



Charter Petition to DEHESA SCHOOL DISTRICT

June 2018

METHODSCHOOLS.ORG

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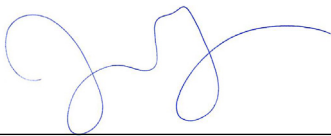


Required Affirmations (Education Code 47605(d)(1))

As the authorized lead petitioner, I, Dr. Jessica Spallino, hereby certify that the information submitted in this application for a charter for Method Schools to be located within the boundaries of Dehesa School District is true to the best of my knowledge and belief and if the charter is reauthorized, Method Schools:

- Shall meet all standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of Method Schools for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(0)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend Method Schools, and who submit a timely enrollment application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random lottery process. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, home language, or disability. [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
- Shall ensure that teachers in Method Schools hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- Shall, at all times, maintain all necessary and appropriate insurance coverage.
- Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
- Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)

- If a pupil is expelled or leaves Method Schools without completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Method Schools will follow any and all other federal, state, and local laws and regulations that apply to our charter school including but not limited to:
 - > Method Schools shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - > Method Schools shall comply with any jurisdictional limitations to locations of its facilities.
 - > Method Schools shall comply with all applicable portions of the No Child Left Behind Act.
 - > Method Schools shall comply with the Public Records Act.
 - > Method Schools shall comply with the Family Educational Rights and Privacy Act.
 - > Method Schools shall meet or exceed the legally required minimum of school days.
 - > Method Schools will promptly respond to all reasonable inquiries, including inquiries regarding its financial records.
 - > Method Schools shall comply with all laws regarding services to students with disabilities as contained in IDEA.



Dr. Jessica Spallino
Lead Petitioner

6/20/2018

Date

Required Elements (Educational Code 47605(a) - (0))

1. Educational Program

A. Targeted School Populations

Age, grade levels and number of students

Method Schools serves students in grades kindergarten through 12th grade. The target population comes from urban and suburban families primarily throughout San Diego County, with less than half coming from contiguous counties such as Orange, Riverside and Imperial. These families are often looking for a school that offers diversity, choice in scheduling with a rigorous curriculum, and one that offers innovative ways to learn. Although Method Schools strives for a student demographic reflective of Dehesa School District, it may differ to some degree due to a larger sample of students from which to serve.

Method Schools 5y ADA

School Year	Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
2013-14	17.01	27.12	20.24	20.18	84.55
2015-16	4.43	27.81	23.44	47.43	103.11
2016-17	6.38	20.15	21.11	148.80	196.44
2017-18	5.60	36.54	27.62	267.78	337.54
2018-19 ^P	8.00	41.00	52.00	320.00	421.00

^PProjected

Targeted Student Population

Students who would be a good fit for Method students are those who learn at an alternative pace than can be provided for in a traditional public school. Regardless of age, race, or ability, Method Schools seeks out students who need a more self-paced option while also being able to function independently at a high level. Method takes measures to ensure the make up of the school's student body matches those of the authorizing district, Dehesa School District, as closely as possible. Based on figures provided by the California Department of Education Method Schools estimates the current Dehesa School District enrollment to be broken down by race as follows:

	Black or African American	American Indian, or Alaska Native	Asian	Filipino	Hispanic/ or Latino	Native Hawaiian or Pacific Islander	White, not Hispanic	Two or More Races, Not Hispanic	Not reported
Dehesa SD	4%	<1%	<1%	<1%	34%	<1%	50%	2%	7%

School Day

As an independent study school, students, work from home each school day and meet with a credentialed teacher virtually on a regular basis. Method Schools provides a variety of academic, extracurricular, and supplemental resources and support to not only acquire academic success, but successfully the serve the student.

School Year

Method Schools offers two school year tracks.

Following is the Board approved calendar for both tracks for the 2018-19 school year.



Track 1 (July start) 2018-19 Calendar

JULY 2018						
Su	M	T	W	Th	F	Sa
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OCTOBER 2018						
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DECEMBER 2018						
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JANUARY 2019						
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MARCH 2019						
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APRIL 2019						
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MAY 2019						
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School Days in Orange

First day of school: 7/2/18
Intercessions: 8/27/18 - 9/21/18; 11/19/18 - 1/1/19
Last day of school: 6/28/19
Instructional Days: 175





Track 2 (Traditional School Year) 2018-19 Calendar

JULY 2018						
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AUGUST 2018						
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OCTOBER 2018						
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DECEMBER 2018						
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FEBRUARY 2019						
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MARCH 2019						
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APRIL 2019						
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MAY 2019						
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JUNE 2019						
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School Days in Orange	
First day of school:	8/22/18
Last day of school:	6/7/19
Instructional Days:	180

Method Schools Mission

The mission of Method Schools is to provide breakthrough tools and educational approaches that deliver maximum results and accountability to K-12 families. Method Schools provides innovative tools and educational practices to maximize personalization and empower students to become problem solvers, effective communicators, critical thinkers and creative innovators. Method Schools believes students should be active participants and decision makers in their educational process.

The curriculum and educational practices inspire creativity and innovation as well as promote critical thinking and problem solving while providing consistent opportunities for communication and collaboration. Tools and practices utilized are technologically reflective of the environment in which students live and in alignment to the 21st Century Skills, which focus on Life and Career Skills, Learning and Innovation Skills, Core Subjects, and Information, Media and Technology Skills.



Further focus areas include:

- Create learning practices and instruction that will support the teaching and learning of 21st century skill outcomes.
- Support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into instructional practice.
- Enable students to learn in relevant, real world 21st century contexts (e.g. through project-based or other applied work).
- Allow equitable access to quality learning tools, technologies and resources.
- Provide 21st century architectural and interior designs for group, team and individual learning.
- Support expanded community involvement in learning, both face-to-face and online.
- Focus on content knowledge and expertise.
- Build understanding across and among core subjects.
- Emphasize deep understanding rather than surface knowledge.
- Engage students with the real world data, tools, and experts they will encounter in college, on the job, and in life.
- Allow for multiple measures of mastery.

