnished to Lessee in writing for such purpose, of written notice specifying wherein such obligation of Lessor has not been performed; provided, however, that if the nature of Lessor's obligation is such that more than 30 days are reasonably required for its performance, then Lessor shall not be in breach if performance is commenced within such 30 day period and thereafter diligently pursued to completion.

(b) **Performance by Lessee on Behalf of Lessor.** In the event that neither Lessor nor Lender cures said breach within 30 days after receipt of said notice, or if having commenced said cure they do not diligently pursue it to completion, then Lessee may elect to cure said breach at Lessee's expense and offset from Rent the actual and reasonable cost to perform such cure, provided, however, that such offset shall not exceed an amount equal to the greater of one month's Base Rent or the Security Deposit, reserving Lessee's right to seek reimbursement from Lessor for any such expense in excess of such offset. Lessee shall document the cost of said cure and supply said documentation to Lessor.

14. Condemnation. If the Premises or any portion thereof are taken under the power of eminent domain or sold under the threat of the exercise of said power (collectively "Condemnation"), this Lease shall terminate as to the part taken as of the date the condemning authority takes title or possession, whichever first occurs. If more than 10% of the rentable floor area of the Premises, or more than 25% of Lessee's Reserved Parking Spaces, if any, are taken by Condemnation, Lessee may, at Lessee's option, to be exercised in writing within 10 days after Lessor shall have given Lessee written notice of such taking (or in the absence of such notice, within 10 days after the condemning authority shall have taken possession) terminate this Lease as of the date the condemning authority takes such possession. If Lessee does not terminate this Lease in accordance with the foregoing, this Lease shall remain in full force and effect as to the portion of the Premises remaining, except that the Base Rent shall be reduced in proportion to the reduction in utility of the Premises caused by such Condemnation. Condemnation awards and/or payments shall be the property of Lessor, whether such award shall be made as compensation for diminution in value of the leasehold, the value of the part taken, or for severance damages; provided, however, that Lessee shall be entitled to any compensation paid by the condemnor for Lessee's relocation expenses, loss of business goodwill and/or Trade Fixtures, without regard to whether or not this Lease is terminated pursuant to the provisions of this Paragraph. All Alterations and Utility Installations made to the Premises by Lessee, for purposes of Condemnation only, shall be considered the property of the Lessee and Lessee shall be entitled to any and all compensation which is payable therefor. In the event that this Lease is not terminated by reason of the Condemnation, Lessor shall repair any damage to the Premises caused by such Condemnation.

15. Brokerage Fees.

15.1 Additional Commission. In addition to the payments owed pursuant to Paragraph 1.10 above, Lessor agrees that: (a) if Lessee exercises any Option, (b) if Lessee or anyone affiliated with Lessee acquires from Lessor any rights to the Premises or other premises owned by Lessor and located within the Project, (c) if Lessee remains in possession of the Premises, with the consent of Lessor, after the expiration of this Lease, or (d) if Base Rent is increased, whether by agreement or operation of an escalation clause herein, then, Lessor shall pay Brokers a fee in accordance with the fee schedule of the Brokers in effect at the time the Lease was executed. The provisions of this paragraph are intended to supersede the provisions of any earlier agreement to the contrary.

15.2 Assumption of Obligations. Any buyer or transferee of Lessor's interest in this Lease shall be deemed to have assumed Lessor's obligation hereunder. Brokers shall be third party beneficiaries of the provisions of Paragraphs 1.10, 15, 22 and 31. If Lessor fails to pay to Brokers any amounts due as and for brokerage fees pertaining to this Lease when due, then such amounts shall accrue interest. In addition, if Lessor fails to pay any amounts to Lessee's Broker when due, Lessee's Broker may send written notice to Lessor and Lessee of such failure and if Lessor fails to pay such amounts within 10 days after said notice, Lessee shall pay said monies to its Broker and offset such amounts against Rent. In addition, Lessee's Broker shall be deemed to be a third party beneficiary of any commission agreement entered into by and/or between Lessor and Lessor's Broker for the limited purpose of collecting any brokerage fee owed.

15.3 Representations and Indemnities of Broker Relationships. Lessee and Lessor each represent and warrant to the other that it has had no dealings with any person, firm, broker, agent or finder (other than the Brokers and Agents, if any) in connection with this Lease, and that no one other than said named Brokers and Agents is entitled to any commission or finder's fee in connection herewith. Lessee and Lessor do each hereby agree to indemnify, protect, defend and hold the other

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harmless from and against liability for compensation or charges which may be claimed by any such unnamed broker, finder or other similar party by reason of any dealings or actions of the indemnifying Party, including any costs, expenses, attorneys' fees reasonably incurred with respect thereto.

16. Estoppel Certificates.

(a) Each Party (as "**Responding Party**") shall within 10 days after written notice from the other Party (the "**Requesting Party**") execute, acknowledge and deliver to the Requesting Party a statement in writing in form similar to the then most current "**Estoppel Certificate**" form published by AIR CRE, plus such additional information, confirmation and/or statements as may be reasonably requested by the Requesting Party.

(b) If the Responding Party shall fail to execute or deliver the Estoppel Certificate within such 10 day period, the Requesting Party may execute an Estoppel Certificate stating that: (i) the Lease is in full force and effect without modification except as may be represented by the Requesting Party, (ii) there are no uncured defaults in the Requesting Party's performance, and (iii) if Lessor is the Requesting Party, not more than one month's rent has been paid in advance. Prospective purchasers and encumbrancers may rely upon the Requesting Party's Estoppel Certificate, and the Responding Party shall be estopped from denying the truth of the facts contained in said Certificate. In addition, Lessee acknowledges that any failure on its part to provide such an Estoppel Certificate will expose Lessor to risks and potentially cause Lessor to incur costs not contemplated by this Lease, the extent of which will be extremely difficult to ascertain. Accordingly, should the Lessee fail to execute and/or deliver a requested Estoppel Certificate in a timely fashion the monthly Base Rent shall be automatically increased, without any requirement for notice to Lessee, by an amount equal to 10% of the then existing Base Rent or \$100, whichever is greater for remainder of the Lease. The Parties agree that such increase in Base Rent represents fair and reasonable compensation for the additional risk/costs that Lessor will incur by reason of Lessee's failure to provide the Estoppel Certificate. Such increase in Base Rent shall in no event constitute a waiver of Lessee's Default or Breach with respect to the failure to provide the Estoppel Certificate nor prevent the exercise of any of the other rights and remedies granted hereunder.

(c) If Lessor desires to finance, refinance, or sell the Premises, or any part thereof, Lessee and all Guarantors shall within 10 days after written notice from Lessor deliver to any potential lender or purchaser designated by Lessor such financial statements as may be reasonably required by such lender or purchaser, including but not limited to Lessee's financial statements for the past 3 years. All such financial statements shall be received by Lessor and such lender or purchaser in confidence and shall be used only for the purposes herein set forth.

17. Definition of Lessor. The term "**Lessor**" as used herein shall mean the owner or owners at the time in question of the fee title to the Premises, or, if this is a sublease, of the Lessee's interest in the prior lease. In the event of a transfer of Lessor's title or interest in the Premises or this Lease, Lessor shall deliver to the transferee or assignee (in cash or by credit) any unused Security Deposit held by Lessor. Upon such transfer or assignment and delivery of the Security Deposit, as aforesaid, the prior Lessor shall be relieved of all liability with respect to the obligations and/or covenants under this Lease thereafter to be performed by the Lessor. Subject to the foregoing, the obligations and/or covenants in this Lease to be performed by the Lessor shall be binding only upon the Lessor as hereinabove defined.

18. Severability. The invalidity of any provision of this Lease, as determined by a court of competent jurisdiction, shall in no way affect the validity of any other provision hereof.

19. Days. Unless otherwise specifically indicated to the contrary, the word "**days**" as used in this Lease shall mean and refer to calendar days.

20. Limitation on Liability. The obligations of Lessor under this Lease shall not constitute personal obligations of Lessor, or its partners, members, directors, officers or shareholders, and Lessee shall look to the Project, and to no other assets of Lessor, for the satisfaction of any liability of Lessor with respect to this Lease, and shall not seek recourse against Lessor's partners, members, directors, officers or shareholders, or any of their personal assets for such satisfaction.

21. Time of Essence. Time is of the essence with respect to the performance of all obligations to be performed or observed by the Parties under this Lease.

22. No Prior or Other Agreements; Broker Disclaimer. This Lease contains all agreements between the Parties with respect to any matter mentioned herein, and no other prior or contemporaneous agreement or understanding shall be effective. Lessor and Lessee each represents and warrants to the Brokers that it has made, and is relying solely upon, its own investigation as to the nature, quality, character and financial responsibility of the other Party to this Lease and as to the use, nature, quality and character of the Premises. Brokers have no responsibility with respect thereto or with respect to any default or breach hereof by either Party.

23. Notices.

23.1 Notice Requirements. All notices required or permitted by this Lease or applicable law shall be in writing and may be delivered in person (by hand or by courier) or may be sent by regular, certified or registered mail or U.S. Postal Service Express Mail, with postage prepaid, or by facsimile transmission, or by email, and shall be deemed sufficiently given if served in a manner specified in this Paragraph 23. The addresses noted adjacent to a Party's signature on this Lease shall be that Party's address for delivery or mailing of notices. Either Party may by written notice to the other specify a different address for notice, except that upon Lessee's taking possession of the Premises, the Premises shall constitute Lessee's address for notice. A copy of all notices to Lessor shall be concurrently transmitted to such party or parties at such addresses as Lessor may from time to time hereafter designate in writing.

23.2 Date of Notice. Any notice sent by registered or certified mail, return receipt requested, shall be deemed given on the date of delivery shown on the receipt card, or if no delivery date is shown, the postmark thereon. If sent by regular mail the notice shall be deemed given 72 hours after the same is addressed as required herein and mailed with postage prepaid. Notices delivered by United States Express Mail or overnight courier that guarantees next day delivery shall be deemed given 24 hours after delivery of the same to the Postal Service or courier. Notices delivered by hand, or transmitted by facsimile transmission or by email shall be deemed delivered upon actual receipt. If notice is received on a Saturday, Sunday or legal holiday, it shall be deemed received on the next business day.

23.3 Options. Notwithstanding the foregoing, in order to exercise any Options (see paragraph 39), the Notice must be sent by Certified Mail (return receipt requested), Express Mail (signature required), courier (signature required) or some other methodology that provides a receipt establishing the date the notice was received by the Lessor.

24. Waivers.

(a) No waiver by Lessor of the Default or Breach of any term, covenant or condition hereof by Lessee, shall be deemed a waiver of any other term, covenant or condition hereof, or of any subsequent Default or Breach by Lessee of the same or of any other term, covenant or condition hereof. Lessor's consent to, or approval of, any act shall not be deemed to render unnecessary the obtaining of Lessor's consent to, or approval of, any subsequent or similar act by Lessee, or be construed as the basis of an estoppel to enforce the provision or provisions of this Lease requiring such consent.

(b) The acceptance of Rent by Lessor shall not be a waiver of any Default or Breach by Lessee. Any payment by Lessee may be accepted by Lessor on account of monies or damages due Lessor, notwithstanding any qualifying statements or conditions made by Lessee in connection therewith, which such statements and/or conditions shall be of no force or effect whatsoever unless specifically agreed to in writing by Lessor at or before the time of deposit of such payment.

(c) THE PARTIES AGREE THAT THE TERMS OF THIS LEASE SHALL GOVERN WITH REGARD TO ALL MATTERS RELATED THERETO AND HEREBY WAIVE THE PROVISIONS OF ANY PRESENT OR FUTURE STATUTE TO THE EXTENT THAT SUCH STATUTE IS INCONSISTENT WITH THIS LEASE.

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25. Disclosures Regarding The Nature of a Real Estate Agency Relationship.

(a) When entering into a discussion with a real estate agent regarding a real estate transaction, a Lessor or Lessee should from the outset understand what type of agency relationship or representation it has with the agent or agents in the transaction. Lessor and Lessee acknowledge being advised by the Brokers in this transaction, as follows:

(i) Lessor's Agent. A Lessor's agent under a listing agreement with the Lessor acts as the agent for the Lessor only. A Lessor's agent or subagent has the following affirmative obligations: To the Lessor: A fiduciary duty of utmost care, integrity, honesty, and loyalty in dealings with the Lessor. To the Lessee and the Lessor: (a) Diligent exercise of reasonable skills and care in performance of the agent's duties. (b) A duty of honest and fair dealing and good faith. (c) A duty to disclose all facts known to the agent materially affecting the value or desirability of the property that are not known to, or within the diligent attention and observation of, the Parties. An agent is not obligated to reveal to either Party any confidential information obtained from the other Party which does not involve the affirmative duties set forth above.

(ii) Lessee's Agent. An agent can agree to act as agent for the Lessee only. In these situations, the agent is not the Lessor's agent, even if by agreement the agent may receive compensation for services rendered, either in full or in part from the Lessor. An agent acting only for a Lessee has the following affirmative obligations. To the Lessee: A fiduciary duty of utmost care, integrity, honesty, and loyalty in dealings with the Lessee. To the Lessee and the Lessor: (a) Diligent exercise of reasonable skills and care in performance of the agent's duties. (b) A duty of honest and fair dealing and good faith. (c) A duty to disclose all facts known to the agent materially affecting the value or desirability of the property that are not known to, or within the diligent attention and observation of, the Parties. An agent is not obligated to reveal to either Party any confidential information obtained from the other Party which does not involve the affirmative duties set forth above.

(iii) Agent Representing Both Lessor and Lessee. A real estate agent, either acting directly or through one or more associate licensees, can legally be the agent of both the Lessor and the Lessee in a transaction, but only with the knowledge and consent of both the Lessor and the Lessee. In a dual agency situation, the agent has the following affirmative obligations to both the Lessor and the Lessee: (a) A fiduciary duty of utmost care, integrity, honesty and loyalty in the dealings with either Lessor or the Lessee. (b) Other duties to the Lessor and the Lessee as stated above in subparagraphs (i) or (ii). In representing both Lessor and Lessee, the agent may not, without the express permission of the respective Party, disclose to the other Party confidential information, including, but not limited to, facts relating to either Lessee's or Lessor's financial position, motivations, bargaining position, or other personal information that may impact rent, including Lessor's willingness to accept a rent less than the listing rent or Lessee's willingness to pay rent greater than the rent offered. The above duties of the agent in a real estate transaction do not relieve a Lessor or Lessee from the responsibility to protect their own interests. Lessor and Lessee should carefully read all agreements to assure that they adequately express their understanding of the transaction. A real estate agent is a person qualified to advise about real estate. If legal or tax advice is desired, consult a competent professional. Both Lessor and Lessee should strongly consider obtaining tax advice from a competent professional because the federal and state tax consequences of a transaction can be complex and subject to change.

(b) Brokers have no responsibility with respect to any default or breach hereof by either Party. The Parties agree that no lawsuit or other legal proceeding involving any breach of duty, error or omission relating to this Lease may be brought against Broker more than one year after the Start Date and that the liability (including court costs and attorneys' fees), of any Broker with respect to any such lawsuit and/or legal proceeding shall not exceed the fee received by such Broker pursuant to this Lease; provided, however, that the foregoing limitation on each Broker's liability shall not be applicable to any gross negligence or willful misconduct of such Broker.

(c) Lessor and Lessee agree to identify to Brokers as "Confidential" any communication or information given Brokers that is considered by such Party to be confidential.

26. No Right To Holdover. Lessee has no right to retain possession of the Premises or any part thereof beyond the expiration or termination of this Lease. At or prior to the expiration or termination of this Lease Lessee shall deliver exclusive possession of the Premises to Lessor. For purposes of this provision and Paragraph 13.1(a), exclusive possession shall mean that Lessee shall have vacated the Premises, removed all of its personal property therefrom and that the Premises have been returned in the condition specified in this Lease. In the event that Lessee does not deliver exclusive possession to Lessor as specified above, then Lessor's damages during any holdover period shall be computed at the amount of the Rent (as defined in Paragraph 4.1) due during the last full month before the expiration or termination of this Lease (disregarding any temporary abatement of Rent that may have been in effect), but with Base Rent being 150% of the Base Rent payable during such last full month. Nothing contained herein shall be construed as consent by Lessor to any holding over by Lessee.

27. Cumulative Remedies. No remedy or election hereunder shall be deemed exclusive but shall, wherever possible, be cumulative with all other remedies at law or in equity.

28. Covenants and Conditions; Construction of Agreement. All provisions of this Lease to be observed or performed by Lessee are both covenants and conditions. In construing this Lease, all headings and titles are for the convenience of the Parties only and shall not be considered a part of this Lease. Whenever required by the context, the singular shall include the plural and vice versa. This Lease shall not be construed as if prepared by one of the Parties, but rather according to its fair meaning as a whole, as if both Parties had prepared it.

29. Binding Effect; Choice of Law. This Lease shall be binding upon the Parties, their personal representatives, successors and assigns and be governed by the laws of the State in which the Premises are located. Any litigation between the Parties hereto concerning this Lease shall be initiated in the county in which the Premises are located. Signatures to this Lease accomplished by means of electronic signature or similar technology shall be legal and binding.

30. Subordination; Attornment; Non-Disturbance.

30.1 Subordination. This Lease and any Option granted hereby shall be subject and subordinate to any ground lease, mortgage, deed of trust, or other hypothecation or security device (collectively, "**Security Device**"), now or hereafter placed upon the Premises, to any and all advances made on the security thereof, and to all renewals, modifications, and extensions thereof. Lessee agrees that the holders of any such Security Devices (in this Lease together referred to as "**Lender**") shall have no liability or obligation to perform any of the obligations of Lessor under this Lease. Any Lender may elect to have this Lease and/or any Option granted hereby superior to the lien of its Security Device by giving written notice thereof to Lessee, whereupon this Lease and such Options shall be deemed prior to such Security Device, notwithstanding the relative dates of the documentation or recordation thereof.

30.2 Attornment. In the event that Lessor transfers title to the Premises, or the Premises are acquired by another upon the foreclosure or termination of a Security Device to which this Lease is subordinated (i) Lessee shall, subject to the non-disturbance provisions of Paragraph 30.3, attorn to such new owner, and upon request, enter into a new lease, containing all of the terms and provisions of this Lease, with such new owner for the remainder of the term hereof, or, at the election of the new owner, this Lease will automatically become a new lease between Lessee and such new owner, and (ii) Lessor shall thereafter be relieved of any further obligations hereunder and such new owner shall assume all of Lessor's obligations, except that such new owner shall not: (a) be liable for any act or omission of any prior lessor or with respect to events occurring prior to acquisition of ownership; (b) be subject to any offsets or defenses which Lessee might have against any prior

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lessor, (c) be bound by prepayment of more than one month's rent, or (d) be liable for the return of any security deposit paid to any prior lessor which was not paid or credited to such new owner.

30.3 Non-Disturbance. With respect to Security Devices entered into by Lessor after the execution of this Lease, Lessee's subordination of this Lease shall be subject to receiving a commercially reasonable non-disturbance agreement (a "**Non-Disturbance Agreement**") from the Lender which Non-Disturbance Agreement provides that Lessee's possession of the Premises, and this Lease, including any options to extend the term hereof, will not be disturbed so long as Lessee is not in Breach hereof and attorns to the record owner of the Premises. Further, within 60 days after the execution of this Lease, Lessor shall, if requested by Lessee, use its commercially reasonable efforts to obtain a Non-Disturbance Agreement from the holder of any pre-existing Security Device which is secured by the Premises. In the event that Lessor is unable to provide the Non-Disturbance Agreement within said 60 days, then Lessee may, at Lessee's option, directly contact Lender and attempt to negotiate for the execution and delivery of a Non-Disturbance Agreement.

30.4 Self-Executing. The agreements contained in this Paragraph 30 shall be effective without the execution of any further documents; provided, however, that, upon written request from Lessor or a Lender in connection with a sale, financing or refinancing of the Premises, Lessee and Lessor shall execute such further writings as may be reasonably required to separately document any subordination, attornment and/or Non-Disturbance Agreement provided for herein.

31. Attorneys' Fees. If any Party or Broker brings an action or proceeding involving the Premises whether founded in tort, contract or equity, or to declare rights hereunder, the Prevailing Party (as hereafter defined) in any such proceeding, action, or appeal thereon, shall be entitled to reasonable attorneys' fees. Such fees may be awarded in the same suit or recovered in a separate suit, whether or not such action or proceeding is pursued to decision or judgment. The term, "**Prevailing Party**" shall include, without limitation, a Party or Broker who substantially obtains or defeats the relief sought, as the case may be, whether by compromise, settlement, judgment, or the abandonment by the other Party or Broker of its claim or defense. The attorneys' fees award shall not be computed in accordance with any court fee schedule, but shall be such as to fully reimburse all attorneys' fees reasonably incurred. In addition, Lessor shall be entitled to attorneys' fees, costs and expenses incurred in the preparation and service of notices of Default and consultations in connection therewith, whether or not a legal action is subsequently commenced in connection with such Default or resulting Breach (\$200 is a reasonable minimum per occurrence for such services and consultation).

32. Lessor's Access; Showing Premises; Repairs. Lessor and Lessor's agents shall have the right to enter the Premises at any time, in the case of an emergency, and otherwise at reasonable times after reasonable prior notice for the purpose of showing the same to prospective purchasers, lenders, or tenants, and making such alterations, repairs, improvements or additions to the Premises as Lessor may deem necessary or desirable and the erecting, using and maintaining of utilities, services, pipes and conduits through the Premises and/or other premises as long as there is no material adverse effect on Lessee's use of the Premises. All such activities shall be without abatement of rent or liability to Lessee.

33. Auctions. Lessee shall not conduct, nor permit to be conducted, any auction upon the Premises without Lessor's prior written consent. Lessor shall not be obligated to exercise any standard of reasonableness in determining whether to permit an auction.

34. Signs. Lessor may place on the Premises ordinary "For Sale" signs at any time and ordinary "For Lease" signs during the last 6 months of the term hereof. Lessor may not place any sign on the exterior of the Building that covers any of the windows of the Premises. Except for ordinary "For Sublease" signs which may be placed only on the Premises, Lessee shall not place any sign upon the Project without Lessor's prior written consent. All signs must comply with all Applicable Requirements.

35. Termination; Merger. Unless specifically stated otherwise in writing by Lessor, the voluntary or other surrender of this Lease by Lessee, the mutual termination or cancellation hereof, or a termination hereof by Lessor for Breach by Lessee, shall automatically terminate any sublease or lesser estate in the Premises; provided, however, that Lessor may elect to continue any one or all existing subtenancies. Lessor's failure within 10 days following any such event to elect to the contrary by written notice to the holder of any such lesser interest, shall constitute Lessor's election to have such event constitute the termination of such interest.

36. Consents. All requests for consent shall be in writing. Except as otherwise provided herein, wherever in this Lease the consent of a Party is required to an act by or for the other Party, such consent shall not be unreasonably withheld or delayed. Lessor's actual reasonable costs and expenses (including but not limited to architects', attorneys', engineers' and other consultants' fees) incurred in the consideration of, or response to, a request by Lessee for any Lessor consent, including but not limited to consents to an assignment, a subletting or the presence or use of a Hazardous Substance, shall be paid by Lessee upon receipt of an invoice and supporting documentation therefor. Lessor's consent to any act, assignment or subletting shall not constitute an acknowledgment that no Default or Breach by Lessee of this Lease exists, nor shall such consent be deemed a waiver of any then existing Default or Breach, except as may be otherwise specifically stated in writing by Lessor at the time of such consent. The failure to specify herein any particular condition to Lessor's consent shall not preclude the imposition by Lessor at the time of consent of such further or other conditions as are then reasonable with reference to the particular matter for which consent is being given. In the event that either Party disagrees with any determination made by the other hereunder and reasonably requests the reasons for such determination, the determining party shall furnish its reasons in writing and in reasonable detail within 10 business days following such request.

37. Guarantor.

37.1 Execution. The Guarantors, if any, shall each execute a guaranty in the form most recently published by AIR CRE.

37.2 Default. It shall constitute a Default of the Lessee if any Guarantor fails or refuses, upon request to provide: (a) evidence of the execution of the guaranty, including the authority of the party signing on Guarantor's behalf to obligate Guarantor, and in the case of a corporate Guarantor, a certified copy of a resolution of its board of directors authorizing the making of such guaranty, (b) current financial statements, (c) an Estoppel Certificate, or (d) written confirmation that the guaranty is still in effect.

38. Quiet Possession. Subject to payment by Lessee of the Rent and performance of all of the covenants, conditions and provisions on Lessee's part to be observed and performed under this Lease, Lessee shall have quiet possession and quiet enjoyment of the Premises during the term hereof.

39. Options. If Lessee is granted any Option, as defined below, then the following provisions shall apply.

39.1 Definition. "**Option**" shall mean: (a) the right to extend or reduce the term of or renew this Lease or to extend or reduce the term of or renew any lease that Lessee has on other property of Lessor; (b) the right of first refusal or first offer to lease either the Premises or other property of Lessor; (c) the right to purchase, the right of first offer to purchase or the right of first refusal to purchase the Premises or other property of Lessor.

39.2 Options Personal To Original Lessee. Any Option granted to Lessee in this Lease is personal to the original Lessee, and cannot be assigned or exercised by anyone other than said original Lessee and only while the original Lessee is in full possession of the Premises and, if requested by Lessor, with Lessee certifying that Lessee has no intention of thereafter assigning or subletting.

39.3 Multiple Options. In the event that Lessee has any multiple Options to extend or renew this Lease, a later Option cannot be exercised unless the prior Options have been validly exercised.

39.4 Effect of Default on Options.

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(a) Lessee shall have no right to exercise an Option: (i) during the period commencing with the giving of any notice of Default and continuing until said Default is cured, (ii) during the period of time any Rent is unpaid (without regard to whether notice thereof is given Lessee), (iii) during the time Lessee is in Breach of this Lease, or (iv) in the event that Lessee has been given 3 or more notices of separate Default, whether or not the Defaults are cured, during the 12 month period immediately preceding the exercise of the Option.

(b) The period of time within which an Option may be exercised shall not be extended or enlarged by reason of Lessee's inability to exercise an Option because of the provisions of Paragraph 39.4(a).

(c) An Option shall terminate and be of no further force or effect, notwithstanding Lessee's due and timely exercise of the Option, if, after such exercise and prior to the commencement of the extended term or completion of the purchase, (i) Lessee fails to pay Rent for a period of 30 days after such Rent becomes due (without any necessity of Lessor to give notice thereof), or (ii) if Lessee commits a Breach of this Lease.

40. Security Measures. Lessee hereby acknowledges that the Rent payable to Lessor hereunder does not include the cost of guard service or other security measures, and that Lessor shall have no obligation whatsoever to provide same. Lessee assumes all responsibility for the protection of the Premises, Lessee, its agents and invitees and their property from the acts of third parties. In the event, however, that Lessor should elect to provide security services, then the cost thereof shall be an Operating Expense.

41. Reservations.

(a) Lessor reserves the right: (i) to grant, without the consent or joinder of Lessee, such easements, rights and dedications that Lessor deems necessary, (ii) to cause the recordation of parcel maps and restrictions, (iii) to create and/or install new utility raceways, so long as such easements, rights, dedications, maps, restrictions, and utility raceways do not unreasonably interfere with the use of the Premises by Lessee. Lessor may also: change the name, address or title of the Building or Project upon at least 90 days prior written notice; provide and install, at Lessee's expense, Building standard graphics on the door of the Premises and such portions of the Common Areas as Lessor shall reasonably deem appropriate; grant to any lessee the exclusive right to conduct any business as long as such exclusive right does not conflict with any rights expressly given herein; and to place such signs, notices or displays as Lessor reasonably deems necessary or advisable upon the roof, exterior of the Building or the Project or on signs in the Common Areas. Lessee agrees to sign any documents reasonably requested by Lessor to effectuate such rights. The obstruction of Lessee's view, air, or light by any structure erected in the vicinity of the Building, whether by Lessor or third parties, shall in no way affect this Lease or impose any liability upon Lessor.

(b) Lessor also reserves the right to move Lessee to other space of comparable size in the Building or Project. Lessor must provide at least 45 days prior written notice of such move, and the new space must contain improvements of comparable quality to those contained within the Premises. Lessor shall pay the reasonable out of pocket costs that Lessee incurs with regard to such relocation, including the expenses of moving and necessary stationary revision costs. In no event, however, shall Lessor be required to pay an amount in excess of two months Base Rent. Lessee may not be relocated more than once during the term of this Lease.

(c) Lessee shall not: (i) use a representation (photographic or otherwise) of the Building or Project or their name(s) in connection with Lessee's business; or (ii) suffer or permit anyone, except in emergency, to go upon the roof of the Building.

42. Performance Under Protest. If at any time a dispute shall arise as to any amount or sum of money to be paid by one Party to the other under the provisions hereof, the Party against whom the obligation to pay the money is asserted shall have the right to make payment "under protest" and such payment shall not be regarded as a voluntary payment and there shall survive the right on the part of said Party to institute suit for recovery of such sum. If it shall be adjudged that there was no legal obligation on the part of said Party to pay such sum or any part thereof, said Party shall be entitled to recover such sum or so much thereof as it was not legally required to pay. A Party who does not initiate suit for the recovery of sums paid "under protest" within 6 months shall be deemed to have waived its right to protest such payment.

43. Authority; Multiple Parties; Execution.

(a) If either Party hereto is a corporation, trust, limited liability company, partnership, or similar entity, each individual executing this Lease on behalf of such entity represents and warrants that he or she is duly authorized to execute and deliver this Lease on its behalf. Each Party shall, within 30 days after request, deliver to the other Party satisfactory evidence of such authority.

(b) If this Lease is executed by more than one person or entity as "Lessee", each such person or entity shall be jointly and severally liable hereunder. It is agreed that any one of the named Lessees shall be empowered to execute any amendment to this Lease, or other document ancillary thereto and bind all of the named Lessees, and Lessor may rely on the same as if all of the named Lessees had executed such document.

(c) This Lease may be executed by the Parties in counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same instrument.

44. Conflict. Any conflict between the printed provisions of this Lease and the typewritten or handwritten provisions shall be controlled by the typewritten or handwritten provisions.

45. Offer. Preparation of this Lease by either party or their agent and submission of same to the other Party shall not be deemed an offer to lease to the other Party. This Lease is not intended to be binding until executed and delivered by all Parties hereto.

46. Amendments. This Lease may be modified only in writing, signed by the Parties in interest at the time of the modification. As long as they do not materially change Lessee's obligations hereunder, Lessee agrees to make such reasonable non-monetary modifications to this Lease as may be reasonably required by a Lender in connection with the obtaining of normal financing or refinancing of the Premises.

47. Waiver of Jury Trial. THE PARTIES HEREBY WAIVE THEIR RESPECTIVE RIGHTS TO TRIAL BY JURY IN ANY ACTION OR PROCEEDING INVOLVING THE PROPERTY OR ARISING OUT OF THIS AGREEMENT.

48. Arbitration of Disputes. An Addendum requiring the Arbitration of all disputes between the Parties and/or Brokers arising out of this Lease ☐ is ☐ is not attached to this Lease.

49. Accessibility; Americans with Disabilities Act.

(a) The Premises:

☒ have not undergone an inspection by a Certified Access Specialist (CASp). Note: A Certified Access Specialist (CASp) can inspect the subject premises and determine whether the subject premises comply with all of the applicable construction-related accessibility standards under state law. Although state law does not

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require a CASp inspection of the subject premises, the commercial property owner or lessor may not prohibit the lessee or tenant from obtaining a CASp inspection of the subject premises for the occupancy or potential occupancy of the lessee or tenant, if requested by the lessee or tenant. The parties shall mutually agree on the arrangements for the time and manner of the CASp inspection, the payment of the fee for the CASp inspection, and the cost of making any repairs necessary to correct violations of construction-related accessibility standards within the premises.

☒ have undergone an inspection by a Certified Access Specialist (CASp) and it was determined that the Premises met all applicable construction-related accessibility standards pursuant to California Civil Code §55.51 et seq. Lessee acknowledges that it received a copy of the inspection report at least 48 hours prior to executing this Lease and agrees to keep such report confidential.

☐ have undergone an inspection by a Certified Access Specialist (CASp) and it was determined that the Premises did not meet all applicable construction-related accessibility standards pursuant to California Civil Code §55.51 et seq. Lessee acknowledges that it received a copy of the inspection report at least 48 hours prior to executing this Lease and agrees to keep such report confidential except as necessary to complete repairs and corrections of violations of construction related accessibility standards.

In the event that the Premises have been issued an inspection report by a CASp the Lessor shall provide a copy of the disability access inspection certificate to Lessee within 7 days of the execution of this Lease.

(b) Since compliance with the Americans with Disabilities Act (ADA) and other state and local accessibility statutes are dependent upon Lessee's specific use of the Premises, Lessor makes no warranty or representation as to whether or not the Premises comply with ADA or any similar legislation. In the event that Lessee's use of the Premises requires modifications or additions to the Premises in order to be in compliance with ADA or other accessibility statutes, Lessee agrees to make any such necessary modifications and/or additions at Lessee's expense.

LESSOR AND LESSEE HAVE CAREFULLY READ AND REVIEWED THIS LEASE AND EACH TERM AND PROVISION CONTAINED HEREIN, AND BY THE EXECUTION OF THIS LEASE SHOW THEIR INFORMED AND VOLUNTARY CONSENT THERETO. THE PARTIES HEREBY AGREE THAT, AT THE TIME THIS LEASE IS EXECUTED, THE TERMS OF THIS LEASE ARE COMMERCIALY REASONABLE AND EFFECTUATE THE INTENT AND PURPOSE OF LESSOR AND LESSEE WITH RESPECT TO THE PREMISES.

ATTENTION: NO REPRESENTATION OR RECOMMENDATION IS MADE BY AIR CRE OR BY ANY BROKER AS TO THE LEGAL SUFFICIENCY, LEGAL EFFECT, OR TAX CONSEQUENCES OF THIS LEASE OR THE TRANSACTION TO WHICH IT RELATES. THE PARTIES ARE URGED TO:

1. SEEK ADVICE OF COUNSEL AS TO THE LEGAL AND TAX CONSEQUENCES OF THIS LEASE.
2. RETAIN APPROPRIATE CONSULTANTS TO REVIEW AND INVESTIGATE THE CONDITION OF THE PREMISES. SAID INVESTIGATION SHOULD INCLUDE BUT NOT BE LIMITED TO: THE POSSIBLE PRESENCE OF HAZARDOUS SUBSTANCES, THE ZONING AND SIZE OF THE PREMISES, THE STRUCTURAL INTEGRITY, THE CONDITION OF THE ROOF AND OPERATING SYSTEMS, COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT AND THE SUITABILITY OF THE PREMISES FOR LESSEE'S INTENDED USE.

WARNING: IF THE PREMISES ARE LOCATED IN A STATE OTHER THAN CALIFORNIA, CERTAIN PROVISIONS OF THE LEASE MAY NEED TO BE REVISED TO COMPLY WITH THE LAWS OF THE STATE IN WHICH THE PREMISES ARE LOCATED.

The parties hereto have executed this Lease at the place and on the dates specified above their respective signatures.

Executed at: _____

On: _____

By LESSOR:

Grattan Holdings, Inc.

By: _____

Name Printed: Jack Grattan

Title: CEO

Phone: 909-568-6903

Fax: _____

Email: _____

By: _____

Name Printed: _____

Title: _____

Phone: _____

Fax: _____

Email: _____

Address: 2604-B El Camino Real #272, Carlsbad,
CA 92008

Federal ID No.: _____

BROKER

Lee & Associates Commercial Real Estate
and Services Inc. - NSDC

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Executed at: _____

On: _____

By LESSEE:

Method Schools Corporation

By: _____

Name Printed: Jessica Spallino

Title: CEO

Phone: 760-224-0758

Fax: _____

Email: _____

By: _____

Name Printed: _____

Title: _____

Phone: _____

Fax: _____

Email: _____

Address: 38750 Sky Canyon Drive, Suite B,
Murrieta, CA 92563

Federal ID No.: _____

BROKER

Attn: _____

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Attn: James Bengala
Title: Senior Associate

Address: 1902 Wright Place, Ste 180, Carlsbad,
CA 92008

Phone: 760-929-9700

Fax: 760-929-9977

Email: jbengala@lee-associates.com

Federal ID No.: _____

Broker DRE License #: 01096996

Agent DRE License #: 01950077

Title: _____

Address: _____

Phone: _____

Fax: _____

Email: _____

Federal ID No.: _____

Broker DRE License #: _____

Agent DRE License #: _____

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RULES AND REGULATIONS FOR STANDARD OFFICE LEASE

Date: _____

By and Between

Lessor: Grattan Holdings, Inc.

Lessee: Method Schools Corporation

Property Address: 4015 Avenida De La Plata, Ste 401, Oceanside, CA 92056
(street address, city, state, zip)

GENERAL RULES

1. Lessee shall not suffer or permit the obstruction of any Common Areas, including driveways, walkways and stairways.
2. Lessor reserves the right to refuse access to any persons Lessor in good faith judges to be a threat to the safety and reputation of the Project and its occupants.
3. Lessee shall not make or permit any noise or odors that annoy or interfere with other lessees or persons having business within the Project.
4. Lessee shall not keep animals or birds within the Project, and shall not bring bicycles, motorcycles or other vehicles into areas not designated as authorized for same.
5. Lessee shall not make, suffer or permit litter except in appropriate receptacles for that purpose.
6. Lessee shall not alter any lock or install new or additional locks or bolts.
7. Lessee shall be responsible for the inappropriate use of any toilet rooms, plumbing or other utilities. No foreign substances of any kind are to be inserted therein.
8. Lessee shall not deface the walls, partitions or other surfaces of the Premises or Project.
9. Lessee shall not suffer or permit anything in or around the Premises or Building that causes excessive vibration or floor loading in any part of the Project.
10. Furniture, significant freight and equipment shall be moved into or out of the building only with the Lessor's knowledge and consent, and subject to such reasonable limitations, techniques and timing, as may be designated by Lessor. Lessee shall be responsible for any damage to the Office Building Project arising from any such activity.
11. Lessee shall not employ any service or contractor for services or work to be performed in the Building, except as approved by Lessor.
12. Lessor reserves the right to close and lock the Building on Saturdays, Sundays and Building Holidays, and on other days between the hours of _____ P.M. and _____ A.M. of the following day. If Lessee uses the Premises during such periods, Lessee shall be responsible for securely locking any doors it may have opened for entry.
13. Lessee shall return all keys at the termination of its tenancy and shall be responsible for the cost of replacing any keys that are lost.
14. No window coverings, shades or awnings shall be installed or used by Lessee.
15. No Lessee, employee or invitee shall go upon the roof of the Building.
16. Lessee shall not suffer or permit smoking or carrying of lighted cigars or cigarettes in areas reasonably designated by Lessor or by applicable governmental agencies as non-smoking areas.
17. Lessee shall not use any method of heating or air conditioning other than as provided by Lessor.
18. Lessee shall not install, maintain or operate any vending machines upon the Premises without Lessor's written consent.
19. The Premises shall not be used for lodging or manufacturing, cooking or food preparation.
20. Lessee shall comply with all safety, fire protection and evacuation regulations established by Lessor or any applicable governmental agency.
21. Lessor reserves the right to waive any one of these rules or regulations, and/or as to any particular Lessee, and any such waiver shall not constitute a waiver of any other rule or regulation or any subsequent application thereof to such Lessee.
22. Lessee assumes all risks from theft or vandalism and agrees to keep its Premises locked as may be required.
23. Lessor reserves the right to make such other reasonable rules and regulations as it may from time to time deem necessary for the appropriate operation and safety of the Project and its occupants. Lessee agrees to abide by these and such rules and regulations.

PARKING RULES

1. Parking areas shall be used only for parking by vehicles no longer than full size, passenger automobiles herein called "Permitted Size Vehicles." Vehicles other than Permitted Size Vehicles are herein referred to as "Oversized Vehicles."
2. Lessee shall not permit or allow any vehicles that belong to or are controlled by Lessee or Lessee's employees, suppliers, shippers, customers, or invitees to be loaded, unloaded, or parked in areas other than those designated by Lessor for such activities.
3. Parking stickers or identification devices shall be the property of Lessor and be returned to Lessor by the holder thereof upon termination of the holder's parking privileges. Lessee will pay such replacement charge as is reasonably established by Lessor for the loss of such devices.
4. Lessor reserves the right to refuse the sale of monthly identification devices to any person or entity that willfully refuses to comply with the applicable rules, regulations, laws and/or agreements.
5. Lessor reserves the right to relocate all or a part of parking spaces from floor to floor, within one floor, and/or to reasonably adjacent offsite location(s), and to reasonably allocate them between compact and standard size spaces, as long as the same complies with applicable laws, ordinances and regulations.
6. Users of the parking area will obey all posted signs and park only in the areas designated for vehicle parking.
7. Unless otherwise instructed, every person using the parking area is required to park and lock his own vehicle. Lessor will not be responsible for any damage to vehicles, injury to persons or loss of property, all of which risks are assumed by the party using the parking area.
8. Validation, if established, will be permissible only by such method or methods as Lessor and/or its licensee may establish at rates generally applicable to visitor

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parking.

9. The maintenance, washing, waxing or cleaning of vehicles in the parking structure or Common Areas is prohibited.
10. Lessee shall be responsible for seeing that all of its employees, agents and invitees comply with the applicable parking rules, regulations, laws and agreements.
11. Lessor reserves the right to modify these rules and/or adopt such other reasonable and non-discriminatory rules and regulations as it may deem necessary for the proper operation of the parking area.
12. Such parking use as is herein provided is intended merely as a license only and no bailment is intended or shall be created hereby.

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**RENT ADJUSTMENT(S)
(ORIGINAL TERM)
STANDARD LEASE ADDENDUM**

Dated: May 19, 2023

By and Between

Lessor: Grattan Holdings, Inc.

Lessee: Method Schools Corporation

Property Address: 4015 Avenida De La Plata, Ste 401, Oceanside, CA 92056
(street address, city, state, zip)

Paragraph: 50

The monthly Base Rent during the Original Term of the Lease shall be increased by using the method(s) selected below (check method(s) to be used and fill in appropriately):

☐ I. ~~Consumer Price Index.~~

~~a. The monthly Base Rent shall be increased on _____ and every _____ months thereafter during the Original Term ("CPI Increase Date(s)") commensurate with the increase in the CPI (as herein defined) determined as follows: the monthly Base Rent scheduled for the first month of the Original Term shall be multiplied by a fraction the denominator of which is the Base CPI (as herein defined), and the numerator of which is the Comparison CPI (as herein defined). The amount so calculated shall constitute the new Base Rent until the next CPI Increase Date, but in no event shall any such new Base Rent be less than the Base Rent for the month immediately preceding the applicable CPI Increase Date.~~

~~b. The term "CPI" shall mean the Consumer Price Index of the Bureau of Labor Statistics of the U.S. Department of Labor for (select one): ☐ CPI-W (Urban Wage Earners and Clerical Workers) or ☐ CPI-U (All Urban Consumers), for (fill in Urban Area): _____ or ☐ the area in which the Premises is located, All Items (1982-1984 = 100). The term "Comparison CPI" shall mean the CPI of the calendar month which is 2 full months prior to the applicable Original Term CPI Increase Date. The term "Base CPI" shall mean the CPI of the calendar month which is 2 full months prior to the Commencement Date of the Original Term.~~

~~c. If the compilation and/or publication of the CPI is transferred to another governmental department, bureau or agency or is discontinued, then instead the index most nearly the same as the CPI shall be used to calculate the Base Rent increases hereunder. If the Parties cannot agree on such alternative index, then the matter shall be submitted for decision to the American Arbitration Association in accordance with the then rules of said association and the decision of the arbitrators shall be binding upon the parties, with the cost of such arbitration being paid equally by the Parties.~~

☐ II. ~~Fixed Percentage.~~ The monthly Base Rent shall be increased on _____ and every _____ months thereafter during the Original Term ("Percentage Increase Date(s)") by _____ percent (_____%) of the monthly Base Rent scheduled to be paid for the month immediately preceding the applicable Percentage Increase Date.

☒ III. **Fixed Rental Adjustment(s) ("FRA").**

The monthly Base Rent shall be increased to the following amounts on the dates set forth below:

On (fill in FRA Adjustment Date(s)):

July 1, 2024

July 1, 2025

The new Base Rent shall be:

\$4,647.36

\$4,786.78

BROKER'S FEE: For each adjustment in Base Rent specified above, the Brokers shall be paid a Brokerage Fee in accordance with paragraph 15 of the Lease or if applicable, paragraph 9 of the Sublease.

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DISCLOSURE REGARDING REAL ESTATE AGENCY RELATIONSHIP

(As required by the Civil Code)

4015 Avenida De La Plata, Ste 401, Oceanside, CA 92056

When you enter into a discussion with a real estate agent regarding a real estate transaction, you should from the outset understand what type of agency relationship or representation you wish to have with the agent in the transaction.

SELLER'S AGENT

A Seller's agent under a listing agreement with the Seller acts as the agent for the Seller only. A Seller's agent or a subagent of that agent has the following affirmative obligations:

To the Seller: A fiduciary duty of utmost care, integrity, honesty and loyalty in dealings with the Seller.

To the Buyer and the Seller:

- (a) Diligent exercise of reasonable skill and care in performance of the agent's duties.
- (b) A duty of honest and fair dealing and good faith.
- (c) A duty to disclose all facts known to the agent materially affecting the value or desirability of the property that are not known to, or within the diligent attention and observation of, the parties.

An agent is not obligated to reveal to either party any confidential information obtained from the other party that does not involve the affirmative duties set forth above.

BUYER'S AGENT

A Buyer's agent can, with a Buyer's consent, agree to act as agent for the Buyer only. In these situations, the agent is not the Seller's agent, even if by agreement the agent may receive compensation for services rendered, either in full or in part from the Seller. An agent acting only for a Buyer has the following affirmative obligations:

To the Buyer: A fiduciary duty of utmost care, integrity, honesty and loyalty in dealings with the Buyer.

To the Buyer and the Seller:

- (a) Diligent exercise of reasonable skill and care in performance of the agent's duties.
- (b) A duty of honest and fair dealing and good faith.
- (c) A duty to disclose all facts known to the agent materially affecting the value or desirability of the property that are not known to, or within the diligent attention and observation of, the parties.

An agent is not obligated to reveal to either party any confidential information obtained from the other party that does not involve the affirmative duties set forth above.

AGENT REPRESENTING BOTH SELLER AND BUYER

A real estate agent, either acting directly or through one or more salesperson and broker associates, can legally be the agent of both the Seller and the Buyer in a transaction, but only with the knowledge and consent of both the Seller and the Buyer.

In a dual agency situation, the agent has the following affirmative obligations to both the Seller and the Buyer:

- (a) A fiduciary duty of utmost care, integrity, honesty and loyalty in the dealings with either the Seller or the Buyer.
- (b) Other duties to the Seller and the Buyer as stated above in their respective sections.

In representing both Seller and Buyer, a dual agent may not, without the express permission of the respective party, disclose to the other party confidential information, including, but not limited to, facts relating to either the Buyer's or Seller's financial position, motivations, bargaining position, or other personal information that may impact price, including the Seller's willingness to accept a price less than the listing price or the Buyer's willingness to pay a price greater than the price offered.