Schoolwide Learner Results

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:

Problem Solving

- Critical Thinking
- Creative Thinking
- Transfer knowledge to new situations
- Courage to take risks
- Collaboration
- Communication
- Agility and Adaptability
- Taking Initiative
- Synthesize information
- Curiosity and imagination

Character & Citizenship

- Adopt ethical and behavioral standards
- Civic and personal responsibility
- Compassion
- Global awareness
- Consideration of others
- Self-regulation
- Honesty
- Perseverance
- Trustworthiness
- Loyalty
- Optimism

Critical Thinking

- Strategizing
- Decision making
- Conflict-resolution
- Logic and reasoning

Life-Long Learner

- Development of one's own skills, gifts, and potential
- Development of self-confidence and self-esteem
- Setting personal and professional goals

Two School Year Tracks

Method Schools enrolls a variety of students in each track offered throughout the school year. A breakdown of each track and the types of students that enroll in each are described below.

Track A Highlights

- Variety of high school students who may have special needs, extremely credit deficient, perform below grade level or need something more personalized
- Students from throughout contiguous counties looking to recover credits or get ahead for their summer term from their traditional school
- Method Schools has formed nearly 100 partnerships with schools and school districts to serve their students throughout their summer term

Track B Highlights

- Variety of K-12 students who may have special needs, perform below grade level or need something more personalized
- Homeschool students in grades K-12th grade

100+

Partnerships with schools and districts over the summer term

Track A, Method Summer

Track A runs from the start of July through June and primarily supports online high school students who either need to recover credits or get ahead. Track A primarily includes the program Method Schools calls Method Summer that serves students from San Diego, Orange, Riverside, and Imperial Counties. Method Schools have formed partnerships with nearly 100 school and school districts who send their students to Method Schools for several weeks to earn UC and NCAA approved course credit. Nearly all students who complete courses early during the beginning weeks of this track return to their previous school after either recovering or getting ahead in high school credits. Some may stay enrolled beyond the summer weeks and participate in our online high school or our blended program on and off site. During this program, students received personalized instructional support and progress monitoring in a virtual environment.

Track B Smart Home School & Independent Study

Smart Home School and Independent Study are for students in grades K-12th that opt for a full homeschool or independent study program where their parent acts as the primary learning coach and partners with their Method Schools assigned credentialed teacher in supporting the student's progress and success. Homeschool and independent study students are provided with the best curriculum available for ultimate mastery and success. The student's learning coach and Method Schools teacher collaborate closely to monitor the student's progress and ensure the student is receiving the instructional support needed. Each student meets regularly with their assigned Method Schools teacher and those meetings are designed around the student's academic needs and work collaboratively to meet specific course objectives including review of student coursework progress, clarification of any course assignments, any needed teacher assessment, and instructional support on any needed assignments.

Students participate in the following program components: data-driven, personalized online curriculum, TDI (Targeted Direct Instruction), writing and math workshops, CTE courses based on personality assessment, engineering component, including coding and robotics, and service learning. Method Schools offers a comprehensive UC and NCAA approved course list and a partially UC approved CTE course list with corresponding the graduation requirements.

Homeschool and independent study students who have special needs also either attend the site for required services or attend services held off site at arranged location by the Special Education Department.



B. Attendance Requirements

As a California independent study public charter school, students work primarily at home with the guidance and support of Method Schools credentialed teachers and an assigned Learning Coach. Each student that enrolls at Method Schools must have an assigned Learning Coach that signs the Master Agreement, committing to being the monitor of the student's progress while working from home. The Learning Coach works closely with the student and the Method Schools teachers to ensure the student's success. Students must work each school day and can expect to work approximately 4-5 hours per day on required coursework.

C. Description of How Learning Best Occurs

As a virtual school, Method Schools adheres to self-developed online and distance learning, combined with online learning standards established by leaders in online learning, such as International Association for K-12 Online Learning iNACOL and International Society for Technology in Education (ISTE) as outlined below coursework.

Standard 1: The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success.

- The online teacher knows and understands the current best practices and strategies for online teaching and learning and their implementation in online education.
- The online teacher is able to apply the current best practices and strategies in online teaching to create rich and meaningful experiences for students.
- The online teacher knows and understands the role of online learning in preparing students for the global community they live in, both now and in the future.
- The online teacher is able to build learner capacity for collaboration in face-to-face, blended, and online environments and encourages students to participate as global citizens.
- The online teacher knows and understands the instructional delivery continuum (e.g., fully online to blended to face-to-face).
- The online teacher knows and understands the need for continuing to update academic knowledge, pedagogy, and skills.
- The online teacher is able to meet the state's professional teaching standards or has academic credentials in the field in which he or she is teaching.
- The online teacher knows and understands the subject area and age group they are teaching.
- The online teacher is able to provide evidence of credentials in the field of study to be taught.
- The online teacher knows and understands the professional responsibility to contribute to the effectiveness, vitality, and self-renewal of the teaching profession, as well as to their online school and community.

Standard 2: The online teacher understands and is able to use a range of technologies, both existing and emerging, that effectively support student learning and engagement in the online environment.

- The online teacher knows and understands the use of an array of grade-appropriate online tools for communication, productivity, collaboration, analysis, presentation, research, and content delivery.
- The online teacher is able to select and use a variety of online tools for communication, productivity, collaboration, analysis, presentation, research, and online content delivery as appropriate to the content area and student needs.

- The online teacher knows and understands the use of emerging technologies in a variety of mediums for teaching and learning, based on student needs.
- The online teacher is able to effectively use and incorporate subject-specific and developmentally appropriate technologies, tools, and resources.
- The online teacher knows and understands the importance of interaction in an online course and the role of varied communication tools in supporting interaction.
- The online teacher is able to use communication technologies in a variety of mediums and contexts for teaching and learning.
- The online teacher knows and understands basic troubleshooting skills and the responsibility to address basic technical issues online students may have.
- The online teacher is able to apply troubleshooting skills (e.g., change passwords, download plug-ins, etc.).
- The online teacher knows and understands the need to continuously update their knowledge and skills for using the evolving technology tools that support online learning.
- The online teacher is able to identify and explore new tools and test their applicability to their content areas and students.

Standard 3: The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment.

- The online teacher knows and understands the techniques and applications of online instructional strategies, based on current research and practice (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).
- The online teacher is able to use student-centered instructional strategies that are connected to real-world applications to engage students in learning (e.g., peer-based learning, inquiry-based activities, collaborative learning, discussion groups, self-directed learning, case studies, small group work, and guided design).
- The online teacher knows and understands the process for facilitating, monitoring, and establishing expectations for appropriate interaction among students.
- The online teacher is able to facilitate and monitor appropriate interaction among students.
- The online teacher knows and understands the techniques for developing a community among the participants.
- The online teacher is able to apply effective facilitation skills by creating a relationship of trust; establish consistent and reliable expectations; and support and encourage independence and creativity that promotes the development of a sense of community among the participants.
- The online teacher knows and understands the process for facilitating and monitoring online instruction groups that are goal-oriented, focused, project-based, and inquiry-oriented to promote learning through group interaction.
- The online teacher is able to facilitate and monitor online instruction groups to promote learning through higher-order thinking and group interaction.
- The online teacher knows and understands techniques to adjust communications to diverse perspectives.
- The online teacher is able to respond appropriately to the diverse backgrounds and learning needs of the students.
- The online teacher knows and understands differentiated instruction based on students' learning styles.
- The online teacher is able to use differentiated strategies in conveying ideas and information, and is able to assist students in assimilating information to gain understanding and knowledge.
- The online teacher knows and understands techniques to create an environment that will engage, welcome, and reach each individual learner.

- The online teacher is able to apply strategies for engagement in online learning environments, e.g., asking questions to stimulate discussion.
- The online teacher knows and understands the participation in an online course from a student-centered approach.
- The online teacher is able to apply experiences as an online student and/or group to demonstrate the development and implementation of successful strategies for online teaching environments and to anticipate challenges and problems in the online classroom.
- The online teacher knows and understands the need to establish and maintain ongoing and frequent teacher-student interaction, student-student interaction, teacher-parent interaction, and teacher-mentor interaction.
- The online teacher is able to provide a variety of ongoing and frequent teacher-student interaction, student-student interaction, and teacher-parent interaction, and teacher-mentor interaction opportunities.

Standard 4: The online teacher promotes student success through clear expectations, prompt responses, and regular feedback.

- The online teacher knows and understands techniques to maintain strong and regular communication with students, using a variety of tools.
- The online teacher is able to use effective communication skills with students.
- The online teacher knows and understands techniques for using appropriate communications in support of student engagement through prompt and regular feedback, and setting and communicating high expectations.
- The online teacher is able to provide prompt feedback, communicate high expectations, and respect diverse talents and learning styles.
- The online teacher knows and understands the need to create and explain objectives, concepts, and learning outcomes in a clearly written, concise format and to explain the course organization to students.
- The online teacher is able to provide clear definitions of objectives, concepts, and learning outcomes and the course organization to students.
- The online teacher knows and understands the need to define the terms of class interaction for both teacher and students.
- The online teacher is able to establish and provide clear expectations of class interaction for both teacher and students.
- The online teacher knows and understands the need to define the assessment criteria for the course.
- The online teacher is able to provide a clear explanation of the assessment criteria for the course to students.
- The online teacher knows and understands the need to provide clear expectations for teacher response time to student queries.
- The online teacher is able to provide a clear explanation of the expectations of teacher response time to student queries.
- The online teacher knows and understands the need to establish criteria for appropriate online behavior for both teacher and students.
- The online teacher is able to establish and implement criteria for appropriate online behavior for both teacher and students.
- The online teacher knows and understands the need for timely, constructive, personalized feedback to students about assignments and questions.
- The online teacher is able to use student data to inform instruction, guide and monitor students' management of their time, monitor learner progress with available tools, and develop an intervention plan for unsuccessful learners.
- The online teacher knows and understands a variety of methods and tools to reach and engage students who are struggling.

- The online teacher is able to use a variety of methods and tools to reach and engage students who are struggling.
 - The online teacher knows and understands the process for aligning teacher and student expectations for the course, in general.
 - The online teacher is able to orient students to teacher's instructional methods and goals and invite students to provide feedback on their perceptions of how they are learning in a course.
-

Standard 5: The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use.

- The online teacher knows and understands the responsibilities of digital citizenship and techniques to facilitate student investigations of the legal and ethical issues related to technology and society.
 - The online teacher is able to establish standards for student behavior that are designed to ensure academic integrity and appropriate use of the Internet and online written communication; teach students that copyright laws are created for a reason.
 - The online teacher knows and understands how the use of technology may lead to instances of academic dishonesty.
 - The online teacher is able to identify the risks and intervene in incidents of academic dishonesty for students.
 - The online teacher knows and understands resources and techniques for implementing Acceptable Use Policies (AUP).
 - The online teacher is able to model and comply with intellectual property policies and fair use standards and reinforce their use with students.
 - The online teacher knows and understands techniques for recognizing and addressing the inappropriate use of electronically accessed data or information.
 - The online teacher is able to provide resources for students related to intellectual property and plagiarism.
 - The online teacher knows and understands privacy standards about other students and their posting and performance that are outlined in FERPA or other similar guidelines.
 - The online teacher is able to incorporate and comply with FERPA or other similar guidelines in AUP and course design and communicate privacy guidelines to students.
-

Standard 6: The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment.

- The online teacher knows and understands legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act, and Section 508 or other similar guidelines/requirements for accessibility.
- The online teacher is able to monitor student progress and apply activities and tools that are relevant to the needs of all students, including those with learning or physical disabilities, in collaboration with appropriate staff or resources.
- The online teacher knows and understands that students have varied talents and skills and make appropriate accommodations designed to include all students.
- The online teacher is able to address learning styles, needs for accommodations, and create multiple paths to address diverse learning styles and abilities.
- The online teacher knows and understands appropriate tools and technologies to make accommodations to meet student needs.
- The online teacher is able to use appropriate tools and technologies to make accommodations to meet student needs.

- The online teacher knows and understands how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.
- The online teacher is able to apply adaptive and assistive technologies in the online classroom where appropriate in the instruction to meet student needs.
- The online teacher knows and understands options to expand student thinking, address styles of learning, and provide avenues for enrichment or intervention.
- The online teacher is able to identify students who are struggling with various learning obstacles, such as ELL or literacy issues, and apply appropriate strategies to support student thinking, address styles of learning, and provide avenues for enrichment or intervention when needed.
- The online teacher knows and understands the process for connecting with local support personnel to verify student's IEP requirements or 504 accommodations needed for student success.
- The online teacher is able to communicate with the appropriate school staff regarding specific accommodations, modifications, or needs as listed in a student's IEP or 504 accommodations, and work in collaboration with others to address student needs.
- The online teacher knows and understands the diversity of student learning needs, languages, and backgrounds.
- The online teacher is able to demonstrate awareness of different learning preferences, diversity, and universal design principles.

Standard 7: The online teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures.