SELLER AND BUYER RESPONSIBILITIES

Either the purchase agreement or a separate document will contain a confirmation of which agent is representing you and whether that agent is representing you exclusively in the transaction or acting as a dual agent. Please pay attention to that confirmation to make sure it accurately reflects your understanding of your agent's role. The above duties of the agent in a real estate transaction do not relieve a Seller or Buyer from the responsibility to protect his or her own interests. You should carefully read all agreements to assure that they adequately express your understanding of the transaction. A real estate agent is a person qualified to advise about real estate. If legal or tax advice is desired, consult a competent professional. If you are a Buyer, you have the duty to exercise reasonable care to protect yourself, including as to those facts about the property which are known to you or within your diligent attention and observation. Both Sellers and Buyers should strongly consider obtaining tax advice from a competent professional because the federal and state tax consequences of a transaction can be complex and subject to change.

Throughout your real property transaction you may receive more than one disclosure form, depending upon the number of agents assisting in the transaction. The law requires each agent with whom you have more than a casual relationship to present you with this disclosure form. You should read its contents each time it is presented to you, considering the relationship between you and the real estate agent in your specific transaction. **This disclosure form includes the provisions of Sections 2079.13 to 2079.24, inclusive, of the Civil Code set forth on page 2. Read it carefully. I/WE ACKNOWLEDGE RECEIPT OF A COPY OF THIS DISCLOSURE AND THE PORTIONS OF THE CIVIL CODE PRINTED ON THE BACK (OR A SEPARATE PAGE).**

☐ Buyer ☐ Seller ☐ Lessor ☒ Lessee

Date: _____

Jessica Spallino

☐ Buyer ☐ Seller ☒ Lessor ☐ Lessee

Date: _____

Jack Grattan

Agent: Lee & Associates Commercial Real Estate and Services Inc. - NSDC DRE Lic. #: 01096696
Real Estate Broker (Firm)

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By: **James Bengala**

DRE Lic. #: 01950077 Date: _____

(Salesperson or Broker-Associate)

THIS FORM HAS BEEN PREPARED BY AIR CRE. NO REPRESENTATION IS MADE AS TO THE LEGAL VALIDITY OR ADEQUACY OF THIS FORM FOR ANY SPECIFIC TRANSACTION. PLEASE SEEK LEGAL COUNSEL AS TO THE APPROPRIATENESS OF THIS FORM.

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DISCLOSURE REGARDING REAL ESTATE AGENCY RELATIONSHIP
CIVIL CODE SECTIONS 2079.13 THROUGH 2079.24 (2079.16 APPEARS ON THE FRONT)

2079.13. As used in Sections 2079.7 and 2079.14 to 2079.24, inclusive, the following terms have the following meanings:

(a) "Agent" means a person acting under provisions of Title 9 (commencing with Section 2295) in a real property transaction, and includes a person who is licensed as a real estate broker under Chapter 3 (commencing with Section 10130) of Part 1 of Division 4 of the Business and Professions Code, and under whose license a listing is executed or an offer to purchase is obtained. The agent in the real property transaction bears responsibility for that agent's salespersons or broker associates who perform as agents of the agent. When a salesperson or broker associate owes a duty to any principal, or to any buyer or seller who is not a principal, in a real property transaction, that duty is equivalent to the duty owed to that party by the broker for whom the salesperson or broker associate functions. **(b)** "Buyer" means a transferee in a real property transaction, and includes a person who executes an offer to purchase real property from a seller through an agent, or who seeks the services of an agent in more than a casual, transitory, or preliminary manner, with the object of entering into a real property transaction. "Buyer" includes vendee or lessee of real property. **(c)** "Commercial real property" means all real property in the state, except (1) single-family residential real property, (2) dwelling units made subject to Chapter 2 (commencing with Section 1940) of Title 5, (3) a mobile home, as defined in Section 798.3, (4) vacant land, or (5) a recreational vehicle, as defined in Section 799.29. **(d)** "Dual agent" means an agent acting, either directly or through a salesperson or broker associate, as agent for both the seller and the buyer in a real property transaction. **(e)** "Listing agreement" means a written contract between a seller of real property and an agent, by which the agent has been authorized to sell the real property or to find or obtain a buyer, including rendering other services for which a real estate license is required to the seller pursuant to the terms of the agreement. **(f)** "Seller's agent" means a person who has obtained a listing of real property to act as an agent for compensation. **(g)** "Listing price" is the amount expressed in dollars specified in the listing for which the seller is willing to sell the real property through the seller's agent. **(h)** "Offering price" is the amount expressed in dollars specified in an offer to purchase for which the buyer is willing to buy the real property. **(i)** "Offer to purchase" means a written contract executed by a buyer acting through a buyer's agent that becomes the contract for the sale of the real property upon acceptance by the seller. **(j)** "Real property" means any estate specified by subdivision (1) or (2) of Section 761 in property, and includes (1) single-family residential property, (2) multi-unit residential property with more than four dwelling units, (3) commercial real property, (4) vacant land, (5) a ground lease coupled with improvements, or (6) a manufactured home as defined in Section 18007 of the Health and Safety Code, or a mobile home as defined in Section 18008 of the Health and Safety Code, when offered for sale or sold through an agent pursuant to the authority contained in Section 10131.6 of the Business and Professions Code. **(k)** "Real property transaction" means a transaction for the sale of real property in which an agent is retained by a buyer, seller, or both a buyer and seller to act in that transaction, and includes a listing or an offer to purchase. **(l)** "Sell," "sale," or "sold" refers to a transaction for the transfer of real property from the seller to the buyer and includes exchanges of real property between the seller and buyer, transactions for the creation of a real property sales contract within the meaning of Section 2985, and transactions for the creation of a leasehold exceeding one year's duration. **(m)** "Seller" means the transferor in a real property transaction and includes an owner who lists real property with an agent, whether or not a transfer results, or who receives an offer to purchase real property of which he or she is the owner from an agent on behalf of another. "Seller" includes both a vendor and a lessor of real property. **(n)** "Buyer's agent" means an agent who represents a buyer in a real property transaction.

2079.14. A seller's agent and buyer's agent shall provide the seller and buyer in a real property transaction with a copy of the disclosure form specified in Section 2079.16, and shall obtain a signed acknowledgment of receipt from that seller and buyer, except as provided in Section 2079.15, as follows: **(a)** The seller's agent, if any, shall provide the disclosure form to the seller prior to entering into the listing agreement. **(b)** The buyer's agent shall provide the disclosure form to the buyer as soon as practicable prior to execution of the buyer's offer to purchase. If the offer to purchase is not prepared by the buyer's agent, the buyer's agent shall present the disclosure form to the buyer not later than the next business day after receiving the offer to purchase from the buyer.

2079.15. In any circumstance in which the seller or buyer refuses to sign an acknowledgment of receipt pursuant to Section 2079.14, the agent shall set forth, sign, and date a written declaration of the facts of the refusal.

2079.16 Reproduced on Page 1 of this AD form.

2079.17(a) As soon as practicable, the buyer's agent shall disclose to the buyer and seller whether the agent is acting in the real property transaction as the buyer's agent, or as a dual agent representing both the buyer and the seller. This relationship shall be confirmed in the contract to purchase and sell real property or in a separate writing executed or acknowledged by the seller, the buyer, and the buyer's agent prior to or coincident with execution of that contract by the buyer and the seller, respectively. **(b)** As soon as practicable, the seller's agent shall disclose to the seller whether the seller's agent is acting in the real property transaction as the seller's agent, or as a dual agent representing both the buyer and seller. This relationship shall be confirmed in the contract to purchase and sell real property or in a separate writing executed or acknowledged by the seller and the seller's agent prior to or coincident with the execution of that contract by the seller.

(c) CONFIRMATION: The following agency relationships are confirmed for this transaction.

Seller's Brokerage Firm DO NOT COMPLETE, SAMPLE ONLY License Number _____

Is the broker of (check one): ☐ the seller; or ☐ both the buyer and seller. (dual agent)

Seller's Agent DO NOT COMPLETE, SAMPLE ONLY License Number _____

Is (check one): ☐ the Seller's Agent. (salesperson or broker associate); or ☐ both the Buyer's Agent and the Seller's Agent. (dual agent)

Buyer's Brokerage Firm DO NOT COMPLETE, SAMPLE ONLY License Number _____

Is the broker of (check one): ☐ the buyer; or ☐ both the buyer and seller. (dual agent)

Buyer's Agent DO NOT COMPLETE, SAMPLE ONLY License Number _____

Is (check one): ☐ the Buyer's Agent. (salesperson or broker associate); or ☐ both the Buyer's Agent and the Seller's Agent. (dual agent)

(d) The disclosures and confirmation required by this section shall be in addition to the disclosure required by Section 2079.14. An agent's duty to provide disclosure and confirmation of representation in this section may be performed by a real estate salesperson or broker associate affiliated with that broker.

2079.18 (Repealed pursuant to AB-1289, 2017-18 California Legislative session)

2079.19 The payment of compensation or the obligation to pay compensation to an agent by the seller or buyer is not necessarily determinative of a particular agency relationship between an agent and the seller or buyer. A listing agent and a selling agent may agree to share any compensation or commission paid, or any right to any compensation or commission for which an obligation arises as the result of a real estate transaction, and the terms of any such agreement shall not necessarily be determinative of a particular relationship.

2079.20 Nothing in this article prevents an agent from selecting, as a condition of the agent's employment, a specific form of agency relationship not specifically

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AD-3.01, Revised 10-22-2020

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Last Edited: 5/19/2023 3:38 PM

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prohibited by this article if the requirements of Section 2079.14 and Section 2079.17 are complied with.

2079.21 (a) A dual agent may not, without the express permission of the seller, disclose to the buyer any confidential information obtained from the seller. **(b)** A dual agent may not, without the express permission of the buyer, disclose to the seller any confidential information obtained from the buyer. **(c)** "Confidential information" means facts relating to the client's financial position, motivations, bargaining position, or other personal information that may impact price, such as the seller is willing to accept a price less than the listing price or the buyer is willing to pay a price greater than the price offered. **(d)** This section does not alter in any way the duty or responsibility of a dual agent to any principal with respect to confidential information other than price.

2079.22 Nothing in this article precludes a seller's agent from also being a buyer's agent. If a seller or buyer in a transaction chooses to not be represented by an agent, that does not, of itself, make that agent a dual agent.

2079.23 (a) A contract between the principal and agent may be modified or altered to change the agency relationship at any time before the performance of the act which is the object of the agency with the written consent of the parties to the agency relationship. **(b)** A lender or an auction company retained by a lender to control aspects of a transaction of real property subject to this part, including validating the sales price, shall not require, as a condition of receiving the lender's approval of the transaction, the homeowner or listing agent to defend or indemnify the lender or auction company from any liability alleged to result from the actions of the lender or auction company. Any clause, provision, covenant, or agreement purporting to impose an obligation to defend or indemnify a lender or an auction company in violation of this subdivision is against public policy, void, and unenforceable.

2079.24 Nothing in this article shall be construed to either diminish the duty of disclosure owed buyers and sellers by agents and their associate licensees, subagents, and employees or to relieve agents and their associate licensees, subagents, and employees from liability for their conduct in connection with acts governed by this article or for any breach of a fiduciary duty or a duty of disclosure.

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April 26, 2023

Grattan Holdings, Inc.
4015 Avenida De La Plata Drive
Oceanside, CA 92056

Sent via email

Non-Binding Letter of Intent (LOI) – Method Schools – 4015 Avenida De La Plata Drive, Oceanside, Carlsbad, CA 92056.

Dear Ownership,

Method K-12 Online Charter Schools ("Tenant") would consider entering into a lease agreement for the Premises located at **4015 Avenida De La Plata Drive, Oceanside, CA 92056** under the following terms and conditions. Should you have any questions or require additional information, please do not hesitate to contact me.

| | |
|-----------------------------|---|
| LANDLORD: | Grattan Holdings, Inc. |
| TENANT: | Method K-12 Online Charter Schools |
| USE: | Tenant intends to utilize space as an admin office. |
| PREMISES: | The Premises shall be comprised of approximately 3,008 square feet of office space located at 4015 Avenida De La Plata Drive, Oceanside, CA 92056. |
| LEASE COMMENCEMENT: | The Lease shall commence on July 1, 2023 ("Commencement"). |
| LEASE TYPE: | Modified Gross Lease (Base Rent + Utilities) |
| LEASE TERM: | 36 months / 3 years |
| BASE RENT: | The Monthly Base Rent shall be \$1.50 per rentable square foot per month for Year One. The Base Rent shall increase by three percent (3%) each anniversary of the Commencement Date. |
| SECURITY DEPOSIT: | One (1) month's base rent equal to a base rent amount in the final year of the lease term. |
| TENANT IMPROVEMENTS: | Landlord shall deliver the premises in AS-IS condition with all building systems serving the premises in good working order and condition, including but not limited to HVAC, mechanical, electrical, and plumbing systems. |
| EARLY POSESSION: | Tenant shall have Early Possession of the Premises starting on June 15, 2023. This Early Possession period from June 15, 2023-June 30, 2023 shall be rent free. Tenant will be required to pay all utilities for the EP period. |

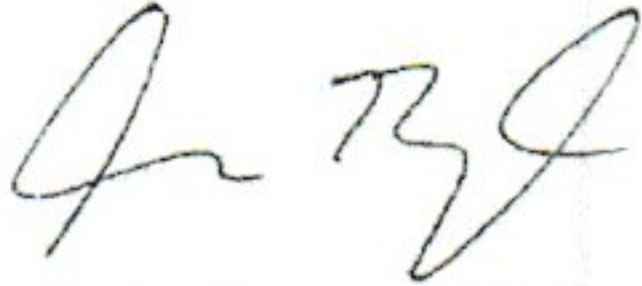
Lee & Associates - North San Diego County
1902 Wright Place, Suite 180 | Carlsbad, CA 92008
☎ 760.929.9700 ☎ 760.929.9977
A Member of the Lee & Associates Group of Companies



| | |
|---------------------------------------|--|
| SIGNAGE: | Tenant, at sole cost to the Tenant, shall have the right to exterior building signage so long as signage adheres to Association & City signage plan. |
| PARKING: | Tenant shall be granted rights to the parking stalls on the Premises to account for the parking ratio of 3.00/1,000. Per the rentable square footage of Suites, Tenant is entitled to TBD unreserved parking spaces. |
| ASSIGNMENT AND SUBLETTING: | Tenant shall be permitted to sublease the Premises or any portion thereof. Any consent required for other assignments or subletting shall not be unreasonably withheld, conditioned, or delayed by Landlord. To be further defined in the Lease. |
| STRUCTURAL AND LATENT DEFECTS: | Landlord, at Landlord's sole cost and expense, shall be one hundred percent (100%) responsible for the replacement or repair to any and all structural and/or latent defects in the Building and/or on the Property for the duration of the Lease Term and any extensions thereof |
| BROKERAGE FEE: | Lee & Associates is acknowledged as the exclusive agent for the Landlord. In the event Landlord and Tenant are successful in completing a lease transaction, Landlord shall pay commission to Lee & Associates for total lease consideration. |
| DISCLAIMER: | The terms as outlined herein are not all-inclusive, but comprise a summary of the general economic terms, which Tenant requires. Other terms, which are not included, are to be negotiated in a Letter of Intent. The parties mutually intend that neither shall have any binding contractual obligations to the other with respect to the matters referenced herein unless and until a formal written Lease Agreement has been fully executed and delivered by the parties, following review by each party's respective legal counsel and authorized representatives. |
| EXPIRATION: | This letter shall expire at 5:00 p.m. on May 3, 2023. |

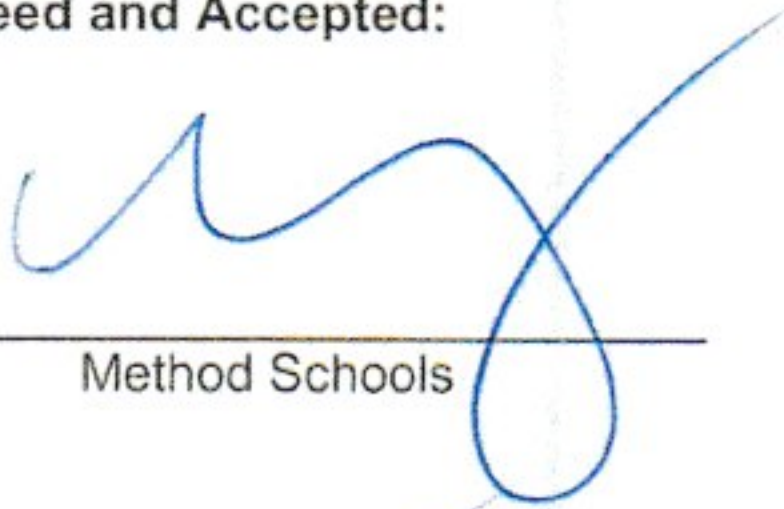
This letter is not intended to create a binding obligation but rather to set forth the general terms of a lease. There will be no binding obligation on the part of any party, unless and until all appropriate parties execute a Lease Agreement document.

Sincerely,



James Bengala – Senior Associate
CALDRE: 01950077

Agreed and Accepted:



Method Schools

5/2/2023
Date

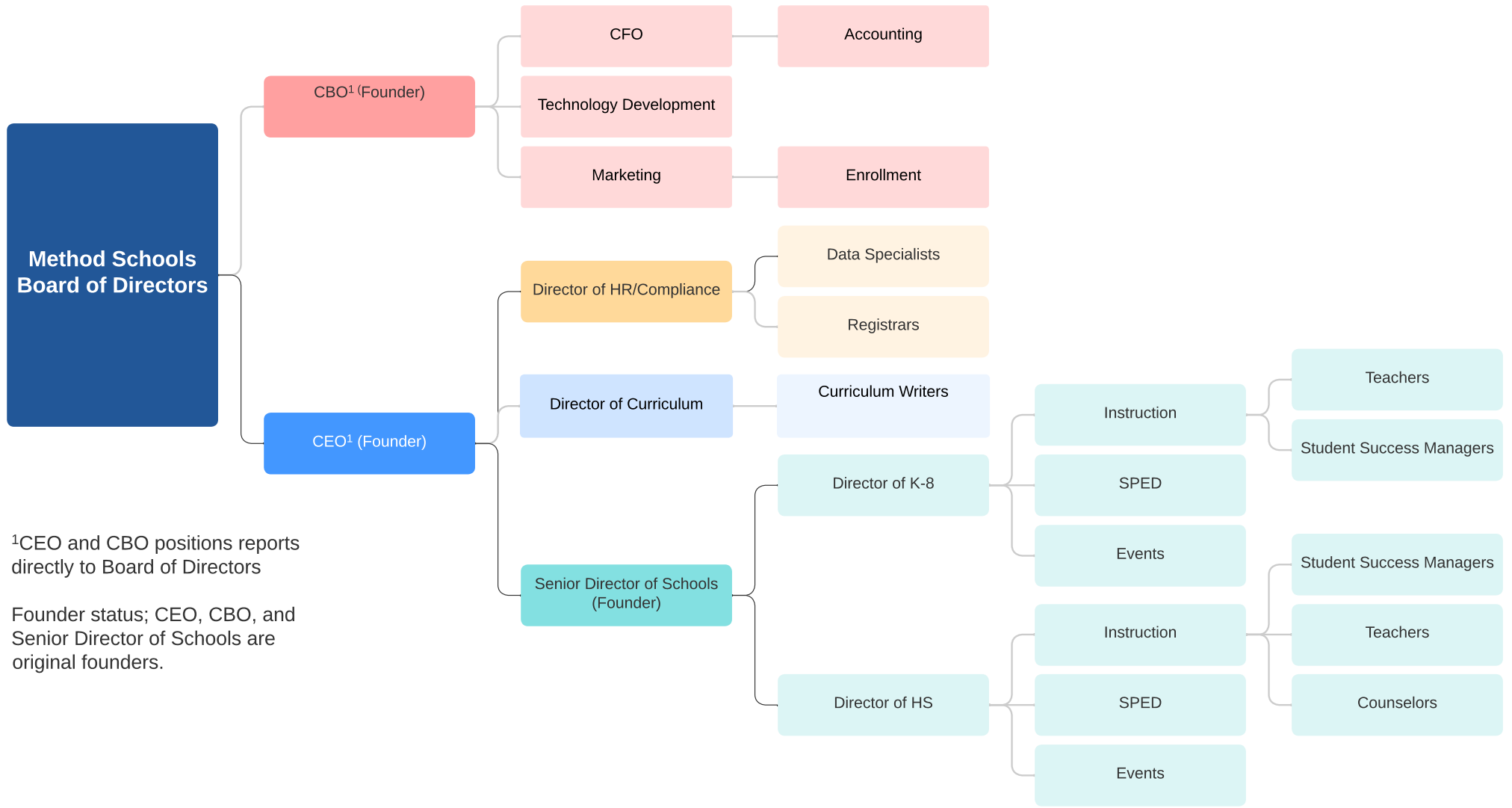


Grattan Holdings, Inc.

5-2-2023
Date

Organizational Chart

Most recent update: May 8, 2023



¹CEO and CBO positions reports directly to Board of Directors

Founder status; CEO, CBO, and Senior Director of Schools are original founders.



To: Board of Directors

Re: 23-24 Compensation

Remaining competitive in the charter school market ensures that Method Schools retains our most valuable assets, our employees. Method Schools staff recommends to the Board an 8% salary increase for the 23-24 fiscal year, and a performance bonus of 1.5% of the employee's salary, or \$500 for hourly employees, at the end of each semester. Performance bonus will be based on performance criteria to be determined.

The recommendation is based on a few key factors. LAUSD recently approved a 21% pay increase to take place over three years, raising their average teacher salary significantly and placing pressure on other public schools to provide competitive pay. The recommended increase will place Method Schools average teacher salary at approximately \$72,000 (\$78,000 when including the 3% one-time). Additionally, the increase and one-time payment will address the current economic inflation impacting our employees.

While the economic environment is likely to impact state funding in the next couple of years, the Governor's budget for the 23-24 fiscal year includes an 8.2% COLA to the LCFF revenues. The addition of performance bonuses enables Method Schools to provide a double digit pay increase for the year, while not committing the full cost into future years that may be impacted by an economic downturn.

The increase in LCFF funding for Method Schools in 23-24 is estimated at \$825,000. The cost of the recommended increase is \$681,000; with \$492,000 in ongoing increases, and \$188,000 in one-time costs. The increase is offset slightly by decreased FTE costs of approximately \$121,000, resulting in overall cost to the 23-24 budget of \$560,000. Method's healthy cash balances can easily absorb the one-time cost of \$188,000, leaving only \$372,000 of the net ongoing costs to come from the 23-24 revenue increase.

Basic Life, STD, LTD Renewal Overview

| LIFE & DISABILITY PLANS | STD | LTD | Life/AD&D | TOTAL ALL | \$ Difference to Current | % Difference to Current |
|--|---------|---------|-----------|-----------|--------------------------|-------------------------|
| MetLife | | | | | | |
| CURRENT | \$1,725 | \$3,009 | \$4,683 | \$9,417 | | |
| RENEWAL | \$1,725 | \$3,009 | \$4,683 | \$9,417 | \$0 | 0.0% |
| MARKETING SUMMARY | | | | | | |
| Met Life + Anthem Vision Flat 200k Life Benefit | \$1,725 | \$3,009 | \$11,578 | \$16,312 | \$6,895 | 73.2% |
| Guardian Flat 200k Life Benefit | \$1,725 | \$3,485 | \$10,934 | \$16,144 | \$6,726 | 71.4% |
| MetLife 2X Annual Salary to Max of \$300k | \$1,725 | \$3,009 | \$8,658 | \$13,392 | \$3,975 | 42.2% |
| Guardian 2X Annual Salary to Max of \$300k | \$1,725 | \$3,485 | \$9,425 | \$14,635 | \$5,217 | 55.4% |
| MetLife 2X Annual Salary to Max of \$400k | \$1,725 | \$3,009 | \$8,937 | \$13,671 | \$4,254 | 45.2% |
| Guardian 2X Annual Salary to Max of \$400k | \$1,725 | \$3,485 | \$9,719 | \$14,928 | \$5,511 | 58.5% |

Renewal Financial Executive Summary (all lines of coverage)

| | # EES * | Current | Renewal |
|---|-----------|------------------|------------------|
| Medical - (Kaiser & Anthem Blue Cross) | | | |
| HMO 1 - Kaiser Platinum 90 HMO 0/20 | 17 | \$154,871 | \$169,118 |
| HMO 2 - Anthem Platinum HMO 0/25 (6RH3) | 10 | \$95,529 | \$103,749 |
| PPO 1 - Anthem Select Gold PPO 30/500/20% (6RHX) | 3 | \$36,018 | \$39,755 |
| PPO 2 - Anthem Select Gold PPO 25/30% (6RGD) | 10 | \$96,875 | \$104,597 |
| PPO 3 - Anthem Platinum Select PPO 15/40/10% (6RHY) | 11 | <u>\$204,987</u> | <u>\$224,993</u> |
| Total Medical | 51 | \$588,280 | \$642,211 |
| \$ Change | | | \$53,931 |
| % Change | | | 9.2% |
| Dental - MetLife | | | |
| PPO | <u>50</u> | <u>\$43,348</u> | <u>\$45,515</u> |
| Total Dental | 50 | \$43,348 | \$45,515 |
| \$ Change | | | \$2,166 |
| % Change | | | 5% |
| Vision - Anthem Blue Cross | | | |
| PPO | <u>47</u> | <u>\$6,865</u> | <u>\$6,865</u> |
| Total Vision | 47 | \$6,865 | \$6,865 |
| \$ Change | | | \$0 |
| % Change | | | 0% |
| Basic Life - MetLife | | | |
| (1 x annual salary to a max of \$200K) | - | <u>\$4,683</u> | <u>\$4,683</u> |
| Total Life | | \$4,683 | \$4,683 |
| \$ Change | | | \$0 |
| % Change | | | 0% |
| Disability - MetLife | | | |
| STD | | \$1,725 | \$1,725 |
| LTD | - | <u>\$3,009</u> | <u>\$3,009</u> |
| Total Disability | | \$4,734 | \$4,734 |
| \$ Change | | | \$0 |
| % Change | | | 0% |
| Total Annual Premium | | \$647,910 | \$704,007 |
| Annual \$ Difference from Current | | | \$56,097 |
| Annual % Difference from Current | | | 8.7% |
| * Enrollment provided by the carriers and census. | | | |

*Enrollment provided
by the carriers and

Financial Executive Summary

Ancillary Lines of Coverage

Financial Executive Summary (ancillary lines of coverage)

| | # EES * | Current | MetLife + Anthem Vision Renewal | MetLife + Anthem Vision Flat 200k Life Benefit | Guardian Flat 200k Life Benefit | MetLife + Anthem Vision 2x annual salary to max 300k Life Benefit | Guardian 2x annual salary to max 300k Life Benefit | MetLife + Anthem Vision 2x annual salary to max 400k Life Benefit | Guardian 2x annual salary to max 400k Life Benefit |
|-----------------------------------|---------|----------|------------------------------------|---|------------------------------------|---|--|---|--|
| Dental - MetLife | | | | | | | | | |
| PPO | 50 | \$43,348 | \$45,515 | \$45,515 | \$42,048 | \$45,515 | \$42,048 | \$45,515 | \$42,048 |
| Total Dental | 50 | \$43,348 | \$45,515 | \$45,515 | \$42,048 | \$45,515 | \$42,048 | \$45,515 | \$42,048 |
| \$ Change | | | \$2,166 | \$2,166 | -\$1,300 | \$2,166 | -\$1,300 | \$2,166 | -\$1,300 |
| % Change | | | 5% | 5.0% | -3.0% | 5.0% | -3.0% | 5.0% | -3.0% |
| Vision - Anthem Blue Cross | | | | | | | | | |
| PPO | 47 | \$6,865 | \$6,865 | \$6,865 | \$6,865 | \$6,865 | \$6,865 | \$6,865 | \$6,865 |
| Total Vision | 47 | \$6,865 | \$6,865 | \$6,865 | \$6,865 | \$6,865 | \$6,865 | \$6,865 | \$6,865 |
| \$ Change | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| % Change | | | 0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Basic Life - MetLife | | | | | | | | | |
| | - | \$4,683 | \$4,683 | \$11,578 | \$10,934 | \$8,658 | \$9,425 | \$8,937 | \$9,719 |
| Total Life | | \$4,683 | \$4,683 | \$11,578 | \$10,934 | \$8,658 | \$9,425 | \$8,937 | \$9,719 |
| \$ Change | | | \$0 | \$6,895 | \$6,251 | \$3,975 | \$4,742 | \$4,254 | \$5,036 |
| % Change | | | 0.0% | 147.2% | 133.5% | 84.9% | 101.3% | 90.8% | 107.5% |
| Disability - MetLife | | | | | | | | | |
| STD | | \$1,725 | \$1,725 | \$1,725 | \$1,725 | \$1,725 | \$1,725 | \$1,725 | \$1,725 |
| LTD | - | \$3,009 | \$3,009 | \$3,009 | \$3,485 | \$3,009 | \$3,485 | \$3,009 | \$3,485 |
| Total Disability | | \$4,734 | \$4,734 | \$4,734 | \$5,209 | \$4,734 | \$5,209 | \$4,734 | \$5,209 |
| \$ Change | | | \$0 | \$0 | \$475 | \$0 | \$475 | \$0 | \$475 |
| % Change | | | 0.0% | 0.0% | 10.0% | 0.0% | 10.0% | 0.0% | 10.0% |
| Total Annual Premium | | \$59,630 | \$61,797 | \$68,691 | \$65,056 | \$65,772 | \$63,547 | \$66,050 | \$63,841 |
| Annual \$ Difference from Current | | | \$2,166 | \$9,061 | \$5,426 | \$6,004 | \$3,917 | \$6,420 | \$4,210 |
| Annual % Difference from Current | | | 3.6% | 15.2% | 9.1% | 10.0% | 6.6% | 10.8% | 7.1% |

* Enrollment provided by the carriers and census.

*Enrollment provided
by the carriers and
Ease census.

Basic Life, STD & LTD Renewal Summary Overview

Basic Life, STD, LTD Renewal Overview

| LIFE & DISABILITY PLANS | STD | LTD | Life/AD&D | TOTAL ALL | \$ Difference to Current | % Difference to Current |
|--|---------|---------|-----------|-----------|--------------------------|-------------------------|
| MetLife | | | | | | |
| CURRENT | \$1,725 | \$3,009 | \$4,683 | \$9,417 | | |
| RENEWAL | \$1,725 | \$3,009 | \$4,683 | \$9,417 | \$0 | 0.0% |
| MARKETING SUMMARY | | | | | | |
| Met Life + Anthem Vision Flat 200k Life Benefit | \$1,725 | \$3,009 | \$11,578 | \$16,312 | \$6,895 | 73.2% |
| Guardian Flat 200k Life Benefit | \$1,725 | \$3,485 | \$10,934 | \$16,144 | \$6,726 | 71.4% |
| MetLife 2X Annual Salary to Max of \$300k | \$1,725 | \$3,009 | \$8,658 | \$13,392 | \$3,975 | 42.2% |
| Guardian 2X Annual Salary to Max of \$300k | \$1,725 | \$3,485 | \$9,425 | \$14,635 | \$5,217 | 55.4% |
| MetLife 2X Annual Salary to Max of \$400k | \$1,725 | \$3,009 | \$8,937 | \$13,671 | \$4,254 | 45.2% |
| Guardian 2X Annual Salary to Max of \$400k | \$1,725 | \$3,485 | \$9,719 | \$14,928 | \$5,511 | 58.5% |

Basic Life / AD&D Renewal Overview with Alternative Quotes

| LIFE/AD&D | MetLife | | Met Life + Anthem Vision Flat 200k Life Benefit | Guardian Flat 200k Life Benefit | MetLife 2X Annual Salary to Max of \$300k | Guardian 2X Annual Salary to Max of \$300k | MetLife 2X Annual Salary to Max of \$400k | Guardian 2X Annual Salary to Max of \$400k |
|----------------------------------|---|-----------|--|------------------------------------|---|--|---|--|
| Life/AD&D Plan | | | | | | | | |
| Life/AD&D Amount: | 1x annual earnings to a max of \$200,000 | | Flat \$200,000 | Flat \$200,000 | 2X Annual Salary to Max of \$300k | 2X Annual Salary to Max of \$300k | 2X Annual Salary to Max of \$400k | 2X Annual Salary to Max of \$400k |
| Guarantee Issue Amount: | \$200,000 | | \$200,000 | \$200,000 | \$200,000 | \$300,000 | \$350,000 | \$400,000 |
| Age Reduction: | 35% at 65; 50% at 70 | | 35% at 65; 50% at 70 | 35% at 65; 50% at 70 | 35% at 65; 50% at 70 | 35% at 65; 50% at 70 | 35% at 65; 50% at 70 | 35% at 65; 50% at 70 |
| Volume: | \$5,346,000 | | \$13,400,000 | \$13,400,000 | \$9,133,000 | \$9,133,000 | \$9,309,000 | \$9,309,000 |
| | CURRENT | RENEWAL | PROPOSED | PROPOSED | PROPOSED | PROPOSED | PROPOSED | PROPOSED |
| Life Rate: | \$0.055 | \$0.055 | \$0.054 | \$0.050 | \$0.061 | \$0.068 | \$0.062 | \$0.069 |
| AD&D Rate: | \$0.018 | \$0.018 | \$0.018 | \$0.018 | \$0.018 | \$0.018 | \$0.018 | \$0.018 |
| COMBINED RATE: | \$0.073 | \$0.073 | \$0.072 | \$0.068 | \$0.079 | \$0.086 | \$0.080 | \$0.087 |
| Monthly Premium: | \$390 | \$390 | \$965 | \$911 | \$722 | \$785 | \$745 | \$810 |
| Annual Premium: | \$4,683 | \$4,683 | \$11,578 | \$10,934 | \$8,658 | \$9,425 | \$8,937 | \$9,719 |
| Annual \$ Difference to Current: | | \$0 | \$6,895 | \$6,251 | \$3,975 | \$4,742 | \$4,254 | \$5,036 |
| Annual % Difference to Current: | | 0% | 147.2% | 133.5% | 84.9% | 101.3% | 90.8% | 107.5% |
| Rate Guarantee: | | 6/30/2024 | | | | | | |
| Commission: | | | | | | | | |

Disclosures

A.M. Best Marketing Results

Method School Corporation Carrier Marketing Results Summary July 1, 2023

Marsh & McLennan Agency LLC dba Marsh & McLennan Insurance Agency LLC ("MMA") surveyed the marketplace to evaluate comparable medical plans in terms of pricing, benefits and service delivery. The following is a list of the insurance carriers who were requested to provide medical proposals to MMA, along with the results.

| Carrier | A.M. Best Financial Rating | Marketing Results |
|------------------------------|----------------------------|-------------------------------|
| Medical | | |
| Athem Blue Cross | A | Incumbent Carrier |
| Kaiser | NR | Incumbent Carrier |
| Aetna | A | Not Presented - Uncompetitive |
| Blue Shield of CA | A | Presented |
| United Healthcare | A+ | Presented |
| Dental | | |
| MetLife | A | Incumbent Carrier |
| Guardian | A++ | Presented |
| Principal | A+ | Presented |
| Vision | | |
| Anthem Blue Cross | A | Incumbent Carrier |
| Guardian | A++ | Presented |
| Principal | A+ | Presented |
| Basic Life / AD&D | | |
| MetLife | A | Incumbent Carrier |
| Guardian | A++ | Presented |
| Principal | A+ | Presented |
| STD & LTD | | |
| MetLife | A | Incumbent Carrier |
| Guardian | A++ | Presented |
| Principal | A+ | Presented |

Ratings updated 3/16/2023

Guide to A.M. Best Financial Strength Ratings

A.M. BEST RATINGS

GUIDE TO A.M. BEST FINANCIAL STRENGTH RATINGS

www.ambest.com

AM Best's Financial Strength Rating (FSR) is an opinion of an insurer's ability to meet its obligations to policyholders. AM Best uses the following scale to rate a company's financial stability:

| | |
|---|----------------------------------|
| A++ / A+ = Superior; A / A- = Excellent | D (Poor) |
| B++ / B+ = Very Good; B / B- = Fair | E (Under Regulatory Supervision) |
| C++ / C+ = Marginal | F (In Liquidation) |
| | S (Rating Suspended) |

Incumbent Carriers

Not Rated Categories (NR) are assigned to companies reported on by A.M. Best, but not assigned a Best Rating.

| | |
|-------------------------|-------------------------------------|
| NR: Not Rated | NR-3: Rating Procedure Inapplicable |
| NR-1: Insufficient Data | NR-4: Company Request |
| | NR-5: Not Formally Followed |

NR-2: Insufficient Size and/or Operating Experience

A rating modifier can be assigned to indicate that a Best's Rating may be subject to near-term change (under review) that a company did not subscribe to Best's interactive rating process (public data) and that the rate is assigned to a syndicate operating at Lloyd's. Affiliation codes (G, P and R) are added to Best's Ratings identify companies whose assigned ratings are based on group, pooling or reinsurance affiliation with other insurers.

| | |
|------------------|-------------------|
| Rating Modifiers | Affiliation Codes |
| U – Under Review | G – Group |
| S – Syndicate | P – Pooled |
| PD – Public Data | R – Reinsured |

We help protect our clients by placing them with the highest quality carriers. Our recommendation is NOT to place new or renewal business with carriers that have less than a letter 'A' A.M. Best financial rating. Carriers with a Non-Rated (NR) A.M. Best financial rating do not currently submit financial information in order to be rated by A.M. Best, therefore, we are unable to confirm their financial stability. If a client chooses to place or renew business with a carrier with either less than a letter 'A' or NR A.M. Best financial rating, the client does so knowingly and accepts all liability as a result and we ask that they sign a Client Acknowledgement accordingly.

Disclaimer: Benefit rates shown may be subject to change based on final enrollment and/or final underwriting requirements. This material is for informational purposes only and is neither an offer of coverage nor medical advice. It contains only a partial, general description of the plan or program benefits and does not constitute a contract. Consult your plan documents (Schedule of Benefits, Certificate of Coverage, Group Agreement, Group Insurance Certificate, Booklet, Booklet-certificate, Group Policy) to determine governing contractual provisions, including procedures, exclusions and limitations relating to your plan. All the terms and conditions of your plan or program are subject to applicable laws, regulations and policies. In case of a conflict between your plan document and this information, the plan documents will always govern.

Enrollment & Proposal Assumptions

It is important that all current and potential clients of Marsh McLennan Agency ("MMA") understand the following:

1. Proposals are based on recent census data information received by MMA. Documentation of information given may be required by the insurance carriers.
2. Actual costs are based on the final enrollment data of employees and dependents insured under the plan on the effective date(s).
3. You should notify MMA prior to a change in insurance company of any employees or dependents that are not actively at work or disabled prior to a new plan effective date.
4. This proposal should not be interpreted as all inclusive of provisions and limitations. For further details, refer to actual insurance carrier(s) proposals.
5. Coverage is not in effect until insurance carrier(s) provides confirmation in writing. Do not terminate existing coverage, if any, until you receive this notification.
6. This proposal has been prepared for you by MMA. It is not a written contract. The actual policies as issued by the insurance carriers govern the terms, conditions, limitations and exclusions of the insurance coverage. Specimen copies of the policy under consideration are available for review prior to binding coverage.
7. For groups under 20 employees: A Medicare-eligible employee/spouse that is not enrolled in Medicare Part B, is responsible for the portion of claims that Medicare would have paid had they been enrolled in Medicare Part B. Medicare is primary and the insurance carrier is secondary if the employer has less than 20 employees (full-time and/or part-time).
8. For groups with 20 or more employees (full-time and/or part-time) each working day in each of 20 or more calendar weeks in the current of preceding year: Generally, the insurance carrier is primary and Medicare is secondary.

General Disclosures

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The Patient Protection and Affordable Care Act (PPACA): PPACA is a complex law. Any statements made by Marsh McLennan Agency LLC dba Marsh McLennan Insurance Agency LLC ("MMA") concerning tax, accounting, or legal matters are based solely on our experience as insurance brokers and risk consultants and are not to be relied upon as accounting, tax, or legal advice. We recommend that you seek the advice of your own tax, accounting and legal advisers as to whether or not the health plans you select are compliant with the Patient Protection and Affordable Care Act, including the minimum essential coverage requirements.

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. MMA makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility.

MMA is under Agreement with certain client service providers (vendors), which may entitle us to receive compensation for referring clients/prospects to them. MMA's decisions to quote and/or recommend certain client service providers are made based on our experience and in the clients/prospects best interest, and where applicable, Revenue Share Agreements have no impact on our recommendation. It is always the client's/prospect's decision on which client service provider to select for their health and benefits program. If you would like more information about the compensation MMA may be entitled to receive for quoted/recommended client service providers and/or information about alternative quotes, please contact your MMA Client Sales or Service Executive.

This document is not intended to be taken as advice regarding any individual situation and should not be relied upon as such. Marsh McLennan Insurance Agency LLC shall have no obligation to update this publication and shall have no liability to you or any other party arising out of this publication or any matter contained herein. Any statements concerning actuarial, tax, accounting or legal matters are based solely on our experience as consultants and are not to be relied upon as actuarial, accounting, tax or legal advice, for which you should consult your own professional advisors. Any modeling analytics or projections are subject to inherent uncertainty and the analysis could be materially affective if any underlying assumptions, conditions, information or factors are inaccurate or incomplete or should change.

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New Law: No Surprises Act

Broker Compensation Disclosure & Transparency Requirements

The **'No Surprises Act'** as part of the Consolidated Appropriations Act (CAA) of 2021 includes a list of transparency provisions that will go into effect December 27, 2021:

- Patient Balanced Billing Protections
- Healthcare Price Transparency
- **Broker/Consultant compensation disclosures**
- Group health plans to report Rx benefits

What does this mean for you?

- Our compensation will be disclosed before you make buying/renewing decisions moving forward
- Additional transparency about both direct and indirect revenue we receive for group medical plans
- Continued partnership and ensuring your organization finds great value in what we bring to the table

Compensation Disclosure

Marsh McLennan Agency (MMA) is committed to collaborating with our clients to develop and execute insurance placement and renewal strategies. As a professional insurance producer, MMA and its subsidiaries facilitate the placement of insurance coverage on behalf of our clients. As an independent insurance agent, MMA may have authority to obligate an insurance company on behalf of our clients and as a result, we may be required to act within the scope of the authority granted to us under our contract with the insurer.

MMA engages with clients on behalf of itself and in some cases as agent on behalf of its non-US affiliates with respect to the services we may provide. For a list of our non-US affiliates, please visit: <https://mma.marshmma.com/non-us-affiliates>. In those instances, MMA will bill and collect on behalf of the non-US Affiliates amounts payable to them for placements made by them on your behalf and remit to them any such amounts collected on their behalf.

Compensation – Our compensation for placing or renewing insurance on your behalf may include fees paid directly by you, or retail commissions paid by insurers or others. These retail commissions may vary among insurers and vary among plans provided by a single insurer.

Our compensation from insurance placements and renewals may also consist of additional supplemental commissions, which are common in the insurance industry and designed to recognize the value of MMA services to insurers we collaborate with including offering a distribution channel for the insurers' products and services.

MMA receives compensation through one or a combination of the following methods:

- **Retail Commissions** – A retail commission is paid to MMA by the insurer (or wholesale broker) as a percentage of the premium charged to the insured for the policy. The amount of commission may vary depending on several factors, including the type of insurance product sold and the insurer selected by the client.

| Carrier | Line of Coverage | Current or Marketed | Form of Commission | Base Comp |
|-------------------|------------------|---------------------|-----------------------|---|
| Anthem Blue Cross | Medical | Current | Percentage of Premium | 5% |
| Kaiser | Medical | Current | Percentage of Premium | 5% |
| MetLife | Dental | Current | Graded Scale | 1 st \$5K-10%, next \$5K-7.5%, next 20K-5% |
| Anthem Blue Cross | Vision | Current | Percentage of Premium | 10% |
| MetLife | Life/AD&D | Current | Graded Scale | 1 st \$5K-15%, next \$5K-10%, next 20K-5% |

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| Carrier | Line of Coverage | Current or Marketed | Form of Commission | Base Comp |
|-------------------|------------------|---------------------|-----------------------|--|
| MetLife | STD | Current | Graded Scale | 1 st \$5K-15%, next \$5K-10%, next 20K-5% |
| MetLife | LTD | Current | Graded Scale | 1 st \$15K-15%, next \$10K-10%, next 25K-5% |
| Aetna | Medical | Marketed | Percentage of Premium | 5% |
| United Healthcare | Medical | Marketed | Percentage of Premium | 5% |
| Guardian | Dental | Marketed | Percentage of Premium | 10% |
| Guardian | Vision | Marketed | Percentage of Premium | 10% |
| Guardian | Basic Life/AD&D | Marketed | Percentage of Premium | 15% |
| Guardian | STD, LTD | Marketed | Percentage of Premium | 15% |

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- **Retail Commissions** – A retail commission is paid to MMA by the insurer (or wholesale broker) as a percentage of the premium charged to the insured for the policy. The amount of commission may vary depending on several factors, including the type of insurance product sold and the insurer selected by the client.

| Carrier | Line of Coverage | Current or Marketed | Form of Commission | Base Comp |
|-----------|------------------|---------------------|-----------------------|-----------|
| Principal | Dental | Marketed | Percentage of Premium | 10% |
| Principal | Vision | Marketed | Percentage of Premium | 10% |
| Principal | Basic Life/AD&D | Marketed | Percentage of Premium | 10% |
| Principal | STD, LTD | Marketed | Percentage of Premium | 10% |

Compensation Disclosure (Continued)

- **Client Fees** – Some clients may negotiate a fee for MMA's services in lieu of, or in addition to, retail commissions paid by insurance companies. Fee agreements are in writing, typically pursuant to a Client Service Agreement, which sets forth the services to be provided by MMA, the compensation to be paid to MMA, and the terms of MMA's engagement. In some cases as set forth in a Client Service Agreement and if allowed by law, the fee may be offset through the crediting of retail commissions paid by insurers and collected by MMA for the client's placements.
- **Contingent Commissions** – Many insurers agree to pay contingent commissions to insurance producers who meet set goals for all or some of the policies the insurance producers place with the insurer during the current year. The set goals may include volume, profitability, retention and/or growth thresholds. Because the amount of contingent commission earned may vary depending on factors relating to an entire book of business over the course of a year, the amount of contingent commission attributable to any given policy typically will not be known at the time of placement.

| Contingent Arrangement | Carriers |
|---|--|
| MMA may receive up to 1% of renewal premium and up to 1% of new premium in indirect compensation on the following placements: | Blue Shield, Kaiser, Aetna, Anthem Blue Cross, United HealthCare |
| MMA may receive up to 4% of renewal premium and up to 4% of new premium in indirect compensation on the following placements: | Guardian, Anthem Blue Cross, Standard |
| MMA may receive up to 10% of renewal premium and up to 10% of new premium in indirect compensation on the following placements: | Principal |

- **Supplemental Commissions** – Certain insurers and wholesalers agree to pay supplemental commissions, which are based on an insurance producer's performance during the prior year. Supplemental commissions are paid as a percentage of premium that is set at the beginning of the calendar year. This percentage remains fixed for all eligible policies written by the insurer during the ensuing year. Unlike contingent commissions, the amount of supplemental commission is known at the time of insurance placement. Like contingent commissions, they may be based on volume, profitability, retention and/or growth.
- **Wholesale Broking Commissions** – Sometimes MMA acts as a wholesale insurance broker. In these placements, MMA is engaged by a retail agent that has the direct relationship with the insured. As the wholesaler, MMA may have specialized expertise, access to surplus lines markets, or access to specialized insurance facilities that the retail agent does not have. In these transactions, the insurer typically pays a commission that is divided between the retail and wholesale broker pursuant to arrangements made between them.