- The online teacher knows and understands adequate and appropriate assessment instruments to measure online learning that reflect sufficient content validity (i.e., that adequately cover the content they are designed to measure), reliability, and consistency over time.
- The online teacher is able to create and implement assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures.
- The online teacher knows and understands the implementation of online assessment measures and materials in ways that ensure instrument validity and reliability.
- The online teacher is able to develop and deliver assessments, projects, and assignments that meet standards-based learning goals and assess learning progress by measuring student achievement of learning goals.
- The online teacher knows and understands multiple strategies for ensuring the security of online student assessments, academic integrity, and assessment data.
- The online teacher is able to implement a variety of assessments that ensure the security of student assessment data and accurate measures of student ability.

Standard 8: The online teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of the learning goals.

- The online teacher knows and understands the reach of authentic assessments (i.e., the opportunity to demonstrate understanding of acquired knowledge and skills, as opposed to testing isolated skills or retained facts) are part of the evaluation process.
- The online teacher is able to apply authentic assessments as part of the evaluation process, assess student knowledge in a forum beyond traditional assessments, and monitor academic integrity with assessments.

- The online teacher knows and understands the process of continuous evaluation of students to include formative and summative assessments and student feedback, including polls and surveys that reflect student learning progress throughout the course.
- The online teacher can create or select and implement a variety of formative and summative assessments that assess student learning progress and utilize student feedback to improve the online learning experience.
- The online teacher knows and understands the relationships between the assignments, assessments, and standards-based learning goals.
- The online teacher is able to create, select, and organize the appropriate assignments and assessments, and align curricular content with associated and standards-based learning goals.

Standard 9: The online teacher demonstrates competency in using data from assessments and other data sources to modify content and to guide student learning.

- The online teacher knows and understands techniques to plan individualized instruction incorporating student data.
- The online teacher is able to use student data to plan instruction.
- The online teacher knows and understands how data is used to modify the content, instruction, and assessment to meet student needs.
- The online teacher is able to use observational data (e.g., tracking data in electronic courses, Web logs, e-mail) to monitor course progress and effectiveness.
- The online teacher knows and understands how instruction is based on assessment data.
- The online teacher is able to customize instruction, based on assessment data, in order to personalize the learning experience per student needs and performance.
- The online teacher knows and understands the importance of self-reflection or assessment of teaching effectiveness.
- The online teacher is able to create opportunities for self-reflection or assessment of teaching effectiveness within the online environment (e.g., classroom assessment techniques, teacher evaluations, teacher-peer reviews).
- The online teacher knows and understands varied assessment strategies that address levels of ability through a variety of alternative interventions.
- The online teacher is able to address levels of ability through a variety of alternative interventions.
- The online teacher knows and understands the use of effective learning strategies data for an individual student to formulate detail-specific changes in future instruction, based on assessment results and research study (data-driven and research-based).
- The online teacher is able to evaluate instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts.
- The online teacher knows and understands the process for maintaining records of relevant communications.
- The online teacher knows and understands effective time management strategies.
- The online teacher is able to provide consistent feedback and course materials in a timely manner, and use online tool functionality to improve instructional efficiency.
- The online teacher knows and understands online course management tasks.
- The online teacher is able to track student enrollments, communication logs, attendance records, etc.
- The online teacher knows and understands ways for teacher and students to assess student readiness for course content and method of delivery.
- The online teacher is able to employ ways to assess student readiness for course content and method of delivery.
- The online teacher knows and understands that student success (e.g., grade, level of participation, mastery of content, completion percentage) is an important measure of teaching and course success.

- The online teacher is able to employ ways for students to effectively evaluate and assess their own readiness for course content and method of delivery.
- The online teacher knows and understands the importance of student self-assessment.
- The online teacher is able to create opportunities for student self-assessment within courses.
- The online teacher knows and understands the role of student empowerment in online learning.
- The online teacher is able to empower students to independently define short- and long-term learning goals and monitor their personal progress.

Standard 10: The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' success.

- The online teacher knows and understands the need for professional activity and collaboration beyond school (e.g., professional learning communities) to update academic skills and knowledge and collaborate with other educators.
- The online teacher is able to engage in professional development activities and collaboration beyond school.
- The online teacher knows and understands the need to coordinate learning experiences with other adults involved in providing support to the student (e.g., parents, local school contacts, mentors) to support student learning.
- The online teacher is able to provide ongoing communication with parents or guardians concerning student learning.

Instructional Design

Standard 11: The online teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.

- The online teacher knows and understands critical digital literacies and 21st century skills.
- The online teacher knows and understands appropriate use of technologies to enhance learning.
- The online teacher is able to modify and add content and assessment, using an online Learning Management System (LMS).
- The online teacher is able to create and modify engaging content and appropriate assessments in an online environment.
- The online teacher is able to incorporate multimedia and visual resources into an online module.
- The online teacher is able to use and incorporate subject-specific and developmentally appropriate software in an online learning module.
- The online teacher is able to review materials and Web resources for their alignment with course objectives and standards and for their appropriateness on a continuing basis.
- The online teacher is able to create assignments, projects, and assessments that are aligned with students' different visual, auditory, and hands-on ways of learning.
- The online teacher is able to arrange media and content to help transfer knowledge most effectively in the online environment.

Method Schools overall program includes the following components:

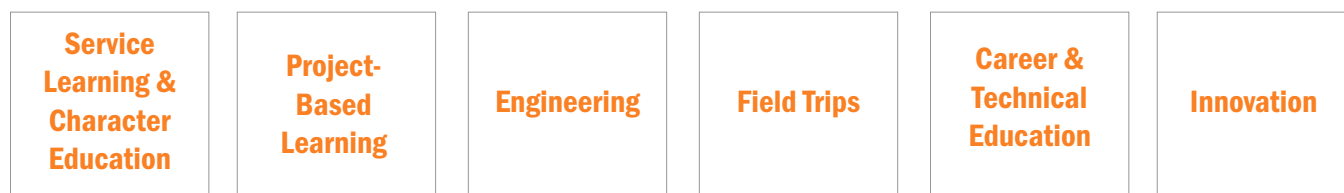
- Students complete their coursework at home with the guidance of their learning coach and Method Schools CA credentialed teacher.

- Students complete an introductory assignment that helps to prepare them for independent study and online learning.
- Students can create their own schedules with the guidance of their teachers and the pacing guides generated by the online platform. Students are required to log in to their accounts every day unless it is a school holiday. They work approximately four to six hours a day on their coursework.
- Students and Learning Coach are required to meet with their Method Schools teachers every week to turn in course-work, receive guidance and instructional support and participate in an assessments conducted by their teacher on the course content they covered the previous two to three weeks.
- Students have access to their Method Schools teacher through email or phone every school day.
- The School may develop additional tracks to offer year-round enrollment access for students.

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

- Flexible, open enrollment
- Variety of program options
- Small class size
- Personalized instructional support for each student
- Personalized and data-driven curriculum and instruction
- Experiential learning through ongoing projects and hands-on learning experiences
- Focus on engineering
- Focus on Character Ed and service learning
- Field Trips
- Variety of clubs
- Field Trips
- Personality assessment and CTE courses
- Culture of community and collaboration for all stakeholders

Method Schools offers a variety of extra-curricular activities to further engage students in the overall program, appeal to the interests of the students, and develop a strong sense of community and culture. The following are extra-curricular activities that have been implemented at Method Schools:



Service Learning and Character Education

Students are encouraged to become involved in the community, not just locally but globally as well. Students identify problems and determine ways they can give back to the community. This includes fundraisers, donations, and volunteer opportunities where students collaborate and participate in serving others. Character Education is an integral part of Service Learning and helps students to be better citizens and globally aware.

Character education curriculum helps students further develop self-confidence, communication skills, acceptance and appreciation for diversity, and empathy and respect for others. The character education curriculum couples well with Service Learning as through service to others, it provides a forum from which to apply the concepts students learn in character education. Service Learning is student driven and includes holding fundraisers for causes researched and identified by students and further developing service opportunities out in the community on a bi-weekly basis.

Project-Based Learning

Method Schools promotes a variety of Project Based Learning and deeper learning concepts and recognizes that rigorous relevant projects help students learn key academic content through application and practice the critical 21st Century Skills of collaboration, communication and critical thinking. Meaningful project based learning includes the following:

- Intended to teach significant content: Goals for student learning are explicitly derived from content standards and key concepts from academic disciplines
- Requires critical thinking, problem solving, collaboration, and various forms of communication: Higher-order thinking skills and learning to work as a team is the primary focus rather than memorizing information. Students must listen to others and make their own ideas clear when communicating, be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations
- Requires inquiry as part of the process of learning and creating something new: Students ask questions, search for answers, and arrive at conclusions, leading them to construct something new, such as an idea, an interpretation, or a product
- Organized around an open-ended guiding question: This focuses students' work and deepens their learning by framing important issues, debates, challenges or problems.
- Creates a need to know essential content and skills: Project Based Learning reverses the order in which information and concepts are traditionally presented. Project Based Learning begins with the vision of an end product or presentation. This creates a context and reason to learn and understand the information and concepts.
- Allows some degree of student voice and choice: Students learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices, and to express their learning in their own voice, also helps to increase students' educational engagement.
- Includes processes for revision and reflection: Students learn to give and receive feedback in order to improve the quality of the products they create, and are asked to think about what and how they are learning
- Involves a public audience. Students present their work to other people- in person or online. This "ups the stakes," increasing students' motivation to do high-quality work, and adds to the authenticity of the project.

Projects are meant to extend and enhance the student academic life using thematic projects that are multidisciplinary in nature. Students extend online learning to a hands-on experience through projects that challenge and develop their critical thinking and problem-solving skills.

Engineering

Students participate in engineering activities and projects on a regular basis throughout the school year. Topics such as coding, robotics, and 3D printing provide students with hands-on experiences that teach them critical engineering concepts within the NGSS standards.

Field Trips

Field trips align to content, as do projects so that students can apply learned concepts to real life. Field trips are scheduled quarterly to enhance student learning. As an example, students created a 3D biome and what type of life sustains livability and then students visited the Santa Rosa Plateau to learn about the type of wildlife was living on the Plateau and how.



Career and Technical Education

High School students explore colleges and careers through a hands-on approach by beginning with a personality assessment to identify strengths and interests and then select a career pathway to pursue. Students then take courses within the selected pathway and make visits to colleges and businesses related to their pathway and ultimately take part in a related internship.

Innovation

Method Schools aims to leverage the latest and most innovative tools to maximize personalization and customization for a superior academic path that is geared for a student's individual abilities. It is a goal in year two to develop a learning management system that will automate customization so that courseware is delivered to each student based on his assessment performance creating a truly personalized curriculum.

Role of the Learning Coach

Each student that enrolls at Method Schools must have an assigned Learning Coach that signs the Master Agreement, committing to being the monitor of the student's progress while working from home. The Learning Coach works closely with the student and the Method Schools teacher to ensure the student's success. A Learning Coach can expect to spend approximately 4-5 hours per day on instructional support (depending on student's grade level). A student's successful progress requires daily Learning Coach commitment to the discipline and organization implicit to manage an effective education.

The Learning Coach is expected to be present for all meetings with the assigned Method Schools teacher to monitor and discuss the student's progress. The following are specific expectations of the Learning Coach:

- Manage or help the student manage the attendance requirements of completed coursework each school day.
- Assist getting student to required state testing hosted by Method Schools.
- Accept the responsibility to supervise student in using the assigned curriculum.
- Fulfill the requirement of adequate and continuing student progress in addition to the required attendance hours logged.
- Participate in regular phone, web conference, and in person conferences with student's Method Schools teacher and submit work samples periodically.
- Support Method Schools teacher conducted academic assessments to evaluate mastery of student.
- Support Method Schools teacher in providing research-based instructional interventions, as needed.

A Learning Coach can expect to spend approximately 4-5 hours per day on instructional support

Homeschool Coordinator

The goal of the Homeschool Coordinator is to provide a place of connection, support, and learning so students excel not just in academics, but in life in general. Method Schools' program allows students to learn at their own place, be encouraged and inspired with quality courses and caring teachers. Though the homeschool/online program is geared for students to work at home, Method Schools believes it is critical to provide extra measures to inspire the student, provide opportunities for socialization and community building and provide support for the student and parent.

Method Schools provides hands-on experiences, such as high-end interactive STEM activities and inspirational field trips, to supplement students' learning on a variety of topics by. Method Schools also provides opportunities for students and parents to exercise and socialize, through planned weekly park days. These days give parents and students time to interact, learn from one another, collectively solve any issues, share ideas and resources and simply have fun and build community.

Homeschool/Online Events

Day at the Park: One day a week is park day, where families meet at the park and library and make connections.

STEM: One day a week STEM day where students learn about applied sciences and practical mathematics, including art and design. Robotics, Coding, 3D Printing and Hydroponics. Parents are welcome to stay and even help out.