Compensation Disclosure (Continued)

- **Medallion Program and Sponsorships** – Pursuant to MMA's Medallion Program, participating carriers sponsor educational programs, MMA events and other initiatives. Depending on their sponsorship levels, participating carriers are invited to attend meetings and events with MMA executives, have the opportunity to provide education and training to MMA colleagues and receive data reports from MMA. Insurers may also sponsor other national and regional programs and events.
- **Other Compensation** – From time to time, MMA may be compensated by insurers for providing administrative services to clients on behalf of those insurers. Such amounts are typically calculated as a percentage of premium or are based on the number of insureds. Additionally MMA may receive compensation from Plan vendors and service providers that is not in connection with any particular client. Non-cash compensation may be received by MMA or MMA colleagues in the form of gifts valued at less than \$100, occasional meals or event entertainment. Plan vendors and service providers may also pay for or reimburse MMA for MMA-sponsored conferences and events as well as for educational meetings, client workshops or training events that may be attended by MMA colleagues.

It is important to note that supplemental and contingent commission compensation does not affect the cost of your insurance program.

MMA's summary of quotes received includes details regarding commissions payable from insurers who issue quotes that are competitive based on your selection criteria, as we understand them. Commissions payable to MMA may vary among quoting insurers, or may change following this disclosure.

Consent – Your payment of premium for, or other instruction to proceed with the policies and/or transactions specified, constitutes your consent to MMA's resulting compensation disclosed (and future increases thereto), and servicing that will include any intermediary or sub-broker disclosed. State insurance law, including anti-rebating, may restrict or prohibit the ability of MMA to modify compensation services for the coverage you select.

Additional Information – We will be pleased to provide you additional information about our compensation. For more detailed information about the forms of compensation we receive please refer to our Marsh McLennan Agency Compensation Guide at <https://www.marshmma.com/us/compensation-guide.html>.

Insurance Placement and Renewal Strategy – We may undertake an insurance marketing as confirmed with or by you. In the absence of this confirmation, we understand that you desire only an applicable renewal quote from the incumbent insurer for those lines of coverage where we serve as your authorized broker of record (BOR).

Quote Solicitation and Disclosure – MMA represents your interests in providing its consultative and procurement services, and is an appointed agent with the insurers that will be asked to bid on your program. Once we have received responses from the selected insurers, we may, according to our knowledge and experience, contact one or more to negotiate adjustments on your behalf. When responses are finalized, we will analyze them, inform you of all offers received, and use our best judgment in recommending to you the insurers most likely to meet your program needs. Such recommendation will involve our consideration of a number of factors, including the company's coverage terms, service capabilities and price. Following our presentation of findings, and consistent with the process described above, we may seek further adjustments and offer additional recommendations.

Not Responsible for Other Party's Disclosures – This disclosure document includes the disclosures MMA is required to make in accordance with ERISA Section 408(b)(2) and applicable State laws. Any other plan service provider that is subject to the 408(b)(2) disclosure requirements is required to make its own independent 408(b)(2) disclosure and any such disclosures are not included in this MMA disclosure.

Compensation Disclosure (Continued)

Carrier/Vendor Relationships – Except in rare circumstances that are fully disclosed to you, MMA is not bound to utilize any particular insurer or service provider, and does not have the authority to make binding commitments on behalf of any insurer or service provider. MMA's parent, Marsh McLennan Companies and its subsidiaries own equity interests in, and have contractual arrangements with certain insurers and wholesale brokers.

Carrier/Vendor Performance – The terms and conditions of any coverage or service are exclusively defined by the governing policy or contract, and not by the summary information in this overview, the materials appended or other document. MMA does not guarantee or make any representation or warranty that coverage or service can be placed on terms acceptable to you. Further, MMA is not responsible for the current or future financial condition, solvency or ability of any insurer or other service provider to pay claims or provide service. Insurers or service providers with which your risk or business is placed at your direction will be deemed acceptable to you.

Limit of Liability – Except as otherwise agreed in writing, MMA's aggregate liability arising out of or relating to any services on your account shall not exceed one million (\$1,000,000) for small group (up to 100 employees) or five million (\$5,000,000) for large group (100+ employees) and in no event shall we be liable for any indirect, special, incidental, consequential or punitive damages or for any lost profits or other economic loss arising out of or relating to such services. In addition, you agree to waive your right to a jury trial in any action or legal proceeding arising out of or relating to such services. The foregoing limitation of liability and jury waiver shall apply to the fullest extent permitted by law.

Entire Understanding – This disclosure constitutes the entire understanding among the parties and supersedes, in their entirety, any and all understandings, contracts, arrangements, communications, discussions, representations, warranties, whether oral or written, among the parties respecting the engagement.

Closing – MMA is pleased to provide this information to you in compliance with the Consolidated Appropriations Act of 2021 (CAA) which requires disclosure of broker compensation associated with all ERISA governed health plans.

MMA may receive additional broker compensation on plans or services that fall out of scope of the CAA.

These plans include but are not limited to group life and disability plans, voluntary benefit plans such as individual life and disability insurance, critical illness, accident and others.

For additional information on compensation associated with non-CAA related insurance plans, please contact your MMA account team.

Your future is limitless.SM

MarshMMA.com



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A business of Marsh McLennan

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Method Schools Corporation

Employee Health & Benefits – Renewal Meeting

Plan Year July 1, 2023 through June 30, 2024

Nicole Mehrara-Rizk – Principal, CA License #0F06829

Mary Ann Williams – Sr. Client Manager, CA License #0E17880

Paul Blackwood – Client Manager, CA License #4179188

Alison Schulenberg – Benefit Analyst, CA License #4146066

Meeting Agenda

- Section 1: Financial Executive Summary Overview (all lines)
- Section 2: Kaiser & Anthem Blue Cross Medical Renewal Summary
- Section 3: Medical HMO & PPO Benefit Summaries Overview
- Section 4: Financial Executive Summary Overview (ancillary lines)
- Section 5: MetLife Dental DPPO Renewal Summary Overview
- Section 6: Anthem Blue Cross Vision Renewal Summary Overview
- Section 7: MetLife Basic Life, STD, and LTD Renewal Summary Overview
- Section 8: Next Steps
- Section 9: MMA Benefits Communications
- Section 10: Disclosures

Note: This information is educational only, and is not intended to serve as legal, tax or financial advice

Financial Executive Summary

All Lines of Coverage

Executive Summary

- Medical

- Your current medical HMO and PPO plans are with Kaiser & Anthem Blue Cross: 51 employees are enrolled in 5 different plans.
 - The 2023 overall Kaiser & Anthem Blue Cross medical renewal increase is 9.2%, approximately a **\$53,931** annual increase in premiums before any contributions from employees. Alternative quote overview:
 - Kaiser & Anthem Blue Cross Downgraded Option 1 – **6% increase** (if you stay with Kaiser & Anthem)
 - Kaiser & United Health Care – **6% increase**
 - Kaiser & Blue Shield – **7.9%** increase
 - **Factors driving the increase are: healthcare trend, utilization within the respective carriers' small group pools, and “aging up” of employees and dependents.**

- Dental

- Your current dental DPPO plan is with MetLife: 50 employees are enrolled, and the **increase** for 2023 is **5%**, approximately **\$2,166** annual increase in premiums.

Alternative quote overview:

- Guardian Alternatives - **3% decrease**, approximately **\$1,300** difference in annual premiums
- Principal Alternatives – **3.8% decrease**, approximately **\$1,638** difference in annual premiums

- Vision

- Your current vision PPO plan is with Anthem Blue Cross: 47 employees are enrolled. Anthem Blue Cross issued a **rate pass** for 2023, so there will be no increase in rates or changes in benefits.

Alternative quote overview:

- Guardian Alternatives - **0% increase**, no changes in annual premium amounts
- Principal Alternatives – **.5% decrease**, approximately **\$36** difference in annual premiums

Executive Summary (continued)

- Basic Life and AD&D

- Your current group term Life and AD&D plan is with MetLife: 69 employees are enrolled, MetLife issued a **rate pass** this year so there will be no changes to benefits or premium amounts.

Alternative quote overview:

- Enriched Life Benefit with MetLife – **150% increase**, approximately **\$7,055 increase** in annual premiums
 - Guardian Alternative – **20.5% increase**, approximately **\$962 increase** in annual premiums
 - Enriched Life Benefit with Guardian – **133.5% increase**, approximately **\$6,251 increase** in annual premiums
 - Principal Alternative – **19.2% increase**, approximately **\$898 increase** in annual premiums

- Short Term Disability

- Your current Short Term Disability plan is with MetLife: 69 employees are enrolled. MetLife issued a **rate pass** this year so there will be no changes to benefits or premium amounts.

Alternative quote overview:

- Guardian Alternative – **0% increase**, **\$0** difference in annual premiums
 - Principal Alternative – **85% increase**, approximately **\$1,469 increase** in annual premiums

- Long Term Disability

- Your current Long Term Disability plan is with MetLife: 69 employees are enrolled. MetLife issued a **rate pass** this year so there will be no changes to benefits or premium amounts.

Alternative quote overview:

- Guardian Alternative – **15.8% increase**, approximately **\$475 increase** in annual premiums
 - Principal Alternative – **68.4% increase**, approximately **\$2,059 increase** in annual premiums

Renewal Financial Executive Summary (all lines of coverage)

| | # EES * | Current | Renewal |
|---|-----------|------------------|------------------|
| Medical - (Kaiser & Anthem Blue Cross) | | | |
| HMO 1 - Kaiser Platinum 90 HMO 0/20 | 17 | \$154,871 | \$169,118 |
| HMO 2 - Anthem Platinum HMO 0/25 (6RH3) | 10 | \$95,529 | \$103,749 |
| PPO 1 - Anthem Select Gold PPO 30/500/20% (6RHX) | 3 | \$36,018 | \$39,755 |
| PPO 2 - Anthem Select Gold PPO 25/30% (6RGD) | 10 | \$96,875 | \$104,597 |
| PPO 3 - Anthem Platinum Select PPO 15/40/10% (6RHY) | 11 | <u>\$204,987</u> | <u>\$224,993</u> |
| Total Medical | 51 | \$588,280 | \$642,211 |
| \$ Change | | | \$53,931 |
| % Change | | | 9.2% |
| Dental - MetLife | | | |
| PPO | <u>50</u> | <u>\$43,348</u> | <u>\$45,515</u> |
| Total Dental | 50 | \$43,348 | \$45,515 |
| \$ Change | | | \$2,166 |
| % Change | | | 5% |
| Vision - Anthem Blue Cross | | | |
| PPO | <u>47</u> | <u>\$6,865</u> | <u>\$6,865</u> |
| Total Vision | 47 | \$6,865 | \$6,865 |
| \$ Change | | | \$0 |
| % Change | | | 0% |
| Basic Life - MetLife | | | |
| (1 x annual salary to a max of \$200K) | - | <u>\$4,683</u> | <u>\$4,683</u> |
| Total Life | | \$4,683 | \$4,683 |
| \$ Change | | | \$0 |
| % Change | | | 0% |
| Disability - MetLife | | | |
| STD | | \$1,725 | \$1,725 |
| LTD | - | <u>\$3,009</u> | <u>\$3,009</u> |
| Total Disability | | \$4,734 | \$4,734 |
| \$ Change | | | \$0 |
| % Change | | | 0% |
| Total Annual Premium | | \$647,910 | \$704,007 |
| Annual \$ Difference from Current | | | \$56,097 |
| Annual % Difference from Current | | | 8.7% |

* Enrollment provided by the carriers and census.

*Enrollment provided
by the carriers and
Ease census.

Kaiser & Anthem Blue Cross Medical Renewal Summary

Medical – Renewal Summary Overview

| MEDICAL PLANS | HMO PLAN 1 | HMO PLAN 2 | PPO PLAN 1 | PPO PLAN 2 | PPO PLAN 3 | TOTAL ALL | \$ Difference to Current | % Difference to Current |
|---------------------------------------|------------|------------|------------|------------|------------|-----------|--------------------------|-------------------------|
| Kaiser & Anthem Blue Cross | | | | | | | | |
| CURRENT | \$154,871 | \$95,529 | \$36,018 | \$96,875 | \$204,987 | \$588,280 | | |
| RENEWAL | \$169,118 | \$103,749 | \$39,755 | \$104,597 | \$224,993 | \$642,211 | \$53,931 | 9.2% |
| MEDICAL MARKETING SUMMARY | | | | | | | | |
| Kaiser & Anthem Blue Cross Down Grade | \$160,139 | \$101,194 | \$38,872 | \$104,597 | \$218,600 | \$623,402 | \$35,122 | 6.0% |
| Kaiser & United HealthCare | \$169,118 | \$109,357 | \$37,111 | \$99,587 | \$208,177 | \$623,350 | \$35,070 | 6.0% |
| Kaiser & Blue Shield | \$169,118 | \$108,792 | \$39,784 | \$106,120 | \$211,208 | \$635,022 | \$46,742 | 7.9% |

*Enrollment provided
by the carriers and
Ease census.

Medical HMO & PPO Benefit Summaries Overview

Kaiser Platinum 90 HMO 0/20

| MEDICAL | Kaiser (Current) | | Kaiser (Renewal) | Kaiser (Renewal Option) | Kaiser (Renewal Option) | Kaiser (Renewal Option) |
|---|----------------------|-----------|----------------------|----------------------------|----------------------------|----------------------------|
| HMO Plan 1 | Platinum 90 HMO 0/20 | | Platinum 90 HMO 0/20 | Gold 80 HMO 0/30 | Platinum 90 HMO 0/20 | Platinum 90 HMO 0/20 |
| Plan Type: | HMO | | HMO | HMO | HMO | HMO |
| Network (Full or Limited): | Full | | Full | Full | Full | Full |
| Primary/Specialist Visit Copay: | \$20/\$30 | | \$20/\$30 | \$30/\$50 | \$20/\$30 | \$20/\$30 |
| Deductible (individual/family): | None | | None | None | None | None |
| Out of Pocket Maximum (individual/family): | \$4,500/\$9,000 | | \$4,500/\$9,000 | \$7,500/\$15,000 | \$4,500/\$9,000 | \$4,500/\$9,000 |
| Inpatient Hospitalizations: | \$250/Day-1st 5 Days | | \$250/Day-1st 5 Days | \$600/Day-1st 5 Days | \$250/Day-1st 5 Days | \$250/Day-1st 5 Days |
| Outpatient Surgery (ambulatory surgery center): | \$125 | | \$125 | \$320 | \$125 | \$125 |
| Emergency Room (waived if admitted): | \$150 | | \$150 | \$250 | \$150 | \$150 |
| Urgent Care: | \$20 | | \$20 | \$30 | \$20 | \$20 |
| Ambulance: | \$150 | | \$150 | \$250 | \$150 | \$150 |
| Rx Deductible (individual/family): | None | | None | None | None | None |
| Rx Copays: | \$5/\$20/\$20 | | \$5/\$20/\$20 | \$15/\$50/\$50 | \$5/\$20/\$20 | \$5/\$20/\$20 |
| Specialty Rx: | 10% up to \$250 | | 10% up to \$250 | 20% up to \$250 | 10% up to \$250 | 10% up to \$250 |
| | ENROLLMENT | CURRENT | RENEWAL | PROPOSED | PROPOSED | PROPOSED |
| Monthly Premium: | 17 | \$12,906 | \$14,093 | \$13,345 | \$14,093 | \$14,093 |
| Annual Premium: | | \$154,871 | \$169,118 | \$160,139 | \$169,118 | \$169,118 |
| Annual \$ Difference to Current: | | | \$14,247 | \$5,268 | \$14,247 | \$14,247 |
| Annual % Difference to Current: | | | 9.2% | 3.4% | 9.2% | 9.2% |

*Enrollment provided
by the carriers and
Ease census.

Anthem Blue Cross Platinum 0/25 CaliforniaCare HMO (6BT2)

| MEDICAL | Anthem Blue Cross (Current) | | Anthem Blue Cross (Renewal) | Anthem Blue Cross (Renewal Option) | United HealthCare (Renewal Option) | Blue Shield (Renewal Option) |
|---|---|----------|---|---|---|--------------------------------------|
| HMO Plan 2 | Anthem CaliforniaCare HMO Platinum 0/25 (6BT2) | | Anthem CaliforniaCare HMO Platinum 0/25 (6RH3) | Anthem CaliforniaCare HMO Platinum 0/30 (6RG1) | United Health Care Signature HMO Platinum 20-40/300d (CW-XY) | Blue Shield Access+HMO Platinum 0/25 |
| Plan Type: | HMO | | HMO | HMO | HMO | HMO |
| Network (Full or Limited): | Full | | Full | Full | Full | Full |
| Deductible (individual/family): | None | | None | None | None | None |
| Out of Pocket Maximum (individual/family): | \$2,300/\$4,600 | | \$2,300/\$4,600 | \$2,700/\$5,400 | \$2,500/\$5,000 | \$2,350/\$4,700 |
| Primary/Specialist Visit Copay: | \$25/\$50 | | \$25/\$50 | \$30/\$50 | \$20/\$40 | \$25/\$50 |
| Inpatient Hospitalization: | \$300/Day-1st 3 Days | | \$300/Day-1st 3 Days | \$450/Day-1st 4 Days | \$300/Day-1st 3 Days | \$250/Day-1st 3 Days |
| Outpatient Surgery (ambulatory surgery center): | \$150 | | \$150 | \$250 | \$200 | \$100 |
| Emergency Room (waived if admitted): | \$275 | | \$275 | \$275 | \$250 | \$250 |
| Urgent Care: | \$25 | | \$25 | \$30 | \$20 in area / \$75 Out | \$25 |
| Ambulance: | \$150 | | \$150 | \$150 | \$100 | \$150 |
| Rx Deductible (individual/family): | None | | None | None | None | None |
| Rx Copays: | \$5 / \$20 / \$50 ~ \$15 / \$30 / \$60 (Preferred ~ In-Network) | | \$5 / \$20 / \$50 ~ \$15 / \$30 / \$60 (Preferred ~ In-Network) | \$5 / \$30 / \$50 ~ \$15 / \$40 / \$60 (Preferred ~ In-Network) | \$5 / \$20 / \$50 ~ \$5 / \$150 / \$250 (Specialty ~ Preferred Specialty) | \$5 / \$15 / \$25 |
| Specialty Rx: | 30% / 40% up to \$250 | | 30% / 40% up to \$250 | 30% / 40% up to \$250 | 25% up to \$250 | 20% up to \$250 |
| | ENROLLMENT | CURRENT | RENEWAL | PROPOSED | PROPOSED | PROPOSED |
| Monthly Premium: | 10 | \$7,961 | \$8,646 | \$8,433 | \$9,113 | \$9,066 |
| Annual Premium: | | \$95,529 | \$103,749 | \$101,194 | \$109,357 | \$108,792 |
| Annual \$ Difference to Current: | | | \$8,219 | \$5,665 | \$13,827 | \$13,263 |
| Annual % Difference to Current: | | | 8.6% | 5.9% | 14.5% | 13.9% |

*Enrollment provided
by the carriers and
Ease census.

Anthem Blue Cross Gold 30/500/20% Select PPO (6BP5)

| MEDICAL | Anthem Blue Cross (Current) | | Anthem Blue Cross (Renewal) | | Anthem Blue Cross (Renewal Option) | | United HealthCare (Renewal Option) | | Blue Shield (Renewal Option) | |
|---|---|---------------------------------------|---|---------------------------------------|---|---------------------------------------|--|---|---|--|
| PPO Plan 1 | Anthem Select Gold PPO 30/500/20% (6BP5) | | Anthem Select Gold PPO 30/500/20% (6RHX) | | Anthem Select Gold PPO 30/750/20% (6RFP) | | United Health Care Select Plus PPO Gold 35/500/20% CV-QU | | Blue Shield Tandem PPO Gold 500/30 | |
| Plan Type: | PPO | | PPO | | PPO | | PPO | | PPO | |
| Network (Full or Limited): | Narrow | | Narrow | | Narrow | | Narrow | | Narrow | |
| | In-Network | Out-of-Network | In-Network | Out-of-Network | In-Network | Out-of-Network | In-Network | Out-of-Network | In-Network | Out-of-Network |
| Deductible (individual/family): | \$500/\$1,500 | \$2,000/\$4,000 | \$500/\$1,500 | \$2,000/\$4,000 | \$750/\$2,250 | \$2,000/\$4,000 | \$500/ \$1,000 | \$1,000/\$2,000 | \$500/ \$1,000 | \$1,000/\$2,000 |
| Out of Pocket Maximum (individual/family): | \$7,900/\$15,800 | \$15,800/\$31,600 | \$7,900/\$15,800 | \$15,800/\$31,600 | \$8,200/\$16,400 | \$16,400/\$32,800 | \$8,500/\$17,000 | \$17,000/\$34,000 | \$8,500/\$17,000 | \$17,000/\$34,000 |
| Primary/Specialist Visit Copay: | \$30/\$60 (deductible waived) | 50% (after deductible) | \$30/\$60 (deductible waived) | 50% (after deductible) | \$30/ \$55 (deductible waived) | 50% (after deductible) | \$35/\$70 (deductible waived) | 50% (after deductible) | \$30/\$55 (deductible waived) | 40% (after deductible) |
| Inpatient Hospitalization: | 20% (after deductible) | 50% (Max \$650/Day, after deductible) | 20% (after deductible) | 50% (Max \$650/Day, after deductible) | 20% (after deductible) | 50% (Max \$650/Day, after deductible) | \$250 Copay + 20% (after deductible) | \$250 Copay + 50% (after deductible) | 20% (after deductible) | 40% (Max \$2,000/Day, after deductible) |
| Outpatient Surgery (ambulatory surgery center): | 20% (after deductible) | 50% (Max \$380/Svc, after deductible) | 20% (after deductible) | 50% (Max \$380/Svc, after deductible) | 20% (after deductible) | 50% (Max \$380/Svc, after deductible) | 20% (after deductible) | 50% (Max \$760/Svc , after deductible) | 20% (after deductible) | 40% (up to \$350/Day, after deductible) |
| Emergency Room (waived if admitted): | \$250 Copay + 20% (after deductible) | | \$250 Copay + 20% (after deductible) | | \$250 Copay + 20% | | \$250 Copay + 20% (after deductible) | | \$250 Copay + 20% (after deductible) | |
| Urgent Care: | \$60 (deductible waived) | 50% (after deductible) | \$30 (deductible waived) | 50% (after deductible) | \$30 (deductible waived) | 50% (after deductible) | \$50 (deductible waived) | 50% (after deductible) | \$30 (deductible waived) | 40% (after deductible) |
| Ambulance: | 20% (after deductible) | | 20% (after deductible) | | 20% (after deductible) | | 20% (after deductible) | | 20% (after deductible) | |
| Coinsurance: | 20% | 50% | 20% | 50% | 20% | 50% | 20% | 50% | 20% | 40% |
| Rx Deductible (individual/family): | \$150/\$300 | N/A | None | N/A | \$250/\$500 | N/A | \$300/\$600 | N/A | \$100/\$200 | N/A |
| Rx Copays: | \$10 / \$50 / \$90 ~ \$20 / \$60 / \$100 (Preferred ~ In-Network) | Not Covered | \$10 / \$50 / \$90 ~ \$20 / \$60 / \$100 (Preferred ~ In-Network) | Not Covered | \$10 / \$50 / \$90 ~ \$20 / \$60 / \$100 (Preferred ~ In-Network) | Not Covered | \$15 / \$55 / \$95 ~ \$15 / \$150 / \$250 (Specialty ~ Preferred Specialty) | Not Covered | \$15 / \$50 / \$80 ~ \$20 / \$70 / \$110 (Level A ~ Level B) | Not Covered |
| Specialty Rx: | 30%/40% up to \$250 | Not Covered | 30%/40% up to \$250 | Not Covered | 30%/40% up to \$250 | Not Covered | 25% up to \$250 | Not Covered | 30% up to \$250 | Not Covered |
| | ENROLLMENT | CURRENT | RENEWAL | | PROPOSED | | PROPOSED | | PROPOSED | |
| Monthly Premium: | 3 | \$3,002 | \$3,313 | | \$3,239 | | \$3,093 | | \$3,315 | |
| Annual Premium: | | \$36,018 | \$39,755 | | \$38,872 | | \$37,111 | | \$39,784 | |
| Annual \$ Difference to Current: | | | \$3,737 | | \$2,854 | | \$1,093 | | \$3,766 | |
| Annual % Difference to Current: | | | 10.4% | | 7.9% | | 3.0% | | 10.5% | |

*Enrollment provided by the carriers and Ease census.

Anthem Blue Cross Gold 25/30% Select PPO (6BNX)

| MEDICAL | Anthem Blue Cross (Current) | | Anthem Blue Cross (Renewal) | | Anthem Blue Cross (Renewal Option) | | United HealthCare (Renewal Option) | | Blue Shield (Renewal Option) | |
|---|---|---------------------------------------|---|---------------------------------------|---|---------------------------------------|---|---------------------------------------|---|---|
| PPO Plan 2 | Anthem Select Gold PPO 25/30% (6BNX) | | Anthem Select Gold PPO 25/30% (6RGD) | | Anthem Select Gold PPO 25/30% (6RGD) | | United Health Care Select Plus PPO Gold 30/30% (CV-QS) | | Blue Shield Tandem PPO Gold 0/25 | |
| Plan Type: | PPO | | PPO | | PPO | | PPO | | PPO | |
| Network (Full or Limited): | Narrow | | Narrow | | Narrow | | Narrow | | Narrow | |
| | In-Network | Out-of-Network | In-Network | Out-of-Network | In-Network | Out-of-Network | In-Network | Out-of-Network | In-Network | Out-of-Network |
| Deductible (individual/family): | None | \$2,000/\$4,000 | None | \$2,000/\$4,000 | None | \$2,000/\$4,000 | None | \$1,000/\$2,000 | None | \$1,000/\$2,000 |
| Out of Pocket Maximum (individual/family): | \$8,200/\$16,400 | \$16,400/\$32,800 | \$8,200/\$16,400 | \$16,400/\$32,800 | \$8,200/\$16,400 | \$16,400/\$32,800 | \$8,500/\$17,000 | \$17,000/\$34,000 | \$8,500/\$17,000 | \$17,000/\$34,000 |
| Primary/Specialist Visit Copay: | \$25/\$50 | 50% (after deductible) | \$25/\$50 | 50% (after deductible) | \$25/\$50 | 50% (after deductible) | \$30/\$60 | 50% (after deductible) | \$25/\$50 | 40% (after deductible) |
| Inpatient Hospitalization: | 30% | 50% (Max \$650/Day, after deductible) | 30% | 50% (Max \$650/Day, after deductible) | 30% | 50% (Max \$650/Day, after deductible) | 30% | 50% (after deductible) | 30% | 40% (Max \$2,000/Day, after deductible) |
| Outpatient Surgery (ambulatory surgery center): | 30% | 50% (Max \$380/Svc, after deductible) | 30% | 50% (Max \$380/Svc, after deductible) | 30% | 50% (Max \$380/Svc, after deductible) | 30% | 50% (Max \$760/Svc, after deductible) | 30% | 40% (up to \$350/Day, after deductible) |
| Emergency Room (waived if admitted): | \$250 Copay + 30% | | \$250 Copay + 30% | | \$250 Copay + 30% | | \$250 Copay + 30% | | \$250 Copay + 30% | |
| Urgent Care: | \$50 | 50% (after deductible) | \$25 | 50% (after deductible) | \$25 | 50% (after deductible) | \$50 | 50% (after deductible) | \$25 | 40% (after deductible) |
| Ambulance: | 30% | | 30% | | 30% | | 30% | | 30% | |
| Coinsurance: | 30% | 50% | 30% | 50% | 30% | 50% | 30% | 50% | 30% | 40% |
| Rx Deductible (individual/family): | \$150/\$300 | N/A | None | N/A | None | N/A | \$150/\$300 | N/A | None | N/A |
| Rx Copays: | \$10 / \$50 / \$90 ~ \$20 / \$60 / \$100 (Preferred ~ In-Network) | Not Covered | \$10 / \$50 / \$90 ~ \$20 / \$60 / \$100 (Preferred ~ In-Network) | Not Covered | \$10 / \$50 / \$90 ~ \$20 / \$60 / \$100 (Preferred ~ In-Network) | Not Covered | \$15 / \$55 / \$95 ~ \$15 / \$150 / \$250 (Specialty ~ Preferred Specialty) | Not Covered | \$15 / \$45 / \$60 ~ \$20 / \$65 / \$90 (Level A ~ Level B) | Not Covered |
| Specialty Rx: | 30%/40% up to \$250 | Not Covered | 30%/40% up to \$250 | Not Covered | 30%/40% up to \$250 | Not Covered | 25% up to \$250 | Not Covered | 30% up to \$250 | Not Covered |
| | ENROLLMENT | CURRENT | RENEWAL | | PROPOSED | | PROPOSED | | PROPOSED | |
| Monthly Premium: | 10 | \$8,073 | \$8,716 | | \$8,716 | | \$8,299 | | \$8,843 | |
| Annual Premium: | | \$96,875 | \$104,597 | | \$104,597 | | \$99,587 | | \$106,120 | |
| Annual \$ Difference to Current: | | | \$7,722 | | \$7,722 | | \$2,713 | | \$9,246 | |
| Annual % Difference to Current: | | | 8.0% | | 8.0% | | 2.8% | | 9.5% | |

*Enrollment provided by the carriers and Ease census.

Anthem Blue Cross Platinum 15/40/10% Select PPO (6BN8)

| MEDICAL | Anthem Blue Cross (Current) | | Anthem Blue Cross (Renewal) | | Anthem Blue Cross (Renewal Option) | | United HealthCare (Renewal Option) | | Blue Shield (Renewal Option) | |
|---|---|---------------------------------------|---|---------------------------------------|---|---------------------------------------|---|---------------------------------------|--|---|
| PPO Plan 3 | Anthem Select Platinum PPO 15/40/10% (6BN8) | | Anthem Select Platinum PPO 15/40/10% (6RHY) | | Anthem Select Platinum PPO 15/250/10% (6RHD) | | United Health Care Select Plus PPO Platinum 15/10% (CV-QN) | | Blue Shield Tandem PPO Platinum 0/10 | |
| Plan Type: | PPO | | PPO | | PPO | | PPO | | PPO | |
| Network (Full or Limited): | Narrow | | Narrow | | Narrow | | Narrow | | Narrow | |
| | In-Network | Out-of-Network | In-Network | Out-of-Network | In-Network | Out-of-Network | In-Network | Out-of-Network | In-Network | Out-of-Network |
| Deductible (individual/family): | None | \$2,000/\$4,000 | None | \$2,000/\$4,000 | \$250/\$750 | \$2,000/\$4,000 | None | \$1,000/\$2,000 | None | \$1,000/\$2,000 |
| Out of Pocket Maximum (individual/family): | \$4,200/\$8,400 | \$8,400/\$16,800 | \$3,800/\$7,600 | \$7,600/\$15,200 | \$3,800/\$7,600 | \$7,600/\$15,200 | \$3,600/\$7,200 | \$7,200/\$14,400 | \$4,700/\$9,400 | \$9,400/\$18,800 |
| Primary/Specialist Visit Copay: | \$15/\$40 | 50% (after deductible) | \$15/\$40 | 50% (after deductible) | \$15/\$30 | 50% (after deductible) | \$15/\$30 | 50% (after deductible) | \$10/\$30 | 40% (after deductible) |
| Inpatient Hospitalization: | 10% | 50% (Max \$650/Day, after deductible) | 10% | 50% (Max \$650/Day, after deductible) | 10% | 50% (Max \$650/Day, after deductible) | 10% | 50% (after deductible) | 10% | 40% (Max \$2,000/Day, after deductible) |
| Outpatient Surgery (ambulatory surgery center): | 10% | 50% (Max \$380/Svc, after deductible) | 10% | 50% (Max \$380/Svc, after deductible) | 10% | 50% (Max \$380/Svc, after deductible) | 10% | 50% (Max \$760/Svc, after deductible) | 10% | 40% (up to \$350/Day, after deductible) |
| Emergency Room (waived if admitted): | \$200 Copay + 10% | | \$200 Copay + 10% | | \$225 Copay + 10% | | \$150 Copay + 10% | | \$150 Copay + 10% | |
| Urgent Care: | \$40 | 50% (after deductible) | \$15 | 50% (after deductible) | \$15 | 50% (after deductible) | \$50 | 50% (after deductible) | \$10 | 40% (after deductible) |
| Ambulance: | 10% | | 10% | | 10% | | 10% | | 10% | |
| Coinsurance: | 10% | 50% | 10% | 50% | 10% | 50% | 10% | 50% | 10% | 40% |
| Rx Deductible (individual/family): | None | N/A | None | N/A | None | N/A | None | N/A | None | N/A |
| Rx Copays: | \$5 / \$35 / \$70 ~ \$15 / \$45 / \$80 (Preferred ~ In-Network) | Not Covered | \$5 / \$30 / \$50 ~ \$15 / \$40 / \$60 (Preferred ~ In-Network) | Not Covered | \$5 / \$30 / \$50 ~ \$15 / \$40 / \$60 (Preferred ~ In-Network) | Not Covered | \$10 / \$40 / \$85 ~ \$10 / \$150 / \$250 (Specialty ~ Preferred Specialty) | Not Covered | \$5 / \$30 / \$50 ~ \$10 / \$45 / \$70 (Level A ~ Level B) | Not Covered |
| Specialty Rx: | 30%/40% up to \$250 | Not Covered | 30%/40% up to \$250 | Not Covered | 30%/40% up to \$250 | Not Covered | 25% up to \$250 | Not Covered | 30% up to \$250 | Not Covered |
| | ENROLLMENT | CURRENT | RENEWAL | | PROPOSED | | PROPOSED | | PROPOSED | |
| Monthly Premium: | 11 | \$17,082 | \$18,749 | | \$18,217 | | \$17,348 | | \$17,601 | |
| Annual Premium: | | \$204,987 | \$224,993 | | \$218,600 | | \$208,177 | | \$211,208 | |
| Annual \$ Difference to Current: | | | \$20,006 | | \$13,613 | | \$3,190 | | \$6,221 | |
| Annual % Difference to Current: | | | 9.8% | | 6.6% | | 1.6% | | 3.0% | |

*Enrollment provided by the carriers and Ease census.

Financial Executive Summary

Ancillary Lines of Coverage

Financial Executive Summary (ancillary lines of coverage)

| | # EES * | Current | MetLife + Anthem Vision Renewal | Met Life + Anthem Vision Enriched Life Benefit | Guardian | Guardian Enriched Life Benefit | Principal Alternative Option |
|-----------------------------------|---------|----------|---------------------------------------|---|----------|-----------------------------------|---------------------------------|
| Dental - MetLife | | | | | | | |
| PPO | 50 | \$43,348 | \$45,515 | \$45,515 | \$42,048 | \$42,048 | \$45,515 |
| Total Dental | 50 | \$43,348 | \$45,515 | \$45,515 | \$42,048 | \$42,048 | \$45,515 |
| \$ Change | | | \$2,166 | \$2,166 | -\$1,300 | -\$1,300 | \$2,166 |
| % Change | | | 5% | 5.0% | -3.0% | -3.0% | 5.0% |
| Vision - Anthem Blue Cross | | | | | | | |
| PPO | 47 | \$6,865 | \$6,865 | \$6,829 | \$6,865 | \$6,865 | \$6,865 |
| Total Vision | 47 | \$6,865 | \$6,865 | \$6,829 | \$6,865 | \$6,865 | \$6,865 |
| \$ Change | | | \$0 | -\$36 | \$0 | \$0 | \$0 |
| % Change | | | 0% | -0.5% | 0.0% | 0.0% | 0.0% |
| Basic Life - MetLife | | | | | | | |
| | - | \$4,683 | \$4,683 | \$11,738 | \$5,645 | \$10,934 | \$4,683 |
| Total Life | | \$4,683 | \$4,683 | \$11,738 | \$5,645 | \$10,934 | \$4,683 |
| \$ Change | | | \$0 | \$7,055 | \$962 | \$6,251 | \$0 |
| % Change | | | 0.0% | 150.7% | 20.5% | 133.5% | 0.0% |
| Disability - MetLife | | | | | | | |
| STD | | \$1,725 | \$1,725 | \$1,725 | \$1,725 | \$1,725 | \$1,725 |
| LTD | - | \$3,009 | \$3,009 | \$3,009 | \$3,485 | \$3,485 | \$3,009 |
| Total Disability | | \$4,734 | \$4,734 | \$4,734 | \$5,209 | \$5,209 | \$4,734 |
| \$ Change | | | \$0 | \$0 | \$475 | \$475 | \$0 |
| % Change | | | 0.0% | 0.0% | 10.0% | 10.0% | 0.0% |
| Total Annual Premium | | \$59,630 | \$61,797 | \$68,816 | \$59,767 | \$65,056 | \$61,797 |
| Annual \$ Difference from Current | | | \$2,166 | \$9,186 | \$137 | \$3,260 | \$2,166 |
| Annual % Difference from Current | | | 3.6% | 15.4% | 0.2% | 5.3% | 3.6% |

* Enrollment provided by the carriers and census.

*Enrollment provided
by the carriers and
Ease census.

Dental Renewal Summary Overview

Dental Renewal Summary

| DENTAL PLANS | PPO PLAN | TOTAL ALL | \$ Difference to Current | % Difference to Current |
|---------------------------------|----------|-----------|--------------------------|-------------------------|
| MetLife | | | | |
| CURRENT | \$43,348 | \$43,348 | | |
| RENEWAL | \$45,515 | \$45,515 | \$2,166 | 5% |
| DENTAL MARKETING SUMMARY | | | | |
| Principal | \$41,711 | \$41,711 | -\$1,638 | -3.8% |
| Guardian | \$42,048 | \$42,048 | -\$1,300 | -3.0% |

Dental Renewal Overview with Alternative Quotes

| Voluntary DENTAL | MetLife | | Principal | | Guardian | |
|-------------------------------------|----------------|----------------|-----------------|------------|-----------------|----------------|
| | In-Network | Out-of-Network | EPO | In-Network | Out-of-Network | Out-of-Network |
| Deductible: | \$50/\$150 | \$50/\$150 | \$50/\$150 | \$50/\$150 | \$50/\$150 | \$50/\$150 |
| Out of Network Reimbursement (UCR): | | 99th | | | 99th | 95th |
| Preventive: | 100% | 100% | 100% | 100% | 100% | 100% |
| (Waived for Deductible?) | Yes | | Yes | | Yes | |
| Basic: | 80% | 80% | 80% | 80% | 80% | 80% |
| Major: | 50% | 50% | 50% | 50% | 50% | 50% |
| Endo/Perio (Basic or Major): | Basic | | Basic | | Basic | |
| Waiting Period for Major Services: | None | | None | | None | |
| Orthodontia: | Not Covered | | Not Covered | | Not Covered | |
| Annual Maximum: | \$1,500 | | \$1,500 | | \$1,500 | |
| Cleanings: | Every 6 months | | Every 6 months | | Every 6 months | |
| | CURRENT | RENEWAL | PROPOSED | | PROPOSED | |
| Employee Only: | \$39.24 | \$41.20 | \$38.20 | | \$38.06 | |
| Employee & Spouse: | \$80.04 | \$84.04 | \$70.48 | | \$77.64 | |
| Employee & Child(ren): | \$89.78 | \$94.27 | \$91.85 | | \$87.09 | |
| Employee & Family: | \$136.46 | \$143.28 | \$130.56 | | \$132.37 | |
| Monthly Premium: | \$3,612 | \$3,793 | \$3,476 | | \$3,504 | |
| Annual Premium: | \$43,348 | \$45,515 | \$41,711 | | \$42,048 | |
| Annual \$ Difference to Current: | | \$2,166 | -\$1,638 | | -\$1,300 | |
| Annual % Difference to Current: | | 5.0% | -3.8% | | -3.0% | |
| Rate Guarantee: | | | | | | |
| Commission: | | | | | | |
| COMBINED TOTALS: | CURRENT | RENEWAL | PROPOSED | | PROPOSED | |
| Monthly Premium: | \$3,612 | \$3,793 | \$3,476 | | \$3,504 | |
| Annual Premium: | \$43,348 | \$45,515 | \$41,711 | | \$42,048 | |
| Annual \$ Difference to Current: | | \$2,166 | -\$1,638 | | -\$1,300 | |
| Annual % Difference to Current: | | 5.0% | -3.8% | | -3.0% | |

Vision

Renewal Summary Overview

Vision Renewal Summary

| VISION PLANS | PPO PLAN | TOTAL ALL | \$ Difference to Current | % Difference to Current |
|---------------------------------|----------|-----------|--------------------------|-------------------------|
| Anthem Blue Cross | | | | |
| CURRENT | \$6,865 | \$6,865 | | |
| RENEWAL | \$6,865 | \$6,865 | \$0 | 0% |
| DENTAL MARKETING SUMMARY | | | | |
| Principal | \$6,829 | \$6,829 | -\$36 | -0.5% |
| Guardian | \$6,865 | \$6,865 | \$0 | 0% |

Vision Renewal Overview with Alternative Quotes

| VISION | | Anthem | | Principal | Guardian |
|---|--|----------------|----------------|----------------|----------------|
| Vision Plan | | | | | |
| Network: | | Anthem | | VSP | VSP |
| Copay: | | \$10 | | \$10 | \$10 |
| Materials Deductible: | | \$25 | | \$25 | \$25 |
| Exam Frequency: | | 12 months | | 12 months | 12 months |
| Lenses Frequency: | | 12 months | | 12 months | 12 months |
| Frames Frequency: | | 12 months | | 12 months | 12 months |
| Frame Allowance: | | \$130 | | \$130 | \$130 |
| | | CURRENT | RENEWAL | PROPOSED | PROPOSED |
| Employee Only: | | \$7.51 | \$7.51 | \$7.47 | \$7.51 |
| Employee & Spouse: | | \$15.03 | \$15.03 | \$14.95 | \$15.03 |
| Employee & Child(ren): | | \$13.86 | \$13.86 | \$13.79 | \$13.86 |
| Employee & Family: | | \$21.77 | \$21.77 | \$21.66 | \$21.77 |
| Monthly Premium: | | \$572 | \$572 | \$569 | \$572 |
| Annual Premium: | | \$6,865 | \$6,865 | \$6,829 | \$6,865 |
| Annual \$ Difference to Current: | | | \$0 | -\$36 | \$0 |
| Annual % Difference to Current: | | | 0% | -0.5% | 0% |
| Rate Guarantee: | | | | | |
| Commission: | | | | | |

Basic Life, STD & LTD Renewal Summary Overview

Basic Life, STD, LTD Renewal Overview

| LIFE & DISABILITY PLANS | STD | LTD | Life/AD&D | TOTAL ALL | \$ Difference to Current | % Difference to Current |
|--------------------------------|---------|---------|-----------|-----------|--------------------------|-------------------------|
| MetLife | MetLife | MetLife | MetLife | | | |
| CURRENT | \$1,725 | \$3,009 | \$4,683 | \$9,417 | | |
| RENEWAL | \$1,725 | \$3,009 | \$4,683 | \$9,417 | \$0 | 0.0% |
| MARKETING SUMMARY | | | | | | |
| MetLife Enriched Life Benefit | \$1,725 | \$3,009 | \$11,738 | \$16,473 | \$7,055 | 74.9% |
| Principal | \$3,194 | \$5,069 | \$5,581 | \$13,844 | \$4,426 | 47.0% |
| Guardian | \$1,725 | \$3,485 | \$5,645 | \$10,855 | \$1,437 | 15.3% |
| Guardian Enriched Life Benefit | \$1,725 | \$3,485 | \$10,934 | \$16,144 | \$6,726 | 71.4% |

Basic Life / AD&D Renewal Overview with Alternative Quotes

| LIFE/AD&D | MetLife | | MetLife Enriched Life Benefit | Principal | Guardian | Guardian Enriched Life Benefit |
|---|--|------------------|----------------------------------|--|--|-----------------------------------|
| Life/AD&D Plan | | | | | | |
| Life/AD&D Amount: | 1x annual earnings to a max of \$200,000 | | Flat \$200,000 | 1x annual earnings to a max of \$200,000 | 1x annual earnings to a max of \$200,000 | Flat \$200,000 |
| Guarantee Issue Amount: | \$200,000 | | \$200,000 | \$200,000 | \$200,000 | \$200,000 |
| Age Reduction: | 35% at 65; 50% at 70 | | 35% at 65; 50% at 70 | 35% at 65; 50% at 70 | 35% at 65; 50% at 70 | 35% at 65; 50% at 70 |
| Volume: | \$5,346,000 | | \$13,400,000 | \$5,346,000 | \$5,346,000 | \$13,400,000 |
| | CURRENT | RENEWAL | PROPOSED | PROPOSED | PROPOSED | PROPOSED |
| Life Rate: | \$0.055 | \$0.055 | \$0.055 | \$0.069 | \$0.070 | \$0.050 |
| AD&D Rate: | \$0.018 | \$0.018 | \$0.018 | \$0.018 | \$0.018 | \$0.018 |
| COMBINED RATE: | \$0.073 | \$0.073 | \$0.073 | \$0.087 | \$0.088 | \$0.068 |
| Monthly Premium: | \$390 | \$390 | \$978 | \$465 | \$470 | \$911 |
| Annual Premium: | \$4,683 | \$4,683 | \$11,738 | \$5,581 | \$5,645 | \$10,934 |
| Annual \$ Difference to Current: | | \$0 | \$7,055 | \$898 | \$962 | \$6,251 |
| Annual % Difference to Current: | | 0% | 150.7% | 19.2% | 20.5% | 133.5% |
| Rate Guarantee: | | 6/30/2024 | | | | |
| Commission: | | | | | | |

STD Renewal Overview with Alternative Quotes

| STD | MetLife | | MetLife | Principal | Guardian | Guardian |
|-----------------------------------|-------------------------------------|-----------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Short-Term Disability Plan | | | | | | |
| STD Amount: | 60% of Salary; Max of \$2,000/month | | 60% of Salary; Max of \$2,000/month | 60% of Salary; Max of \$2,000/month | 60% of Salary; Max of \$2,000/month | 60% of Salary; Max of \$2,000/month |
| Elimination Period: | Injury: 7days Sickness: 7days | | Injury: 7days Sickness: 7days | Injury: 7days Sickness: 7days | Injury: 7days Sickness: 7days | Injury: 7days Sickness: 7days |
| Duration: | Max 25 weeks | | Max 25 weeks | Max 25 weeks | Max 25 weeks | Max 25 weeks |
| Volume: | \$53,232 | | \$53,232 | \$53,232 | \$53,232 | \$53,232 |
| | CURRENT | RENEWAL | PROPOSED | PROPOSED | PROPOSED | PROPOSED |
| STD Rate: | \$0.027 | \$0.027 | \$0.027 | \$0.050 | \$0.027 | \$0.027 |
| Monthly Premium: | \$144 | \$144 | \$144 | \$266 | \$144 | \$144 |
| Annual Premium: | \$1,725 | \$1,725 | \$1,725 | \$3,194 | \$1,725 | \$1,725 |
| Annual \$ Difference to Current: | | \$0 | \$0 | \$1,469 | \$0 | \$0 |
| Annual % Difference to Current: | | 0.0% | 0.0% | 85.2% | 0.0% | 0.0% |
| Rate Guarantee: | | 6/30/2024 | | | | |
| Commission: | | | | | | |