Field Trips: A variety of field trips are planned twice a month for all families. Students are able to apply Most of the trips are local to areas in San Diego and Riverside counties, including educational attractions San Diego. Escondido, Murrieta, Hemet, and more.

Some of the field trips include: Olvera Street, Ronald Reagan Library, Port of LA, California Science Center at Exposition Park, Natural History Museum at Exposition Park, Discovery Cube, Griffith Observatory, Japanese American National Museum in LA, Southwest Robotics in Science Education in Santee, Cabrillo Marine Aquarium, Long Beach Aquarium, "Chocxo" (Chocolate) factory in Irvine, Autry Museum of the American West at Griffith Park, Getty Center, Peterson Auto Museum, Olvera Street, Columbia Memorial Space Center in Downey, Battleship Iowa, Riley's Farm in Yucaipa, San Gabriel Mountains Heritage Association, other Museums, and LEGO Land (robotics), Santa Rosa Plateau, San Diego Children's Discovery Museum, Museum of Natural History, San Diego Padres game (homeschool night), and more.

Communication with Method Schools families delivered on a regular basis through a weekly newsletter that includes updates on teacher meetings, math and test prep tutoring, weekly instructional sessions, engineering updates, field trips, park days, and any other updates.

Core Curriculum

Method Schools will utilize a variety of purchased and self-created curriculum to prepare students for success. Teachers are thoroughly trained in all curriculum used and required to create supplemental lessons and projects to supplement the core curriculum. Most curriculum was developed in house by curriculum development specialists. Method core subject areas include:

Language Arts/English/Reading

Achieving a strong foundation in phonemic awareness, reading fluency, and comprehension is of the utmost importance to foster and encourage active readers and overall learners. Teachers will all be trained in proper reading techniques so that there is consistency among reading intervention and support to ensure critical reading skills are mastered by students of all grade levels. The Language Arts curriculum will include emphasis on reading, grammar, spelling, and composition. The Language Arts curriculum will focus on:

- Mastery of the Common Core Standards through data-driven practices
- Annual growth of 1-1.5 years in English Language Arts, based on monthly administered diagnostic assessments and applied interventions
- Writing daily through the use of journals and portfolios

- Developing students' talents in creative writing which will aid in their self-expression in other academic areas
- Building students reading comprehension through the use of discussions on reading topics
- Connecting the experience of writers and fictitious characters to their own life to demonstrate human connection across cultures

Mathematics

Method Schools is committed to preparing all students with a strong mathematical background. The overall goal is to challenge students who are confident with it and assist those who struggle. The adaptive diagnostic assessments taken at the beginning of the school year assist Method Schools teachers in placing students in math courses that reflect their instructional level. Since mathematic concepts build on each other, accurate course placement is critical so that the student can build skills from where their current level is.

Benchmark assessments will further assist teachers in refining content and instruction delivered to the student to maximize comprehension and success. Additionally, if students struggle in the courses they are placed, the RTI program will assist in assigning appropriate interventions. Science, Technology, Engineering, and Math (STEM) will be one focus area of Method Schools with a variety of STEM courses available for students most interested in these subjects. The mathematics curriculum will focus on:

- Mastery of the Common Core Standards through data-driven practices
- Annual growth of 1-1.5 years in English Language Arts, based on monthly administered diagnostic assessments and applied interventions
- Building student mastery of instructional level content before moving on to advanced content (accurate placement).
- Assisting students in overcoming math anxiety and building self-confidence by working with mathematics in a supportive atmosphere.
- Using mathematics to strengthen logical reasoning, which can be applied in all areas of life.
- Developing and cultivating students' mathematical intuition and common sense.
- Enhancing mathematic understanding by problem-solving and creative thinking.

Science

Science curriculum will emphasize the conceptual foundations of science through exploration and experimentation. The curriculum will provide ample opportunities for hands-on activities to apply the science concepts examined. Science, Technology, Engineering, and Math (STEM) will be a major focus area of Method Schools with a variety of STEM courses available for students most interested in these subjects. The Science curriculum will focus on:

- Mastery of the Next Generation Science Standards
- Using students' innate curiosity about the world around them as a resource for motivating the study of science.
- Emphasizing the role of science as a process of asking and answering questions about how the world works, and encouraging students to ask their own scientific questions.
- Making students more aware of the natural world and developing skills of connecting more abstract scientific concepts to tangible things that can be directly observed in one's daily life.
- Emphasizing ecological thinking and systems thinking as a way to understand complex systems.

History/Social Science

History and Social Science are an integral part to understanding present perspectives in the world. Students will learn about history and social science through comprehensive understanding of each critical time period. Students will be encouraged

to use critical thinking in their history and social science studies to inquire into the nature of global happenings. Students will study the geography, economic and agricultural resources available to different regions and how those resources shape the culture of each region. History and Social Science curriculum will focus on:

- Mastery of the California State Standards and Common Core Standards
- How geography, ecology, and economics influences culture
- Encouraging students to question how cultures came to be
- Making students aware of the many influences that shape history
- Making connections between past and present events
- Hypothesizing on the outcomes of theoretical historical changes

World Language

Languages other than English are offered to expand students' language ability and multi-cultural knowledge. Through curriculum providers partnered with Method the school will be able to offer a wide selection of proven and adaptive world languages courses. The World Language curriculum will focus on:

- Mastery of the World Language course standards established by the American Council on the Teaching of Foreign Languages (ACTFL)
- Exploration of the fundamentals of a second language
- Connecting the written, reading, listening, and speaking components of a second language
- Cultivating an understanding and appreciation of other cultures

Visual and Performing Arts

Method Schools offers a variety of arts courses to enrich students' understanding of historical and practical applications of the arts. The Visual and Performing Arts curriculum will focus on:

- Exploration of various art forms such as: painting, sculpture, collage, decollage, assemblage, installation, calligraphy, music, dance, theatre, architecture, film, photography, conceptual art, and printmaking
- Cultivating an appreciation for world music, dance, and theatrical forms
- Connecting the arts to world events, history, and other core curriculum areas

STEM: Science, Technology, Engineering and Mathematics

Method Schools recognizes the student interest and need of an enhanced STEM program to fulfill the 21st Century needs of our global environment today. Method Schools plans to offer a STEM track students can take that allows them to enhance their studies in science, technology, engineering, and math. Through a variety of courses that specialize in and make connections amongst these subjects, students can participate in this program to enhance their overall competitiveness in the global market today.

STEM is one focus of Method Schools due to the following global and economic factors:

- Global competition
- Technology driven economy
- Rapidly changing world
- College and career readiness
- Common Core Initiative and State Standards

- Academic benefits and student performance
- Lagging U.S. competitiveness in science and quantitative fields

The STEM curriculum, which is heavily “offline,” focuses on:

- Effective STEM educator professional development and preparation, including targeted efforts to promote STEM subject master teachers and teacher specialists.
- An integrated approach to science, technology, engineering, and math and combining course paths in a way that promotes cross-curricular focus.
- Connecting content to collaborative projects on-site and virtually.
- Prompting students to solve authentic problems and collaborate to develop solutions.
- Focus on robotics, 3-D printing, coding and technologically driven problem-based learning.

D. Describe How the School Will Address the Needs of All Students

Student Personalized Plan

Method Schools is committed to providing an individualized educational path for every student. The Student Personalized Plan (SPP) officially begins with a Master Agreement signed by the student, Learning Coach and Method Schools teacher. The Master Agreement serves as an independent study contract to ensure that students are mastering the California State Standards on a daily basis. The SPP is an extensive document developed at the beginning of the school year by the Method Schools credentialed teacher, the student and the student’s parent/guardians. The SPP is developed from a combination of the adaptive diagnostic assessment required upon enrollment, California Standards Test data, course performance history, and information gathered from the parents and student. This is all compiled to generate a list of standard strands, courses, assigned interventions, benchmark assessments, and skills needed to be completed by the student throughout the school year. The SPP will then guide the Method Schools teacher, Learning Coach and student as they progress through the school year and through the California Content and Common Core Standards.

The Method Schools teacher, Learning Coach, and student utilize the SPP as a guide at their regularly scheduled meetings to ensure the student is completing necessary curriculum and interventions required for success. The benchmark assessments will assist in continuing to refine the SPP and may be assigned at any time throughout the school year when the Method Schools teacher deems necessary.

Data Driven Practices/Test Prep

Method Schools utilizes data driven practices to deliver and curriculum to every student. Upon and enrollment and every month, students complete a diagnostic assessment in Reading and Math to assist in course placement and to monitor growth and refine interventions on an ongoing basis.

The following practices take place throughout the school year to ensure academic growth and preparedness for the Smart Balance assessments:

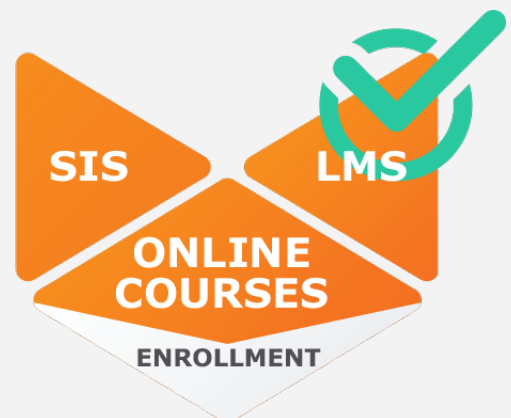
- K-12: Monthly administered diagnostic assessments with auto parent notifications and developed growth incentives
- Monthly data reviews between Method Schools staff and administration along with monthly data reviews between Method Schools staff and students where monthly performance goals are set

- K-12: Additional TDI sessions administered per week
- K-12: SBAC practice testing administered four times per year
- Daily SBAC test prep instruction per grade level
- Daily participation in SBAC prep and math online programs
- One on one meetings/progress monitoring with students on a weekly basis
- Weekly benchmark assessments based on common grade level deficiencies
- High School: Required SAT prep course

SmartFox: Comprehensive online courses that are customizable, all on a mobile-friendly platform

SmartFox was developed by professional curriculum developers as a solution to fit Method’s growing enrollment base more effectively. We believe curriculum is a core competency of any school, and outsourcing a core competency dilutes not only the effectiveness of the school, but the brand as well.

SmartFox is a complete online solution, featuring an app-based Student Information System, Learning Management System, and courseware. The courses are online, mobile-friendly, UC and NCAA approved, and perhaps most importantly, customizable. This means teachers can tailor the content for their individual classes and for individual students. SmartFox is popular enough that other schools and districts have asked to use the curriculum for their own students.



Because SmartFox is customizable at the class and student level it provides a much more effective learning platform for students at various academic levels. And because it’s based heavily on mobile technologies it brings technology into more homes of low income families. Based on previous research conducted by Method in 2017 most families without home internet access do have cell phone data plans. This is a primary reason for developing SmartFox on a “mobile first” platform, although it works just as seamlessly on regular laptops and desktops.

Method is a good fit for students who are gifted or working at a pace ahead of their peers because the online coursework is adaptive to their skill levels and because, with the help of station rotation learning, average class sizes are much lower than the average school. Student's Learning Coach and Method Schools teachers should also play an essential role in facilitating an educational delivery that is paced for their needs.

Method Schools provides a comprehensive solution of curriculum and services to successfully serve all students. Students whose adaptive diagnostic assessments place them within the first tier will utilize all of the general education curriculum, tools and procedures. These may include but are not limited to:

- Adaptive Diagnostic and Benchmark Assessment
- Targeted Direct Instruction based on assessment deficiencies
- Daily Test Prep Instruction
- Daily Test prep online curriculum
- Online math supplemental curriculum
- Monthly administered diagnostic assessment in Reading and Math
- Weekly one on ones with students to review performance data and
- Weekly administered benchmark assessments based on diagnostic assessment results
- Course differentiation
- Curriculum course options: AP, Honors, Comprehensive, Core, Remediation, and Credit Recovery
- Career Courses
- Orientation courses
- Course assessments
- Web Conference Class Sessions
- College Guidance Program
- Notes/phone log/ meeting log
- Extended time
- Virtual office hours
- Parent teacher conferences
- Redirection
- Missions and goals
- Daily schedule
- Monthly calendar-weekly announcements
- SMART Plan-explanation (Measurable, attainable)
- Grade level orientations
- Discussion/communication norms
- Parent communication

High Academically Achieving Students

High achieving students are identified by their Smarter Balanced Assessment Consortium scores, adaptive diagnostic assessment, course performance, and teacher and parent observations. Options for high achieving students include but are not limited to:

- Advanced course options
- In-depth development of projects based on individual interests
- Opportunities for leadership and acquisition of mentoring skills
- Flexible scheduling to allow for learning extensions outside the course content

Students Below Grade Level

Many students who enroll in Method will be functioning at a level below their peers. There are many reasons this could occur, but the school will not filter recruiting or students in any way to avoid enrolling at-risk or underperforming students. Our experience in other similar schools has shown that self-paced, flexible programs such as Method are excellent options for students under grade level. Because all students are monitored regularly – in most cases, daily – it’s easy to monitor and track student progress. Renaissance Learning, STAR diagnostic assessments help students who are under grade level show academic gains faster than they could in most traditional schools.