LTD Renewal Overview with Alternative Quotes

| LTD | MetLife | | MetLife | Principal | Guardian | Guardian |
|----------------------------------|---|-----------|---|---|---|---|
| Long-Term Disability Plan | | | | | | |
| LTD Amount: | 60% of Salary; Max of \$9,000/month | | 60% of Salary; Max of \$9,000/month | 60% of Salary; Max of \$9,000/month | 60% of Salary; Max of \$9,000/month | 60% of Salary; Max of \$9,000/month |
| Definition of Disability: | 2 year own occupation/Any occupation thereafter | | 2 year own occupation/Any occupation thereafter | 2 year own occupation/Any occupation thereafter | 2 year own occupation/Any occupation thereafter | 2 year own occupation/Any occupation thereafter |
| Elimination Period: | 180 days | | 180 days | 180 days | 180 days | 180 days |
| Monthly Covered Payroll: | \$263,987 | | \$263,987 | \$263,987 | \$263,987 | \$263,987 |
| | CURRENT | RENEWAL | PROPOSED | PROPOSED | PROPOSED | PROPOSED |
| LTD Rate: | \$0.095 | \$0.095 | \$0.095 | \$0.160 | \$0.110 | \$0.110 |
| Monthly Premium: | \$251 | \$251 | \$251 | \$422 | \$290 | \$290 |
| Annual Premium: | \$3,009 | \$3,009 | \$3,009 | \$5,069 | \$3,485 | \$3,485 |
| Annual \$ Difference to Current: | | \$0 | \$0 | \$2,059 | \$475 | \$475 |
| Annual % Difference to Current: | | 0% | 0.0% | 68.4% | 15.8% | 15.8% |
| Rate Guarantee: | | 6/30/2024 | | | | |
| Commission: | | | | | | |

Voluntary Life Quote Overview

| VOL LIFE | MetLife | MetLife | Principal | Guardian | Guardian |
|----------------------------|---|---|--|---|---|
| Voluntary Life Plan | | | | | |
| Employee | \$10k increments to a max of the lesser of 5x salary or \$500k | \$10k increments to a max of the lesser of 5x salary or \$500k | \$10k increments to a max of \$300k | \$10k increments to a max of \$300k | \$10k increments to a max of \$300k |
| Spouse | \$5k increments to a max of \$100k, not to exceed 50% of employees Vol Life election | \$5k increments to a max of \$100k, not to exceed 50% of employees Vol Life election | \$5k increments to a max of \$100k, not to exceed 100% of employees Vol Life election | \$5k increments to a max of \$250k, not to exceed 100% of employees Vol Life election | \$5k increments to a max of \$250k, not to exceed 100% of employees Vol Life election |
| Dependent Children | Child < 6 months: \$100 Child > 6 months: options of 1k, 2k, 4k, 5k, 10k, not to exceed spouse's benefit | Child < 6 months: \$100 Child > 6 months: options of 1k, 2k, 4k, 5k, 10k, not to exceed spouse's benefit | Child < 14 days of age: \$1k Child > 14 days of age: \$5k or 10k, not to exceed 100% of employee's coverage | Infant: \$500 Child: 5K & 10k, not to exceed 100% of employee's coverage | Infant: \$500 Child: 5K & 10k, not to exceed 100% of employee's coverage |
| Guarantee Issue Amount | EE: \$100k Spouse: 25k | EE: \$100k Spouse: 25k | EE: under age 70 - \$150K over age 70 - \$10k Spouse: under age 70 - \$30k over age 70 - \$10k | EE: under age 65 - \$150K over age 65 - \$50k over age 70 - \$10k Spouse: under age 65 - \$25k over age 65 - \$50k over age 70 - 0\$ | EE: under age 65 - \$150K over age 65 - \$50k over age 70 - \$10k Spouse: under age 65 - \$25k over age 65 - \$50k over age 70 - 0\$ |
| | PROPOSED | PROPOSED | PROPOSED | PROPOSED | PROPOSED |
| EMPLOYEE/SPOUSE | | | | | |
| Under 20: | \$0.073 | \$0.073 | \$0.061 | \$0.074 | \$0.074 |
| 21 - 24: | \$0.070 | \$0.070 | \$0.061 | \$0.074 | \$0.074 |
| 25 - 29: | \$0.070 | \$0.070 | \$0.061 | \$0.074 | \$0.074 |
| 30 - 34: | \$0.096 | \$0.096 | \$0.071 | \$0.081 | \$0.081 |
| 35 - 39: | \$0.117 | \$0.117 | \$0.112 | \$0.114 | \$0.114 |
| 40 - 44: | \$0.153 | \$0.153 | \$0.170 | \$0.171 | \$0.171 |
| 45 - 49: | \$0.209 | \$0.209 | \$0.261 | \$0.273 | \$0.273 |
| 50 - 54: | \$0.387 | \$0.387 | \$0.424 | \$0.461 | \$0.461 |
| 55 - 59: | \$0.649 | \$0.649 | \$0.672 | \$0.753 | \$0.753 |
| 60 - 64: | \$0.977 | \$0.977 | \$1.023 | \$1.239 | \$1.239 |
| 65 - 69: | \$1.549 | \$1.549 | \$1.721 | \$2.797 | \$2.797 |
| 70 - 74: | \$2.966 | \$2.966 | \$3.052 | \$5.091 | \$5.091 |
| 75 - 79: | \$2.966 | \$2.966 | \$3.052 | \$5.091 | \$5.091 |
| 80 - 84: | \$2.966 | \$2.966 | \$3.052 | \$5.091 | \$5.091 |
| 85 - 89: | \$2.966 | \$2.966 | \$3.052 | \$5.091 | \$5.091 |
| 90 + : | \$2.966 | \$2.966 | \$3.052 | \$5.091 | \$5.091 |
| Child Rate (Life / AD&D): | 0.24 | 0.24 | \$5k of coverage for \$1.00 per family \$10k of coverage for \$2.00 per family | 0.204 | 0.204 |
| AD&D (Employee / Spouse): | 0.015 | 0.015 | 0.02 | 0.033 | 0.033 |
| Rate Guarantee: | 2 Years | 2 Years | 2 Years | 2 Years | 2 Years |
| Commission: | Flat 15% | Flat 15% | Flat 15% | Flat 15% | Flat 15% |

Next Steps

Method School Corporation | Next Steps

| TASK | DUE DATE |
|---|--------------------------------------|
| Pre-Renewal Meeting | April 20 th , 2023 |
| Renewal Meeting | May 11 th , 2023 |
| Client Finalizes Renewal Actions & Finalizes Open Enrollment Meeting Schedule | Week of May 22 nd , 2023 |
| Communication Materials Constructed & Ease Updated | Week of May 22 nd , 2023 |
| Open Enrollment Begins | June 5th, 2023 |
| Open Enrollment Election Period Closes | June 11 th , 2023 |
| Send Renewal Confirmations/Terminations to Carriers | Week of June 12 th , 2023 |
| Plan Year Begins | July 1st, 2023 |

Benefits Communications

Comprehensive Multi-media Communications



Benefits At-a-Glance



Open Enrollment
Posters & Flyers



Benefits Information Guide



Open Enrollment Presentation

Disclosures

A.M. Best Marketing Results

Method School Corporation Carrier Marketing Results Summary July 1, 2023

Marsh & McLennan Agency LLC dba Marsh & McLennan Insurance Agency LLC ("MMA") surveyed the marketplace to evaluate comparable medical plans in terms of pricing, benefits and service delivery. The following is a list of the insurance carriers who were requested to provide medical proposals to MMA, along with the results.

| Carrier | A.M. Best Financial Rating | Marketing Results |
|------------------------------|----------------------------|-------------------------------|
| Medical | | |
| Athem Blue Cross | A | Incumbent Carrier |
| Kaiser | NR | Incumbent Carrier |
| Aetna | A | Not Presented - Uncompetitive |
| Blue Shield of CA | A | Presented |
| United Healthcare | A+ | Presented |
| Dental | | |
| MetLife | A | Incumbent Carrier |
| Guardian | A++ | Presented |
| Principal | A+ | Presented |
| Vision | | |
| Anthem Blue Cross | A | Incumbent Carrier |
| Guardian | A++ | Presented |
| Principal | A+ | Presented |
| Basic Life / AD&D | | |
| MetLife | A | Incumbent Carrier |
| Guardian | A++ | Presented |
| Principal | A+ | Presented |
| STD & LTD | | |
| MetLife | A | Incumbent Carrier |
| Guardian | A++ | Presented |
| Principal | A+ | Presented |

Ratings updated 3/16/2023

Guide to A.M. Best Financial Strength Ratings

A.M. BEST RATINGS
GUIDE TO A.M. BEST FINANCIAL STRENGTH RATINGS
www.ambest.com

AM Best's Financial Strength Rating (FSR) is an opinion of an insurer's ability to meet its obligations to policyholders. AM Best uses the following scale to rate a company's financial stability:

| | |
|---|----------------------------------|
| A++ / A+ = Superior; A / A- = Excellent | D (Poor) |
| B++ / B+ = Very Good; B / B- = Fair | E (Under Regulatory Supervision) |
| C++ / C+ = Marginal | F (In Liquidation) |
| | S (Rating Suspended) |

Incumbent Carriers

Not Rated Categories (NR) are assigned to companies reported on by A.M. Best, but not assigned a Best Rating.

| | |
|---|-------------------------------------|
| NR: Not Rated | NR-3: Rating Procedure Inapplicable |
| NR-1: Insufficient Data | NR-4: Company Request |
| | |
| NR-2: Insufficient Size and/or Operating Experience | NR-5: Not Formally Followed |

A rating modifier can be assigned to indicate that a Best's Rating may be subject to near-term change (under review) that a company did not subscribe to Best's interactive rating process (public data) and that the rate is assigned to a syndicate operating at Lloyd's. Affiliation codes (G, P and R) are added to Best's Ratings identify companies whose assigned ratings are based on group, pooling or reinsurance affiliation with other insurers.

| | |
|------------------|-------------------|
| Rating Modifiers | Affiliation Codes |
| U – Under Review | G – Group |
| S – Syndicate | P – Pooled |
| PD – Public Data | R – Reinsured |

We help protect our clients by placing them with the highest quality carriers. Our recommendation is NOT to place new or renewal business with carriers that have less than a letter 'A' A.M. Best financial rating. Carriers with a Non-Rated (NR) A.M. Best financial rating do not currently submit financial information in order to be rated by A.M. Best, therefore, we are unable to confirm their financial stability. If a client chooses to place or renew business with a carrier with either less than a letter 'A' or NR A.M. Best financial rating, the client does so knowingly and accepts all liability as a result and we ask that they sign a Client Acknowledgement accordingly.

Disclaimer: Benefit rates shown may be subject to change based on final enrollment and/or final underwriting requirements. This material is for informational purposes only and is neither an offer of coverage nor medical advice. It contains only a partial, general description of the plan or program benefits and does not constitute a contract. Consult your plan documents (Schedule of Benefits, Certificate of Coverage, Group Agreement, Group Insurance Certificate, Booklet, Booklet-certificate, Group Policy) to determine governing contractual provisions, including procedures, exclusions and limitations relating to your plan. All the terms and conditions of your plan or program are subject to applicable laws, regulations and policies. In case of a conflict between your plan document and this information, the plan documents will always govern.

Enrollment & Proposal Assumptions

It is important that all current and potential clients of Marsh McLennan Agency ("MMA") understand the following:

1. Proposals are based on recent census data information received by MMA. Documentation of information given may be required by the insurance carriers.
2. Actual costs are based on the final enrollment data of employees and dependents insured under the plan on the effective date(s).
3. You should notify MMA prior to a change in insurance company of any employees or dependents that are not actively at work or disabled prior to a new plan effective date.
4. This proposal should not be interpreted as all inclusive of provisions and limitations. For further details, refer to actual insurance carrier(s) proposals.
5. Coverage is not in effect until insurance carrier(s) provides confirmation in writing. Do not terminate existing coverage, if any, until you receive this notification.
6. This proposal has been prepared for you by MMA. It is not a written contract. The actual policies as issued by the insurance carriers govern the terms, conditions, limitations and exclusions of the insurance coverage. Specimen copies of the policy under consideration are available for review prior to binding coverage.
7. For groups under 20 employees: A Medicare-eligible employee/spouse that is not enrolled in Medicare Part B, is responsible for the portion of claims that Medicare would have paid had they been enrolled in Medicare Part B. Medicare is primary and the insurance carrier is secondary if the employer has less than 20 employees (full-time and/or part-time).
8. For groups with 20 or more employees (full-time and/or part-time) each working day in each of 20 or more calendar weeks in the current of preceding year: Generally, the insurance carrier is primary and Medicare is secondary.

General Disclosures

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The Patient Protection and Affordable Care Act (PPACA): PPACA is a complex law. Any statements made by Marsh McLennan Agency LLC dba Marsh McLennan Insurance Agency LLC ("MMA") concerning tax, accounting, or legal matters are based solely on our experience as insurance brokers and risk consultants and are not to be relied upon as accounting, tax, or legal advice. We recommend that you seek the advice of your own tax, accounting and legal advisers as to whether or not the health plans you select are compliant with the Patient Protection and Affordable Care Act, including the minimum essential coverage requirements.

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. MMA makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility.

MMA is under Agreement with certain client service providers (vendors), which may entitle us to receive compensation for referring clients/prospects to them. MMA's decisions to quote and/or recommend certain client service providers are made based on our experience and in the clients/prospects best interest, and where applicable, Revenue Share Agreements have no impact on our recommendation. It is always the client's/prospect's decision on which client service provider to select for their health and benefits program. If you would like more information about the compensation MMA may be entitled to receive for quoted/recommended client service providers and/or information about alternative quotes, please contact your MMA Client Sales or Service Executive.

This document is not intended to be taken as advice regarding any individual situation and should not be relied upon as such. Marsh McLennan Insurance Agency LLC shall have no obligation to update this publication and shall have no liability to you or any other party arising out of this publication or any matter contained herein. Any statements concerning actuarial, tax, accounting or legal matters are based solely on our experience as consultants and are not to be relied upon as actuarial, accounting, tax or legal advice, for which you should consult your own professional advisors. Any modeling analytics or projections are subject to inherent uncertainty and the analysis could be materially affective if any underlying assumptions, conditions, information or factors are inaccurate or incomplete or should change.

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New Law: No Surprises Act

Broker Compensation Disclosure & Transparency Requirements

The **'No Surprises Act'** as part of the Consolidated Appropriations Act (CAA) of 2021 includes a list of transparency provisions that will go into effect December 27, 2021:

- Patient Balanced Billing Protections
- Healthcare Price Transparency
- **Broker/Consultant compensation disclosures**
- Group health plans to report Rx benefits

What does this mean for you?

- Our compensation will be disclosed before you make buying/renewing decisions moving forward
- Additional transparency about both direct and indirect revenue we receive for group medical plans
- Continued partnership and ensuring your organization finds great value in what we bring to the table

Compensation Disclosure

Marsh McLennan Agency (MMA) is committed to collaborating with our clients to develop and execute insurance placement and renewal strategies. As a professional insurance producer, MMA and its subsidiaries facilitate the placement of insurance coverage on behalf of our clients. As an independent insurance agent, MMA may have authority to obligate an insurance company on behalf of our clients and as a result, we may be required to act within the scope of the authority granted to us under our contract with the insurer.

MMA engages with clients on behalf of itself and in some cases as agent on behalf of its non-US affiliates with respect to the services we may provide. For a list of our non-US affiliates, please visit: <https://mma.marshmma.com/non-us-affiliates>. In those instances, MMA will bill and collect on behalf of the non-US Affiliates amounts payable to them for placements made by them on your behalf and remit to them any such amounts collected on their behalf.

Compensation – Our compensation for placing or renewing insurance on your behalf may include fees paid directly by you, or retail commissions paid by insurers or others. These retail commissions may vary among insurers and vary among plans provided by a single insurer.

Our compensation from insurance placements and renewals may also consist of additional supplemental commissions, which are common in the insurance industry and designed to recognize the value of MMA services to insurers we collaborate with including offering a distribution channel for the insurers' products and services.

MMA receives compensation through one or a combination of the following methods:

- **Retail Commissions** – A retail commission is paid to MMA by the insurer (or wholesale broker) as a percentage of the premium charged to the insured for the policy. The amount of commission may vary depending on several factors, including the type of insurance product sold and the insurer selected by the client.

| Carrier | Line of Coverage | Current or Marketed | Form of Commission | Base Comp |
|-------------------|------------------|---------------------|-----------------------|---|
| Anthem Blue Cross | Medical | Current | Percentage of Premium | 5% |
| Kaiser | Medical | Current | Percentage of Premium | 5% |
| MetLife | Dental | Current | Graded Scale | 1 st \$5K-10%, next \$5K-7.5%, next 20K-5% |
| Anthem Blue Cross | Vision | Current | Percentage of Premium | 10% |
| MetLife | Life/AD&D | Current | Graded Scale | 1 st \$5K-15%, next \$5K-10%, next 20K-5% |

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| Carrier | Line of Coverage | Current or Marketed | Form of Commission | Base Comp |
|-------------------|------------------|---------------------|-----------------------|--|
| MetLife | STD | Current | Graded Scale | 1 st \$5K-15%, next \$5K-10%, next 20K-5% |
| MetLife | LTD | Current | Graded Scale | 1 st \$15K-15%, next \$10K-10%, next 25K-5% |
| Aetna | Medical | Marketed | Percentage of Premium | 5% |
| United Healthcare | Medical | Marketed | Percentage of Premium | 5% |
| Guardian | Dental | Marketed | Percentage of Premium | 10% |
| Guardian | Vision | Marketed | Percentage of Premium | 10% |
| Guardian | Basic Life/AD&D | Marketed | Percentage of Premium | 15% |
| Guardian | STD, LTD | Marketed | Percentage of Premium | 15% |

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MMA receives compensation through one or a combination of the following methods:

- **Retail Commissions** – A retail commission is paid to MMA by the insurer (or wholesale broker) as a percentage of the premium charged to the insured for the policy. The amount of commission may vary depending on several factors, including the type of insurance product sold and the insurer selected by the client.

| Carrier | Line of Coverage | Current or Marketed | Form of Commission | Base Comp |
|-----------|------------------|---------------------|-----------------------|-----------|
| Principal | Dental | Marketed | Percentage of Premium | 10% |
| Principal | Vision | Marketed | Percentage of Premium | 10% |
| Principal | Basic Life/AD&D | Marketed | Percentage of Premium | 10% |
| Principal | STD, LTD | Marketed | Percentage of Premium | 10% |

Compensation Disclosure (Continued)

- **Client Fees** – Some clients may negotiate a fee for MMA's services in lieu of, or in addition to, retail commissions paid by insurance companies. Fee agreements are in writing, typically pursuant to a Client Service Agreement, which sets forth the services to be provided by MMA, the compensation to be paid to MMA, and the terms of MMA's engagement. In some cases as set forth in a Client Service Agreement and if allowed by law, the fee may be offset through the crediting of retail commissions paid by insurers and collected by MMA for the client's placements.
- **Contingent Commissions** – Many insurers agree to pay contingent commissions to insurance producers who meet set goals for all or some of the policies the insurance producers place with the insurer during the current year. The set goals may include volume, profitability, retention and/or growth thresholds. Because the amount of contingent commission earned may vary depending on factors relating to an entire book of business over the course of a year, the amount of contingent commission attributable to any given policy typically will not be known at the time of placement.

| Contingent Arrangement | Carriers |
|---|--|
| MMA may receive up to 1% of renewal premium and up to 1% of new premium in indirect compensation on the following placements: | Blue Shield, Kaiser, Aetna, Anthem Blue Cross, United HealthCare |
| MMA may receive up to 4% of renewal premium and up to 4% of new premium in indirect compensation on the following placements: | Guardian, Anthem Blue Cross, Standard |
| MMA may receive up to 10% of renewal premium and up to 10% of new premium in indirect compensation on the following placements: | Principal |

- **Supplemental Commissions** – Certain insurers and wholesalers agree to pay supplemental commissions, which are based on an insurance producer's performance during the prior year. Supplemental commissions are paid as a percentage of premium that is set at the beginning of the calendar year. This percentage remains fixed for all eligible policies written by the insurer during the ensuing year. Unlike contingent commissions, the amount of supplemental commission is known at the time of insurance placement. Like contingent commissions, they may be based on volume, profitability, retention and/or growth.
- **Wholesale Broking Commissions** – Sometimes MMA acts as a wholesale insurance broker. In these placements, MMA is engaged by a retail agent that has the direct relationship with the insured. As the wholesaler, MMA may have specialized expertise, access to surplus lines markets, or access to specialized insurance facilities that the retail agent does not have. In these transactions, the insurer typically pays a commission that is divided between the retail and wholesale broker pursuant to arrangements made between them.

Compensation Disclosure (Continued)

- **Medallion Program and Sponsorships** – Pursuant to MMA's Medallion Program, participating carriers sponsor educational programs, MMA events and other initiatives. Depending on their sponsorship levels, participating carriers are invited to attend meetings and events with MMA executives, have the opportunity to provide education and training to MMA colleagues and receive data reports from MMA. Insurers may also sponsor other national and regional programs and events.
- **Other Compensation** – From time to time, MMA may be compensated by insurers for providing administrative services to clients on behalf of those insurers. Such amounts are typically calculated as a percentage of premium or are based on the number of insureds. Additionally MMA may receive compensation from Plan vendors and service providers that is not in connection with any particular client. Non-cash compensation may be received by MMA or MMA colleagues in the form of gifts valued at less than \$100, occasional meals or event entertainment. Plan vendors and service providers may also pay for or reimburse MMA for MMA-sponsored conferences and events as well as for educational meetings, client workshops or training events that may be attended by MMA colleagues.

It is important to note that supplemental and contingent commission compensation does not affect the cost of your insurance program.

MMA's summary of quotes received includes details regarding commissions payable from insurers who issue quotes that are competitive based on your selection criteria, as we understand them. Commissions payable to MMA may vary among quoting insurers, or may change following this disclosure.

Consent – Your payment of premium for, or other instruction to proceed with the policies and/or transactions specified, constitutes your consent to MMA's resulting compensation disclosed (and future increases thereto), and servicing that will include any intermediary or sub-broker disclosed. State insurance law, including anti-rebating, may restrict or prohibit the ability of MMA to modify compensation services for the coverage you select.

Additional Information – We will be pleased to provide you additional information about our compensation. For more detailed information about the forms of compensation we receive please refer to our Marsh McLennan Agency Compensation Guide at <https://www.marshmma.com/us/compensation-guide.html>.

Insurance Placement and Renewal Strategy – We may undertake an insurance marketing as confirmed with or by you. In the absence of this confirmation, we understand that you desire only an applicable renewal quote from the incumbent insurer for those lines of coverage where we serve as your authorized broker of record (BOR).

Quote Solicitation and Disclosure – MMA represents your interests in providing its consultative and procurement services, and is an appointed agent with the insurers that will be asked to bid on your program. Once we have received responses from the selected insurers, we may, according to our knowledge and experience, contact one or more to negotiate adjustments on your behalf. When responses are finalized, we will analyze them, inform you of all offers received, and use our best judgment in recommending to you the insurers most likely to meet your program needs. Such recommendation will involve our consideration of a number of factors, including the company's coverage terms, service capabilities and price. Following our presentation of findings, and consistent with the process described above, we may seek further adjustments and offer additional recommendations.

Not Responsible for Other Party's Disclosures – This disclosure document includes the disclosures MMA is required to make in accordance with ERISA Section 408(b)(2) and applicable State laws. Any other plan service provider that is subject to the 408(b)(2) disclosure requirements is required to make its own independent 408(b)(2) disclosure and any such disclosures are not included in this MMA disclosure.

Compensation Disclosure (Continued)

Carrier/Vendor Relationships – Except in rare circumstances that are fully disclosed to you, MMA is not bound to utilize any particular insurer or service provider, and does not have the authority to make binding commitments on behalf of any insurer or service provider. MMA's parent, Marsh McLennan Companies and its subsidiaries own equity interests in, and have contractual arrangements with certain insurers and wholesale brokers.

Carrier/Vendor Performance – The terms and conditions of any coverage or service are exclusively defined by the governing policy or contract, and not by the summary information in this overview, the materials appended or other document. MMA does not guarantee or make any representation or warranty that coverage or service can be placed on terms acceptable to you. Further, MMA is not responsible for the current or future financial condition, solvency or ability of any insurer or other service provider to pay claims or provide service. Insurers or service providers with which your risk or business is placed at your direction will be deemed acceptable to you.

Limit of Liability – Except as otherwise agreed in writing, MMA's aggregate liability arising out of or relating to any services on your account shall not exceed one million (\$1,000,000) for small group (up to 100 employees) or five million (\$5,000,000) for large group (100+ employees) and in no event shall we be liable for any indirect, special, incidental, consequential or punitive damages or for any lost profits or other economic loss arising out of or relating to such services. In addition, you agree to waive your right to a jury trial in any action or legal proceeding arising out of or relating to such services. The foregoing limitation of liability and jury waiver shall apply to the fullest extent permitted by law.

Entire Understanding – This disclosure constitutes the entire understanding among the parties and supersedes, in their entirety, any and all understandings, contracts, arrangements, communications, discussions, representations, warranties, whether oral or written, among the parties respecting the engagement.

Closing – MMA is pleased to provide this information to you in compliance with the Consolidated Appropriations Act of 2021 (CAA) which requires disclosure of broker compensation associated with all ERISA governed health plans.

MMA may receive additional broker compensation on plans or services that fall out of scope of the CAA.

These plans include but are not limited to group life and disability plans, voluntary benefit plans such as individual life and disability insurance, critical illness, accident and others.

For additional information on compensation associated with non-CAA related insurance plans, please contact your MMA account team.

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California Public Charter Schools | 93% Graduation Rate 2022 | www.methodschoools.org | 866-Method-8

To: Board of Directors

Re: CEO vehicle allowance proposal

The CEO currently uses a Method owned vehicle for work related transportation. Due to additional staff vehicle needs, this vehicle is proposed to be used by the Director of Curriculum for their travel needs. In lieu of purchasing an additional vehicle, staff propose the CEO be provided a monthly vehicle allowance with payroll.

The monthly allowance is proposed to be \$500 and is reported as required on a W-2. The proposed allowance will result in approximately \$6000 in annual costs, having a negligible impact on the overall budget.



method

2023-2024 Student/Parent Handbook

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14. [APPENDIX: 2023-24 Student Services Annual Notices](#)



Welcome! Going into our ninth year of operation, Method Schools is poised to continue to build, grow, and improve upon a strong foundation of community, culture, and student success.

We are excited to bring an effective online program that offers both flexibility and rigor. We hope to continue to grow our Method Schools community in dynamic ways through more in-person opportunities, student social and leadership activities, and a focus on growth and improvement.

As always, we thank you for choosing Method Schools, and we are excited for another year to grow and learn from each other.

Philosophy and Vision

Method Schools' mission is to aggressively advance K-12 education through continuously developing models that promote targeted student growth and a culture of inclusivity and equality.

We aim to do this in the following ways:


- Develop breakthrough practices and tools for students
- Facilitate growth within a diverse student population
- Cultivate a student focused program
- Promote a professional and staff driven culture.













With a vision that now focuses on growth in all facets of the organization, Method Schools seeks to accomplish this by developing superior tools and practices to effectively serve every student, enhancing internal synchronization to collectively build premium tools and practices, and creating a culture worthy of talent and dedication.

Method Schools Expected Outcomes

Method Schools partners with students of diverse racial and cultural backgrounds to develop skills that closely align to deeper learning and beyond. The school is committed to a collaborative approach with students to create and provide meaningful educational experiences that not only reflect the real world in which they live, but challenge their ability to creatively problem solve and apply skill sets from one discipline to another. Students are provided with the supportive space to become self-directed learners and develop the skills to master academic core content, critically think, problem solve, collaborate, and effectively communicate to ultimately prepare them for a meaningful college experience and career. Through an emphasis on highly personalized instruction, students participate in activities that promote self-discovery of personal and academic knowledge and interests, which will refine their path to college and beyond.

Method Schools is committed to educating the entire child and appealing to all learning styles and modalities. Method Schools believes that each student should develop the following traits and skills by the time of graduation.


students will...

| | |
|---|--|
|  <p>READ CRITICALLY I can make meaning from diverse media to better understand the world around me.</p> |  <p>LEARN INDEPENDENTLY I can develop a plan, monitor my progress, and persevere through challenges to achieve my goal.</p> |
|  <p>EXPRESS IDEAS I can communicate through diverse formats for a range of purposes and audiences.</p> |  <p>NAVIGATE CONFLICT I can develop skills, strategies, and emotional awareness while navigating conflict with others.</p> |
|  <p>INVESTIGATE THROUGH INQUIRY I can explore questions and build knowledge through inquiry.</p> |  <p>SEEK AND APPLY FEEDBACK I can accept feedback from others and ask questions when I need more guidance or input.</p> |
|  <p>REASON QUANTITATIVELY I can work with numerical data, solve problems, and construct mathematical solutions.</p> |  <p>BUILD NETWORKS I can initiate relationships with diverse individuals and networks for a purpose, and sustain relationships with authenticity and care.</p> |
|  <p>USE SOURCES I can assess the credibility of sources and synthesize my new learning to build knowledge.</p> |  <p>SUSTAIN WELLNESS I can support my own physical, emotional, and social health in order to live a healthy and productive life.</p> |
|  <p>DESIGN SOLUTIONS I can engage in a systematic design process to develop data-informed solutions to authentic design challenges.</p> |  <p>ENGAGE AS A CITIZEN I can participate in my community, build my civic knowledge, and take action to improve my community.</p> |

Method Schools 2022

Method Schools works with a shared goal of educating its students to their fullest potential and is built on a foundation of collaboration between the parents, students, and our highly-qualified staff.

Calendar



2023-24 Academic Calendar

| | Month | Date | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | |
|--|-----------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | July | → | W | W | 1 | H | 2 | 3 | 4 | W | 5 | 6 | 7 | 8 | 9 | W | 10 | W | 10 | 11 | 12 | 13 | 14 | W | 15 | 16 | 17 | 18 | 19 | W | 20 | | | |
| | August | | 21 | 22 | 23 | 24 | W | 25 | 26 | 27 | 28 | 29 | W | 30 | N | N | N | N | N | N | N | N | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | | | |
| | September | | 40 | W | H | 41 | 42 | 43 | 44 | W | 45 | 46 | 47 | 48 | 49 | W | 50 | 51 | 52 | 53 | 54 | W | 55 | 56 | 57 | 58 | 59 | W | | | | | | |
| | October | | W | 60 | 61 | 62 | 63 | 64 | W | 65 | 66 | 67 | N | N | W | 68 | 69 | 70 | 71 | 72 | W | 73 | 74 | 75 | 76 | 77 | W | 78 | 79 | | | | | |
| | November | | 80 | 81 | 82 | W | 83 | 84 | 85 | 86 | H | W | N | N | N | N | N | N | N | N | N | N | N | H | N | W | W | 87 | 88 | 89 | 90 | | | |
| | December | | 91 | W | 92 | 93 | 94 | 95 | 96 | W | 97 | 98 | 99 | 100 | 101 | W | H | 107 | 108 | 109 | 110 | W | 111 | 112 | 113 | 114 | 115 | W | 116 | 117 | 118 | | | |
| | January | | H | N | N | N | N | W | 102 | 103 | 104 | 105 | 106 | W | H | 107 | 108 | 109 | 110 | W | H | 131 | 132 | 133 | 134 | W | 135 | 136 | 137 | 138 | | | | |
| | February | | 119 | 120 | W | 121 | 122 | 123 | 124 | 125 | W | 126 | 127 | 128 | 129 | 130 | W | 131 | 132 | 133 | 134 | W | 135 | 136 | 137 | 138 | | | | | | | | |
| | March | | 139 | W | 140 | 141 | 142 | 143 | 144 | W | 145 | 146 | 147 | 148 | 149 | W | 150 | 151 | 152 | 153 | 154 | W | 155 | 156 | 157 | 158 | 159 | 160 | 161 | 162 | 163 | 164 | W | 165 |
| | April | | 155 | 156 | 157 | 158 | 159 | W | 160 | 161 | 162 | 163 | 164 | W | 165 | 166 | 167 | 168 | 169 | W | 170 | 171 | 172 | 173 | 174 | W | 175 | 176 | | | | | | |
| | May | | 177 | 178 | 179 | W | 180 | 181 | 182 | 183 | 184 | W | 185 | 186 | 187 | 188 | 189 | W | 190 | 191 | 192 | 193 | 194 | W | 195 | 196 | 197 | 198 | | | | | | |
| | June | | W | 199 | 200 | 201 | 202 | 203 | W | 204 | 205 | 206 | N | N | W | 207 | 208 | 209 | 210 | 211 | 212 | 213 | 214 | 215 | 216 | 217 | 218 | 219 | 220 | 221 | 222 | 223 | 224 | |

| | |
|-----|--------------------|
| 30 | Summer Instruction |
| 206 | Instruction |
| 25 | State Testing |

| KEY | | Key Dates |
|-----|----------------|-------------------------------------|
| W | Weekend | July 3: First Day of School Year |
| N | Non School Day | July 4: Independence Day |
| H | Holiday | September 4: Labor Day |
| 1 | School Day | October 12-13: Fall Break |
| | | November 10: Veteran's Day |
| | | November 13-25: Thanksgiving Break |
| | | December 18-January 5: Winter Break |
| | | January 15: MLK Day |
| | | February 19: President's Day |
| | | March 18-22: Spring Break |
| | | May 27: Memorial Day |
| | | June 12: Last day of school |

Enrollment

Method Schools are public schools of choice.

There is no discrimination in the admission of students to the school on the basis of race, creed, color, handicapping condition, or gender. Method Schools provides a free and appropriate public education (FAPE) to all of its students. All students; however, need to be able to meet the enrollment requirements.

Method Schools will enroll students in grades Kindergarten – 12th Grade for the 2023-24 school year. Student registration is always online at www.methodschoools.org. The enrollment process must be completed in full and submitted with all the required documentation prior to being accepted.

Questions regarding the status of your enrollment should be directed to the front offices. Students who have received services under the Individuals with Disabilities in Education Improvement Act (IDEIA) must provide this information at the time of enrollment. A Method Schools staff member will contact you to ensure proper placement of your student into our program.

It is understood that no student who qualifies for special education services under the Individuals with Disabilities in Education (IDEA) shall participate in independent study unless it is specifically authorized under his/her IEP.

Concurrent enrollment in another public or private school is prohibited at Method Schools and will cause the student to be withdrawn immediately. This does not include college-level coursework. Please refer to our enrollment requirements.

Fees

Method Schools does not charge fees for our programs or services provided to our families. Enrollment with Method is always tuition-free; however, as with many school programs, certain expenses do fall within the responsibility of enrolled families: Ink for printers, the cost of transportation to and from school, Method Schools sponsored events, and the cost for providing paper are a few examples.

Enrollment Requirements

Age Requirement

A student will be admitted to Kindergarten at the beginning of a school year if the child will have his/her fifth birthday on or before September 1st of the school year.

Immunizations

All of the following are required for enrollment into Method Schools.

- Diphtheria
- Measles
- Mumps (except for children who have reached the age of 7 years old)
- Pertussis (whooping cough)
- Poliomyelitis
- Rubella
- Tetanus
- Hepatitis B
- Varicella (chicken pox) – persons already admitted into California public or private schools at the Kindergarten level or about, before July 1, 2001, shall be exempt from Varicella immunization requirement for school entry.
- TDAP (pertussis) – the TDAP must be administered after a student's seventh birthday but before entering the 7th grade.

The schools' verification of immunization is through written medical records from your doctor or immunization clinic. Pupils who fail to complete the series of required immunizations within the specified time will be denied enrollment until the series has been completed. Exceptions are allowed under the following conditions:

- o The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain identifying the specific nature of probable duration of the medical condition.
- o As of January 1, 2016, due to Senate Bill 277, a parent may no longer request exemption of their child from immunization for personal or religious beliefs for students. The bill does exempt pupils enrolled in an independent study program, who do not receive classroom-based instruction. Any child leaving the United States for a short vacation, to any country considered by Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure, such as, Mexico, Philippines, India or Southeast Asia must call the County of Tuberculosis clinic for TB screening upon return.

Physical Examinations

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

examination for your child or a waiver will result in your child being denied enrollment. The school recommends that children undergo a yearly speech, hearing, and eye examination.

Withdrawals

If you decide to withdraw a student from Method Schools, please communicate your decision through your assigned teacher. Your teacher will schedule a final virtual conference to ensure that your student receives the appropriate academic and attendance credit. During this meeting, you will be required to submit work samples that your student has completed since your last conference and sign learning journals. Shipping labels required for the return of the loaned teaching materials, including laptops, will arrive within 2-3 weeks from the date you notified your teacher of your withdrawal.

Change of Contact Information

Please notify our enrollment specialists should your contact information change and provide any updated proof of residency for your new address. Our staff will update the records accordingly. Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student address. Parents are requested to update their account information in the online curriculum should their email address change. Communication is often sent via email to the email address listed in the online curriculum. Thus, we would like to keep all records up-to-date.

Unable to Contact

In any school, but especially in a virtual school, regular communication with your Method Schools teacher is essential for your student's success in our program. If you are planning to be out of state, on vacation, or otherwise unable to communicate with your teacher for a period of time please notify your teacher so that proper arrangements to monitor your student's progress and attendance can be made.

Due to the enrollment requirements of our school, if your teacher is unable to contact you for 2 days, Method will attempt contact via phone and email requesting contact. If after these procedures have been followed and contact has not been made within 24 hours, it will be assumed that your child is enrolled in another educational program, and your child will be withdrawn.

Attendance

Method Schools offers students a Personalized Learning Education through an online, independent study model. Independent study is substantially equivalent in quality and quantity to classroom instruction thereby ensuring that a student is assigned a full day's worth of work equivalent to that which he/she would be assigned in a classroom setting. Independent study students have the same access to existing services and resources as other students in the school in which the independent study student is enrolled.

Daily Engagement

Using the following resources, Method Schools students are expected to **engage daily** with their learning.

- Login to the SmartFox platform (or K12 platform)
- Usage of iReady and IXL
- Learning materials as assigned by the Homeroom Teacher (teacher of record)

Students enjoy freedom and flexibility, while parents appreciate the accountability that the school provides them as the primary educator of their student.

Synchronous Instruction and Live Interaction

The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

1. For pupils in kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
 - a. Daily instructional opportunities via videoconferencing provided by the supervising teacher
 - b. Weekly 1:1 meetings via videoconferencing provided by the supervising teacher
 - c. (3rd grade) Assigned Targeted Direct Instruction via videoconferencing for individualized instructional needs.
2. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live synchronous instruction between the pupil and a certificated or non-certificated employee of the Charter School and weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
 - a. Weekly 1:1 meeting with the supervising teacher
 - b. Weekly homeroom instructional session
 - c. Daily instructional opportunities via subject specific classes, Targeted Direct Instruction, Study Hall, and teacher office hours via videoconferencing

3. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
 - a. Weekly 1:1 meeting with the supervising teacher
 - b. Weekly homeroom instructional session

ISMA - Independent Study Master Agreement

Method Schools' Independent Study Master Agreement is filled out each semester for each student enrolled in the program. Our practice is to meet with students at least every 20 days to review outcomes and to collect work samples.

A current Independent Study Master Agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the

federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

Uniform Complaint Procedures

State regulations require Method Schools to address allegations of unlawful discrimination and complaints alleging violation of federal or state regulations in programs and activities receiving state funds: adult basic education, SIP, EIA/LEP, Title 1, Title 6, vocational education, special education, child development, child nutrition, Miller-Unruh special reading, tenth grade counseling, and school-based coordinated programs. Details on [Method Schools' Policy and Procedures and Uniform Complaint Form](#) are linked or can be found on the school website.

Work Samples

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

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

Daily Educational Activity Record - Learning Journals

Each student at Method Schools must log activity every school day. Method Schools asks that this "daily engagement" be documented on a daily basis.

Student activity may include work in curriculum, work assigned in educational platforms, one to one meetings with homeroom teachers, or participation in course or tutoring sessions. Daily activity must be logged by the student or parent in the following format:

- "Participated in live (name/type) class"
- " School event or field trip"
- "Completed assignments in (educational platform)"
- "Offline assignment"

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

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

Method Schools recognize that families may not evenly distribute student's work assignments over weekdays. However, due to strict state law requirements for charter school attendance, **Method Schools expects each student to be engaged in an educational activity on each weekday that Method Schools is in session.** This should not be read as Method Schools asks that a parent/guardian refrain from documenting "daily engagement" on a day where a student did not engage in any educational activity required of them by the assignments. By law, work done on weekends or other days when school is not in session cannot be used to "make-up" weekdays where no "daily engagement" occurred.

Tiered Re-engagement

Method Schools has adopted tiered reengagement strategies for all pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures are as follows:

1. Verification of current contact information for each enrolled pupil;
2. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
3. Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
4. When the evaluation described above under paragraph 2.b.iv. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

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

2. The Homeroom Teacher and the Grade Level Lead under the guidance of the Tiered Re-engagement Strategy will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

1. When any pupil fails to complete the minimum of two (2) work samples per subject per learning period in which they are enrolled.

2. In the event Student's educational progress falls below satisfactory levels as determined by the Charter School's Tiered Re-engagement Policy which considers ALL of the following indicators:
 - a. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - b. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - c. When the student fails to attend a 10% minimum instructional time over four continuous weeks.
 - d. When the student fails to participate in 50% of assigned live instructional sessions over the course of a month.
 - e. Learning required concepts, as determined by the supervising teacher.
 - f. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Parent Initial _____

Commitment to Growth

Method Schools is committed to providing an exceptional academic program based on an ongoing use of data and well-researched best instructional practices. With that, Method closely monitors students and their academic growth using rigorous curriculum, advanced instructional methods, and internal diagnostic and benchmark assessments that closely align to state assessments. Students are expected to test as part of their overall academic program.

We, at Method, hold a high expectation of all students to participate in all elements of our academic program including annual state testing. If you have any concerns about the full participation in Method's educational model, please discuss this with a Method staff member.

State Standardized Tests

As members of a public charter school, our students participate in all state-mandated tests. Participation rates are critical to the success of our school. According to recent regulations, a public school is required to achieve a participation rate of 95% on any state testing. If a school

has less than 95% of its students participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California.

A testing schedule will be distributed to all families. Individual student performance results on statewide achievement testing will be distributed to both parents and teachers in a timely manner.

Promotion/Retention

Method Schools approach to learning is highly individualized to student's needs based on data-driven instructional practices and a Multi-Tiered System of Supports that targets each student's individual needs.

Method Schools make every effort to meet students where they are by providing ample support and interventions in order to allow students to matriculate from one grade to the next. Retaining a student is a practice that is rarely, if ever, considered based on Method's philosophy and approach of personalizing learning to a student's abilities rather than reassigning grade level. To determine eligibility for a grade retention or promotion, we must allow ample time for interventions to be put in place, data to be gathered, and documentation of student response to interventions to meet the student's learning concern.

Process to Determine Promotion/Retention

| |
|--|
| 1. Identification of Learning Concern |
| <ul style="list-style-type: none"> • Student, parent, or homeroom teacher expresses a learning concern. • Homeroom teachers, parents, and students work collaboratively to implement general interventions. • Homeroom teacher documents students' responses to general interventions. If there is no response to intervention, student is elevated to Student Success Team Meeting |
| 2. Student Success Team #1 (SST-1) Meeting |
| <ul style="list-style-type: none"> • Learning concerns documented • Targeted interventions agreed upon • Date for follow up agreed upon at the meeting. Timeline for follow up is dependent on severity of learning concern. If no response to interventions at SST-1, student elevated to Student Success Team #2 (SST-2) meeting |
| 3. Student Success Team #2 (SST-2) Meeting |
| <ul style="list-style-type: none"> • Learning concerns documented • Interventions adjusted based on students response to interventions in SST-1 • Date for follow up agreed upon at the meeting. Timeline for follow up is dependent on severity of learning concern. If no response to interventions at SST-2, students are elevated to assessment meetings. |
| 4. Assessment Meeting |
| <ul style="list-style-type: none"> • Determine the need for Special Education assessment • Records review for appropriate grade placement • Determine appropriate placement in independent study model |

If it is determined, a special education assessment is appropriate, the Special Education department will arrange for an assessment plan to determine special education eligibility.

Although extremely rare, any recommendations for a student's retention or promotions are taken to Method's Board for final approval. Method cannot guarantee the recommendation or denial of retention or promotion as each request is taken on a case by case basis. Please refer to the [board policy](#) for more details on student promotion or retention

Student Success Team Meetings

Pupils who are not making sufficient progress and/or have excessive absences within one learning period shall be required to attend a Student Success Team meeting, along with their learning coach, to determine whether it is in the best interest of the pupil to remain in independent study. This conference shall be held as soon as possible, and the pupil will receive written notice of the Student Success Team Meeting. The pupil may request one postponement, not to exceed five (5) school days, of the conference for good cause.

At the meeting, the parent/guardian or adult student shall be informed of the reason for the meeting and the evidence supporting the concerns for the student's academic health. The student and/or representative shall be given the opportunity to present information and share their concerns/obstacles during the meeting. Method staff will take any information presented by the parent or learning coach and student into consideration when determining mandatory interventions for the student for continued enrollment. Additional factors will be considered including, but not limited to, the following:

- Student's grades at the time of the evaluation
- Student's progress in the independent study curriculum
- Student's attendance at required live sessions
- Teacher observation and feedback

Staff decisions shall be provided in writing to the parent/guardian within three days of the evaluation. Method Schools staff may:

- Find independent study still in the student's best interest
- Place the student on attendance probation to be evaluated again at the next attendance period if the student continues to fail to engage in daily activities
- Use other alternatives to improve attendance and engagement
- Find that it is not in the student's best interest to remain in independent study.

If Method staff finds that it is not in the best interest to remain in independent study, then the student shall be withdrawn from enrollment at Method Schools and the parent/guardian will

immediately enroll in a site-based program through the local school district or other appropriate educational program. Method Schools' decisions are final.

Academic Dishonesty and Plagiarism Policy

Academic dishonesty, cheating, and plagiarism is considered any attempt to obtain credit through dishonest means. This includes cheating, plagiarism, and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

Some examples of this include (but are not limited to):

- Using another's work and claiming it as your own.
- Copying other students' work or allowing your work to be copied.
- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- Copying from text, websites, or other course materials.
- Purchasing a paper or project.
- "Recycling" an assignment – submitting an assignment to more than one course.
- Asking for answers in any social media forum, discussion, or chatroom.
- Manipulating online assessments to achieve a passing score without mastering the content.
- AI assisted technology is a form of plagiarism and will be treated the same as plagiarism whether used in assignments, open-response exams, quizzes, or discussions.

Plagiarism is the presentation of someone else's ideas or work as one's own. This constitutes fraud or theft. Plagiarism or any form of academic dishonesty is a grave offense and will not be tolerated.

If a teacher or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the teacher may exercise one or more of the following options, depending on the severity of the offense.

Consequences

First Offense–Content teacher will remove credit for any assignment related to the offense and communicate to the HR teacher. HR Teacher will contact and conference with parents and students regarding the offense and discuss the repercussions of additional offenses. Teacher will provide required resources to help students succeed while maintaining academic integrity. The student will be required to resubmit assignment(s) to receive credit.

- Resources include the video test the student will watch and complete. They will need to submit a screenshot of the completed video.
- The student will also need to write one paragraph defining plagiarism, giving examples and explaining what is not plagiarism.

Second Offense– Content teacher will remove credit for any assignment related to the offense and communicate to the HR teacher. Administrators/ department lead will conference with the teacher, parent, and student regarding the seriousness of academic integrity. The student may be required additional supervision (example: complete assessments in the online classroom) to help support the student to be successful in the future. The student can redo the assignment but will only receive ½ credit.

Third Offense– Content teacher will remove credit for any assignment related to the offense. Administrators/ department leads will conference with the teacher, parent, and student regarding the seriousness of academic integrity. The student may be withdrawn from Method Schools and placed back in their school of residence. A letter will be placed in the student's file. The repeat incidents will be noted in the student's permanent file. Plagiarized assignments will not be allowed to be resubmitted and will be given 0's.

Avoiding Plagiarism

Students must give credit for any information that is not either the result of original research or common knowledge. If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and on the reference page. If students are unsure whether he/she should cite, he/she is encouraged to cite. Students are also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as the Essential Little Brown Handbook and for formatting questions refer to manuals such as The MLA Handbook for the Humanities, The Publication Manual of the APA for social sciences and business and The CBE Style Manual for natural and applied sciences. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and revoked access to course(s).

“Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student's withdrawal from Method Schools. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re – enroll for the remainder of the current academic year and one academic year following.”

Method Schools Sponsored Fitness and Athletic Training Policy

Method Schools believes that physical fitness, athletic training and sports participation can be part of a well-rounded curriculum and educational experience. Method supports student participation in fitness and athletic training upon request to ensure students are offered a holistic experience. Method-sponsored athletic participation is a privilege that requires satisfactory academic achievement and attendance as outlined in Method Schools' Tiered Re-engagement Policy.

Tiering could impact the sponsored fitness training. Students tiering would be placed on academic probation and their athletic training would not be the responsibility of Method Schools while on academic probation.

Students who participate in Method Schools' sponsored fitness or athletic training are expected to meet the requirements of attendance and engagement as set forth by their grade level for live instruction classes, weekly 1-to-1 meetings, and daily login to the provided curriculum.

Parent Initial _____

Grade Appeal Policy

The official transcript is a complete representation of a student's academic record. It is of utmost importance that accurate record keeping and grade reporting is timely.

A petition or request for transcript review can be submitted to Method Schools to review records and coursework.

In the event of inaccuracies, any changes to official transcripts are made only after a thorough review of the transcript by counselors and course teachers. Gradebooks, master agreements, and report cards are reviewed to support the changes to ensure its accuracy. No changes are made without the approval of the course teacher and Method administration.

Special Education

An Overview

What is Special Education?

The Education for All Handicapped Children was enacted by Congress in 1975 creating special education. This law has been revised several times since its original passage and is now known as the Individuals with Disabilities Education Act (IDEA). Children must be identified, tested, and have a qualifying disability that negatively impacts their education. The Individuals with Disabilities Education Act (IDEA) states that each child who has a disability, needs special education and related services will receive FAPE (free appropriate public education).

What are the 13 disabilities recognized by IDEA and California?

IDEA specifies 13 classifications of disabilities; however, a child's school performance must be "adversely affected" by a disability to qualify for the special education program.

- Autism Spectrum Disorder (ASD). ASD is a developmental disability that significantly affects verbal, nonverbal communication, social interaction, and sometimes impacts behavior. It is generally evident before the age of three. Common characteristics often associated with autism are engagement in repetitive activities, stereotyped movements, resistance to environmental change or changes in daily routines, and unusual responses to sensory experiences.
- Deafblindness is a concomitant (simultaneous) hearing and visual impairment, the combination of which causes severe communication, developmental, and educational problems. In this category, a student's needs cannot be met with just deaf or blind services only.
- Deafness is a hearing impairment, whether permanent or fluctuating, which impairs the processing of linguistic information through hearing, even with amplification. If any equipment can correct a hearing problem, then the student does not qualify under the definition of deafness.
- Emotional Disturbance (ED) is an inability to learn which cannot be explained by intellectual, sensory, or health factors. It typically manifests as an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behaviors or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; and a tendency to develop physical symptoms or fears asocial with personal or school problems. Common examples may include anxiety disorder, schizophrenia, bipolar disorder, obsessive-compulsive disorder, and depression.
- Hard of Hearing or Hearing Impairment may be permanent or fluctuating, which impairs the processing of linguistic information through hearing, even with amplification,

and which adversely affects educational performance. Processing linguistic information includes speech and language reception and speech and language discrimination.

- Intellectual disability (ID) is a student who has significantly below average general intellectual abilities existing concurrently with deficits in adaptive behavior. These students typically have poor communication, self-care, and social skills. Most of these students are on a modified curriculum. Common examples include down syndrome or mental retardation.
- Multiple disabilities (MD) include concomitant impairments of at least two disabilities or more, the combination of which causes such severe educational needs that they cannot be accommodated by special education programs solely for one of the impairments. The term does not include deaf-blindness.
- Orthopedic Impairment (OI) is a severe orthopedic impairment that adversely affects the student's educational performance due to the lack of ability to move their bodies. One common example is cerebral palsy.
- Other Health Impairment (OHI) is an umbrella term that covers any other condition or illness that limits a child's strength, energy, or alertness. One common example is Attention Deficit Hyperactivity Disorder (ADHD), which impacts attention and executive function.
- Speech or language impairment (SLI). Students with this disability may demonstrate difficulty understanding or using spoken language to such an extent that it adversely affects his or her educational performance and cannot be corrected without special education and related services. Common speech disorders may include articulation (reduced intelligibility) and/or stuttering.
- Specific Learning Disability (SLD) is the most common category and is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken, or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. This disability must result in a severe discrepancy between his/her intellectual ability and achievement in one or more academic areas.
- Traumatic brain injury (TBI). This is a brain injury caused by an accident or some kind of physical force. Services and needs must be on a case-by-case basis based on the severity of the injury.

- Visual impairment (VI) includes both partial sight and blindness impacting educational performance. If eyewear can correct a vision problem, then the student does not qualify under the definition of visual impairment.

What exactly is an IEP?

An Individualized Education Plan (IEP) is written to annually provide a child with a disability with a specially designed education. It will include eligibility status, present levels, accommodations, modifications, and goals. IEP goals are written to show “meaningful educational benefit” for students based on their ability level. The IEP is written, updated, reviewed, and agreed upon every year. Initial tests are conducted to determine eligibility and every three years testing must be conducted to determine ongoing eligibility.

What is a modified curriculum?

A modified curriculum is a change in what is being taught to or expected from the student to adjust for a reduced comprehension level and may entail changing some or all of the curriculum. The curriculum is adjusted to the child's instructional level which may be one grade level below or several and should be agreed upon between parents & teachers. Students on a modified curriculum are not eligible for a high school diploma but may receive a certificate of completion upon completing high school.

What is a 504 plan?

Students who do not qualify for an IEP may sometimes be offered a 504 plan. A 504 Plan is a blueprint for how the school will provide support and remove barriers for a student with a disability. It may provide accommodations, services, supports, and any other agreed-upon reasonable changes to the learning environment to enable students to learn alongside their peers. Unlike an IEP, there is no standard 504 Plan; however, a school site may have a structured form. These plans may vary from student to student as it is based on individual needs. The plan is reviewed yearly and every three years for continued eligibility.

What are adaptations?

Adaptations are frequently used by teachers. They are quick and easy changes to the classroom environment such as moving an easily distracted child away from the window, providing blockades, noise reduction headphones or seating the student closer to the front. Adaptations provide access for a student with a disability to participate in a course, standard, or test but does not alter or lower the course standards. Some adaptations may be found on 504 Plans or IEPs.

What are accommodations?

Accommodations are frequently used by teachers and are methods used to assist with student learning without changing the academic content. These are often found on 504 Plans or IEPs and are based on student needs and/or disabilities. The following types are listed below:

Presentation - the way information is presented.

Response - the way a student completes an assignment.

Setting - the environment of the student

Time/schedule - dates, days, hours, minutes, and other time issues

Organizational - the ability to keep a student organized and focused.

Study - methods to teach students to retain information and self-study, which may be called accommodations or simply strategies.

Students enrolling with an IEP

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

In cases where a student enrolls from another state, the procedures are slightly different. We still have the initial 30-day IEP meeting, provide a copy of parental rights, and offer temporary comparable services and/or accommodations, but we also explain that the state of California requires us to assess the student to ensure that he/she meets the state's qualifications for special education in California. Parents are requested to sign a testing consent form and another meeting is scheduled after assessment for IEP qualification has been completed by a state-approved professional who is authorized to assess students for special education services. The current timeline for this phase is within 60 days to allow sufficient time for student assessments but we will seek a timelier testing period to allow the subsequent IEP determination meeting to occur as soon as possible. We follow this protocol in compliance with EDC 5604(c), which states, "Once a child has been referred for an initial assessment to determine whether the child is an

individual with exceptional needs and to determine the educational needs of the child, these determinations shall be made, and an individualized education program team meeting shall occur within 60 days of receiving parental consent for the assessment, pursuant to the subdivision." In the event a student does not qualify for the special education program under California's criteria, we inform parents their children might qualify for appropriate accommodations and/or services as provided by a 504 Plan pursuant to the Rehabilitation Act of 1973. The parameters of inclusion in such a plan are discussed with parents for their approval, or should parents decide to decline the 504 Plan option, the child is retained at Method Schools as a general education student.

Child Find

Method Schools participates in a comprehensive "child find" protocol to identify students who have or may have exceptional needs. All instructional, support and administrative staff seek to participate in the "child find" protocol of the special education local plan area (SELPA). These systems include a variety policies and practices that are not limited to the following:

- Comprehensive post-enrollment practices that aim to identify students with exceptional needs in order to ensure that all instructional, support and administrative staff is aware of all students who have identified special needs
- Continuous efforts to maintaining and nurturing relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion
- Ongoing professional development and training for all instructional, support and administrative staff, to ensure proper identification of special needs within all students
- As part of the Multi-tiered Support System, continuously review and monitor all student assessment data, including state mandated testing and all internal assessments in order to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services

School Policies

Confidentiality

Please notify our enrollment specialists should your contact information change and provide any updated proof of residency for your new address. Our staff will update the records accordingly. Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student address. Parents are requested to update their account information in the online curriculum should their email address change. Communication is often sent via email to the email address listed in the online curriculum. Thus, we would like to keep all records up-to-date.

Code of Conduct

Freedom of speech and expression is valued not only throughout society but also, and particularly, in the academic setting. No more is this so than in the classroom.

At Method Schools, a classroom is defined as many different locations. These may include, but are not limited to:

- Online classroom sessions.
- Any Method Schools event
- Any Method Schools community area.

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established.

- When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
 - Conflicting opinions among members of a class are respected and responded to in a professional manner.
 - No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
 - No offensive comments, language, or gestures are part of the classroom environment.
 - Posting anonymous messages is not permitted unless authorized by the course's online teacher.
- Impersonating another person is also strictly prohibited.
- Use only your own username and password, and do not share these with anyone.
 - Do not post personal information (any social media, YouTube, Facebook, email address, etc.)
 - Do not interfere with other users' ability to access Method Schools or disclose anyone's password to others or allow them to use another user's account. **You** are responsible for all activity that is associated with your user name and password.
 - Do not download, transmit or post material that is intended for personal gain or profit, non- Method Schools commercial activities, non-Method Schools product advertising, or political lobbying on a Method Schools owned instructional computing resource.
 - Do not use Method Schools instructional computing resources to sell or purchase any illegal items or substances.
 - Do not upload or post any software on Method Schools instructional computing resources that are not specifically required and approved for your assignments.

- Do not post any MP3 files, compressed video, or other non-instructional files to any Method Schools server.
- Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing “spam” mail, chain email, viruses, or other intentionally destructive content.

Adherence to this code of conduct will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.

Bullying and Intimidation

Method Schools believes that all students have a right to a safe and healthy school environment. To that end, the schools and community have an obligation to promote mutual respect, tolerance, and acceptance. Method Schools will not tolerate any act of intimidation including direct physical contact, gestures, comments, threats or actions, either written, verbal or physical, which cause, threaten to cause or are likely to cause bodily harm, social isolation, manipulation, or personal degradation at any school site, at any school activity whether on or off campus, while traveling to and from school or a school sponsored activity, or during the lunch period, whether on or off the school site.

Discipline

In order to promote learning and protect the safety and well-being of all students, Method Schools adheres to the Suspension and Expulsion guidelines established by California Education Code Section 48900. When a student interferes with the learning, safety, and well-being of students, it may be necessary to suspend or expel a student from regular classroom instruction. Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, and the use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education

students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Dress Code

It is important to require a standard of dress for when students attend a school-related event. These instances include (but are not limited to) online web conferences, outings, testing, community day, etc. Clothing worn should promote the learning process and appropriate behavior. It is expected that students will wear clothing that is consistent with their health, safety, and welfare.

The following standard of dress must be observed in these instances:

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

Student Records

Your student's records may be viewed at any time pursuant to the Notification of Rights under FERPA. Please provide our office with five (5) days' notice so that the record may be pulled. The record must be viewed in the presence of a Method Schools administrative staff member.

Method Schools' Registrar will send a Release of Student Records form to your student's previous school upon enrollment in order to obtain your student's records. It is the responsibility of your previous school to mail the records to Method Schools at that time.

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

Should you decide to withdraw from Method Schools and teach in the home, please contact our school offices and we will mail a copy of your student records to you.

Work Permits

Students requesting a work permit need to speak with their Method teacher, complete the required paperwork, and submit it to their Method Schools teacher. Work permits are only issued to students who meet the following guidelines the following guidelines after enrollment for a full quarter:

Attendance & Grades

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

Communication with Employers

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

Protected Class Time

To provide an optimal learning environment, we have set aside specific hours that are protected for required class time.

- High School; every Mon-Friday 10:00 am to 12:00 pm, students are expected to attend their scheduled classes without conflicting work obligations.

Smartfox Online Platform

- Log into Smartfox every scheduled school day before 3:00 pm.

Digital Citizenship and Policy

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

Social Media

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

Hacking

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

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

Zoom Netiquette

Disruptions in zoom meetings are considered a disciplinary offense and are taken seriously. Dropping into zoom meetings that are not a student's assigned meeting with the intent to disrupt will result in immediate disciplinary action.

Disruptive behavior includes but not limited to:

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

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

- Meeting with HRT, Director of Dept, and or Senior Director of Schools
- Temporary hold on live sessions that will result in lost points for specific zoom classes and/or attendance
- Possible suspension from school

Cyberbullying

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

- **Flaming**- Online fights using electronic messages with angry or vulgar language.
- **Harassment**- Repeatedly sending nasty, mean, and insulting messages.
- **Denigration**- “Dissing” someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.
- **Impersonation**- Pretending to be someone else and sending or posting material to get that person in trouble or damage their reputation.
- **Outing**- Sharing someone’s secrets or embarrassing information or images online.
- **Trickery**- Tricking someone into revealing secrets or embarrassing information and then sharing it online.
- **Exclusion**- Intentionally and cruelly excluding someone.
- **Cyberstalking**- Repeated, intense harassment and denigration that includes threats or creates significant fear.

Method Schools Position on Cyber Bullying and Digital Citizenship

- Cyberbullying will not be tolerated and is strictly forbidden.
- Engaging in cyberbullying to harm (physically or emotionally) another person will result in severe disciplinary action and loss of privileges.
- In some cases, cyberbullying can be a crime.
- Users should remember that digital activities are monitored and retained.
- Students shall receive age-appropriate education including, but not limited to appropriate online behaviors in social networking sites, chat rooms, electronic communications etc.; the dangers inherent with the online disclosure of personally identifiable information; and, consequences of unlawful activities, including cyberbullying awareness and response, and other unlawful or inappropriate online activities by students.

Loaner Laptops

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

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

If the laptop equipment is lost, stolen, or damaged while in the borrower's possession, the borrower is responsible for the replacement or repair thereof of the device the student was loaned. Method Schools issues different loaner devices for students ranging from \$179-799 based on their needs. Borrower will be given a loaner receipt that includes items assigned and their replacement cost at the time of receiving their loaner equipment. The borrower may use laptop equipment only for non-commercial and Method Schools purposes.

Student Responsibilities

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

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

Parent Initial _____

Consumable/Non-Consumable Policy

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

Instructional Funding Policy

- The instructional funds (IF) are set up in the SF parent portal and parents can request for approved service vendors, request online managed licenses (OMLs), or choose to participate in school provided supplemental services and products.
- Instructional fund rates are subject to change each year.
- Instructional funding is prorated by day for late enrollment.
- All materials purchased with IFs is the property of the school and must be returned upon leaving our school; including consumables. Parents will be responsible to pay for materials lost, stolen, damaged, or not returned to the school.
- Method Schools has ultimate oversight of instructional funding expenditures.
- Students enrolled in Method Schools sponsored athletic programs use IF for their athletic training and do not receive a balance on their dashboard.
 - Students who withdraw from a Method Schools' athletic program will not receive further funds for the school year unless a prorated unused balance remains.
- Students who withdraw from Method Schools during the active school year and return within the same school year will not receive a new pro-rated balance but will have their prior balance reinstated unless they were actively enrolled in a Method Schools athletic program or the prior balance was consumed.
- Student balances do not roll over school year to school year
- Balances are not paid out to families
- OMLs and vendor subscriptions are limited to specific deadline requests.
- Vendors who have students enrolled in Method Schools cannot invoice for services for their own child

Elementary School Policies

Attendance

Absence Defined

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

Missed Engagement

Students who miss live instructional classes will lose 1-2 points from the live engagement course assignment weekly. Students who miss more than 2 live instructional engagements will be referred to the Student Success Team for academic interventions to assist with supporting engagement.

Vacation/ Illness/ Family Emergency

Families must inform the Homeroom teacher by email and/or call the school line to inform them their student(s) will be out of school due to illness, vacation, or family emergency. Students who have appointments are not excused and are required to still log into their courses and submit work. Due to the independent online learning format, students can log into the platform and submit course work at any point during the day and evening to maintain good attendance standing.

Students going on vacation will need to work with their Homeroom teacher regarding work progress and plan. Parents need to provide 1 week or more notice if they will be on vacation and agree to the offline work plan. Parents are responsible for inputting the offline work into the learning journal for days "absent" and they should attempt to log into any required Live Instructional classes/1-1 meetings to meet the attendance requirements and avoid Tiering. The department lead and homeroom teacher will work together with the parent to support learning and a plan for the student to make up missed work.

Weekly Homeroom Meetings (1 on 1)

Students/ parents are required to email their homeroom teacher as soon as possible if they will miss their weekly meeting. The teacher will reach out with an alternative makeup day and time. Families are to make every effort to meet the rescheduling meetings.

- Students who miss 1 or more weekly meetings without rescheduling may be flagged for an SST.
- 3 or more missed weekly meetings including continuous rescheduled meetings may be flagged for a Student Success Team Meeting..

Tardy

Students who are 10 minutes late to class will be asked to attend the second session or the next session. It is recommended they attend the 2nd session of that scheduled class if possible. The classes are 60 min. long and tardiness interferes with instruction but also causes distractions for other students. Missed classes due to tardiness will fall under the absence policy for make-up work.

Mid-Year Enrollment

Students will be provided with the pacing guide. Based on diagnostic and current pacing; Homeroom teachers will assign work that is based on current pacing and some prior lessons and assignments that correlate with current work. Students will be given up to 2 week to catch up to the current pacing of their peers.

Engagement

Students are required to log into the assigned curriculum platform daily to work on lessons, quizzes, and assignments. It is recommended that students spend a minimum of 4 hrs daily engaging in curriculum.

Morning Meetings

Morning meetings daily by grade level are required.

Pacing Guides

The weekly pacing guide will be broken down into daily chunks and students will receive daily goals aligned with the weekly pacing. Unless specified otherwise by the student's homeroom teacher.

5th Grade

Students will be assigned a grade level Math, Language Arts, and Science (5th grade only) live instruction class. Attendance is mandatory for live instruction classes. Class attendance is 5 points in that subject class course. Missed classes impact a student's grade.

iReady Diagnostic Testing

iReady diagnostics conducted during regular intervals assess and determine a student's eligibility for TDI Math and Reading classes. Students whose scores determine extra support are required to attend the assigned TDI Math and/or Language Arts class during the week.

Weekly 1 on 1 Meeting

Weekly meetings with a Homeroom teacher are required. This is a 30 minute meeting with a Homeroom teacher assigned to the student. Students will discuss course progress, work on

assignments, receive personal academic support from their homeroom teacher. It is also a requirement for attendance.

Live Instruction

Class Behavior & Expectations

Students are expected to demonstrate respect during live instruction classes, 1 on 1 meetings, and with communication to all Method Staff. Come prepared to class with the necessary materials. Computer charged, paper, and pencil

Student expectations during live instruction:

- Muting during instruction
- Raising hand
- Positive attitude
- Respectful chat with staff and students
- Cameras on
- First & Last name on Zoom
- Dress in appropriate attire
- No distracting behavior
- Response to teacher's instructions/questions/ and participation

Students who cause disruptions or disrespectful behavior/ communication in class will be warned and parents/guardians notified.

Disruptive behavior as described but not limited to:

- Inappropriate comments involving threats
- demeaning comments aimed at a student(s) or teacher
- Inappropriate in a sexual content
- Distractive and off topic
- Camera filters/ or actions behind the camera

Continued issues will result in a behavior contract created by the Homeroom teachers, department lead and signed by parent and student. Behavior contract may include:

- restriction(s) to class
- breakout room for time-out of no more than 5 min.
- Positive reinforcement for behavior
- Time limit on the behavior contract

Curriculum

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

- Each student will also work within the iReady program daily equaling 45 minutes in Math and 45 minutes in Reading.
- Each student will be given login credentials for their own RazKids reading account. Students will read 3 stories, listen, and complete the short quiz where applicable.

*** Changes to curriculum or assignments will be approved by the homeroom teacher and Director of K8 or with the direction of the Special Education Director where applicable.**

8 Samples for the K-2 curriculum are required each learning period. 2 samples from each core subject from the K12 curriculum workbooks. 1 sample from a live instruction class or a 1-on-1 meeting with a homeroom teacher.

Learning Coach

The Learning Coach is identified as the parent(s) or guardian on record. The learning coach can specify and give permission for another point of contact to be included in communication between LC and Elementary teachers.

The learning coach is responsible for communicating and supporting their enrolled student in their curriculum, attendance, technology, and academic scheduling. They are the main support in the independent learning environment.

Learning Coach Responsibilities:

- Ensuring attendance by student to meetings/ live instructional classes/
- Helping to support academic plans implemented by staff and teachers
- Communicating foreseeable absences
- Supporting your student(s) in completing work
- Checking your student's progress daily in completion of work
- Communicating directly with staff and teachers regarding attendance
- Signing Learning Journals at the end of each month
- Providing work samples/or uploading within the time frame as applicable

Grading Policy

Grades 3-5 Grading Scale

| | |
|----|----------|
| A | 95 - 100 |
| A- | 94 - 90 |
| B+ | 87 - 89 |
| B | 85 - 86 |
| B- | 80 - 84 |
| C+ | 77 - 79 |
| C | 75 - 76 |
| C- | 70 - 74 |
| D+ | 67 - 69 |
| D | 65 - 66 |
| D- | 60 - 64 |
| F | Below 60 |

Grades K-2 Grading Scale

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

Report Cards

Report cards are issued at the end of Semester 1 and Semester 2. Grades will be given as deemed by the grade groupings. Homeroom teachers will conference with students and parents the week after report cards are sent out for Semester 1. Parents will be invited to their student's scheduled 1 to 1 for a remote call in or zoom.

Progress Reports

Progress reports are sent out quarterly. These are mid-point progress grades between semester grades. Homeroom teachers may give more frequent reports at that discretion and that of a SSM and department lead. Greater frequency of progress reports will occur with Academic and Attendance Action Plan.

Middle School Policies

Middle School Academic Policy

Progress in Curriculum

Method Schools offer students, in the state of California, the opportunity to work in a self-paced learning environment where academic course levels are tailored to meet the student at his/her point of need. With this being said;

- Progress is logged daily. Students must make continuous progress (actively engaged and completing assignments) in the curriculum.
- Students are required to complete diagnostic testing (done typically three times in the school year) per their homeroom teacher to determine progression.

Students are required to attend daily live subject session courses that will be assigned by their homeroom teacher. Students must attend a live session for each of their assigned courses and Targeted Direct Instruction if assigned to the student. Students may receive additional support via study halls.

Lack of Progress

Teachers will send parents/students an email reminder if there has been no academic engagement documented in SF by 3:00 pm. It is expected that students will login to SF to either work in their courses or record other academic activities into their Learning Journals by 11:00 pm.

If there is no recorded activity in SF or SF learning journal, it is considered an unexcused absence and will be handled according to the response below:

Grade Level Promotion

Method Schools start with the expectation that most of our students who regularly attend school will be promoted to the next grade level by the end of the school year. Grade-level promotion is not based solely on percentages, numbers of lessons completed, or test scores. Rather, grade-level promotion is based on a more comprehensive view that includes satisfactory progress in skill development, acceptable attendance, prior school experience, and achievement on lesson assessments and teacher assessment of student ability. As would be the case in a

traditional classroom, students at Method will exhibit a significant range of achievement in a certain grade and most students in this range will move to the next grade.

Report Cards

Method Schools will provide a written report card or progress report for each student:

- At the end of each QUARTER (Progress report)
- At the end of each SEMESTER (Report card)

The report card will include an indicator of the student's progress as well as a short narrative report provided by the child's teacher.

Grades 6-8 Grading Scale

| | |
|----|----------|
| A | 95 - 100 |
| A- | 94 - 90 |
| B+ | 87 - 89 |
| B | 85 - 86 |
| B- | 80 - 84 |
| C+ | 77 - 79 |
| C | 75 - 76 |
| C- | 70 - 74 |
| D+ | 67 - 69 |
| D | 65 - 66 |
| D- | 60 - 64 |
| F | Below 60 |

Each report card is a "snapshot," an important indicator of where a student is in his or her lesson schedule in a particular grade. Progress and achievement will vary according to lesson planning, teaching schedules, the date when a student enrolls, the student's learning style, and aptitude.

Students beginning after the start of school will receive a progress report based on the completion of lessons in accordance with the amount of time they have been enrolled.

Late Work

The belief and expectation of our faculty and school governance structure is that our students will work to exceed their goals and personal expectations. Method Schools Faculty strives to

support all students in this endeavor. The course instructor and/or homeroom teacher will work to support students with missing or late assignments. Grading and content penalties may apply to assignments once submitted.

Middle School Attendance Policy

Independent Study Master Agreement (ISMA)

California Independent Study regulations require that any student enrolled in Method Schools has signed an Independent Study Master Agreement on file for each year they are enrolled. The student, the parent/guardian and our teachers must sign the agreement. Additionally, should a learning coach other than the parent/guardian be responsible for instruction, he/she must also sign the Master Agreement. Please work with your teacher to ensure that your child's ISMA is signed in a timely manner. ISMAs **without** all signatures will not be considered enrolled until all signatures are collected.

"Failure to provide a signed Independent Study Master Agreement prior to each year will result in your child's withdrawal from our program due to this state requirement."

Attendance

Absence Defined

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

Missed Engagement

Students can make up missed classes by completing the missed assignment and turning it in within 1 week from the missed class for 3 of the 5 points.

Make-up work must be completed within 1 week of missed class for credit. Unless special circumstances and the Homeroom teacher agrees with department's lead's approval.

Students who have more than 3 consecutive absences in a live instruction will not be allowed to make up work for that week. Any further absences will result in a Student Success Team meeting for academic intervention.

Vacation/ Illness/ Family Emergency

Families must inform the Homeroom teacher by email and/or call the school line to inform them their student(s) will be out of school due to illness, vacation, or family emergency. Students who have appointments are not excused and are required to still log into their courses and submit work. Due to the independent online learning format, students can log into the platform and

submit course work at any point during the day and evening to maintain good attendance standing.

Students going on vacation will need to work with their Homeroom teacher regarding work progress and plan. Parents need to provide 1 week or more notice if they will be on vacation and agree to the offline work plan. Parents are responsible for inputting the offline work into the learning journal for days “absent” and they should attempt to log into any required Live Instructional classes/1-1 meetings to meet the attendance requirements and avoid tiering. Vacation days are not considered “excused” due the nature of independent study program.

Weekly Homeroom Meetings (1 on 1)

Students/ parents are required to email their homeroom teacher as soon as possible if they will miss their weekly meeting. The teacher will reach out with an alternative makeup day and time. Families are to make every effort to meet the rescheduling meetings.

- Students who miss 1 or more weekly meetings without rescheduling may be flagged for an SST.
- 3 or more missed weekly meetings including continuous rescheduled meetings may be flagged for a Student Success Team Meeting..

Tardy

Students who are 10 minutes late to class will be not be marked present. If they are late to a TDI class (30 min. duration), they will be asked to stay for the next session for attendance. It is recommended they make up the missed classwork for any class the miss. The classes are 45 min. long and tardiness interferes with instruction but also causes distractions for other students. Missed classes due to tardiness will fall under the absence policy for make-up work.

Engagement

Students are required to log into the assigned curriculum platform daily to work on lessons, quizzes, and assignments. It is recommended that students spend a minimum of 4 hrs daily engaging in curriculum.

Live Content Sessions

Live content session meetings daily by grade level and subject are required. Attendance is mandatory for live instruction classes. Class attendance is 5 points in that subject class course. Missed classes impact a student's grade.

Pacing Guides

The weekly pacing guide will be broken down into daily chunks and students will receive daily goals aligned with the weekly pacing. Unless specified otherwise by the student's homeroom teacher.

iReady Diagnostic Testing

iReady diagnostics conducted during regular intervals assess and determine a student's eligibility for TDI Math and Reading classes. Students whose scores determine extra support will attend the assigned TDI Math and/or Language Arts class during the week.

Weekly 1 on 1 Meeting

Weekly meetings with a Homeroom teacher are required. This is a 30 minute meeting with a Homeroom teacher assigned to the student. Students will discuss course progress, work on assignments, receive personal academic support from their homeroom teacher. It is also a requirement for attendance.

Live Instruction

Class Behavior & Expectations

Students are expected to demonstrate respect during live instruction classes, 1 on 1 meetings, and with communication to all Method Staff. Come prepared to class with the necessary materials. Computer charged, paper, and pencil

Student expectations during live instruction:

- Muting during instruction
- Raising hand
- Positive attitude
- Respectful chat with staff and students
- Cameras on
- First & Last name on Zoom
- Dress in appropriate attire
- No distracting behavior
- Response to teacher's instructions/questions/ and participation

Students who cause disruptions or disrespectful behavior/ communication in class will be warned and parents/guardians notified.

Disruptive behavior as described but not limited to:

- Inappropriate comments involving threats
- demeaning comments aimed at a student(s) or teacher
- Inappropriate in a sexual content

- Distractive and off topic
- Camera filters/ or actions behind the camera

Continued issues will result in a behavior contract created by the Homeroom teachers, department lead and signed by parent and student. Behavior contract may include:

- restriction(s) to class
- breakout room for time-out of no more than 5 min.
- Positive reinforcement for behavior
- Time limit on the behavior contract

Learning Coach Expectations

The Learning Coach is the person primarily responsible for supervising the student(s) during regular school hours (8:30am – 3pm). In terms of attendance, Learning Coaches have two major responsibilities:

1. Meet with their Homeroom Teacher and Student NO LESS than one time per Learning Period for approximately 30 minutes.
2. Sign, with their Student's and Homeroom Teacher, their student's Learning Journal once per Learning Period and/or month.

In addition to maintaining attendance with Method Schools, the Learning Coach also:

- Ensures that the student is participating appropriately in the instructional program. This can include but is NOT limited to:
 - Completing assigned lessons
 - Completing assessments
 - Participating in a weekly virtual session with the homeroom teacher (may include supplemental instruction)
 - Participating in a weekly homeroom group session with the homeroom teacher and other homeroom students (may include supplemental instruction)
 - Having the student available and actively participating in the meetings and in person assessments or instructional assistance as assigned by Method.
- Ensures that the student participates in interventions as deemed necessary by our staff.
- Can read and understand the curriculum and instructional materials provided by Method Schools.
- With help from Method staff, identifies and supports the student with any academic issues.
- Supports the student in attending state-mandated testing.
- Has a working phone number, email account, and internet access at the time of enrollment, and knows that email is the primary means of communication.
- Monitors email and phone messages daily and responds to all calls and emails from Method staff within 48 hours.
- Maintains the student's enrollment by meeting attendance requirements as laid out by Method Schools.

- Informs Method staff within 48 hours of any changes to contact information (i.e., address, phone number, and email address).
- Submits work samples as requested by Method staff in a timely manner.
- Treats teachers and staff with respect and professionalism. This includes but is not limited to:
 - Not using rude language (including profanity, yelling, badgering) on the phone, email or in person.
 - Not threaten teachers and/or staff on the phone, email or in person.
- Is available to meet with teachers and/or staff with reasonable accommodation.

Parent/Guardian and/or Learning Coach: No Communication

Regular communication with your Method Schools Homeroom Teacher is a requirement of our program. If you are planning to be out of state, on vacation, or otherwise unable to communicate with your teacher for a period of time please notify your teacher so that proper arrangements to monitor your student's progress and attendance can be made.

Due to the enrollment requirements of our school, if your teacher is unable to contact you for 2 days, Method will attempt contact via phone requesting contact. If after these procedures have been followed and contact has not been made within 24 hours, it will be assumed that your child is enrolled in another educational program and your child will be withdrawn.

Parent Initial: _____

Mid-Year Enrollment

Students will be provided with the pacing guide. Based on diagnostic and current pacing; Homeroom teachers will assign work that is based on current pacing and some prior lessons and assignments that correlate with current work. Students will be given up to 2 week to catch up to the current pacing of their peers.

“Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student’s withdrawal from Method Schools. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re – enroll for the remainder of the current academic year and one academic year following.”

High School Policies

Daily Academic Engagement

Students must engage in academic activity each scheduled school day, Monday through Friday. Examples of academic activities include viewing lessons, completing quizzes, submitting assignments, and meeting with teachers. Work in iXL, meetings with teachers, and attending study halls are also considered academic activities. If students do not login to Smart Fox while

completing academic activities (for instance, reading or writing assignments outside of Smart Fox, academic project participation, iXL, meetings with teachers, etc.), **students must record those activities into their Learning Journals via the SmartFox Student Dashboard Missing Activity Report.**

3:00 PM Attendance Letter

If there has been no academic engagement documented in Smart Fox by 3:00 pm, Monday through Friday, Teachers will send parents and students an email reminder. Communication to the parent/guardian number on file will also be sent notifying of the “absence”. It is expected that students will login to Smart Fox to work in their courses or record other academic activities into their SmartFox Learning Journals that evening.

If there is no recorded activity in SmartFox or the students Smart Fox Learning Journal, it is considered an **unexcused absence** and will be handled according to the response below:

Meeting Participation

1 on 1 Meetings - Students must attend weekly or 2x weekly 1 on 1 Mentor Teacher meetings. If a student is unable to attend their scheduled meeting, they must provide a 24 hour notice to the Mentor Teacher. Missing a 1 on 1 meeting with no 24 hour notice will result in an unexcused participation absence and a letter of notification will be issued to parent, student, and Student Success Manager.

Missing 2 consecutive 1 on 1 meetings will result in a mandatory Parent Teacher Conference that parents and students must attend. Students who miss more than four 1 on 1 meetings in any one semester will be recommended for an SST (Student Success Team Meeting) and are at risk of withdrawal.

Study Halls/Office Hours - Study Hall participation is voluntary for students who are academically on track. Mentor Teachers may require students to attend Study Halls as an academic support intervention any time a student's grade drops below a 60% based on low scoring graded items or falling behind the assigned pacing guide.

After the grade is above 60%, attendance is again voluntary. Once a Study Hall is assigned by the Mentor Teacher and a student fails to attend, it is considered a participation absence and falls under the same policy as missed 1:1 meetings: Missing 2 consecutive assigned Study Hall meetings, either excused or unexcused, will result in a mandatory Parent Teacher Conference that parents and students must attend. Students that miss more than 4 assigned Study Halls in any one semester will be recommended for an SST and are at risk of withdrawal.

Academics

Course Placement

After initial enrollment, IXL Language Arts and Math placement diagnostic assessment, and counselor review of transcripts and/or withdrawal grades for previous high school, students will be enrolled into 6 courses equalling 30 credits unless there are extenuating circumstances for which a credit variance agreement will need to be drafted and signed by parent, student, Homeroom Teacher, Counselor, and Grade Level Lead.

Personalized Pacing

Based upon results of initial IXL Reading and Math placement diagnostic exam and review of past academic performance, each course will have personalized pacing options available to best fit students needs.

Accelerated Pacing

To qualify for accelerated pace Math and English courses (6 week completion pace), students must score at or above grade level on their IXL Reading and Math Placement diagnostic assessment. All students, including those that placed at or above grade level on their placement assessment, may participate in full semester Math and English courses.

Satisfactory Progress

Students are expected to maintain satisfactory academic progress in all assigned courses and complete assigned work **daily**, Monday through Friday. We recommend that students spend between 4-6 hours per day participating in academic activities. Progress reports are sent to parents frequently each semester.

Mentor teachers will work with students to make sure the weekly assigned work is challenging and yet feasible. To assist students that struggle with completing 6 week or 9 week courses successfully, homeroom teachers will discuss the option of conversion to a semester length course. Any failed course will need to be repeated either by enrollment into a Credit Recovery version of the course or repeating the full course. NCAA students must repeat the full course.

Targeted Direct Instruction (TDI)

Additionally, to ensure that all students attain proficiency in Math and Language Arts, 9th-11th grade students are required to complete meet proficiency in the assigned iXL skill for the week of personalized Language and Math instruction via iXL weekly in addition to the work in their SmartFox courses. For students needing additional academic support, study hall sessions may be assigned.

Summer School

Students who do not maintain satisfactory progress in credit completion will be required to attend summer school to remain on track for graduation.

Learning Coach Expectations

The Learning Coach is the person primarily responsible for supervising the student(s) during regular school hours (8:30am – 3pm). In terms of attendance, Learning Coaches have two major responsibilities:

1. Ensure their student is engaging in academic activity during each scheduled school day.
2. Sign their student's Learning Journal once per Learning Period and/or month.

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

- Ensures that the student is participating appropriately in the instructional program. This can include but is NOT limited to:
 - Completing assigned lessons
 - Completing assessments
 - Participating in a weekly virtual session with the mentor teacher (may include supplemental instruction)
 - Participating in a weekly homeroom group session with the mentor teacher and other homeroom students (may include supplemental instruction)
 - Having the student available and actively participating in the meetings and in person assessments or instructional assistance as assigned by Method.
- Ensures that the student participates in interventions as deemed necessary by our staff.
- Can read and understand the curriculum and instructional materials provided by Method Schools.
- With help from Method staff, identifies and supports the student with any academic issues.
- Supports the student in attending state-mandated testing.
- **Has a working phone number, email account, and internet access at the time of enrollment, and knows that email is the primary means of communication.**
- **Monitors email and phone messages daily and responds to all calls and emails from Method staff within 48 hours.**
- Maintains the student's enrollment by meeting attendance requirements as laid out by Method Schools.
- Informs Method staff within 48 hours of any changes to contact information (i.e., address, phone number, and email address).
- Submits work samples as requested by Method staff in a timely manner.
- Treats teachers and staff with respect and professionalism. This includes but is not limited to:
 - Not using rude language (including profanity, yelling, badgering) on the phone, email or in person.
 - Not threaten teachers and/or staff on the phone, email or in person.
- Is available to meet with teachers and/or staff with reasonable accommodation.

Learning Coach: No Communication

Regular communication with your Method Schools Mentor Teacher is a requirement of our program. If you are planning to be out of state, on vacation, or otherwise unable to communicate

with your teacher for a period of time please notify your teacher so that proper arrangements to monitor your student's progress and attendance can be made.

Due to the enrollment requirements of our school, if your teacher is unable to contact you for 2 days, Method will attempt contact via phone requesting contact. If after these procedures have been followed and contact has not been made within 24 hours, it will be assumed that your child is enrolled in another educational program and your child will be withdrawn.

Grading Scale (9-12)

| Letter Grade | Percent Grade | 4.0 Scale |
|--------------|---------------|-----------|
| A+ | 97-100 | 4.0 |
| A | 93-96 | 4.0 |
| A- | 90-92 | 4.0 |
| B+ | 87-89 | 3.0 |
| B | 83-86 | 3.0 |
| B- | 80-82 | 3.0 |
| C+ | 77-79 | 2.0 |
| C | 73-76 | 2.0 |
| C- | 70-72 | 2.0 |
| D+ | 67-69 | 1.0 |
| D | 60-66 | 1.0 |
| F | Below 60 | 0.0 |

Graduation Requirements

In order to prepare students for a rigorous post-secondary education, Method Schools offers a course catalog that includes courses that are University of California a-g approved and align to the state's academic standards.

Any student coming to Method Schools having earned Fs in any core classes (English, Math, Social Science, or Science) will be required to make up these grades before beginning any additional coursework, through the completion of credit recovery courses designed specifically for students who have previously failed courses.

Additionally, any student wishing to attend Method Schools at the beginning of any school year, but coming in with previously failed core classes, will be required to begin school on the first day of the new school year.

As it is our goal to prepare every high school student for their post-secondary education or career, graduation requirements differ based on the student's chosen HS Pathway. Teachers and Counselors will work with each student, based on their chosen pathway, to best prepare them for their post-high school plans.

Upon enrollment, students self-identify themselves as looking to follow one of four possible HS Pathways (See requirements below):

- **College-Bound:** Students will be preparing for attendance at a 2-or 4-year college
- **Career Technical Education (CTE):** Students who plan to go directly to a trade school or career
- **NCAA:** Student-athletes wishing to continue their sports career at the upper collegiate level
- **Conventional/Military:** Conventional students looking to graduate and enter the workforce or military directly out of high school.

College Bound = 230-240 Credits required to graduate

| Subject | Credits |
|--|-------------------------|
| English | 40 |
| Mathematics (Algebra req.) | 30(*4 Yrs. Recommended) |
| Social Science | 30 |
| Science (Including Biology w/Lab and a Physical Science w/Lab) | 30 |

| | |
|---|----|
| World Languages (Must be 2 years of the same language)(*May be waived) | 20 |
| Visual/Performing Arts | 10 |
| Physical Education | 20 |
| Health Education | 5 |
| College-Prep Elective (chosen from A-F categories, or another approved UC course) | 10 |
| CTE/Elective (35) (Mandatory: Sexual Health and HIV Prevention Ed.) | 35 |

Additional Requirements for College-Bound Students:

- GPA 3.0 (3.4 for non-residents) in all A-G courses with no grade below a C
- Must take ACT Plus Writing or SAT w/Essay
- *Waiver of "Language other than English" Requirement:

If you can demonstrate competency in a language other than English that is equivalent to or higher than that expected of students who have completed two years of a language other than English study, you may be allowed a waiver for this language requirement. For further information, contact the CSU campuses to which you are applying.

Career Technical Education (CTE) - 220 Credits required to graduate

| Subject | Credits |
|---|---------|
| English | 30 |
| Math (Algebra req.) | 20 |
| Social Science | 30 |
| Science (Including Biology w/Lab and a Physical Science w/Lab) | 30 |
| World Language or Visual and Performing Arts (VAPA) | 10 |
| Physical Education | 20 |
| Health Education (5) | 5 |
| CTE/Elective/VAPA/Additional World Language (State Required: Sexual Health and HIV Prevention Ed.) <ul style="list-style-type: none"> ● Student must complete one full CTE Pathway | 75 |

NCAA = 220-230 Credits required to graduate

| Subject | Credits |
|--|------------|
| English | 40 |
| Math (Algebra req.) | 30 (+10**) |
| Social Science | 20 (+10)** |
| Science (Including Biology w/Lab and a Physical Science w/Lab) | 20 (+10*) |
| World Languages (Suggested 2 years of the same language) | 20** |
| Visual and Performing Arts | 10 |
| Physical Education | 20 |
| Health | 5 |
| CTE/Elective (25)(Mandatory: Sexual Health and HIV Prevention Ed.) | 25 |

Additional Requirements for NCAA Student-Athletes:

- Register on the NCAA Eligibility Center in grade-10
- *English, math, or natural/physical science: One additional year of any (10 credits)
- **English, math, natural/physical science, social science, foreign language, comparative religion or philosophy - 4 additional years (40 credits)
- Complete 10 core courses, including seven in English, math, or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA.

Conventional/Military = 220 Credits required to graduate

| Subject | Credits |
|---------|---------|
|---------|---------|

| | |
|--|----|
| English | 30 |
| Math (Algebra req.) | 20 |
| Social Science | 30 |
| Science (Including Biology w/Lab and a Physical Science w/Lab) | 30 |
| World Language or Visual and Performing Arts (VAPA) | 10 |
| Physical Education | 20 |
| Health | 5 |
| CTE/Elective/VAPA/Additional World Language (Mandatory: Sexual Health and HIV Prevention Ed.) | 75 |

Additional Requirements for Conventional/Military Students:

- Review the specific requirements for each branch of the military before contacting a recruiter. *Do your homework.*
- Speak with a recruiter regarding taking the ASVAB exam.

Changes in Class Schedule

Students may drop with a W no later than the drop dates established by Method Schools calendar.

Drops after the deadline shall receive an **F** grade on his/her transcript unless otherwise decided by the school director or designee because of extenuating circumstances.

Attendance for students marked with a W will also be marked as “No Activity” (Red) if they drop both classes or did no work in general. Students will be marked drop on the day of the drop, not the day of last work.

Requirements for Concurrent Enrollment in Community College

High school students actively enrolled at Method Schools are expected to complete the majority, if not all, of their high school-earned credits in Method Schools approved catalog courses.

Students may earn credit from a California community college, based on review and approval of the course or courses by Method Schools. Students must complete the college's Concurrent Enrollment form and submit it to Method Schools for approval. Students must submit the form and be granted approval prior to beginning the course. Method Schools will approve or not approve the submitted course, based on demonstrated rigor, alignment to the standards, need, student status in their Method Schools courses, and to Method Schools Board approved graduation requirements. Approved courses may or may not be eligible for UC A-G approval.

Method high school students wishing to enroll in a community college must submit all forms to their Method College Counselor prior to enrollment in each semester he/she wishes to participate. Students are free to select courses they're interested in, but the counselor may suggest courses that meet their educational needs. Students will only be permitted to register for classes that their counselor approves. Each form needs to be signed by the student's Method Schools Counselor. Students must also have the signature of a parent or guardian authorizing the student's participation in the program on their Concurrent Enrollment form.

Students are limited to six units, or two classes, per semester if they are in good academic standing with Method Schools.

All coursework taken will appear on the student's community college transcript. If the coursework is pre-approved the student will receive credit from Method Schools on their high school transcript. Method Schools accepts no financial responsibility for students taking community college courses and students must be aware that there are possible book, lab, and other costs associated with attendance at the community college.

The community college is not responsible for the supervision of minor students anywhere on campus outside of the classroom setting. College faculty are not expected to wait with students until their ride arrives. At times, classes may be dismissed early.

Students must adhere to all college policies on course requirements, attendance, dates and deadlines, and any other applicable policies and procedures including the Student Code of Conduct. See the college catalog or schedule of classes for policies.

Steps for High School Concurrent Enrollment

1. Select a College, read the class schedule, and choose a course you would like to take.
2. Meet with your Method Schools Counselor to discuss course choice.
3. Get your parent's approval for attending a college class.
4. Complete an admissions application from the community college as a Concurrent Enrollment or Dual Enrollment student.
5. Submit the high school concurrent enrollment to the Method Schools Counselor to obtain his/her signature and discuss your selection. Some colleges submit these

documents to counselors digitally so be sure you have your Method Schools counselor's correct email address.

6. Students may be required to take assessments if enrolled in English, Math, or ESL courses and must adhere to any prerequisite requirements.
7. In order for students to receive their concurrent enrollment credit, Method Schools must receive the final transcript with the class taken from the community college.

2023-202 Student Services Annual Notices

Animal Dissections

Method Schools utilizes virtual labs. However, in the case that educational projects or in-person activities involve the use of animals, pupils may choose to refrain from participating in educational projects involving the harmful or destructive use of animals based on moral objections, and may complete an alternative educational project acceptable to the teacher. In order to refrain from participation, a parent or guardian must submit a written note of the objections to participating in an educational project involving the harmful or destructive use of animals. The written note may be submitted via email to the homeroom teacher.

Availability of Health Insurance

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals ["DACA"] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. MediCal enrollment is available year-round. Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:

http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

Method Schools shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil's family.

Availability of Prospectus

Method Schools makes available to any parent or legal guardian, a school prospectus, including the curriculum, titles, descriptions, and instructional aims of every course offered via its website: methodschoools.org.

Upon request, Method Schools will make available a print copy to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, Method Schools may charge for the prospectus in an amount not to exceed the cost of duplication.

Cal Grant Program [HERE](#)

All pupils enrolled in grade 12 will be deemed Cal Grant applicants, unless they, or their parent or guardian if the pupil is 17 years or younger, specifically opts-out of such notification. Method Schools will electronically submit each 12th grade pupil's grade point average by October 1, including the sophomore year, the summer following the sophomore, and the junior year, and the summer following the junior year. A pupil of 18 years of age or a parent or guardian of a pupil 17 years or younger, may by written statement, opt out of the Cal Grant program.

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

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

Concussion & Head Injuries

Pursuant to the athletic programs offered by Method, (apart from athletic activity during the regular school day or as part of a physical education course) Method will provide each student athlete's parent and guardian with a "concussion and head injury" information sheet. A signed notice of verification shall be signed and returned by the athlete's parent or guardian before the athlete may participate in practice or competition. Also, pursuant to the athletic programs offered by Method (apart from athletic activity during the regular school day or as part of a physical education course) Method shall annually give the Opioid Factsheet for Patients to each athlete. The athlete, and if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign the document acknowledging receipt of the factsheet and return it to the district before the athlete initiates practice or competition.

English Immersion Program

In order to facilitate parental choice of program, Method will inform any parent or guardian of a pupil who is to be placed in a structured English immersion program and will notify the parent or guardian of an opportunity to apply for a parental exception waiver.

Human Trafficking Prevention

The governing board of Method will work with their schools that maintain any grades 6 to 12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods in those schools by January 1, 2020.

Immunizations

All of the following are required for enrollment into Method Schools

- Diphtheria
- Measles
- Mumps (except for children who have reached the age of 7 years old)
- Pertussis (whooping cough)
- Poliomyelitis
- Rubella
- Tetanus
- Hepatitis B

- Varicella (chicken pox) – persons already admitted into California public or private schools at the Kindergarten level or about, before July 1, 2001, shall be exempt from Varicella immunization requirements for school entry.
- TDAP (pertussis) – the TDAP must be administered after a student's seventh birthday but before entering the 7th grade.

The schools' verification of immunization is through written medical records from your doctor or immunization clinic. Exceptions are allowed under the following conditions:

- o The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain identifying the specific nature of probable duration of the medical condition.
- o As of January 1, 2016, due to Senate Bill 277, a parent may no longer request exemption of their child from immunization for personal or religious beliefs for students. The bill does exempt pupils enrolled in an independent study program, who do not receive classroom-based instruction. Any child leaving the United States for a short vacation, to any country considered by Center of Disease Control and Prevention (D) to have increased risk of TB exposure, such as, Mexico, Philippines, India or Southeast Asia must call the County of Tuberculosis clinic for TB screening upon return.

Involuntary Removal Process

No student shall be involuntarily removed by Method Schools for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder.

The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with Method Schools expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Method Schools issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to Method Schools suspension and expulsion policy. Upon parent/guardian request for a hearing, Method Schools will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of Method Schools expulsion hearing process. If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be

disenrolled as of the effective date set forth in the Involuntary Removal Notice. If a parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. Page 8 of 40 A hearing decision not to disenroll the student does not prevent Method Schools from making a similar recommendation in the future should student truancy continue or reoccur.

Mental Health Services

Method Schools recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at Method Schools and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child: Available on Campus: • School-based counseling services – your child is encouraged to directly contact Jade Fernandez, Head of Schools, by coming into the main office during school hours and making an appointment to speak with a counselor. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary. • Special education services – if you believe your child may have a disability, you are encouraged to directly contact Christine Young, Special Education Director at 951-461-4620 X 7019 to request an evaluation.

Refer to the below resources available for your student:

- Care Solace - a concierge service which will connect you to local mental health resources Information can be found at www.caresolace.com/ms or by calling 24/7 at 888-515-0595 or email weserve@caresolace.org
- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255

- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit www.thetrevorproject.org

Prescription medication while on campus – if your child requires prescription medication during school hours while participating in an in-person activity and you would like assistance from School staff in providing this medication to your child, please contact your child's homeroom teacher and the Director of Schools.

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the Registrar if you have questions about this requirement.

Parent and Family Engagement

Method Schools aims to provide all students in our school significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). Method Schools staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of Method Schools complete Policy is available upon request in the main office.

Physical Examinations and Right to Refuse

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in Kindergarten. Parents may request a waiver for the physical examination. The school recommends that children undergo a yearly speech, hearing, and eye examination.

Pregnant and Parenting Students

Method Schools recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil's physician, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth

during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. Method Schools will ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program. Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during the pregnant or parenting pupil's leave, including, but not limited to, makeup work plans and re enrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in Method Schools if it is necessary in order for the pupil to be able to complete any graduation requirements, unless Method Schools determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school. Complaints of noncompliance with laws relating to pregnant or parenting pupils may be filed under the Uniform Complaint Procedures ("UCP") of Method Schools. The complaint may be filed in writing via the website. A copy of the UCP is available for download on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Director of Schools.

Right to Ask for Teacher Qualifications

Parents or guardians of all pupils may request specified professional qualifications of the student's classroom teacher(s) and assigned paraprofessional(s).

School Safety Plan

Method Schools is committed to ensuring that students enrolled in this School, and all employees attend campuses that are safe and secure. The School believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school within the School. The School intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement. The school site committee will review these safe school plans on an annual basis and proposed changes will be submitted to the Board for approval.

Method Schools has established a Comprehensive School Safety Plan. The Plan is available upon request via the website.

Section 504 Notice

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the

Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Sexual Health Education

Students enrolled in Method Schools programs or activities may receive instruction in personal health and public safety, which may include accident prevention, first aid, fire prevention, conservation of resources, and health education including comprehensive sexual health education and HIV prevention. Method plans to provide comprehensive sexual health education and/or HIV prevention education in grades 7 and 11. The instruction shall include, among other things, information about sexual harassment, sexual abuse, and human trafficking. Information on human trafficking shall include both of the following: a. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and b. Information on how social media and mobile device applications are used for human trafficking. Students will be taught by Method personnel or an outside agency. If Method decides to arrange for an outside consultant to provide comprehensive sexual health education and/or HIV prevention education, Method will provide notice to parents no fewer than 14 days before the instruction is delivered by mail or another form of communication. A pupil's parent or guardian has the right to request from Method, a copy of the California Healthy Youth Act, Education Code section 51930, et. seq. A pupil's parent or guardian also has the right to inspect and review the written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education by contacting the school in which their child is enrolled. A pupil's parent or guardian may submit a written request to excuse the pupil from participation in any class involving comprehensive sexual education or HIV prevention education by submitting their request in writing to the school in which their child is enrolled. The excused pupil shall not be subject to disciplinary action, academic penalty, or other sanction if the pupil's parent or guardian declines to permit the pupil to receive comprehensive sexual health education or HIV prevention education. Alternative educational activity shall be made available to pupils whose parents or guardians have requested that they not receive this instruction.

State Testing: CAASPP

As members of a public charter school, our students participate in all state-mandated tests. Participation rates are critical to the success of our school. According to recent regulations, a public school is required to achieve a participation rate of 95% on any state testing. If a school

has less than 95% of its students participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California.

A testing schedule will be distributed to all families. Individual student performance results on statewide achievement testing will be distributed to both parents and teachers in a timely manner.

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Policies

Education of Foster, Homeless Children & Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

1. "Foster/Juvenile Court Youth" refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. "Former juvenile court school pupils" refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to Method Schools.
3. "Child of a military family" refers to a student who resides in the household of an active duty military member.
4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to Method Schools from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of his or her immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.”

Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent.”

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison. School Liaison: The School Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)): Jade Fernandez, Senior Director of Schools, jfernandez@methodschoools.org or 38750 Sky Canyon Rd., Suite B, Murrieta, CA 92563

The School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at Method Schools.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by Method Schools, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, Method Schools, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging

State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act. The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at:

<https://www.cde.ca.gov/sp/hs/> Acceptance of Course Work: Method Schools will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

For any homeless student who enrolls at Method Schools, a copy of Method Schools complete policy shall be provided at the time of enrollment. The complete Policy is available below:
Method Modern Public Schools / methodschools.org / info@methodschools.org / 951-461-4620

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

A pupil who is a "child of a military family" is defined as a school-aged child or children, enrolled in kindergarten through twelfth grade, in the household of an active duty member. "Active duty" means full time status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. sections 1209 and 1211. Children of military families who transfer between schools any time after the completion of the pupil's second year of high school shall be exempt from all coursework and other graduation requirements adopted by the governing board of the local educational agency that are in addition to the statewide coursework requirements, unless the local educational agency makes a finding that the child of a military family is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

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

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

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

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

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

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

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

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

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

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

Educational Records and Student Information Policy

Your student's records may be viewed at any time pursuant to the Notification of Rights under FERPA. Please provide our office with five (5) days notice so that the record may be pulled. The record must be viewed in the presence of Method Schools Administrative Staff Member. Students who transfer into Method Schools will complete the Release of Student Records Form Included in the student enrollment package. Our office will send this form to your student's previous school upon receipt in order to obtain your student's records. It is the responsibility of your previous school to mail the records to Method Schools at that time. Should you decide to withdraw from Method Schools and transfer to a new school, your new school will contact Method Schools to request your student's records, and we will mail the records to them. Should you decide to withdraw from Method Schools and teach in the home, please contact our school offices and we will email a copy of your student records to you.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Method Schools receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Method Schools to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Employee Interactions with Students Policy

Method Schools teachers and staff may not communicate with students via personal text message or direct messaging in any social media platforms.

All communication with students is to be sent only through the following public communication platforms: Smartfox Broadcast Messaging, Zoom, Email, Sagebot and any other Method approved platforms.

Method recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property. For clarification purposes, the following examples are offered for direction and guidance of School personnel: A. Examples of PERMITTED actions (NOT corporal punishment) 1. Stopping a student from fighting with another student; 2. Preventing a pupil from committing an act of vandalism; 3. Defending yourself from physical injury or assault by a student; 4. Forcing a pupil to give up a weapon or dangerous object; 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills; 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational

activities. B. Examples of PROHIBITED actions (corporal punishment) 1. Hitting, shoving, pushing, or physically restraining a student as a means of control; 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment; 3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff. Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?" For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust. Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct. Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although personal interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to an administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse. Examples of Specific Behaviors The following examples are not an exhaustive list: Unacceptable Staff/Student Behaviors (Violations of this Policy) (a) Giving gifts to an individual student that are of a personal and intimate nature. (b) Kissing of any kind. (c) Any type of unnecessary physical contact with a student in a private situation. (d) Intentionally being alone with a student away from the school.

(e) Making or participating in sexually inappropriate comments. (f) Sexual jokes. (g) Seeking emotional involvement with a student for your benefit. (h) Listening to or telling stories that are sexually oriented. (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding. (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior. Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission (These behaviors should only be exercised when a staff member has parent and supervisor permission.) (a) Giving students a ride to/from school or school activities. (b) Being alone in a room with a student at school with the door closed. (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence) (a) Remarks about the physical attributes or development of anyone. (b) Excessive attention toward a particular student. (c) Sending emails, text messages or letters to students if the content is not about school activities. Acceptable and Recommended Staff/Student Behaviors (a) Getting parents' written consent for any after-school activity. (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions. (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology). (d) Keeping the door open when alone with a student. (e) Keeping reasonable space between you and your students. (f) Stopping and correcting students if they cross your own personal boundaries. (g) Keeping parents informed when a significant issue develops about a student. (h) Keeping after-class discussions with a student professional and brief. (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries. (j) Involving your supervisor if conflict arises with the student. (k) Informing the School Director about situations that have the potential to become more severe. (l) Making detailed notes about an incident that could evolve into a more serious situation later. (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers. (n) Asking another staff member to be present if you will be alone with any type of special needs student. (o) Asking another staff member to be present when you must be alone with a student after regular school hours. (p) Giving students praise and recognition without touching them, (q) Pats on the back, high fives, and handshakes are acceptable. (r) Keeping your professional conduct a high priority. (s) Asking yourself if your actions are worth your job and career.

English Learners

Method Schools meets all applicable legal requirements for English Learners ("EL") in regards to annual notification to parents, student identification, placement, program options, EL and core content instruction, facilitator qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing

requirements. Method Schools has developed policies in place to ensure proper placement, evaluation and support for ELs and the rights of students and parents. In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a Home Language Survey upon enrollment at the school. Cal. Education Code § 52164.1. Students who indicate that their home language is other than English are assessed using the English Language Proficiency Assessment for California (ELPAC). ELPAC assessment takes place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school, and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The English language proficiency of all currently enrolled English learners is assessed in accordance with the test coordinator's directions and California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the learner's Individualized Education Program ("IEP") or Section 504 plan. An alternate assessment for English language proficiency is administered to learners who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. Method Schools staff notifies parents of the school's responsibility to conduct ELPAC testing and informs parents of ELPAC assessment results within 30 calendar days following receipt of test results from the test coordinator. Parents and guardians are informed of their rights, and they are encouraged to participate in the reclassification process. Results of students' designation and English proficiencies are reported annually to the state on the school's R30-LC report. In addition to the program options that support students who are English learners, teachers utilize Specially Designed Academic Instruction in English (SDAIE) strategies in their instruction, which include a variety of strategies to shelter instruction towards language acquisition and are based on the latest California ELD Standards. Method Schools continues to administer the ELPAC as the state's measure of ELP and for federal accountability under Title III of the ESEA. Students are expected to advance at least 1 ELD level or the equivalent ELPAC Proficiency Level Descriptor, each year. At the end of each school year, the Director or designee uses data including ELPAC scores, progress reports, annual test scores and the student's teachers and parent feedback, to determine if the learner is ready to be reclassified. The Director or designee also collaborates with teachers to present data to determine if a student has progressed to the next ELD Proficiency Level. To evaluate different data sources effectively, Method Schools has established a reclassification process, to determine if an English learner is ready for reclassification. If the student meets or exceeds the standards outlined in the reclassification process, a reclassification letter is sent to these student's parents. Reclassified students continue to be monitored over a two-year period to ensure their continued ability to achieve mastery of the state standards for ELA/Literacy

Nondiscrimination Statement Policy

The Board of Directors of Method Schools recognizes that it is responsible for complying

with applicable laws and regulations governing educational programs. It is the policy and commitment of Method Schools to not discriminate on the basis of race, age, color, sex, national origin, physical or mental disability, or religion. Equal Employment Opportunity, Method Schools is an organization is committed to a policy of equal employment opportunity and does not discriminate in the terms, conditions, or privileges of employment on account of race, age, color, sex, national origin, physical or mental disability, or religion or otherwise as may be prohibited by federal and state law.

Any employee, board member, volunteer or client who believes that s/he or any other affiliate of Method Schools has been discriminated against is strongly encouraged to report this concern promptly to the Executive Director. Discriminatory, harassment, or intimidation of a client, staff person or guest because of that person's race, age, color, sex, national origin, physical or mental disability, or religion is specifically prohibited and may be grounds for termination. Harassment and intimidation includes abusive, foul or threatening language or behavior. Method Schools is committed to maintaining a workplace that is free of any such harassment and will not tolerate discrimination against staff members, volunteers or agency clients. Issues of discriminatory treatment, harassment, or intimidation on any of these bases should immediately be reported to the Executive Director or immediate supervisor and, if substantiated, prompt action will be Taken.

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

Tracy Robertson
trobertson@methodschools.org

Jade Fernandez
jfernandez@methodschools.org

Special Education

Method Schools offer special education services within our full-inclusion model general education independent study model. These services are available for all students who have been identified as qualifying for special needs. In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the California Education Code, Method works to both identify and serve eligible children. Any parent who suspects that their child may have a disability should discuss their concerns with their child's regular education teacher. Any Special Education needs or concerns should be directed to the Director. Method Schools complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1954 ("Section 504"), Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights ("OCR").

Method Schools complies with all California laws pertaining to special education students and all students are fully integrated into Method Schools' programs with the necessary materials,

services, and equipment to support their learning. Method Schools ensures that any student with a disability is properly identified, evaluated and provided with necessary services and supports. Method Schools is solely responsible for its compliance with Section 504 and the IDEA and the resources to be utilized by the school shall be accessible for all students with disabilities. Method Schools meets all the requirements within a learner's Individualized Education Plan and includes all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs.

Method Schools reserves the right to contract with professionals outside the district. The School will initially be a member of the District Special Education Local Plan Area (SELPA). The school will not discriminate on the basis of special education needs and the District will ensure that the student's needs are being addressed. The District will provide special education services for the School's special education pupils to the extent of the law.

The School reserves the right to act as its own Local Education Agency (LEA) for the purposes of special education and will make appropriate notification to the District before such plans are made. To the extent the school opts for District delivery of special education services, it will support the District's implementation of these services and will make resources available in a manner consistent with the District's need to provide

Method Schools provides services to all special education students. The School will develop a Memorandum of Understanding (MOU) with the District as to how it will provide evaluation and related services (for example, speech and language, occupational therapy, or physical therapy) that could include third party service providers.

Should the student not qualify for special education services or should the SST decide against formal evaluation, the SST or the parent may request that a 504 Plan meeting be scheduled. At the meeting, if it is determined that the learning process is being limited by a physical or mental condition, a 504 Plan will be developed including instructional and curricular modifications to provide the student with full access to academic programs. This plan will be implemented by Method Schools staff and will be reviewed annually.

Suicide Prevention Policy

Method Schools understand that it is critical to play a leading role in implementing policies that follow best practices, are developmentally appropriate, and are culturally responsive. Equally important are parents and guardians, who also play a key role in youth suicide prevention. It is critical that school staff members actively and continuously engage and educate parents on suicide prevention policies and practices in place at the school and in the community.

This outlined policy has been utilized from a template offered by a suicide prevention agency and as Method School will continue to further refine this policy and it is further developed. Method

Schools has adopted its own suicide prevention curriculum program called Hope Squad and has integrated it into out current LMS for students to utilize.

The school, especially the school psychologist and other school-employed mental health professionals, plays an integral role in suicide prevention. The Policy recommends that each school district designate suicide prevention coordinators at the district and the school levels. These people would help plan and implement suicide prevention policies and practices and be the points of contact when a student, parent, or staff member is concerned that a student is at elevated risk for suicide. Coordinators would work with administrators and other school staff to ensure that additional recommended preventive steps be taken school-wide (for example, that staff receive annual professional development on how to recognize the warning signs of suicide and make referrals for help; and that developmentally appropriate, student centered education about mental health and suicide prevention be infused into the K-12 health curriculum). School psychologists are critical resources for schools and are a logical choice for serving as these suicide prevention coordinators. School psychologists should also be involved in the development and implementation of suicide prevention education for staff and students. However, it is equally important that school employed mental health professionals receive annual professional development on best practices in risk assessment and crisis intervention so that they are equipped with the knowledge and tools needed to respond safely and effectively when receiving referrals from staff and students.

A key component of supporting overall student wellness and suicide prevention is access to a continuum of school-based mental health supports. Early identification of at-risk students can enhance opportunities for positive outcomes by addressing problems as they first arise. This enables the school, and in particular the school-employed mental health professional, to support the young person and the family in identifying and implementing potential solutions together, before the problem develops into a crisis situation in need of more intensive intervention or treatment. Assessment and referral. It is important to take every statement regarding suicide or a wish to die be taken seriously. Although each school and school district will have unique policies and procedures for conducting threat assessments, the Policy outlines specific actions to take when a young person is thought to be at risk for suicide, when a suicide attempt is made in school, and when an attempt is made outside of the school setting.

In all cases, the school should make every attempt to notify the student's parent or guardian. When a student makes a verbal or written suicide threat, or if the student presents with several risk factors and a staff member is concerned, this student should be seen by a school-employed mental health professional within the same school day. That professional would conduct the risk assessment and facilitate any necessary referrals to an outside mental health agency. If the school-employed mental health professional is not immediately available, the school nurse or school administrator should assist the student until the mental health professional can be brought in. During this time, the student should be under constant supervision to ensure safety, and the suicide prevention coordinator should be made aware of the situation as soon as

possible. Additionally, the school-employed mental health professional or principal should notify the student's parent or guardian to assist them with an urgent referral, if necessary, or to help facilitate an appointment with another health care provider. If such a referral is made, school staff should seek permission from the parent or guardian to exchange information with the outside healthcare provider. When a suicide attempt has been made during the school day, all students should be removed from the immediate area as soon as possible and the health and safety of the student who made the attempt should be of primary concern. The student should be supervised until any necessary medical treatment has been provided, per district emergency medical policy. If appropriate, a mental health assessment should be immediately requested and the principal, school suicide prevention coordinator, and the student's parent or guardian should be contacted. Based on the specific school or district policy, as well as the judgment of the school principal and school mental health staff, additional steps should be taken to ensure the safety and well-being of any students who may have been affected by the suicide attempt. Re-entry procedure. Each school and district will have specific procedures for handling students who are returning to school after a mental health crisis such as a suicide attempt or psychiatric hospitalization based on the specific needs and unique population of the school.

However, The Policy recommends that the following three specific components be a part of any re-entry plan:

- A designated school employed mental health professional will coordinate with the student, family, and any outside mental health providers (if permission was granted).
- The parent or guardian will provide documentation from a healthcare provider that the student is no longer a danger to themselves or others.
- The designated school-employed mental health person will determine what supports are needed to help the student readjust to the school community and meet with him or her periodically to address any concerns.

Postvention: Suicide in a school community is tremendously sad, often unexpected, and can leave a school with many uncertainties about what to do next. Schools need reliable information, practical tools, and pragmatic guidance to help students and the community at-large as they struggle to cope with and respond to the loss. The Policy, coupled with more detailed guidance from NASP and AFS (included in the resource section below) can help.

The specific circumstances surrounding a death by suicide will guide the school and community response. However, to prevent suicide contagion while effectively managing the situation, the Policy suggests the development and implementation of an action plan with the following steps:

- Verify the death: Even if the student's death is perceived to be suicide, it should not be considered such until confirmed by the coroner's office or local police department.
- Assess the situation: The school/district crisis team should consider the impact of the suicide on the student and community population and determine the appropriate resources and supports needed for individual students as well as the general school population.
- Share information: It is important to report only confirmed and factual information to faculty,

students, and families. Additionally, the school should inform parents about supports available to students in school, as well as available resources in the community.

- **Avoid suicide contagion:** The crisis team should work with teachers and families to identify students who may be at a high risk of suicide and those who are most significantly impacted by the student's death.
- **Initiate support services:** School-employed mental health professionals should collaboratively determine which students need additional risk assessment or mental health support services and implement those as needed.
- **Develop memorial plans:** School communities often wish to memorialize a student who has died. It can be challenging for schools to strike a balance between compassionately meeting the needs of grieving students while preserving the ability of the school to fulfill its primary purpose of education. In the case of suicide, schools must consider how to appropriately memorialize the student who died without risking suicide contagion among other students who may themselves be at risk. Treating all deaths in the same way avoids stigma and also protects against inadvertently sensationalizing the suicide loss. Wherever possible, schools should meet with the student's friends and coordinate with the student's family to identify a meaningful, safe approach to acknowledging the loss.

External Communication: Following a student suicide, the media will almost certainly want to become involved in reporting the story. Although the school cannot control everything that is reported, there are steps that schools can take to help contain the media firestorm that often follows the report of a suicide. In many cases, a school has a designated media spokesperson who will respond to all media inquiries. The Policy recommends that the media spokesperson:

- Keep the suicide coordinator, superintendent, and other relevant administrators updated on how the school is handling the necessary postvention activities.
- Prepare a statement for the media that only includes confirmation of the death, the school's postvention plans, and available resources.
- Encourage the media to respect the privacy of the student who died and the family, and to avoid sensationalizing the suicide (e.g., putting story on the front page, describing the method of suicide). Additionally, the spokesperson should strongly suggest that the media refrain from speculating about the reason for the suicide.

Suspension and Expulsion Policy

In order to promote learning and protect the safety and well-being of all students, Method Schools adheres to the Suspension and Expulsion guidelines established by California Education Code Section 48900. When a student interferes with the learning, safety, and well-being of students, it may be necessary to suspend or expel a student from regular classroom instruction or activity. Method Schools staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students.

If a Method Schools administrator does recommend expulsion for a specified offense, a student is entitled to a hearing within 30 school days after that determination, unless the student or parents or guardians request in writing that the hearing be postponed. It is important to note that suspension for students in grades kindergarten to grade eight, inclusive, for disruption or defiance (EC Section 48900[k]) is prohibited, and expulsion for students in kindergarten to grade twelve, inclusive, is also prohibited.

Upon enrollment of the school, Method Schools' teachers ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion.

Pursuant to EC Section 48900 paragraphs (v) and (w) Method Schools will encourage other means of correction, rather than suspension or expulsion, be used to bring about proper conduct as part of a Multi-Tiered System of Supports. This Multi-Tiered System of Supports includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, which may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community. This also includes referral to a School Attendance Review Board for students who are habitually insubordinate or disorderly during attendance at school (EC Section 48263).

Pursuant to EC 48915(c), Method Schools will recommend **mandatory** expulsion in the event that the following acts are committed at school or during a school activity:

1. Firearm
 1. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.
 2. Selling or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in *Health and Safety Code* Section 11053 et. seq.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC48900 or committing sexual battery as defined in subdivision (n) of 48900.
5. Possession of an explosive.

Pursuant to EC Section 48915 (a) an administrator shall **recommend** expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance:

1. Causing serious physical injury to another person, except in self-defense. EC Section 48915 (a)(1).
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. EC Section 48915 (a)(2).
3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the *Health and Safety Code*, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
4. Robbery or extortion. EC Section 48915 (a)(4).
5. Assault or battery, or threat of, on a school employee.

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

Method Schools will abide by **discretionary** expulsion guidelines pursuant EC 48900 in circumstances where acts committed at school or school activity or on the way to and from school or school activity, including:

1. Inflicted physical injury†
2. Possessed dangerous objects
3. Possessed drugs or alcohol (policy determines which offense)
4. Sold look alike substance representing drugs or alcohol
5. Committed robbery/extortion
6. Caused damage to property‡
7. Committed theft
8. Used tobacco (policy determines which offense)
9. Committed obscenity/profanity/vulgarity
10. Possessed or sold drug paraphernalia
11. Disrupted or defied school staff
12. Received stolen property
13. Possessed imitation firearm
14. Committed sexual harassment
15. Harassed, threatened or intimidated a student witness
16. Sold prescription drug Soma
17. Committed hazing
18. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

† Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in *Penal Code* 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.

‡ Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.

Hearing & Due Process

Pursuant to EC 48918, Method Schools will hold hearings that will include, but are not necessarily limited to, all of the following:

(a) (1) The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 schooldays after the date the principal or the superintendent of schools determines that the pupil has committed any of the acts enumerated in Section 48900, unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations shall specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the governing board of the school district.

(2) Within 10 school days after the conclusion of the hearing, the governing board of Method Schools shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed. If the hearing is held by a hearing officer or an administrative panel, or if the governing board of the school district does not meet on a weekly basis, the governing board of the school district shall decide whether to expel the pupil within 40 schooldays after the date of the pupil's removal from his or her school of attendance for the incident for which the recommendation for expulsion is made by the principal or the superintendent of schools, unless the pupil requests in writing that the decision be postponed.

(3) If compliance by the governing board of Method Schools with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable during the regular school year, the superintendent of schools or the superintendent's designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. If compliance by the governing board of the school district with the time requirements for the conducting of an expulsion hearing under this

subdivision is impractical due to a summer recess of governing board meetings of more than two weeks, the days during the recess period shall not be counted as school days in meeting the time requirements. The days not counted as school days in meeting the time requirements for an expulsion hearing because of a summer recess of governing board meetings shall not exceed 20 schooldays, as defined in subdivision (c) of Section 48925, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

(b) Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days before the date of the hearing. The notice shall include all of the following:

- (1) The date and place of the hearing.
- (2) A statement of the specific facts and charges upon which the proposed expulsion is based.
- (3) A copy of the disciplinary rules of Method Schools that relate to the alleged violation.
- (4) A notice of the parent, guardian, or pupil's obligation pursuant to subdivision (b) of Section 48915.1.
- (5) Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a nonattorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. This section does not require a pupil or the pupil's parent or guardian to be represented by legal counsel or by a nonattorney adviser at the hearing.

(A) For purposes of this section, “legal counsel” means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

(B) For purposes of this section, “nonattorney adviser” means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the pupil or pupil’s parent or guardian to provide assistance at the hearing.

(c) (1) Notwithstanding Section 35145, the governing board of Method Schools shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the governing board of Method Schools may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

(2) If the governing board of the Method Schools or the hearing officer or administrative panel appointed under subdivision (d) to conduct the hearing admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.

(3) If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

(d) Instead of conducting an expulsion hearing itself, the governing board of Method Schools may contract with the county hearing officer, or with the Office of Administrative Hearings pursuant to Chapter 14 (commencing with Section 27720) of Part 3 of Division 2 of Title 3 of the Government Code and Section 35207 of this code, for a hearing officer to conduct the hearing. The governing board of Method Schools may also appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the governing board of Method Schools or employed on the staff of the school in which the pupil is enrolled. The hearing shall be conducted in accordance with all of the procedures established under this section.

(e) Within three school days after the hearing, the hearing officer or administrative panel shall determine whether to recommend the expulsion of the pupil to the governing board of Method Schools. If the hearing officer or administrative panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil

immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with Method Schools personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of Method Schools. The decision not to recommend expulsion shall be final.

(f) (1) If the hearing officer or administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the governing board of Method Schools. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing. If the governing board of the Method Schools accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendations submitted by the hearing officer or panel or upon the results of any supplementary hearing conducted pursuant to this section that the governing board of Method Schools may order.

(2) The decision of the governing board of Method Schools to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this section, no evidence to expel shall be based solely upon hearsay evidence. The governing board of Method Schools or the hearing officer or administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the governing board of Method Schools or the hearing officer or administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

(h) (1) Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which

reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the governing board of Method Schools to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.

(2) In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, evidence of specific instances, of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

(i) (1) Before the hearing has commenced, the governing board of Method Schools issue subpoenas at the request of either the superintendent of schools or the superintendent's designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the governing board of Method Schools or the hearing officer or administrative panel may, upon request of either the county superintendent of schools or the superintendent's designee or the pupil, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.

(2) Any objection raised by the superintendent of schools or the superintendent's designee or the pupil to the issuance of subpoenas may be considered by the governing board of Method Schools in closed session, or in open session, if so requested by the pupil before the meeting. Any decision by the governing board of Method Schools in response to an objection to the issuance of subpoenas shall be final and binding.

(3) If the governing board of Method Schools hearing officer, or administrative panel determines, in accordance with subdivision (f), that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for in subdivision (f).

(4) Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

(j) Whether an expulsion hearing is conducted by the governing board of Method Schools or before a hearing officer or administrative panel, final action to expel a pupil shall be taken only by the governing board of Method Schools in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the superintendent of schools or his or her designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:

(1) Notice of the right to appeal the expulsion to the county board of education.

(2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion.

(3) Notice of the obligation of the parent, guardian, or pupil under subdivision (b) of Section 48915.1, upon the pupil's enrollment in a new school, to inform that school district of the pupil's expulsion.

(k) (1) The governing board of Method Schools shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

(2) The expulsion order and the causes for the expulsion shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Tobacco-Free Schools

Method Schools takes the use of tobacco, drugs, or alcohol by any student seriously. Students involved in the possession, sale and/or use of behavior affecting substances shall be subject to disciplinary procedures which may result in suspension or expulsion. Method Schools is committed to taking positive action through education, counseling, parental involvement, medical referral, and police referral in the handling of incidents in the schools involving the possession, sale, and/or use of behavior affecting substances and drug paraphernalia. These substances shall include but not be limited to marijuana, LSD, glue, alcohol, and barbiturates.

School properties may be inspected by school authorities in the interest of maintenance, health and safety. Inspections for the location of drugs, narcotics, liquor, weapons, poisons, and missing

properties are matters relating to health and safety and may be regarded as reasonable purposes for inspection by school personnel; so long as such inspections are conducted in accordance with constitutional requirements of applicable state law relating to searches and seizures.

Use or Possession

1. No internal medication is to be administered to students by school personnel except as prescribed by a doctor.
2. Dangerous and narcotic drugs which a student has on prescription for ingestion as prescribed by a doctor must be in their original containers and kept in the nurse's or Director/Principal's office, whichever provides greater security
3. Whenever any staff member has reason to believe that a student may be under drug influence, he/she shall immediately notify the Director/Principal. The Director/Principal, if in agreement, shall notify the parent to come for the student and to remove the student to his/her home, to the jurisdiction of the police, and/or the paramedics.
4. In severe cases, if the parents or the doctor cannot or will not come to the school, the Director/Principal is authorized to call an ambulance to remove the student to a hospital. Parents will be notified of this action and shall be responsible for the incurred expenses.
5. In any first offense in which students illegally use or possess prescription or nonprescription drugs, including alcohol, marijuana, or inhalants, at school or at school activities, the following will result:
 - a. Suspension from school for at least five (5) days.
 - b. Referral to the proper police authority.
 - c. A parent conference.
 - d. A schedule of regular appointments with a school counselor or other school official.

In addition, the following action may be taken:

- a. Transfer to another school or alternative education program as appropriate.
- b. Recommendation for expulsion.
- c.. A second incidence of use or possession of illegal drugs within one year at any school or school activity will result in a recommendation for expulsion as provided for in Education Code 48900. Selling or Providing

When there is reason to believe that a student is selling or is in possession of drugs, the following procedures listed below will be followed:

1. The school administrator shall advise the local juvenile narcotics officer or law enforcement personnel. Juvenile authorities will make the decision as to whether they or the school will notify the parent.
2. The school administrator will escort the student to the school office and confront him/her with the suspicion. The administrator may notify the police before taking the student to the office. The student should be removed from a classroom by a school administrator or designee when there is reasonable cause.

3. For reasonable cause, a search for drugs may be made by the administrator. This may include searching the student's locker and/or other School-owned facilities such as science drawers, shop lockers, etc. Such search should be conducted by the administrator with at least one other certificated person as witness. No school staff member should search a student, but may ask a student to volunteer for self search. In cases when a personal search seems to be in order, the administrator should call for a law enforcement officer to make the search. Repeated attempts shall be made to notify the student's parent/guardian before the personal search is made.

4. The student may be questioned by the school administrator without notifying the student of his/her rights, but if the administrator believes that a law has been broken, the police will be notified. When there is good evidence that a student has actually used, sold or is in possession of narcotics or drug paraphernalia on or about school premises or at school-sponsored functions, the police must be notified. Regardless of any legal action taken by the police, the School must immediately suspend the student according to the provisions of BP/AR 5144.1 – Suspension and Expulsion/Due Process. The school administrator may, at his/her discretion, recommend expulsion to the Governing Board.

Uniform Complaint Procedures

The Board of Directors of Method Schools recognizes that it is responsible for complying with applicable laws and regulations governing educational programs. This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by a local educational agency of state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, and bullying.

This policy outlines Method Schools' UCP and provides a comprehensive approach to resolution on any complaint. A complaint is a written and signed statement by a complainant alleging a violation of state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, Method Schools shall assist the complainant in the filing of the complaint.

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school

district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain any school equipment or supplies.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity. This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept. of Social Services (DSS), Protective Services Division or appropriate law enforcement agency (or equivalent in the State of Tennessee.)
2. Health and safety complaints regarding a Child Development Program shall be referred to Dept. of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities (or equivalent in the State of Tennessee.)
3. Employment discrimination complaints shall be sent to the State Dept. of Fair Employment and Housing (DFEH, or equivalent in the State of Tennessee.)
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education.

The responsibilities of Method Schools

Method Schools has the primary responsibility to insure compliance with applicable state laws and regulations. We shall investigate complaints alleging failure to comply with applicable state laws and regulations and/or alleging discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity and seek to resolve those complaints in accordance with our UCP procedures. In regards to complaints of noncompliance with laws relating to pupil fees, if Method Schools finds merit in a complaint a remedy will be provided to all affected pupils, parents and guardians, that, where applicable, will include

reasonable efforts by Method Schools to ensure full reimbursement to all affected pupils, parents and guardians. Our UCP policies shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remain confidential as appropriate.

The person responsible for receiving and investigating complaints and ensuring our compliance with state laws and regulations is: Jade Fernandez, Senior Director of Schools

Method Schools
ATTN: Jade Fernandez
38750 Sky Canyon Rd., Suite B
Murrieta, CA 92563

We ensure that the person above, who is responsible for compliance and/or investigations, is knowledgeable about the laws/programs that he/she is assigned to investigate. Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school. We shall annually notify in writing our pupils, employees, parents or guardians of our pupils, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties of our UCP process regarding an alleged violation by a local agency or state law or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. The UCP Annual Notice will be disseminated to all of the six required groups each year and will include information on how to appeal to the CDE. An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

Our UCP Annual Notice shall also advise the recipient of any civil law remedies that may be available under state discrimination, harassment, intimidation, and bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice. A copy of this UCP complaint policies and procedures document shall be available free of charge. Filing a complaint with the Method Schools Emergency or urgent facilities conditions that pose a threat to the health or safety of pupils or staff, and teacher vacancies or misassignments, and complaints that allege discrimination, harassment, intimidation, and bullying, any individual, public agency or organization may file a written complaint with our district superintendent or his or her designee alleging a matter which, if true, would constitute a violation by our LEA of - or state law or regulation governing a program. A complaint of noncompliance with laws relating to pupil fees may be filed with the principal of a school under the Uniform Complaint Procedures and may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

An investigation of alleged unlawful discrimination, harassment, intimidation, and bullying shall be initiated by filing a complaint no later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and bullying. The time for filing may be extended in writing by our district superintendent or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing may be extended by our superintendent or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six-month time period. Our superintendent shall respond immediately upon a receipt of a request for extension. The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process. Within 60 calendar days from the date of the receipt of the complaint, we shall conduct and complete an investigation of the complaint in accordance with our UCP policies and procedures and prepare a written Decision; also known as a final report. This time period may be extended by written agreement of the complainant.

The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of non-compliance with state laws and/or regulations. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by Method Schools to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We shall issue a Decision based on the evidence. The Decision shall be in writing and sent to the complainant within 60 calendar days from receipt of the complaint by the local educational agency. The Decision should contain:

- (i) the findings of fact based on the evidence gathered,
- (ii) conclusion of law,
- (iii) disposition of the complaint,
- (iv) the rationale for such disposition,

- (v) corrective actions, if any are warranted,
- (vi) notice of the complainant's right to appeal our LEA Decision to the CDE, and (vii) procedures to be followed for initiating an appeal to the CDE.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

Method Schools reserves the right to modify locations for receipt of forms as necessary.

COMMUNITY COMPLAINT FORM

Name : _____

Address: _____

Telephone: _____ E-mail: _____

1. School site and person you are filing a complaint against:

2. Has this been discussed with him/her?

Y ___ N ___ Date:

3. Has the complaint been discussed with the principal or supervisor?

Y ___ N ___ Date:

Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is
Needed.

What remedy or action do you suggest?

Signature_____

Date_____

Date received by Method Schools Corporate Office _____

Student Freedom of Speech/Expression Policy

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

A. PURPOSE AND SCOPE

1. To outline administrative procedures relating to individual rights and responsibilities of students in the exercise of free speech on school grounds outside the classroom situation.
2. To serve as a starting point for discussion of student rights and responsibilities in the study of the Bill of Rights in American government courses, moving to personal level aspects of government formerly treated more impersonally.
3. This procedure includes distribution of literature, publicity, use of bulletin boards, non-school publications, spoken work, symbolic speech (e.g., buttons, armbands, flags), and petitions.

B. LEGAL AND POLICY BASIS

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

C. GENERAL

1. Suggestions or questions concerning this procedure should be directed to the Superintendent.
2. Definitions
 - a. **School-sponsored materials (or official school publications):**
Materials

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

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

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

3. Free Speech and Public School-Age Students.

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

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

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

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

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

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

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

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

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

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

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

a. It is not likely to substantially disrupt or materially interfere with the educational program. The fundamental purpose of the public school is to provide an educational program; it includes classwork, school activity programs, or any other element of programs conducted by the school. Every student enrolled therein has a right to participate without hindrance or unlawful denial by anyone. The educational program includes supervisory and disciplinary authority of teachers and administrators, both inside and outside the classroom as prescribed by law.

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

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

In addition to the right of any student to an education free from disruption, hindrance or unlawful denial, other individual rights must not be violated, including:

- (1) The right to be secure in person and in property—free from threats to health and safety.
- (2) The right to be free from coercion—to be left alone.
- (3) The right to respect for the dignity of the individual and the expression of his/her views and opinions.

d. It does not involve substantial disorder.

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

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

- (1) Harmful matter: Matter that, taken as a whole, . . . [T]he predominant appeal of which to the average person, applying contemporary standards, is to prurient interest; i.e., a shameful or morbid interest in nudity, sex, or excretion; and is matter which taken as a whole goes substantially beyond customary limits of candor in description or representation of such matters; and is matter which taken as a whole is utterly without redeeming social importance for minors. (Penal Code Sec. 313, 313.1; Ginsburg v. New York, 390 U. S. 629, 1968.)
- (2) Profanity: Matter containing words that, according to standards of the Leadership Public Schools/ school community, are deemed to be profanity (Education Code Sections 48900 and 44806; Penal Code Section 415; California Code of Regulations, Title 5, Section 300).

(3) Prejudicial or discriminatory matter: Matter advocating prejudice or discrimination on account of sex, race, ethnic origin, or religion (Education Code Sections 51500–51501 and 44806.)

(4) Injurious matter: Matter that encourages or advocates the use of tobacco, intoxicating liquor, narcotics, or other hallucinogenic or dangerous drugs (Education Code Section 48900).

(5) Materials or instruction concerning human reproduction and venereal disease. This matter may not be distributed because state law prohibits students from receiving such information in the schools without first having written approval of their parents/guardians. (Education Code Sections 51550, 51551, 51820; Procedure 4188.)

(6) Libel or slander: Matter, disseminated either in writing or verbally, that defames a person or, in some cases, a private organization. (Civil Code Sections 44 et seq.)

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

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

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

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

a. School-sponsored materials.

School-sponsored materials should be submitted by a student to the Superintendent or designee for review prior to time of printing and/or distribution of such materials. (A student editor who fails to submit a publication for review and publishes materials which are obscene, discriminatory, libelous, or otherwise in violation of C.5. and C.6. of this procedure, shall be held personally responsible and shall be subject to disciplinary action. Note: Failure to submit a publication for review, in itself, is not cause for disciplinary action.) It is the responsibility of the designated officials (journalism advisor or advisors

of student publications) in each school to supervise publication activities, to maintain professional standards of English and journalism, and to comply with the provisions of this procedure (Education Code Section 48907). Student editors shall be fully responsible for assigning and editing the news and feature content of their publications (Education Code Section 48907).

(1) School official(s) designated by the Superintendent as authorized to receive and review written materials submitted pursuant to this procedure shall be specifically identified. The office to which such materials shall be submitted also shall be specifically identified.

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

(3) A review of written materials submitted hereunder shall not be construed to mean that the school necessarily agrees with or approves of the views contained in material distributed.

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

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

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

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

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

- d. Buttons, badges, armbands, flags, and other items of symbolic speech bearing slogans, sayings, or symbols are permitted as another form of expression, provided the message or symbol does not violate provisions of this procedure. Only American and California State flags may be flown from the main (school) flag pole. A flag other than American or California State flags may be flown from a portable stand at a time, place, and manner specified by the Superintendent in accordance with C.6.f. Permanent structures may not be installed without permission of the Superintendent.
- e. Bulletin boards and the posting of publicity. School authorities may restrict the use of certain bulletin boards and display areas to school announcements. Additional bulletin board and/or display space shall be provided for use of students and student organizations.

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

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

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

g. Public expression on school grounds (outside the classroom). Students have the right to engage in speech or other communication that, when engaged in off campus, is protected under the First Amendment (Education Code Section 48950). A student shall have the right, either publicly or privately, to express opinions, to take stands, and to support causes. There shall be no limitations to this right except as specified below:

- (1) An area for speaking to mass groups of students shall be set aside by the Superintendent.
- (2) Time of such expressions shall be limited to periods before school begins, after dismissal, and during established lunch periods as deemed feasible by the Superintendent.
- (3) Manner of such expression shall be such as to prevent undue noise, substantial disorder, or infringement upon the rights of others not to listen. Therefore, electronic sound-amplification systems or devices of any kind are prohibited for this purpose unless allowed by school the Superintendent.
- (4) Such expression must be in compliance with C.5.
- (5) Violations. Acts in violation of any of the above limitations and rules constitute defiance of school regulations and can result in suspension or other appropriate disciplinary action.
- (6) Others. This term is used to describe all persons who are not students enrolled in the school, staff members of the school, or other school employees with legitimate business at the school site. Such persons may not come on to school grounds without permission of the Superintendent or designee.

D. IMPLEMENTATION

1. To establish specific written school guidelines and procedures, the CEO:
 - a. May develop specific written school regulations and guidelines consistent with this procedure. In doing so, Superintendent may consult with faculty, students, and other interested parties.
 - b. May designate other administrator, teacher, or group(s) to function as his/her designee in carrying out all or part of function of reviewing materials submitted for compliance with school policy and procedure.
 - c. May communicate accepted school guidelines and procedures, as well as school guidelines and limitations, as deemed necessary, to all students, staff, and parents. (Student handbook, faculty handbook, and parent newsletter may be used.) Guidelines include time, place,

manner, penalties for violation, and “prior submission” review procedure for school-sponsored materials.

2. Prior to printing and/or distribution

a. Student

- (1) Prepares or obtains printed materials, petitions, buttons, badges, armbands, and flags.
- (2) Identifies all written material with name of student or organization that sponsored/prepared it.
- (3) Checks for compliance with provisions of local school regulations.
- (4) Submits, at his/her option, school-sponsored materials to Superintendent or designee for review as provided in C.6.a.
- (5) Includes Superintendent's office in distribution of non-school-sponsored materials.

b. Superintendent or designee

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

c. Appeal from declaration of noncompliance by Superintendent or designee

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

California student free expression law (1977)

In addition to the First Amendment to the U.S. Constitution, states can also provide free speech protection to their own citizens by enacting state laws or regulations. The California Student Free Expression Law is such a provision and provides student journalists attending California public high schools, including charter schools, with added protection against administrative censorship. The law also protect teachers and other school personnel against retaliation for students' lawful exercise of their free-speech rights. California's law, passed in

1977 and amended over the years to include protection for charter schools and advisers , was the first state law in the country specifically protecting student media. It is the only such law to pre-date the U.S. Supreme Court's 1988 *Hazelwood* decision and was the model for the anti-*Hazelwood* and New Voices laws that have followed.

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

48907(a) Pupils of the public schools, including charter schools, shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities, except that expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

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

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

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

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

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

(g) An employee shall not be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a pupil engaged in the conduct authorized under this section, or refusing to infringe upon conduct that is protected by this

section, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

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

DRAFT

2023-24 Student/Parent Handbook
Acknowledgement of Receipt

Please sign the following statements indicating that you have reviewed and accept the following from Method Schools for the 2023-2024 school year.

Student Name _____ Grade _____

I have reviewed and agree to abide by the Method Schools Student/Parent Handbook for the year 2023-2024.

Parent/Guardian Signature

Date

Printed Name

Parent/Guardian Signature

Date

Printed Name

2023-2024 Annual Notifications
Acknowledgement of Receipt

Please sign the following statements indicating that you have reviewed and accept the following from Method Schools for the 2023-2024 school year.

Student Name _____ Grade _____

I have reviewed and acknowledge receipt of the 2023-2024 Annual Notifications via Method Schools.

Parent/Guardian Signature _____ Date _____

Printed Name _____

Parent/Guardian Signature _____ Date _____

Printed Name _____



2023-2024 Employee Handbook

Revised June 2023
Board Approved:

The 7 Tenets of MC²:

1. Mission Driven
2. Customer Focused
3. Data Informed
4. Solution Designers
5. Relationship Centric
6. Continuously Learning
7. Why We're in Business...

EXPLAINED: THE 7 TENETS OF MC²

1. MISSION DRIVEN

Our mission is to aggressively advance K-12 public education through continuously designing solutions that promote targeted student growth and a culture of engagement, inclusivity and equality.

2. CUSTOMER FOCUSED

Our customers are:

- Students
- Parents
- Family members
- Schools district and counselor partners

3. DATA INFORMED

We measure performance by:

- Consistently using data to meet goals and objectives
- Combining data analysis with judgment and collaboration to improve and develop new solutions
- Applying data informed processes to continuously improve what we deliver to the customer

4. SOLUTION DESIGNERS

We are consistent designers by:

- Consistently identifying ways to improve our solutions
- Developing new modalities for students to enhance engagement and performance
- Challenging ourselves to continuous experimentation
- Thinking and acting as futurists

5. RELATIONSHIP CENTRIC

We value relationships by:

- Collectively working towards goals and objectives
- Being aware of how actions and behaviors affect others
- Overcoming challenges through coaching and support
- Being consistent in communication, appreciation and respect for others
- Providing constructive feedback in a safe environment
- Holding high expectations of ourselves and others

6. CONTINUOUSLY LEARNING

We are always learning by:

- Being curious about how to improve individually and collectively
- Committing to continuous learning, exploration and experimentation
- Learning from and teaching others
- Operating with a desire to improve, grow and develop

7. REMEMBER WHY WE'RE IN BUSINESS...

We're in business because of trust and choice – not because students are assigned to our schools based on where they live. We work to earn that trust through every single interaction, every single day.

Students always come first. Easy to say, but more important to do. Our focus on doing, rather than just saying, has led to year over year academic growth, enrollment growth, and student satisfaction growth.

I. Introduction

This Handbook summarizes the Method Schools' (hereinafter referred to as "School" or "Company") personnel policies applicable to all employees. Please review these policies carefully. If you have any questions about the policies outlined in this Handbook, or if you have any other personnel related questions, whether related to policies specifically addressed in this Handbook, please consult the Co-Founders, Executive Director, or HR Department. This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. Additionally, personal integrity, good judgment, and strict ethical standards shall always be practiced in all aspects of workplace behavior. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein. With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general workplace policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only the Co-Founders and/or current Executive Director may alter the at-will employment status of any of its employees. Once you have reviewed this Handbook, please sign the employee acknowledgment form at the end of this Handbook. This signed acknowledgment demonstrates to the School that you have read, understand and agree to comply with the policies outlined in the Handbook.

II. Hiring Policies and Procedures

A. At Will Employment

The School is an at-will employer. This Handbook does not in any way reflect a modification to this policy and does not reflect a contract of employment, either express or implied, between you and the School. Accordingly, either you or the School may terminate this relationship at any time, for any reason, with or without cause, and with or without prior notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to any employee in connection with his/her employment shall require the School to have "cause" or reason to terminate an employee or otherwise restrict the School's right to terminate an employee at any time for any reason. No School representative is authorized to modify this policy for any employee, unless in writing, signed by both the Co-Founders and/or current Executive Director and approved in writing by the Board of Directors.

Nothing contained in this Handbook, the employment application, School memoranda or other materials provided to any employee in connection with his/her employment, other than a signed, approved employment contract, shall require the School to have "cause" or reason to terminate an employee or otherwise restrict the School's right to terminate an employee at any time for any reason. No School representative is authorized to modify this policy for any employee, unless in writing, signed by both the Co-Founders and/or current Executive AND approved in writing by the Board of Directors.

B. Equal Employment Opportunity Policy

The School is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunities to all qualified individuals without regard to race, creed, color, religion, national origin, ethnicity, ancestry, sex, sexual orientation, age, physical or mental disability,

genetic information, gender identity and expression, gender related appearance and behavior, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees. Furthermore, the School prohibits all unlawful discrimination against any employee or applicant for employment in its programs or activities based on race, color, religion, sex, gender, ethnic group identification, age, national origin, ancestry, genetic characteristics, mental or physical disability, marital status, sexual orientation or other category protected by law. To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result. In order to perform the essential functions of the job, any applicant or employee requiring an accommodation should contact Co-Founders and/or current Executive and request such an accommodation.

C. Fair Employment and Housing Act

The Fair Employment and Housing Act (FEHA) prohibits discrimination of an applicant or employee based on the following protections: race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental and physical), sex, gender, (including pregnancy, childbirth, breastfeeding or related medical conditions), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status. If you believe prohibited discrimination has occurred, please contact your direct supervisor or Co- Founders and/or current Executive immediately. Reports will be investigated and appropriate corrective action will be taken.

D. Immigration Compliance

The School does not discriminate against any individual because of his or her national origin, citizenship, or intent to become a US citizen, in compliance with the Immigration Reform and Control Act of 1986. It is, however, the policy of the School to only employ those individuals that are authorized to work in the United States. In furtherance thereof, the School requires each prospective employee to provide documents verifying his or her identity and authorization to be legally employed in the United States. The employee will also be required to sign a legal verification attesting to her/his authorization to be legally employed in the United States.

E. Employee Classification

The School's employees are classified in the following categories: Exempt, non-exempt, and full-time, part-time or temporary. **Exempt:** Exempt employees are those employees with job assignments that meet exemption tests under state and federal law making them exempt from overtime pay requirements. Exempt employees are compensated on a salary basis, not pursuant to overtime pay requirements. **Non-Exempt:** Non-exempt employees are those employees with job assignments that do not meet exemption tests under state or federal law. Thus, these employees are paid overtime wages for overtime worked in accordance with the law. **Full Time:** Full time employees are those employees who are scheduled to work 40 hours in a week. **Part Time:** Part time employees are those employees who are scheduled to work less than 40 hours in a week. **Temporary:** Temporary employees are those employees who are hired for a limited time period, or for a specific project, and usually are not employed more than 1 month.

Independent Contractors: Independent contractors are not employees of the School. Rather, independent contractors are free from control and direction of the School in connection with

performance of work; contractor performs work outside the usual School's business operations; contractor is customarily engaged in an independently established trade, occupation, or business of the same nature as work performed.

Part time employees working less than 30 hours per week, and temporary employees are not entitled to benefits provided by the School. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School.

If you have any questions about your classification, please consult with Co-Founders and/or current Executive Director.

F. Relationships Between Employees

While the School's policies do not permit discrimination based on an individual's marital status, the individual's relations to another School employee or his or her lawful off duty conduct, some situations can create conflicts of interest requiring the School to take the employee's relationship with another employee into account. An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations of favoritism. A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arises, both employees shall notify the School so that appropriate measures can be taken to prevent conflicts of interest or favoritism. The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

G. Certification and Licensure of Instructional Staff

Each of the School's core academic teachers is required to hold a current California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. Paraprofessional staff may also be required to document that they meet federal requirements for paraprofessional staff. It is the responsibility and a condition of continued employment of all instructional staff, including teachers and paraprofessionals to maintain and keep current such certificates, permits or other documentation and provide to the HR team no later than the close of business on the first day the employee reports for duty. If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee should immediately report the same to the Executive Director. Staff who are required to meet these state and federal certification, expertise, and related requirements must maintain such qualifications as a condition of employment at the School. Nothing in this section is intended to alter that at-will status of the employee's employment.

H. Tuberculosis Testing

Except for employees transferring from other schools, no person shall be employed by the School unless the employee has submitted proof of an examination within the past 60 days that the employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous 60 days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.

The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive shall be followed by an X-ray of the lungs.

All employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting "food handlers" who shall be examined annually. After such examination, each employee shall cause to be on file with the School a certificate from the examining physician showing the employee was examined and found free from active tuberculosis.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. However, the cost of the examination shall be a reimbursable expense. Employees should follow the School's reimbursement procedures. The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the School.

J. Criminal Background Checks

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The School will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

III. General Workplace Policies

A. Prohibition of Harassment/Discrimination and Protection Against Retaliation

1. Policy

The School is committed to providing a workplace and educational environment free of sexual harassment, as well as harassment and discrimination based on such factors as race, religion, creed, color, ethnicity, national origin, ancestry, age, medical condition, genetic information, gender identity and expression, gender related appearance and behavior, marital status, sex, sexual orientation, citizenship status, disability, military and veteran status, status as a victim of the crimes enumerated in Labor Code section 230.5, or any other category protected by law. The School will not condone or tolerate harassment or discrimination of any type by any employee, whether supervisory or co-employee, against an employee, third party vendor or student. The School also does not condone or tolerate harassment of its employees by any third parties or students. The School will promptly and thoroughly investigate any complaint of harassment or discrimination and take appropriate corrective action, if warranted. The School will take all reasonable steps to prevent discrimination and unlawful harassment from occurring. Sexual or other unlawful harassment in employment violates the School's policy and is prohibited under Title VII of the Civil Rights Act and the California Fair Employment and Housing Act.

2. Definition of Harassment

Harassment includes verbal, physical or visual conduct that creates an intimidating, offensive or hostile working or educational environment or that unreasonably interferes with job performance. Verbal harassment includes, but is not limited to, epithets, derogatory comments or slurs based on a protected category.

Physical harassment includes, but is not limited to, assault, impeding or blocking movement or any physical interference with normal work or movement, when directed at a legally protected individual. Visual harassment includes, but is not limited to, derogatory posters, cartoons or drawings on a basis protected by law.

3. Definition of Sexual Harassment

Federal law defines sexual harassment as unwelcome sexual conduct that is a term or condition of employment. The Equal Employment Opportunity Commission's Guidelines define two types of sexual harassment: "quid pro quo" and "hostile environment." "Unwelcome" sexual conduct constitutes sexual harassment when "submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment." "Quid pro quo harassment" occurs when "submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals." A "hostile environment" claim for harassment occurs when discrimination based on sex has created a hostile or abusive work environment.

California law defines unlawful sexual harassment in largely the same ways. Sexual harassment occurs where a term of employment (i.e., compensation or in terms, conditions or privileges of employment), academic status or progress (i.e., a student's grades or promotion to the next grade is explicitly or implicitly conditioned upon submission to unwelcome sexual advances, as more fully described below. Sexual harassment also occurs where the submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual. Additionally, sexual harassment occurs where harassment (unwanted sexual advances, visual, verbal or physical conduct of a sexual nature) is sufficiently severe, persistent, pervasive or objectively offensive so as to alter the conditions of employment and create an abusive or hostile educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.

Sexual harassment occurs where the conduct has the purpose or effect of having a negative impact on the individual's academic performance, work or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. Finally, sexual harassment occurs where

submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the School.

The educational environment includes, but is not limited to, the School's campus or grounds, the properties controlled or owned by the School and off-campus, if such activity is School sponsored or is conducted by organizations sponsored by or under the jurisdiction of the School. 5 C.C.R. § 4916(e).

The following are examples of offensive behavior:

- Unwanted sexual advances, flirtations, touching or requests for sexual favors
- Verbal abuse of a sexual nature
- Graphic or suggestive comments about dress or body and the sexual uses to which it could be put
- Unwarranted graphic discussion of sexual acts
- Sexually degrading words
- Suggestive or obscene letters, notes or invitations;
- Verbal harassment including, but not limited to, unwelcome epithets, jokes, derogatory comments, or slurs of a sexual nature, or sexually degrading words used to describe a person

- Physical harassment including, but not limited to, assault, impeding or blocking movement or any physical interference with normal work or school activities or movement, when done because of your sex
- Visual harassment including, but not limited to, leering, making sexual or obscene gestures, displaying sexually explicit or derogatory posters, cartoons or drawings, or computer-generated images of a sexual nature
- Making or threatening retaliatory action after receiving a negative response to sexual advances.

3.What to do if Sexual or Other Unlawful Harassment Occurs

Internal Procedures:

School Level Investigation: Each employee has the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment. Consequently, should Co-Founders or supervisors become aware of any conduct that may constitute sexual harassment, discrimination or other prohibited behavior, immediate action will be taken to address and remediate such conduct. Any employee who has experienced or is aware of a situation that is believed to be sexually or otherwise unlawfully harassing has a responsibility to report the situation immediately to Tracy Robertson or Jade Fernandez at 951-461-4620. A Harassment Complaint Form may be obtained from Jessica Spallino . A prompt investigation will take place and appropriate corrective action will take place where warranted. Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter.

If an employee has a complaint regarding an alleged violation of federal or state law or regulations governing educational programs (including but not limited to Consolidated Categorical Aid Programs, Migrant Education, Special Education Programs), including allegations of unlawful discrimination not involving employment, the employee should utilize the Uniform Complaint Procedure adopted by the School.

Any employee found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible dismissal.

External Procedures: Filing a Complaint with the Department.

Employees or job applicants who believe that they have experienced unlawful employment discrimination may file a complaint directly with the Department. The Department serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the Department finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the Department may file a formal accusation.

Employees can also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the Department and a Right to Sue Notice has been issued. For more information, contact the Department toll free at (800) 884-1684, in the Sacramento area and out of state at (916) 227-0551 or visit its website at www.dfeh.ca.gov. To contact the nearest field office of the Equal Employment Opportunity Commission ("EEOC"), call 1-800-669-4000. You should be aware that state and federal law provide time limits within which complaints must be filed.

Contact the relevant agency to determine the applicable time limit.

5.Retaliation Policy

It is in violation of the School's policy for the School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to

treat impartially in the context of any recommendations for subsequent employment that the School may make, adversely affect working conditions or otherwise deny any employment benefit to or take actions that are materially adverse against an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, proceeding or hearing conducted by the Department or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the School's retaliation policy include seeking advice from the Department; filing a complaint with the Department, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

B. Workplace Violence

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. You should report any act or threat of violence immediately to the Lead Teacher or Co- Founders.

C. Open Door Policy

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or complaints relating to your job, conditions of employment, the School or the treatment you are receiving. Other than in situations involving harassment (as outlined and described above), please contact the Lead Teacher or Co-Founders with your questions or concerns. If the situation is not resolved to your satisfaction, please contact at mark@methodschoools.org, preferably in writing, who will further investigate the issue.

D. Drug Free Workplace

It is the School's policy to maintain a drug and alcohol-free workplace. No employee may use, possess, offer for sale or be under the influence of any illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils or on School property at any time. Engaging in any of the activities above shall be considered a violation of School policy and the violator will be subject to discipline, up to and including termination. The School complies with all federal and state laws and regulations regarding drug use while on the job.

E. Smoking

All School buildings and facilities are non-smoking facilities. Vaping/e-cigarettes are also prohibited

F. Health, Safety and Security Policies

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. The School maintains an Injury and Illness

Prevention Program, which is kept by the Lead Teacher and Co-Founders and is available for your review.

You are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. You are required to immediately report to your supervisor any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

The School has also developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances, exits and service areas. Report any suspicious persons or activities to security personnel or to your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. You should immediately notify your supervisor when keys are missing or if security access codes, identification materials, or passes have been breached. The security of the facilities, as well as the welfare of our employees, depends upon the alertness and sensitivity of every individual.

G.Company Property Inspections

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other school provided storage devices.

The School also reserves the right to inspect any vehicle, its trunk, glove compartment or any container therein that is parked on the School property or premises. The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

H.Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter or is conducted in areas where other employees are working. Solicitation during non- work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non- employees is strictly prohibited.

I.Use of Company Communication Equipment and Technology

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for non-business use. Any devices or equipment provided by the School must be recorded on Property Issuance Form, and returned at the termination of employment. Employees have no expectation of privacy in any communications made using School owned equipment and technology.

Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School. Additionally, the School uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, internet access harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter. Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide to the Co-Founders all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or changed. In addition, employees are

required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination. Internet use is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use the School's communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors. The e-mail system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted. The e-mail system and internet access is not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students. Employees should not attempt to gain access to another employee's email files or voicemail messages without the latter's express permission. Each employee is responsible for the content of the messages sent out using his/her School issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless that employee expressly authorizes such use.

Communication Policy

Method Schools teachers and staff may not communicate with students via personal text message. All communication with students is to be sent only through the following public communication platforms: SmartFox Broadcast Messaging, Zoom, Email, Sagebot and any other Method approved platforms.

J.Employee Blogs and Social Media

If an employee decides to keep a personal blog, or use other social media (including, but not limited to Facebook, Instagram, Twitter, Snapchat, etc.) , that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes
- Student and employee confidentiality policies must be adhered to
- Employees must make clear that the views expressed in their blogs are their own and not those of the School
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf, unless authorized in writing by Mark Holley
- Employees are not authorized to publish any confidential information maintained by the School
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation

The School reserves the right to take disciplinary action against any employee whose blog violates this or other School policies.

K. Participation in Recreational or Social Activities

Employees may participate in activities sponsored by or supported by the School. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and the School disclaims any and all liability arising out of the employee's participation in these activities.

L. Personnel Files and Record Keeping Protocols

At the time of your employment, a personnel file is established for you. Please keep the Business and/HR department advised of changes that should be reflected in your personnel file. Such changes include: change in name, address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. A request for inspection or copying of information contained in the personnel file must be directed to the Business and/HR department.

The School will restrict disclosure of your personnel file to authorized individuals within the School. Only the Business and/HR department is authorized to release information about current or former employees. The School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

IV. Hours of Work, Overtime and Attendance

A. Work Hours and Schedules

The School's normal working hours are from 8:00 AM to 5:00PM Monday through Friday. The work schedule for full-time non-exempt employees is normally 40 hours per week. Your supervisor will assign your work schedule.

B. Overtime

The School follows all federal and state laws regarding the payment of overtime wages by compensating all non-exempt employees for overtime hours worked. For purposes of overtime calculations for non-exempt employees, the School's workweek begins on Monday and ends the following Sunday. The workday begins at midnight and ends the following day at 11:59 p.m.

You will be informed when you are required to work overtime hours. All overtime hours worked must be pre authorized in writing by one of the Co-Founders.

Only those hours that are actually worked are counted to determine an employee's overtime pay. Compensated holidays, for example, are not hours worked and are therefore not counted in overtime calculations.

C. Make Up Time

You may request in writing that you be able to make up work time that is or would be lost as a result of a personal obligation. The hours of that make-up work may only be performed in the same

workweek in which the work time was lost and must not exceed 11 hours of work in one day or 40 hours of work in one week. You shall provide a signed written request for each occasion that you make a request to make up work time and authorization is at the option of the School. **D. Work Breaks**

Non-exempt School employees are allowed one duty free 30 minutes minimum; 60-minute maximum unpaid meal break each work day where the employee works more than six (6) hours in one day. Non-exempt employees are not allowed to work more than five (5) hours in one period without taking a meal break, unless the employee does not work more than six (6) hours in one day and the employer and employee mutually agree to waive the meal period. Non-exempt employees must take two ten-minute paid break periods for each full workday, as close as practicable to the mid-point of any continuous four (4) hour work period, or major fraction thereof. Non-exempt employees should contact their immediate supervisor to schedule their meal and break periods

E. Pay Days For all employees, paydays are scheduled on the 15th and the last day of each month unless otherwise notified. There may be changes to the paydays throughout the school year to which all employees will be notified with ample notice. Each paycheck will include earnings for all reported work performed through the end of the payroll period. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the nearest business day. Unless other arrangements are made all employees will receive pay by direct deposit to the checking or savings account they designate at hiring. You should promptly notify the business and/or HR department if you have a question regarding the calculations of your paycheck; any corrections will be noted and will appear on the following payroll.

F. Payroll Withholdings

The School is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows: Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount. State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability. Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Business and/or HR Department to explain them to you. You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting through Zenefits. The School's HR department can also assist with providing these forms. All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the employee's W-4 form, which should be completed upon hire. It is the employee's responsibility to report any changes in filing status to the Business and/or HR Department. It is also the employee's responsibility to fill out a new W-4 form if his/her filing status changes. At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages. The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks. The amount that is deducted is 20% of the monthly premium on a pre-tax basis. In other words, the School agrees to pay for the first \$500 plus 80% of anything over \$500 toward the monthly insurance premium. For employees who voluntarily choose not to participate in the School's medical

insurance plan, the School agrees to reimburse \$150 per month toward the employee that will be added to the employee's check in \$75 increments each pay period. This applies only to employees who are eligible for school- sponsored benefits (i.e. employees who work at least 30 hours per week).

G. Attendance Policy

Employees are expected to adhere to regular attendance and to be punctual. If you find it necessary to be absent or late, you are expected to arrange it in advance with their immediate supervisor. If it is not possible to arrange your absence or tardiness in advance, you must notify your supervisor no later than one-half hour before the start of your workday. If you are a teacher, you are also responsible to arrange for a qualified substitute to be approved by your supervisor. If you are absent from work longer than one day, you are expected to keep your supervisor sufficiently informed of your situation. Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination. An absence or tardiness without notification to your supervisor will lead to disciplinary action, up to and including termination.

If you fail to come to work for three consecutive work days without authorization, the School will presume that you have voluntarily terminated your position with the School.

H. Remote Work Policy

Compensation and Work Hours The employee's compensation, benefits, work status and work responsibilities will not change due to working remotely.

The amount of time the employee is expected to work per day or pay period will not change as a result of participation in the teleworking program.

Equipment/Tools Method Schools may provide specific tools/equipment for the employee to perform his/her current duties. This may include computer hardware, computer software, phone lines, email, voicemail, connectivity to host applications, and other applicable equipment as deemed necessary. The use of equipment, software, data supplies and furniture when provided by Method Schools for use at the remote work location is limited to authorized persons and for purposes relating to company business. Method Schools will provide for repairs to company equipment. When the employee uses her/his own equipment, the employee is responsible for maintenance and repair of equipment. A loaner laptop may be provided when available. Loaner computers will vary in performance and configuration. Loaners must be returned upon request.

Workspace The employee shall designate a workspace within the remote work location for placement and installation of equipment to be used while teleworking. The employee shall maintain this workspace in a safe condition, free from hazards and other dangers to the employee and equipment. Method Schools must approve the site chosen as the employee's remote workspace. Any company materials taken home should be kept in the designated work area at home and not be made accessible to others.

Office Supplies Office supplies will be provided by Method Schools as needed. Out-of-pocket expenses for other supplies will not be reimbursed unless by prior approval of the employee's manager.

Dependent Care Teleworking is not a substitute for dependent care. Teleworkers will not be available during company core hours to provide dependent care.

Income Tax It will be the employee's responsibility to determine any income tax implications of maintaining a home office area. Method Schools will not provide tax guidance nor will Method Schools assume any additional tax liabilities. Employees are encouraged to consult with a qualified tax professional to discuss income tax implications.

Communication Employees must be available by phone and email during core hours. All client interactions will be conducted on a client or company site. Participants will still be available for staff meetings, and other meetings deemed necessary by management.
Method Schools will pay work-related voice and data communication charges

Compliance with Policies

Remote employees must follow Method Schools' policies like their office-based colleagues. Examples of policies that all employees should abide by are (full list of policies can be referenced in Board Policy Manual):

- Attendance
- Employee Code of Conduct
- Anti-discrimination/Equal Opportunity
- Dress Code

Evaluation The employee shall agree to participate in all studies, inquiries, reports and analyses relating to this program.

The employee remains obligated to comply with all company rules, practices and instructions.

I. Time Records

Time records must be accurately kept reflecting all regular hours and overtime hours worked and meal periods taken by non-exempt employees. Time records must be signed by employees, verifying and attesting to the truth of the information contained therein. All absences, tardies and overtime must be accurately reflected on the time record.

Exempt employees must report only full day absences from work and pay deductions will only be as provided by law.

J. Mandatory Training and Meetings

The School will pay non-exempt employees for attendance at mandatory training taking place outside of regular business hours.

All mandatory training, lectures and meetings will be identified as such. The School will not pay non-exempt employees for attendance at voluntary trainings.

All non-exempt employees must accurately reflect attendance at all mandatory training, lectures and meetings outside of regular working hours on their time records.

V. Standards of Conduct

A. Personal Appearance

Employees are expected to wear clothes that are neat, clean and professional while on duty, including during Zoom meetings with staff and students, field trips, and at any School-related events. Employees are expected to appear well-groomed and appear within professionally accepted standards suitable for the employee's position, and wear shoes at all times. Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.

B. Student Safety

In accordance with the School's policies providing student safety, including those covering anti-harassment, anti-discrimination, anti-intimidation and anti-bullying, each employee is expected to assist in maintaining a student safe environment. Thus, each employee is required to take immediate steps to intervene when it is safe to do so if the employee witnesses an act of discrimination, harassment, intimidation or bullying of a student. The employee is also required to report such actions to administration as soon as practicable.

C. Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the at-will employment relationship the employee has with the School.

- Unexcused absence and/or lack of punctuality
- Release of confidential information without authorization
- Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances
- Theft or embezzlement
- Willful destruction of property
- Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position
- Falsification, fraud or omission of pertinent information when applying for a position
- Any willful act that endangers the safety, health or wellbeing of another individual
- Horseplay
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school
- Misuse of School Property
- Possession of firearms, or any other dangerous weapon, while acting within the course of School of your employment with the School
- Acts of discrimination or illegal harassment based on gender, ethnicity or any other basis protected by state or federal law
- Failure to comply with the School's safety procedures
- Insubordination
- Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School
- Violations of federal, state or local laws affecting the organization or your employment with the organization
- Unacceptable job performance
- Dishonesty
- Failure to keep a required license, certification or permit current and in good standing

- Recording the work time of any other employee, or allowing any other employee to record time on your! time record or falsifying any time record
- Unreported absence of any three consecutively scheduled workdays
- Unauthorized use of School equipment, materials, time or property
- Working unauthorized overtime or refusing to work assigned overtime
- Abuse of sick leave
- Sleeping or malingering on the job

D. Confidential Information

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

E. Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action.

F. Child Neglect and Abuse Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the appropriate police or sheriff's department, or to a county probation department (if authorized to receive mandated reports) or the county welfare office. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect. Child abuse should be reported immediately by phone to the appropriate police or sheriff's department, or to a county probation department (if authorized to receive mandated reports) or the county welfare office. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child's parents. Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School administrator, coworker or other person shall not be a substitute for making a mandated report to the appropriate police or sheriff's department, or to a county probation department (if authorized to receive mandated reports) or the county welfare office.

G. Outside Employment

Employees should not accept any employment or consulting relationship with another person or entity while employed by the School that would interfere with their ability to satisfactorily perform their job duties. The School will hold all employees to the same standards of performance and scheduling demands and will not make any exceptions for employees who also hold outside jobs.

H. Expense Reimbursements

The School will reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the School's policy regarding expenditures. In general, all expenses must have been previously approved in writing by the Co-Founders. All reimbursement forms must be complete and submitted to your supervisor

VI. Employee Benefits

A. Paid Time Off

The School provides PTO benefits to eligible employees to enable them to take paid time off for rest and recreation. The School believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with the School personally satisfying.

In addition, Method follows the calendar below regarding paid breaks and holidays for eligible staff:

Paid Time Off Policy

| Years with Method | PTO Days Per Year | Maximum Carryover |
|-------------------|-------------------|-------------------|
| 1 | 15 | 20 |
| 2 | 20 | 25 |
| 3 | 25 | 30 |
| 5+ | 30 | 40 |


*PTO may not be sold back under any circumstances

*All PTO requests must be submitted through Zenefits and approved by supervisor

*During peak high-demand periods, max of 3 consecutive PTO days, unless approved by supervisor



2023-24 Staff Calendar



2023-24 Staff Calendar

2023-24 Staff Calendar

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Paid Holidays

9-4-23 Labor Day
11-10-23 Veterans' Day (observed)
11-23-23 Thanksgiving Day
11-24-23 Friday after Thanksgiving
12-25-23 Christmas Day
12-26-23 Day after Christmas
1-1-24 New Year's Day
1-15-24 Martin Luther King, Jr. Day
2-19-24 President's Day
5-27-24 Memorial Day
6-19-24 Juneteenth
Paid for All Employees Working Over 30 Hours per Week

Additional Days Off

11-22-23
12-19-23
12-20-23
12-21-23
12-22-23
12-27-23
12-28-23
12-29-23

Paid for Salaried Employees
Hourly Employees May take PTO or Discuss Alternative Work Arrangement with Manager

B. Sick Leave

Three days of sick leave are provided, in addition to PTO days.

C. Insurance Benefits

1. Health Insurance

Employees who work at least 30 hours per week are entitled to health insurance benefits in accordance with the School's health insurance plan as set forth in the Summary Plan Description ("SPD"). The School will cover approximately \$500 plus 80% percent of the premium for eligible employees who work at least 30 hours per week. The employee's portion of monthly premiums will be deducted from the employee's paycheck. If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence of more than 20 consecutive days are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage may result in the loss of coverage.

2. 403b Retirement Savings Plan Method Schools will match (up to 5%) of employee's contribution towards their retirement savings plan.

3. Disability Insurance All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage- replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the Business and/or HR Department. Additionally, Method provides STD and LTD coverage for its eligible employees.

4. Family Leave Insurance

Employees covered by the California Disability Insurance program are also covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to six weeks of wage replacement benefits when they suffer a wage loss for taking time off to care for a seriously ill child, spouse, parent, domestic partner, grandparent, grandchild, sibling or parent-in-law or to bond with a new child within one year of birth or placement of the child in connection with foster care or adoption. Specific rules and regulations relating to Family Leave Insurance are available from the Business and/or HR Department.

5. Workers' Compensation Insurance

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See the Director of Human Resources for further details of making a claim for Workers' Compensation Insurance benefits.

6. Family Leave Policy:

Board Policy 4140 Method Schools California CFRA/FMLA Leave

Medical and Caregivers' Leave

Method Schools may provide up to 3 weeks of leave, paid at 100% of the employee's regular rate of pay, in order to care for a family member or in the case of the employee's own serious medical condition, per the stipulations listed below:

- To care for a family member with a serious health condition who is the employee's: Spouse, parent or child under age 18, or age 18 or older who is incapable of self-care. A domestic partner, child or registered domestic partner's child of any age, sibling, grandparent, or grandchild.
- The employee's own serious health condition that makes the employee unable to perform his or her job, excluding leave for the medical disability related to pregnancy and birth. This leave does not apply to family bonding/birth of a child
- Doctor's note may be required

Bereavement

Employees may be allowed up to 2 consecutive weeks off, paid at 100% of the employee's regular rate of pay, to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a current spouse, parent, legal guardian, sibling, child, current parent-, sister-, or brother-in-law, grandparent, grand child, or domestic partner.

Method Schools understands and respects the family care and bonding needs of its employees. In concurrence with the 12 weeks unpaid Family and Medical Leave Act and the California Family Rights Act, Method offers the following paid bonding leave to eligible employees after the birth of a child:

- Birth mother: 8 weeks paid leave
- Non-birth parent: 4 weeks paid leave
- 12-week job protection

Staff members employed with Method for a minimum of six months but less than one year qualify for the following:

- Birth mother: 4 weeks paid leave
- Non-birth parent: 2 weeks paid leave
- Job protection for the duration of leave

Purpose/Objective

The federal Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA) provide eligible employees the opportunity to take unpaid, job-protected leave for certain medical and nonmedical needs for themselves and family members. Each of these leaves is explained below. The maximum amount of leave available under this policy is twelve (12) weeks of CFRA leave in a 12-month period and twenty-six (26) weeks of FMLA leave (where military caregiver leave applies) in a 12-month period, some or all of which may run concurrently. For more information regarding leave under this policy, employees should contact Human Resources.

Eligibility

To be eligible for leave under this policy, employees must meet all of the following requirements:

1. Have worked at least twelve (12) months for Method Schools in the preceding seven (7) years (exceptions apply to the seven-year requirement).
2. Have worked at least 1,250 hours for Method Schools over the twelve (12) months preceding the date the leave would commence.
3. FMLA only: Currently work at a location where there are at least fifty (50) employees within seventy-five (75) miles.

All periods of absence from work due to or necessitated by service in the uniformed services are counted as hours worked in determining eligibility.

Conditions Triggering Leave

The FMLA and CFRA have differing definitions of “family member,” and only the FMLA allows employees to take up to twenty-six (26) weeks of leave to provide care for an injured military family member. Because of this, FMLA and CFRA leaves may not always run concurrently. In general, CFRA/FMLA leave may be taken for any of the following reasons:

| Reasons for Leave (See related definitions at the end of the policy.) | | CFRA | FMLA | Both |
|--|---|------|------|------|
| To care for or bond with: | An employee’s newborn child or newly placed foster or adopted child. | | | X |
| | A domestic partner’s newborn child or newly placed foster or adopted child. | X | | |
| To care for a family member with a serious health condition who is the employee’s: | Spouse, parent or child under age 18, or age 18 or older who is incapable of self-care. | | | X |
| | A domestic partner, child or registered domestic partner’s child of any age, sibling, grandparent, or grandchild. | X | | |
| The employee’s own serious health condition makes the employee unable to perform his or her job, excluding leave for the medical disability related to pregnancy and birth. | | | | X |
| The employee’s own medical disability related to pregnancy and birth. | | | X | |
| A qualifying military exigency related to the covered active duty or call to covered active duty of an employee’s spouse, parent or child in the United States armed forces. | | | | X |

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| Military caregivers leave for a service member with a serious health condition (defined under “Definitions”) who is the employee’s spouse, domestic partner, child, parent or next of kin.* | | X | |
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*CFRA leave will run concurrently when the family member, regardless of military status and with the exception of next of kin, meets the standard criteria for a serious health condition.

The 12-Month Measurement Period

Method Schools measures the period of twelve (12) months in which leave is taken by [*enter defined 12-month period*].

For military caregiver leave, an eligible employee may take up to twenty-six (26) workweeks of leave in a single 12-month period. The single 12-month period begins on the first day leave is taken to care for a covered service member and ends twelve (12) months thereafter, regardless of the method used to determine leave availability for other CFRA/FMLA-qualifying reasons.

Intermittent and Reduced-Schedule Leave

Eligible employees may take leave in a single block of time, intermittently (in separate blocks of time) or by reducing the normal work schedule. [*Optional: Intermittent leave to bond with a new child must be taken in two-week increments, with a shorter duration allowed on two occasions.*]

Employees who require intermittent or reduced-schedule leave must try to schedule their leave so that it will not unduly disrupt Method Schools’ operations. Intermittent leave is permitted in the same increments as provided in Method School’s [vacation, sick or paid-time-off leave] policy.

Interaction with Paid Leave

Depending on the purpose of the leave request, employees may choose (or Method Schools may require employees) to use accrued paid leave (such as sick leave, vacation or paid time off) concurrently with some or all of the leave taken under this policy. To use paid leave for FMLA/CFRA leave, eligible employees must comply with Method Schools normal procedures (e.g., call-in procedures, advance notice) for the applicable paid-leave policy.

Employee paid-leave accruals (paid time off, vacation, sick leave) will continue while paid leave is being used during periods of FMLA/CFRA absence and in accordance with those individual policies.

Employee paid-leave accruals will not continue during unpaid periods of FMLA/CFRA absence or when only disability payments are being received.

Maintenance of Health Benefits

If employees and/or their families participate in Method School’s group health plan, Method Schools will maintain coverage during FMLA/CFRA leave on the same terms as if employees had continued to work. If applicable, employees must make arrangements to pay their share of health plan premiums while on leave. In some instances, Method Schools may recover the premiums it paid to maintain health coverage or other benefits for employees and/or their families while employees were absent. Use of FMLA/CFRA leave will not result in the loss of any employment benefit that accrued prior to

the start of leave under this policy. Employees should consult the applicable benefit plan document for information regarding eligibility, coverage and benefits.

Procedures

When seeking leave under this policy, employees must provide the following to Human Resources:

1. Thirty (30) days' notice of the need to take FMLA/CFRA leave if the need for leave is foreseeable. In the case of unforeseeable leave, notice must be provided as soon as practicable and in compliance with Method Schools' normal call-in procedures, absent unusual circumstances.
2. Medical certification supporting the need for leave due to a serious health condition affecting the requesting employee or a covered family member or service member within fifteen (15) calendar days of Method Schools' request for the certification (additional time may be permitted in some circumstances). Second or third medical opinions may also be required when allowed.
3. For qualifying exigency leave: Within fifteen (15) days of the request, an employee requesting qualifying exigency leave may be required to provide appropriate supporting documentation in the form of a copy of the covered military member's active duty orders or other military documentation indicating the appropriate military status and the dates of active duty status, along with a statement setting forth the nature and details of the specific exigency, the amount of leave needed and the employee's relationship to the military member.
4. An employee must provide periodic reports as deemed appropriate during the leave regarding the employee's status and intent to return to work.
5. [*Optional*: A return-to-work release before returning to work if the leave was due to the employee's serious health condition.]

Failure to comply with these requirements may result in delay or denial of leave or disciplinary action, up to and including termination. Leave under this policy will be governed by and handled in accordance with CFRA- and FMLA-applicable regulations, and nothing within this policy should be construed to be inconsistent with those regulations.

Employer Responsibilities

To the extent required by law, Method Schools will inform employees whether they are eligible for leave under the FMLA/CFRA. Should employees be eligible for FMLA/CFRA leave, Method Schools

will provide eligible employees with a notice that specifies any additional information required, as well as their rights and responsibilities. Method Schools will also inform employees if leave will be designated as FMLA/CFRA-protected and, to the extent possible, note the amount of leave counted against employees' leave entitlement. If employees are not eligible for FMLA/CFRA leave, Method Schools will provide a reason for the ineligibility.

Job Restoration

Upon returning from FMLA/CFRA leave, employees will typically be restored to their original position or to an equivalent position with equivalent pay, benefits and other employment terms and conditions.

Failure to Return After Leave

If an employee fails to return to work as scheduled after FMLA/CFRA leave or if an employee exceeds the authorized FMLA/CFRA entitlement, the employee will be subject to Method Schools's other applicable leave of absence, accommodation and attendance policies. This may result in termination if the employee has no other Method Schools -provided leave available to her or him that applies to the continued absence. Likewise, following the conclusion of the FMLA/CFRA leave, Method Schools' obligation to maintain the employee's group health plan benefits ends (subject to any applicable COBRA rights).

Military Caregiver Leave

Military caregiver leave is designed to allow eligible employees to care for certain family members who have sustained serious injuries or illness while on active duty. Within the single 12-month period described above, an eligible employee may take a total of twenty-six (26) weeks of CFRA/FMLA leave, including up to twelve (12) weeks of leave for any other CFRA/FMLA-qualifying reason (i.e., birth or adoption of a child, serious health condition of the employee or close family member, or a qualifying exigency). For example, during the single 12-month period, an eligible employee may take up to sixteen (16) weeks of CFRA/FMLA leave to care for a covered service member when combined with up to ten (10) weeks of CFRA/FMLA leave to care for a newborn child.

Military caregiver leave applies on a per-injury basis for each service member. Consequently, an eligible employee may take separate periods of caregiver leave for each covered service member and/or for each serious injury or illness of the same covered service member. A total of no more than twenty-six (26) workweeks of military caregiver leave, however, may be taken within any single 12-month period.

Qualifying Exigency Leave

Employees who meet the eligibility standards set forth above are eligible to request qualifying exigency leave. Although qualifying exigency leave may be combined with leave for other FMLA-qualifying reasons, under no circumstances may the total leave exceed twelve (12) weeks in any 12-month period (with the exception of military caregiver leave as set forth above).

Eligible employees may take unpaid qualifying exigency leave to tend to certain exigencies arising out of the duty under a call or order to active duty of a covered military member (i.e., the employee's spouse, child or parent). Up to twelve (12) weeks of qualifying exigency leave is available in any twelve (12) month period, as measured by the same method that governs measurement of other

forms of leave within this policy, with the exception of military caregiver leave, which is subject to a maximum of twenty-six (26) weeks of leave in a single 12-month period. The maximum amount of qualifying exigency leave an employee may use to bond with a military member on short-term, temporary rest and recuperation during deployment is fifteen (15) days.

Persons who can be ordered to active duty include active and retired members of the armed forces, certain members of the retired Reserve and various other Reserve members, including in the Ready Reserve, Selected Reserve, Individual Ready Reserve, National Guard, state military, Army Reserve, Navy Reserve, Marine Corps Reserve, Air National Guard, Air Force Reserve and Coast Guard Reserve.

A call to active duty refers to a federal call to active duty, and state calls to active duty are not covered unless under order of the president of the United States pursuant to certain laws.

Qualifying exigency leave is available under the following circumstances:

1. **Short-notice deployment:** To address any issue that arises out of short notice (within seven (7) days or less) of an impending call or order to active duty.
2. **Military events and related activities:** To attend any official military ceremony, program or event related to active duty or a call to active duty status, or to attend certain family-support or assistance programs and informational briefings.
3. **Child care and school activities:** To arrange for alternative child care; to provide child care on an urgent, immediate-need basis; to enroll a child in or transfer a child to a new school or day care facility; or to attend meetings with staff at a school or day care facility.
4. **Financial and legal arrangements:** To make or update various financial or legal arrangements or to act as the covered military member's representative before a federal, state or local agency in connection with service benefits.
5. **Counseling:** To attend counseling (provided by someone other than a healthcare provider) for the employee, the covered military member, or a child or dependent when necessary as a result of duty under a call or order to active duty.
6. **Temporary rest and recuperation:** To spend time with a covered military member who is on short-term, temporary rest and recuperation leave during the period of deployment. Eligible employees may take up to fifteen (15) days of leave for each instance of rest and recuperation.

7. **Post-deployment activities:** To attend arrival ceremonies, reintegration briefings and events, and any other official ceremony or program sponsored by the military for a period of up to ninety (90) days following termination of the covered military member's active duty status. This also encompasses leave to address issues that arise from the death of a covered military member while on active duty status.
8. **Mutually agreed leave:** Other events that arise from the close family member's call or order to active duty, provided that Method Schools and the employee agree that such leave shall qualify as an exigency and agree to both the timing and duration of such leave.

Definitions

A *serious health condition* is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility or continuing treatment by a health care provider, and either prevents the employee from performing the functions of his or her job or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing-treatment requirement includes an incapacity of more than three (3) full calendar days and two (2) visits to a health care provider, or one (1) visit to a health care provider and a continuing regimen of care; an incapacity caused by a chronic condition or permanent or long-term conditions; or absences due to multiple treatments. Other situations may also meet the definition of "continuing treatment."

Qualifying exigencies include activities such as short-notice deployment, military events, arranging alternative child care, making financial and legal arrangements related to deployment, rest and recuperation, counseling, parental care, and post-deployment debriefings.

A *covered service member* is either 1) a current service member of the armed forces, including a member of the National Guard or Reserves, with a serious injury or illness incurred in the line of duty for which the service member is undergoing medical treatment, recuperation or therapy; otherwise in outpatient status; or otherwise on the temporary disability retired list; or 2) a covered veteran who is undergoing medical treatment, recuperation or therapy for a serious injury or illness.

A *covered veteran* is an individual who was discharged under conditions other than dishonorable during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran. The period between October 28, 2009, and March 8, 2013, is excluded in determining this five-year period.

Next of kin means the nearest blood relative of the service member, other than the service member's spouse, domestic partner, parent, son or daughter, in the following order of priority: blood relatives who have been granted legal custody of the service member by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins,

unless the service member has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave.

The definition of “serious injury or illness” for current service members and veterans is distinct from the definition of “serious health condition” for CFRA/FMLA leave. For purposes of this policy, “serious injury or illness” means an injury or illness incurred by the service member in the line of duty while on active duty in the armed forces that may render the service member medically unfit to perform the duties of the service member’s office, grade, rank or rating or that existed before the beginning of active duty and was aggravated by service while on active duty.

With regard to covered veterans, the serious injury or illness may manifest itself before or after the individual assumed veteran status and is 1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the armed forces and rendered the service member unable to perform the duties of the service member’s office, grade, rank or rating; 2) a physical or mental condition for which the covered veteran has received a VA service-related disability rating of 50 percent or greater, and such rating is based, in whole or in part, on the condition precipitating the need for caregiver leave; 3) a physical or mental condition that substantially impairs the veteran’s ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would absent treatment; or 4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

Purpose/Objective

Method Schools provides female employees with job-protected unpaid leave, up to four months, for disabilities relating to pregnancy, childbirth or related medical conditions (meaning a physical or mental condition intrinsic to pregnancy or childbirth). For the purposes of leave under this policy, “four months” mean the number of days the employee would normally work within four calendar months (one-third of a year equaling 17 1/3 weeks), if the leave is taken continuously, following the date the pregnancy leave commences.

The company also provides reasonable accommodations, to the extent required by law, for conditions related to pregnancy, childbirth or related medical conditions. In addition, a transfer to a less strenuous or hazardous position or duties may be available pursuant to an employee’s request, if such a transfer is medically advisable. Employees requesting a leave or reasonable accommodation should promptly notify Human Resources.

For more information regarding leave under this policy employees should contact Human Resources

Eligibility

All employees who experience disabilities relating to pregnancy, childbirth or related medical conditions (meaning a physical or mental condition intrinsic to pregnancy or childbirth) may request leave or a reasonable accommodation under this policy.

Use of accrued paid leave

Accrued paid sick leave must be used concurrently with leave taken under this policy. If SDI benefits have begun, the employee may choose to supplement those benefits with accrued paid sick leave. Paid sick leave and SDI benefits combined may not exceed 100% of regular pay.

Additionally, employees may choose to use accrued paid leave (such as vacation or paid time off), concurrently with some or all of the leave under this policy. To receive paid leave, eligible employees must comply with the company's normal procedures for the applicable paid-leave policy (e.g., call-in procedures, advance notice). If SDI benefits are being paid, accrued paid leave and SDI payments combined may not exceed 100% of pay.

Maintenance of health benefits

If employees and their families participate in the company's group health plan, the company will maintain coverage during leave under this policy on the same terms as if employees had continued to work. If applicable, employees must make arrangements to pay their shares of health plan premiums while on leave. In some instances, the company may recover premiums it paid to maintain health coverage or other benefits for employees and their families. Use of leave under this policy will not result in the loss of any employment benefit that accrued prior to the start of leave under this policy. Employees should consult the applicable plan document for information regarding eligibility, coverage and benefits.

Procedures

When seeking leave or a reasonable accommodation under this policy, an employee must provide Human Resources with the following:

1. As soon as practicable and if possible prior to commencing leave, a statement from his or her health care provider supporting the request for leave or reasonable accommodation. The statement should confirm that the requested leave or reasonable accommodation is based on a pregnancy-related disability, and if the statement is provided in support of a leave request, the statement should include an anticipated start and end date. An employee must also supply periodic reports as deemed appropriate during the leave regarding the employee's status and intent to return to work.
2. [If the company requires a fitness-for-duty certification for other disability leaves:] Upon return from leave, medical certification of fitness for duty before returning to work. The company will require this certification to address whether employees can perform the essential functions of their positions.

Failure to comply with the foregoing requirements may result in delay or denial of leave, or disciplinary action, up to and including termination.

Employer responsibilities

To the extent required by law, the company will inform employees whether they are eligible for leave under this policy. Should employees be eligible for leave, the company will provide eligible employees

with a notice that specifies any additional information required, as well as their rights and responsibilities.

As detailed in the California Family Rights Act (CFRA)-Family and Medical Leave Act (FMLA) Policy, the company will also inform employees if leave will be designated as FMLA-protected and, to the extent possible, note the amount of leave counted against employees' leave entitlements. If employees are not eligible for FMLA leave, the company will provide a reason for the ineligibility.

Additionally, the company will engage in an interactive process with employees who request a reasonable accommodation under this policy.

Job restoration

Upon returning from leave, employees will typically be restored to their original positions or to equivalent positions with equivalent pay, benefits, and other employment terms and conditions.

Failure to return after leave

If an employee fails to return to work as scheduled after leave under this policy, or if an employee exceeds the leave entitlement, the employee will be subject to the company's other applicable leave of absence, accommodation and attendance policies. This may result in termination if the employee has no other company-provided leave available to her that applies to the continued absence.

7. Personal Leave of Absence

The School recognizes that special situations may arise where an employee must leave his or her job temporarily. In the School's sole discretion, the Co-Founders may grant employees unpaid leave of absences. Taking an unpaid personal leave of absence may affect your eligibility for employee benefits, including medical benefit plan coverage. Ask the Business and/or HR Department for information on personal leaves of absence.

8. Funeral/Bereavement Leave

Employees may be allowed up to 3 consecutive working days off to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a current spouse, parent, legal guardian, sibling, child, current parent-, sister-, or brother-in-law, grandparent, grand child, or domestic partner. If any employee requires more than 3 days off for bereavement leave, the employee may request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted in the discretion of the School.

9. Military Leave of Absence The School provides military leaves of absence to employees who serve in the uniformed services as required by the Uniformed Services Employment and Reemployment Rights Act of 1994 and applicable state laws. Leave is available for active duty, active duty for training, initial active duty for training, inactive duty training, full-time National Guard duty and for examinations to determine fitness for any such duty. Total military leave time taken may not exceed five years during employment, except in special circumstances. Advance notice of leave is required. Please inform your supervisor and the HR Department of anticipated military leave time as far in advance as possible. Accrued vacation will be paid during military leave at your request and health plan coverage continuance can be arranged for up to 24 months during military leave if required premium payments are made by you. As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in termination of employment. Upon a return from military leave up to five years, an employee is entitled to reemployment within two weeks after the employee submits his/her reemployment application. Eligible employees may be entitled to other leave rights related to military leave. Please contact the Business and/or HR Department to understand all leave rights that may be available to you.

10. Time Off to Attend Child's School Discipline

Any employee who is a parent or legal guardian of a child that has received written notice from the child's school requesting his or her attendance at a disciplinary conference is entitled to take unpaid leave to attend the conference. Please contact the School Director to determine eligibility and scheduling before taking any leave to attend a disciplinary conference.

11. Time Off to Serve as Election Official

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service. Please notify your supervisor of your commitment to act as election official as far in advance as possible.

12. Time Off for Jury and Witness Duty

The School will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide employees unpaid leave to appear in court or other judicial proceedings as a witness, as permitted by law, to comply with a valid subpoena or other court order. Please notify your supervisor of your commitment to serve on a jury or as a witness as far in advance as possible.

13. Time Off for Victims of Crime or Domestic Violence

Employees who are victims of domestic violence, sexual assault or stalking will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advance notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim/domestic violence leave. Please notify your supervisor of your need to seek relief or for a reasonable accommodation as far in advance as possible. If applicable, an employee may use accrued vacation leave for these purposes.

14. Time Off for Victims of Crime

An Employee who is a victim of certain crimes (violent felonies, felony thefts, serious felonies and crimes identified in Labor Code section 230.5 and as defined by law) or is an immediate family member of a victim, is a registered domestic partner of a victim or the child of a registered domestic partner of a victim will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advance notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim leave. Please notify **your supervisor** of your need for time off as far in advance as possible. As applicable, an employee may use accrued vacation leave or sick leave for crime victim leave purposes.

15. Time Off for Volunteer Firefighters

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance with the law. Employees are requested to alert the Co-Founders of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify their supervisor before leaving the School's premises.

16. Time Off for Voting

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact your supervisor to request and schedule time off to vote.

17. Workers' Compensation Leave

Employees that are temporarily totally disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of the School. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

VII. Employment Evaluation and Separation

A. Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by administration. Performance evaluations will be conducted at least once annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of your job. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with **the Co-Founders** and that you are aware of its contents. The evaluation system in no way alters the employment at-will relationship.

B. Discipline and Involuntary Termination

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions or termination.

The School's disciplinary system is informal, and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

C. Voluntary Termination

Either the employee or the School may terminate the employment relationship at any time, with or without prior notice and with or without cause. While it is not required, the School requests that employees electing to resign to give as much advance notice as possible (preferably two weeks) to allow the School to plan for your departure.

An exit interview will normally be scheduled on the last day of work with **the Co -Founders**. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any company property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School.

The School appreciates receiving candid opinions of the employee's employment. Final pay, including pay for any earned but unused vacation time, will be provided in accordance with state law.

D. References

All requests for references and employment verifications must be promptly directed to the HR Department. When contacted for a reference or employment verification, the School will only provide information concerning dates of employment and the title of the last position held. Other employees may not provide any employment verifications or act as a reference for any other employees.

E. School Culture

The School has outlined "acceptable behavior" that if violated, will be treated as a performance issue.

- Respect for the worth of the individual
- Commitment to high standards
- Contributing to the community
- Achievement through teamwork
- Dependable to the entire School community
- Practice constructive communication to all members of the School community
- Highly collaborative to all members of the School community
- Consistently behave with high professionalism
- Regularly take initiative
- Practice absolute and consistent respect for oneself all other members of the School community

The School's employees will treat others – including co- workers and customers - with respect.

E. Professional Development

For the school year, each certificated staff member will be required to participate in professional development opportunities throughout the school year. Beyond required professional development, each staff member is allotted a professional development stipend each year

Professional Development Allotment

To encourage continued professional growth and development, Method offers an allotment to go toward continued PD each school year.

Leads: \$2,000 per school year

Teachers: \$1,500 per school year

All Other Staff: \$1,000 per school year

ACKNOWLEDGEMENT OF HANDBOOK AND AT WILL EMPLOYMENT

I acknowledge that I have received Method Schools' Employee Handbook. I have read the Handbook and understand the contents of the Handbook. I agree to abide by all of the School's policies. I understand and agree to my at-will employment status as described in the Handbook, summarized as follows:

- This Handbook does not in any way reflect a contract of employment, either expressed or implied between me and the School.
- The School is an at-will employer. I am free to terminate the employment relationship with the School at any time; the School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me for any or no reason at any time. Specifically, the School may modify all terms of employment including any policy or practice and/or my hours, wages, working conditions, job assignments, position title, compensation rates and benefits in its sole discretion.
- Nothing in this Handbook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for me. Further, there is no agreement, express or implied, written or verbal, between the employee and the School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.
- I understand that other than the Co-Founders, no supervisor or representative of the School has the authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will.
- I understand that only the Co-Founders have the authority to make any such agreement and then only in writing signed by the Co-Founders.

Employee Name:

Employee Signature:

Date:



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Board Policy 4170

Teacher Credential Requirements

All applicants for instructional positions at Method Schools must provide proof of valid California teaching credential by the time of hire and are expected to maintain certification for the duration of employment. It is the responsibility of the employee to complete all renewal requirements well in advance of the credential expiration date, as CTC processing times cannot be guaranteed.

Six months prior to credential expiration, Method Human Resources will contact the employee and arrange a meeting with his/her supervisor and an HR representative to ensure the renewal process is underway. If materials have not been submitted to CTC at this point, a plan for completion to include monthly meetings with the supervisor and HR representative, and a deadline for completion one month prior to expiration will be established. Active credential status must be confirmed on the CTC website. Failure to renew credential by the deadline may result in employee being placed on unpaid leave.

Method Schools
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college or school district, county office of education, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account were spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Method Schools
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the_ Method Schools_has expended the monies received from the Education Protection Act as attached.

DATED: June 15th, 2023.

Board Member

Board Member

Board Member

Board Member

Board Member

Method Schools**Expenditures through: June 30, 2023****Resource 1400 Education Protection Account**

| Description | Object Codes | Amount |
|--|---------------------|---------------|
| AMOUNT AVAILABLE FOR THIS FISCAL YEAR | | |
| Local Control Funding Formula Sources | 8010-8099 | 101,356 |
| Federal Revenue | 8100-8299 | 0.00 |
| Other State Revenue | 8300-8599 | 0.00 |
| Other Local Revenue | 8600-8799 | 0.00 |
| TOTAL AVAILABLE | | 101,356 |
| EXPENDITURES AND OTHER FINANCING USES | | |
| Certificated Salaries | 1000-1999 | 101,356 |
| Classified Salaries | 2000-2999 | 0.00 |
| Employee Benefits | 3000-3999 | 0.00 |
| Books and Supplies | 4000-4999 | 0.00 |
| Services, Other Operating Expenses | 5000-5999 | 0.00 |
| Capital Outlay | 6000-6599 | |
| Other Outgo (excluding Direct Support/Indirect Costs) | 7100-7299 | 0.00 |
| | 7400-7499 | 0.00 |
| Direct Support/Indirect Costs | 7300-7399 | |
| TOTAL EXPENDITURES AND OTHER FINANCING USES | | 101,356 |
| BALANCE (Total Available minus Total Expenditures and Other Financing Uses) | | 0.00 |

Method LA Charter School
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college or school district, county office of education, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account were spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Method LA Charter School
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Method LA Charter School has expended the monies received from the Education Protection Act as attached.

DATED: June 5th, 2023.

Board Member

Board Member

Board Member

Board Member

Board Member

Method LA Charter School**Expenditures through: June 30, 2023****Resource 1400 Education Protection Account**

| Description | Object Codes | Amount |
|--|--------------|---------|
| AMOUNT AVAILABLE FOR THIS FISCAL YEAR | | |
| Local Control Funding Formula Sources | 8010-8099 | 127,980 |
| Federal Revenue | 8100-8299 | 0.00 |
| Other State Revenue | 8300-8599 | 0.00 |
| Other Local Revenue | 8600-8799 | 0.00 |
| TOTAL AVAILABLE | | 127,980 |
| EXPENDITURES AND OTHER FINANCING USES | | |
| Certificated Salaries | 1000-1999 | 127,980 |
| Classified Salaries | 2000-2999 | 0.00 |
| Employee Benefits | 3000-3999 | 0.00 |
| Books and Supplies | 4000-4999 | 0.00 |
| Services, Other Operating Expenses | 5000-5999 | 0.00 |
| Capital Outlay | 6000-6599 | |
| Other Outgo (excluding Direct Support/Indirect Costs) | 7100-7299 | 0.00 |
| | 7400-7499 | 0.00 |
| Direct Support/Indirect Costs | 7300-7399 | |
| TOTAL EXPENDITURES AND OTHER FINANCING USES | | 127,980 |
| BALANCE (Total Available minus Total Expenditures and Other Financing Uses) | | 0.00 |

AGENDA

Method Schools Regular Meeting of the Board of Directors

Tuesday, March 7, 2023, 6:00 PM

38750 Sky Canyon Dr, Ste. B, Murrieta, California

<https://methodschoools.zoom.us/j/9807801621?pwd=MVl3bjQ5YmJzN08wOHhLTUVTdndGUT09>

Meeting ID: 980 780 1621

Passcode: 24620

Instructions for Presentations to the Board by Parents and Citizens

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

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

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

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

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

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

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

AGENDA

Method Schools Regular Meeting of the Board of Directors

1.0 **Call to Order:** Board President Carolyn Andrews called Board Meeting to order at 6:01 P.M.

Jessica Spallino: We would like to request to add "Dehesa SPED MOU" action item to the agenda, after action number 8.0. It will become action item number 9.0, and everything after that will be moved down.

Motion: Shannon Clark

Second: Steven Dorsey

Ayes: Gloria Vargas, Tyler Roberts, Steven Dorsey, Shannon Clark, Carolyn Andrews

Noes: 0

Action: Passed

2.0 **Roll Call**

Present: Tyler Roberts, Steven Dorsey, Gloria Vargas, Shannon Clark, Carolyn Andrews

Absent: None

Method Staff: Stefanie Bryant, Tracy Robertson, Jessica Spallino, Mark Holley, Jade Fernandez, Sarah Delawder, Tanaya Burnham, Yvette Rios, Method Representative - Cory Cavanah

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

- None

4.0 **Reports**

- **CEO:**

- **End of Semester OKR Update**

- **Jessica Spallino:** Current enrollment is 616, summer school enrollment opened on February 6th. iReady and iXL diagnostic assessments just closed diagnostic number 2 on 1/9/23. CAASPP Testing Window- 4/3/23 - 5/8/23. Events- grad night is coming and we're having a high school prom. Curriculum- we're beta testing ELA 6B and ELA 8B. The objectives for the year are under Academic Growth, Student Engagement, and Customer Experience. Key Results for the Academic Growth objective: The goal for iReady was 96% participation rate, and we landed at 94% ELA and 92% Math. For the goal of 55% of students performing at grade level, K-8 was 32.5%, high school-ELA 39% at grade level, 17% above grade level, and high school-math 0% at grade level, 6% above grade level. The test is at a higher level than the course that most high school student take, so we're looking at rectifying that. 29.5% of iReady benchmarks are proficient- this is the average for K-8 Reading and Math. For the goal of 96% iXL participation rate- we got 87% in ELA and 83% in Math. The numbers are going in the right direction.
- **Question: Shannon Clark:** Is this based on where the benchmark should be at the end of this year, or at this point of this year?
- **Jessica Spallino:** At this point of this year. Key Results for the Student Engagement objective: Instructional Funds Implementation- we have 88 unique instructional requests. Curriculum Refinements- we're building differentiation and choice in all of our courses. CBL and Deeper Learning Enhancements- we're shifting from multiple choice to open response. Enhanced Teacher Support- all staff are required to participate in developmental coaching. Refined Teacher Training- there's a variety of CBL training that continues to take place. Key Results for the Customer Experience objective: Enrollment- we've done a good job improving in

AGENDA

Method Schools Regular Meeting of the Board of Directors

informing the families regarding what they're coming into, and a lot of the enrollment process workflows have been enhanced. Enhancing Parent Events & Trainings by County- the events impact where we get enrollments, and our goal is to hit all counties. LA County is a big one to focus on. ASB is a great addition to our program. Enhance Teach Squad and Pod Connection by County- we previously assigned events to teachers, but now we assign them to the Student Success Managers. SmartFox Enhancements (IF and PM)- we have implemented the Instructional Funds. We're looking to potentially integrate a project management system into SmartFox.

- **Jade Fernandez:** For our department-wide objectives we have Academic Objectives- our live attendance average is 91.9%, we're refining tiered reengagement procedures, and we have a lot more opportunities for community involvement.
- **Sarah DeLawder:** Curriculum Objectives: 1) Shift to Competency-Based Learning, 2) we're building our CTE program out, 3) Student Academic Growth- we're focusing on improving CAASPP scores.
- **Stefanie Bryant:** Finance Objectives: 1) Managing the Per Pupil Expenditures, 2) Managing and Budgeting the LCFF Revenue Growth- we're on track to get 880 ADA for the year, 3) Meet Continued Compliance- we had a clean audit and our attendance data is kept up to date and accurate. Looking ahead at the 23-24 school year, the Governor's Budget is looking at about an 8% COLA.
- **Tanaya Burnham:** In the semester one iReady/iXL overview, Grades K-5 and 6-8 exceeded their growth. For grades 9-11, Tracy Washington, our Interim High School Director, has some great ideas on improving student investment in the diagnostics.
- **Jessica Spallino:** We do staff surveys, and plan action items based on the results, and Jade does some for the students and parents. For quarter three, I am doing one-on-ones with staff that have been identified, and will get feedback that way.
- **Question: Steven Dorsey:** Have we done something like this regarding the student data, for the students? Asking, "what's your experience taking our tests"?
- **Sarah Delawder:** We have done something like this for courses and we've gotten very positive feedback.
- **Steven Dorsey:** If we want higher participation, let's ask them what it would take to get their participation, or what's preventing them.
- **Question: Gloria Vargas:** I saw where it stated the parent survey was 93% positive, what were the others saying it wasn't positive?
- **Jade Fernandez:** Most of the feedback was that they want to be more involved in the events, but they aren't convenient or local to them. They love their teachers, and Method.
- **CBO:**
 - **Mark Holley:** We've been redesigning our website. We will have more marketing information next time.
- **Senior Director of Schools:** None

5.0 Action: 2023-24 Academic Calendar

Discussion: Jade Fernandez: There are not many changes other than starting the school year on the 3rd of July rather than the 1st of July due to the weekend.

Motion: Steven Dorsey

AGENDA

Method Schools Regular Meeting of the Board of Directors

Second: Gloria Vargas

Ayes: Gloria Vargas, Tyler Roberts, Steven Dorsey, Shannon Clark, Carolyn Andrews

Noes: 0

Action: Passed

6.0

Action: Second Interim Reports

Discussion: Cory Cavanah: There is not a lot of change from the 1st Interim to the 2nd Interim. The ADA is actually 465 for San Diego and 417 for LA. Our total revenue for San Diego and LA went down a combined \$400,000. This is due to clawing back some of the one-time revenue we had. Method LA is in a funding determination this year, so we want to take as much one-time revenue off the book and defer it to next year. Expenditures came down almost \$800,000 for San Diego, and \$200,000 for LA. We're up in our overall ending fund balances by about \$700,000 between the two schools. Nothing really got cut, no staffing got cut, it's more of a built-in surplus there. The COLA is going to come in again around 8%-9%. No cash flow shortages. We're expected to come in around \$900,000 in the black, in total between both schools. Going back to the 1st COVID year of 19-20, the hold harmless held us at a much higher ADA than we should have received. They kept that through the next fiscal year. That ended up being close to \$10 million that Method received. We sent letters to the CDE, county offices, and our authorizers to let them know how it is affecting us.

Mark Holley: We'll have to come up with a long-term plan together as to how the funding will be allocated.

Motion: Shannon Clark

Second: Gloria Vargas

Ayes: Gloria Vargas, Tyler Roberts, Steven Dorsey, Shannon Clark, Carolyn Andrews

Noes: 0

Action: Passed

7.0

Action: 2022-23 Auditor Contract Award

Discussion: Stefanie Bryant: This is also known as the engagement letter. Each year we have to approve the contract for audit services. We chose to give Clifton Allen Larson another year to work on our audit.

Motion: Gloria Vargas

Second: Steven Dorsey

Ayes: Gloria Vargas, Tyler Roberts, Steven Dorsey, Shannon Clark, Carolyn Andrews

Noes: 0

Action: Passed

8.0

Action: Updates to 3010 Fiscal Policy

Discussion: Stefanie Bryant: We have some old, stale-dated checks that we need to write off of our books. We're going to follow the unclaimed property laws in California that basically says a pay has four years to collect on their payments, and if we've made some attempts to reissue and contact them and they have not come back and asked for their funds, then we can write those checks off, once they are beyond four years old. The orange text is the only change.

Question: Shannon Clark: Are we exempt from having to escheat unclaimed property to the state?

Cory Cavanah: I'm not sure, we can find out.

Shannon Clark: I'd like to defer this to clarify. Every state requires that if you have unclaimed property, you escheat that to the state. Escheatment means instead of writing it off of our books, you are giving this money to the state, and they hold it.

Stefanie Bryant: We'll look into this, and put it back on the June meeting for approval.

AGENDA

Method Schools Regular Meeting of the Board of Directors

9.0 **Action: Dehesa SPED MOU**

Discussion: Jessica Spallino: We have MOUs with both authorizers, they are our annual contracts with them. This one needed to be updated, to reflect our new SELPA for special education. We are now working with the El Dorado SELPA, no longer with East County SELPA.

Motion: Shannon Clark

Second: Gloria Vargas

Ayes: Gloria Vargas, Tyler Roberts, Steven Dorsey, Shannon Clark, Carolyn Andrews

Noes: 0

Action: Passed

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

- **Approval of December 13, 2022 Meeting Minutes**

- **December 2022 - February 2023 Check Register**

Motion: Steven Dorsey

Second: Tyler Roberts

Ayes: Gloria Vargas, Tyler Roberts, Steven Dorsey, Shannon Clark, Carolyn Andrews

Noes: 0

Action: Passed

11.0 **Information/ Discussion Items:**

- **Public LCAP Hearing**

- o **Jade Fernandez:** This will be voted on in the June Meeting. We went over all of our goals through the OKR Reports. Goal 1) Increase our academic achievement, Goal 2) Further develop the offering of wraparound services, counseling, CTE, mental health, Goal 3) Further develop staff to better support families through expanding professional development: in-house induction program, coaching, and evaluation cycles.
- o **Question: Jessica Spallino:** What's the next meeting date?
- o **Tracy Robertson:** June 15th, on graduation day. We decided to cancel the May meeting because we initially planned to do the LCAP May-June, but since it's taken care of early, we're doing it now, and June for the approval.
- o **Question: Shannon Clark:** Is there a chance that we can have a report on academic achievement, prior to June?
- o **Jessica Spallino:** Yes, Tanaya can have that ready for mid-April.
- o **Stefanie Bryant:** The budget parent overview gives us these graphics on where our revenues are at, how much they are. It also breaks out our total budget vs. our LCAP budget.

12.0 **Upcoming Agenda Items**

- **June 2023 Meeting Action Item: LCAP**
- **June 2023 Meeting CBO Report: Marketing Update**

AGENDA

Method Schools Regular Meeting of the Board of Directors

- **June 2023 Meeting Action Item: Founder Contracts and Founder Evaluations**
- **June 2023 Meeting: 23-24 Adopted Budgets**
- **June 2023 Meeting Action Item: Updates to 3010 Fiscal Policy - Second Reading**

13.0 Board Member Reports:

- Shannon Clark: I received an email from a vendor asking if we'd like to engage their services. Who would you like me to copy on things like that?
- Jessica Spallino: You can ignore it, they know where to go. Moving forward on the in-person requirement, are there any questions or concerns?
- Cory Cavanah: There just needs to be a three-person quorum in-person.

14.0 Action: Motion to Adjourn the Meeting

Method CEO/Co-Founder Jessica Spallino motioned to adjourn the meeting at 7:17 P.M.

Board Meeting Recording Link:

https://methodschools.zoom.us/rec/share/OWVPAEyhqbP_6bzJj8cVCrSiQcksyiNkzyOSVLJC_khRbttHwDlVB4np_JcByuud.jbRY0lCshAb0Mtbx

Method Schools Corporation

Check Detail

March - May, 2023

| DATE | TRANSACTION TYPE | NUM | NAME | MEMO/DESCRIPTION | CLR | AMOUNT |
|-----------------|-------------------------|------|------------------------------------|------------------|-----|-----------|
| 9120-1 Checking | | | | | | |
| 03/02/2023 | Bill Payment (Check) | 4608 | Platinum Athletics Prep Academy | | C | -2,400.00 |
| | | | | | | -2,400.00 |
| 03/02/2023 | Bill Payment (Check) | 4609 | Creative Back Office | | C | -5,000.00 |
| | | | | | | -5,000.00 |
| 03/02/2023 | Bill Payment (Check) | 4607 | UMB Bank - FBO PlanMember Services | | C | - |
| | | | | | | 17,295.32 |
| | | | | | | - |
| | | | | | | 17,295.32 |
| 03/06/2023 | Bill Payment (Check) | 4610 | Zoom | | C | -309.90 |
| | | | | | | -309.90 |
| 03/06/2023 | Bill Payment (Check) | 4611 | Marsh & McLennan Agency | | C | -7,926.00 |
| | | | | | | -7,926.00 |
| 03/07/2023 | Bill Payment (Check) | 4612 | Alpha Therapy Center Inc. | | C | - |
| | | | | | | 24,465.00 |
| | | | | | | - |
| | | | | | | 24,465.00 |
| 03/08/2023 | Bill Payment (Check) | 4613 | Shila Walker | | C | -146.00 |
| | | | | | | -146.00 |
| 03/13/2023 | Bill Payment (Check) | 4614 | Carolyn Andrews | | C | -74.36 |
| | | | | | | -74.36 |
| 03/13/2023 | Bill Payment (Check) | 4615 | Gloria Vargas | | C | -49.92 |
| | | | | | | -49.92 |
| 03/13/2023 | Bill Payment (Check) | 4616 | Jade Fernandez | | C | -38.19 |
| | | | | | | -38.19 |
| 03/13/2023 | Bill Payment | 4617 | Shannon Clark | | C | -42.14 |

Method Schools Corporation

Check Detail

March - May, 2023

| DATE | TRANSACTION TYPE | NUM | NAME | MEMO/DESCRIPTION | CLR | AMOUNT |
|------------|-------------------------|------|------------------------------------|------------------|-----|-----------|
| | (Check) | | | | | -42.14 |
| 03/13/2023 | Bill Payment (Check) | 4618 | Steve Dorsey | | C | -64.52 |
| | | | | | | -64.52 |
| 03/13/2023 | Bill Payment (Check) | 4619 | Tyler Roberts | | C | -141.17 |
| | | | | | | -141.17 |
| 03/13/2023 | Bill Payment (Check) | 4620 | Yvette Rios | | C | -34.06 |
| | | | | | | -34.06 |
| 03/13/2023 | Bill Payment (Check) | 4479 | Edhype Labs | | | - |
| | | | | | | 15,000.00 |
| | | | | | | - |
| | | | | | | 15,000.00 |
| 03/16/2023 | Bill Payment (Check) | 4621 | Vision Graphics / SBR Technologies | | C | -492.50 |
| | | | | | | -492.50 |
| 03/16/2023 | Bill Payment (Check) | 4622 | Sandra Bartz | | C | -78.60 |
| | | | | | | -78.60 |
| 03/16/2023 | Bill Payment (Check) | 4623 | UMB Bank - FBO PlanMember Services | | C | - |
| | | | | | | 17,331.24 |
| | | | | | | - |
| | | | | | | 17,331.24 |
| 03/20/2023 | Bill Payment (Check) | 4624 | Cavco Enterprises, Inc. | | C | -2,439.00 |
| | | | | | | -2,439.00 |
| 03/20/2023 | Bill Payment (Check) | 4625 | Riffs Music | | C | -910.00 |
| | | | | | | -910.00 |
| 03/20/2023 | Bill Payment (Check) | 4627 | Stefanie Bryant | | C | -182.56 |
| | | | | | | -182.56 |

Method Schools Corporation

Check Detail

March - May, 2023

| DATE | TRANSACTION TYPE | NUM | NAME | MEMO/DESCRIPTION | CLR | AMOUNT |
|------------|-------------------------|------|--------------------------------|------------------|-----|----------------------------------|
| 03/20/2023 | Bill Payment (Check) | 4629 | Limitless Fitness Training LLC | | C | - 12,600.00 - 12,600.00 |
| 03/23/2023 | Bill Payment (Check) | 4630 | Austin Cipres | | C | -166.01 -166.01 |
| 03/23/2023 | Bill Payment (Check) | 4631 | Stefanie Bryant | | C | -27.73 -27.73 |
| 03/23/2023 | Bill Payment (Check) | 4632 | Amanda Pratt | | C | -250.00 -250.00 |
| 03/23/2023 | Bill Payment (Check) | 4633 | Ginny May | | C | -140.00 -140.00 |
| 03/23/2023 | Bill Payment (Check) | 4634 | Jade Fernandez | | C | -187.28 -187.28 |
| 03/27/2023 | Bill Payment (Check) | 4480 | Amanda Burgos | | C | -3,162.77 -3,162.77 |
| 03/27/2023 | Bill Payment (Check) | 4635 | APA Benefits Inc. | | C | -1,000.00 -1,000.00 |
| 03/27/2023 | Bill Payment (Check) | 4636 | Tyler Roberts | | C | -500.00 -500.00 |
| 03/27/2023 | Bill Payment (Check) | 4637 | Steve Dorsey | | C | -500.00 -500.00 |
| 03/27/2023 | Bill Payment (Check) | 4638 | Shannon Clark | | C | -500.00 |

Method Schools Corporation

Check Detail

March - May, 2023

| DATE | TRANSACTION TYPE | NUM | NAME | MEMO/DESCRIPTION | CLR | AMOUNT |
|------------|-------------------------|------|--|------------------|-----|-----------|
| | | | | | | -500.00 |
| 03/27/2023 | Bill Payment (Check) | 4639 | Gloria Vargas | | C | -500.00 |
| | | | | | | -500.00 |
| 03/27/2023 | Bill Payment (Check) | 4640 | Carolyn Andrews | | C | -500.00 |
| | | | | | | -500.00 |
| 03/27/2023 | Bill Payment (Check) | 4642 | Team Elite Sports Academy | | C | -1,757.14 |
| | | | | | | -1,757.14 |
| 03/27/2023 | Bill Payment (Check) | 4643 | Louch & Langston Training, LLC (The W Training Facility) | | C | -7,500.00 |
| | | | | | | -7,500.00 |
| 03/29/2023 | Bill Payment (Check) | 4644 | CodeWizardsHQ | | C | -1,341.00 |
| | | | | | | -1,341.00 |
| 03/31/2023 | Bill Payment (Check) | 4481 | Natally Rodriguez | | C | -2,676.00 |
| | | | | | | -2,676.00 |
| 04/03/2023 | Bill Payment (Check) | 4645 | K12 Management | | C | -3,000.00 |
| | | | | | | -3,000.00 |
| 04/03/2023 | Bill Payment (Check) | 4646 | Disneyland Resort | | C | -2,786.00 |
| | | | | | | -2,786.00 |
| 04/03/2023 | Bill Payment (Check) | 4647 | Zoom | | C | -366.30 |
| | | | | | | -366.30 |
| 04/04/2023 | Bill Payment (Check) | 4648 | UMB Bank - FBO PlanMember Services | | C | - |
| | | | | | | 17,498.68 |
| | | | | | | - |
| | | | | | | 17,498.68 |
| 04/06/2023 | Bill Payment | 4649 | Creative Back Office | | C | -5,000.00 |

Method Schools Corporation

Check Detail

March - May, 2023

| DATE | TRANSACTION TYPE | NUM | NAME | MEMO/DESCRIPTION | CLR | AMOUNT |
|------------|-------------------------|------|---|------------------|-----|-----------|
| | (Check) | | | | | -5,000.00 |
| 04/06/2023 | Bill Payment (Check) | 4651 | Riffs Music | | C | -1,202.50 |
| | | | | | | -1,202.50 |
| 04/06/2023 | Bill Payment (Check) | 4652 | Law Offices of Young, Minney & Corr LLP | | C | -422.50 |
| | | | | | | -422.50 |
| 04/06/2023 | Bill Payment (Check) | 4653 | Cavco Enterprises, Inc. | | C | -400.00 |
| | | | | | | -400.00 |
| 04/06/2023 | Bill Payment (Check) | 4654 | West Coast Krav Mag Temecula | | C | -189.00 |
| | | | | | | -189.00 |
| 04/06/2023 | Bill Payment (Check) | 4655 | Think Outside LLC | | C | -174.40 |
| | | | | | | -174.40 |
| 04/06/2023 | Bill Payment (Check) | 4656 | NWEA | | C | -7,725.00 |
| | | | | | | -7,725.00 |
| 04/06/2023 | Bill Payment (Check) | 4657 | Ixl Learning | | C | -7,315.00 |
| | | | | | | -7,315.00 |
| 04/06/2023 | Bill Payment (Check) | 4658 | Platinum Athletics Prep Academy | | C | -2,400.00 |
| | | | | | | -2,400.00 |
| 04/06/2023 | Bill Payment (Check) | 4659 | Hope Squad LLC | | C | -1,250.00 |
| | | | | | | -1,250.00 |
| 04/06/2023 | Bill Payment (Check) | 4660 | Amy Pinter | | C | -108.23 |
| | | | | | | -108.23 |
| 04/06/2023 | Bill Payment | 4661 | Austin Cipres | | C | -87.77 |

Method Schools Corporation

Check Detail

March - May, 2023

| DATE | TRANSACTION TYPE | NUM | NAME | MEMO/DESCRIPTION | CLR | AMOUNT |
|------------|-------------------------|------|------------------------------------|------------------|-----|-----------|
| | (Check) | | | | | -87.77 |
| 04/06/2023 | Bill Payment (Check) | 4662 | Tyler Roberts | | C | -84.71 |
| | | | | | | -84.71 |
| 04/11/2023 | Bill Payment (Check) | 4663 | Alpha Therapy Center Inc. | | C | - |
| | | | | | | 25,396.25 |
| | | | | | | - |
| | | | | | | 25,396.25 |
| 04/11/2023 | Bill Payment (Check) | 4664 | Cesar Ramirez | | C | -550.00 |
| | | | | | | -550.00 |
| 04/11/2023 | Bill Payment (Check) | 4665 | APA Benefits Inc. | | C | -500.00 |
| | | | | | | -500.00 |
| 04/11/2023 | Bill Payment (Check) | 4666 | Madison Buckley | | C | -111.00 |
| | | | | | | -111.00 |
| 04/11/2023 | Bill Payment (Check) | 4667 | Florida Virtual School | | C | -1,425.00 |
| | | | | | | -1,425.00 |
| 04/17/2023 | Bill Payment (Check) | 4668 | Think Outside LLC | | C | -174.40 |
| | | | | | | -174.40 |
| 04/17/2023 | Bill Payment (Check) | 4670 | Brown University/SPS | | C | - |
| | | | | | | 11,980.00 |
| | | | | | | - |
| | | | | | | 11,980.00 |
| 04/17/2023 | Bill Payment (Check) | 4671 | UMB Bank - FBO PlanMember Services | | C | - |
| | | | | | | 17,506.64 |
| | | | | | | - |
| | | | | | | 17,506.64 |
| 04/20/2023 | Bill Payment (Check) | 4672 | Lara Rosas | | C | -94.00 |

Method Schools Corporation

Check Detail

March - May, 2023

| DATE | TRANSACTION TYPE | NUM | NAME | MEMO/DESCRIPTION | CLR | AMOUNT |
|------------|-------------------------|------|---|------------------|-----|-----------|
| | | | | | | -94.00 |
| 04/20/2023 | Bill Payment (Check) | 4673 | Yvette Rios | | C | -28.82 |
| | | | | | | -28.82 |
| 04/24/2023 | Bill Payment (Check) | 4674 | Melody Perez | | C | -1,500.00 |
| | | | | | | -1,500.00 |
| 04/24/2023 | Bill Payment (Check) | 4675 | Austin Cipres | | C | -235.31 |
| | | | | | | -235.31 |
| 04/26/2023 | Bill Payment (Check) | 6000 | Limitless Fitness Training LLC | | C | - |
| | | | | | | 12,450.00 |
| | | | | | | - |
| | | | | | | 12,450.00 |
| 04/26/2023 | Bill Payment (Check) | 6001 | Louch & Langston Training, LLC (The W Training Facility) | | C | -7,500.00 |
| | | | | | | -7,500.00 |
| 04/26/2023 | Bill Payment (Check) | 6002 | Creative Bar Acquisitions, LLC | | C | -3,501.00 |
| | | | | | | -3,501.00 |
| 04/26/2023 | Bill Payment (Check) | 6003 | Tyler Roberts | | C | -500.00 |
| | | | | | | -500.00 |
| 04/26/2023 | Bill Payment (Check) | 6004 | Steve Dorsey | | C | -500.00 |
| | | | | | | -500.00 |
| 04/26/2023 | Bill Payment (Check) | 6005 | Shannon Clark | | C | -500.00 |
| | | | | | | -500.00 |
| 04/26/2023 | Bill Payment (Check) | 6006 | Gloria Vargas | | C | -500.00 |
| | | | | | | -500.00 |
| 04/26/2023 | Bill Payment | 6007 | Carolyn Andrews | | C | -500.00 |

Method Schools Corporation

Check Detail

March - May, 2023

| DATE | TRANSACTION TYPE | NUM | NAME | MEMO/DESCRIPTION | CLR | AMOUNT |
|------------|-------------------------|------|--|------------------|-----|-----------|
| | (Check) | | | | | -500.00 |
| 04/26/2023 | Bill Payment (Check) | 6008 | Think Outside LLC | | C | -174.40 |
| | | | | | | -174.40 |
| 04/28/2023 | Bill Payment (Check) | 6009 | Superhome LLC dba Superpower Academy | | C | -131.92 |
| | | | | | | -131.92 |
| 05/01/2023 | Bill Payment (Check) | 6010 | APA Benefits Inc. | | C | -1,000.00 |
| | | | | | | -1,000.00 |
| 05/01/2023 | Bill Payment (Check) | 6011 | CodeWizardsHQ | | C | -447.00 |
| | | | | | | -447.00 |
| 05/01/2023 | Bill Payment (Check) | 6012 | Louch & Langston Training, LLC (The W Training Facility) | | C | -305.00 |
| | | | | | | -305.00 |
| 05/01/2023 | Bill Payment (Check) | 6013 | Creative Back Office | | C | -5,000.00 |
| | | | | | | -5,000.00 |
| 05/01/2023 | Bill Payment (Check) | 6014 | ExploreLearning | | C | -2,970.00 |
| | | | | | | -2,970.00 |
| 05/02/2023 | Bill Payment (Check) | 6015 | UMB Bank - FBO PlanMember Services | | C | - |
| | | | | | | 17,299.86 |
| | | | | | | - |
| | | | | | | 17,299.86 |
| 05/03/2023 | Bill Payment (Check) | 6016 | Team Elite Sports Academy | | C | -9,000.00 |
| | | | | | | -9,000.00 |
| 05/03/2023 | Bill Payment (Check) | 6017 | Tracy Lundy | | C | -1,771.12 |
| | | | | | | -1,771.12 |

Method Schools Corporation

Check Detail

March - May, 2023

| DATE | TRANSACTION TYPE | NUM | NAME | MEMO/DESCRIPTION | CLR | AMOUNT |
|------------|-------------------------|------|--|------------------|-----|-----------|
| 05/03/2023 | Bill Payment (Check) | 6018 | Riffs Music | | C | -1,040.00 |
| | | | | | | -1,040.00 |
| 05/03/2023 | Bill Payment (Check) | 6019 | University of California Riverside Extension | | C | -463.25 |
| | | | | | | -463.25 |
| 05/03/2023 | Bill Payment (Check) | 6020 | West Coast Krav Mag Temecula | | C | -189.00 |
| | | | | | | -189.00 |
| 05/03/2023 | Bill Payment (Check) | 6021 | Austin Cipres | | C | -79.12 |
| | | | | | | -79.12 |
| 05/03/2023 | Bill Payment (Check) | 6022 | Mark Holley* | | | -57.00 |
| | | | | | | -57.00 |
| 05/04/2023 | Bill Payment (Check) | 6023 | Law Offices of Young, Minney & Corr LLP | | C | -4,447.50 |
| | | | | | | -4,447.50 |
| 05/04/2023 | Bill Payment (Check) | 6024 | Compsych Corporation | | C | -1,533.60 |
| | | | | | | -1,533.60 |
| 05/04/2023 | Bill Payment (Check) | 6025 | Steven Reno | | C | -144.65 |
| | | | | | | -144.65 |
| 05/04/2023 | Bill Payment (Check) | 6026 | Alycia Higa | | C | -133.04 |
| | | | | | | -133.04 |
| 05/04/2023 | Bill Payment (Check) | 6027 | Sandra Bartz | | C | -78.60 |
| | | | | | | -78.60 |
| 05/04/2023 | Bill Payment (Check) | 6028 | The Bridge Church | | C | -7,500.00 |
| | | | | | | -7,500.00 |

Method Schools Corporation

Check Detail

March - May, 2023

| DATE | TRANSACTION TYPE | NUM | NAME | MEMO/DESCRIPTION | CLR | AMOUNT |
|------------|-------------------------|------|------------------------------------|------------------|-----|-----------|
| 05/08/2023 | Bill Payment (Check) | 6029 | Zoom | | C | -427.40 |
| | | | | | | -427.40 |
| 05/08/2023 | Bill Payment (Check) | 6030 | Kamryn Levins | | C | -27.98 |
| | | | | | | -27.98 |
| 05/15/2023 | Bill Payment (Check) | 6035 | Katherine Johnson | | | -107.00 |
| | | | | | | -107.00 |
| 05/15/2023 | Bill Payment (Check) | 6036 | Sabrina Godshaw | | C | -64.98 |
| | | | | | | -64.98 |
| 05/15/2023 | Bill Payment (Check) | 6037 | Riverside County Fire Dept. | | C | -61.00 |
| | | | | | | -61.00 |
| 05/15/2023 | Bill Payment (Check) | 6038 | Christine Young | | C | -32.54 |
| | | | | | | -32.54 |
| 05/15/2023 | Bill Payment (Check) | 6039 | Platinum Athletics Prep Academy | | C | -2,400.00 |
| | | | | | | -2,400.00 |
| 05/15/2023 | Bill Payment (Check) | 6040 | Rock Fitness | | C | -170.00 |
| | | | | | | -170.00 |
| 05/16/2023 | Bill Payment (Check) | 6041 | UMB Bank - FBO PlanMember Services | | C | - |
| | | | | | | 18,061.60 |
| | | | | | | - |
| | | | | | | 18,061.60 |
| 05/17/2023 | Bill Payment (Check) | 6042 | Alpha Therapy Center Inc. | | C | - |
| | | | | | | 27,088.75 |
| | | | | | | - |
| | | | | | | 27,088.75 |
| 05/18/2023 | Bill Payment (Check) | 6043 | K12 Management | | C | -2,250.00 |

Method Schools Corporation

Check Detail

March - May, 2023

| DATE | TRANSACTION TYPE | NUM | NAME | MEMO/DESCRIPTION | CLR | AMOUNT |
|------------|-------------------------|------|--|------------------|-----|-----------|
| | | | | | | -2,250.00 |
| 05/18/2023 | Bill Payment (Check) | 6044 | Jennifer Goolsby | | C | -50.00 |
| | | | | | | -50.00 |
| 05/18/2023 | Bill Payment (Check) | 6045 | Dehesa Elementary School District | | | - |
| | | | | | | 10,800.00 |
| | | | | | | - |
| | | | | | | 10,800.00 |
| 05/22/2023 | Bill Payment (Check) | 6046 | Austin Cipres | | C | -93.03 |
| | | | | | | -93.03 |
| 05/22/2023 | Bill Payment (Check) | 6047 | Blake Edwards | | C | -55.43 |
| | | | | | | -55.43 |
| 05/24/2023 | Bill Payment (Check) | 6048 | Limitless Fitness Training LLC | | C | - |
| | | | | | | 12,900.00 |
| | | | | | | - |
| | | | | | | 12,900.00 |
| 05/24/2023 | Bill Payment (Check) | 6049 | Louch & Langston Training, LLC (The W Training Facility) | | C | -7,500.00 |
| | | | | | | -7,500.00 |
| 05/24/2023 | Bill Payment (Check) | 6050 | CliftonLarsonAllen LLP | | C | -3,150.00 |
| | | | | | | -3,150.00 |
| 05/24/2023 | Bill Payment (Check) | 6051 | Tyler Roberts | | | -500.00 |
| | | | | | | -500.00 |
| 05/24/2023 | Bill Payment (Check) | 6052 | Steve Dorsey | | C | -500.00 |
| | | | | | | -500.00 |
| 05/24/2023 | Bill Payment (Check) | 6053 | Shannon Clark | | | -500.00 |
| | | | | | | -500.00 |

Method Schools Corporation

Check Detail

March - May, 2023

| DATE | TRANSACTION TYPE | NUM | NAME | MEMO/DESCRIPTION | CLR | AMOUNT |
|------------|-------------------------|------|------------------------|------------------|-----|-----------|
| 05/24/2023 | Bill Payment (Check) | 6054 | Gloria Vargas | | C | -500.00 |
| | | | | | | -500.00 |
| 05/24/2023 | Bill Payment (Check) | 6055 | Carolyn Andrews | | C | -500.00 |
| | | | | | | -500.00 |
| 05/30/2023 | Bill Payment (Check) | 6056 | APA Benefits Inc. | | | -351.00 |
| | | | | | | -351.00 |
| 05/30/2023 | Bill Payment (Check) | 6057 | Jeffery G. Harmon | | | -104.65 |
| | | | | | | -104.65 |
| 05/30/2023 | Bill Payment (Check) | 6058 | Ryan Rienstra | | | -77.00 |
| | | | | | | -77.00 |
| 05/30/2023 | Bill Payment (Check) | 6059 | Blake Edwards | | | -74.00 |
| | | | | | | -74.00 |
| 05/30/2023 | Bill Payment (Check) | 6060 | Ryan Pinter | | | -62.00 |
| | | | | | | -62.00 |
| 05/30/2023 | Bill Payment (Check) | 6061 | Nikki Lucchese | | | -62.00 |
| | | | | | | -62.00 |
| 05/30/2023 | Bill Payment (Check) | 6062 | Eileen Yanez | | | -56.00 |
| | | | | | | -56.00 |
| 05/31/2023 | Bill Payment (Check) | 6063 | Grattan Holdings, Inc. | | | -4,786.78 |
| | | | | | | -4,786.78 |