Method Schools identifies low performing students through a variety of student data, including Smarter Balanced Assessment Consortium scores, adaptive diagnostic and benchmark assessments, student transcripts, performance on the introductory packet assignments, parent input, and teacher observations.

Low achieving students will be referred to the interventions within the tier the diagnostic assessment placed them and will likely participate in the Student Success Team (SST) process. The School will set up a Student Success Team Meeting (SST), which will be comprised of parents, teachers, administrators, and other school professionals. This team will follow a traditional format in screening of all children with behavioral and academic difficulties before a referral for special education evaluation is made. All interventions will be exhausted before a student is referred to special education. A comprehensive referral form will be developed that includes difficulty with academics, with language transition, with behavior and with social interactions. A referral to initiate the SST process may be made by any teacher once they have made an attempt at curriculum and instructional modifications or interventions. Follow-up SST meetings for each student will be conducted and scheduled in intervals established in the prior SST meeting.

Before progressing to a full IEP evaluation, SST recommendations are implemented for a period of time determined in the SST to note student academic progress. From there it will be noted if they need to have an IEP. At risk interventions include, but are not limited to:

- Adaptive Diagnostic and Benchmark Assessments
- Targeted Direct Instruction based on assessment deficiencies
- Daily Test prep online curriculum
- Online math supplemental curriculum
- Monthly administered diagnostic assessment in Reading and Math
- Weekly one on ones with students to review performance data and
- Weekly administered benchmark assessments based on diagnostic assessment results
- Course differentiation
- Curriculum course options: AP, Core, Remediation and Credit Recovery
- Mandatory office hours
- Individualized Web conference sessions
- Extended course pacing
- Supplemental online courses
- Project based assignments
- Student Success Team Meetings (SST)
- Attendance/Behavior contracts
- Counseling groups-counseling

Method Schools complies with all State and Federal laws for special education. The School will also comply with Special Education Local Plan Area (SELPA) and District policies on special education. In addition to other responsibilities that the District might place on the school, the charter school will have the responsibility to identify students who may qualify for special education services, to make referrals for evaluation, to hold Individualized Education Plan (IEP) meetings at the site, to provide space for the special education teacher to work with students, and to ensure that the general education teachers will carry out their responsibilities assigned in the IEP.

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 facilities available in a manner consistent with the District's need to provide Method Schools 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.

The School will set up a Student Success Team (SST), which will be comprised of parents, teachers, administrators, and other school professionals. The SST team will follow a traditional format in screening of all children with behavioral and academic difficulties before a referral for special education evaluation is made. All interventions will be exhausted before a student is referred to special education. A comprehensive referral form will be created that includes difficulty with academics, with language transition, with behavior and social interactions. A referral to initiate the SST process may be made by any teacher once they have made an attempt at instructional modifications or interventions.

Students may be referred for formal special education evaluation by the SST or by a parent. Once the referral is received, parents will be sent an assessment plan for their approval within 15 days. Once the consent by the parent is received the school will complete the formal evaluation and hold an IEP meeting within the 60-day timeline. Prior to the meeting, parents will be given a written notice describing their rights. Should the IEP team decide that the student qualifies for special education under one of the 13 federally mandated eligibilities (autism, deaf-blind, deafness, emotional disturbance, hard of hearing, mental retardation, multiple disabilities, other health impaired, orthopedic impairment, specific learning disability, speech and language impaired, traumatic brain injury, and vision impairment), the team will make a determination of services that provide an education in the least restrictive environment. The IEP will be implemented immediately. Thereafter, the student will have an annual IEP meeting to review progress and a more in-depth IEP meeting every three years (the triennial) that will include another round of assessments.

The Resource Specialist Teacher (RSP), supervising teachers and administration will collaborate to provide an education that meets student needs and ensures that students' Individualized Educational Plans (IEP) are met. The IEP team will be comprised of the parent(s), the RSP teacher, other specialists as needed (such as speech and language or occupational therapist), a school administrator or designee, and the student's general education teachers. A special education student's general education teachers will work closely with the RSP teacher to coordinate instruction and ensure that any modifications or accommodations specified in the IEP are being implemented.

Students at Method Schools will have direct instruction materials that are specifically geared towards meeting and exceeding their IEP goals. All required services for students are delivered online or arranged at mutually convenient locations to conduct in person. Additionally, the school will serve its special education students by:

- Virtual small Group direct instruction
- Accommodations for Project Presentations and Professional Experts (such as mentoring and assistance)
- Technology assisted learning
- Annual in-service for teachers regarding the identification of students with disabilities and ways of providing education in the general

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 the teachers and will be reviewed annually.

ELL Students

As part of the enrollment process, parents complete the Home Language Survey. The California English Language Development Tests (CELDT) will then be given to those students who have been identified as English Learners through the Home Language Survey for their initial assessment in 2017-2018 and then transition to ELPAC moving forward. The results of each students' assessments are sent to their parents or guardians. Results of students' designation and English proficiencies are reported annually to the state on the school's R30-LC report.

Support options for English Language Learners include, but are not limited to:

- Curriculum that includes a variety of ELL tools to support learning in a second language. Tools include and are not limited to audio support, pre-teaching of vocabulary, and graphic organizers.
- Alternate EL curriculum available based on student need.
- Teachers will make effective use of their CLAD training.
- Project Presentations that foster multi-modalities

In addition, English Language Learners specifically:

- Acquisition of computer software to develop specific subject area language development.
- Small group direct instruction for mastery of Basic Skills.

Method Schools may provide English Language Learners' families with:

- Translated written communications based on identified need.
- Offer community resource information for English as a Second Language classes.

How students will be monitored:

- ELPAC testing conducted each year
- Regular assessments through ELL software or online assessments
- Staff observations according to created rubrics

All credentialed teachers will be trained and licensed in:

- Cross-cultural Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD)

Ongoing staff development to address English Learner challenges

- Special Education and ELL students are identified and served in a variety of ways. Some initial interventions are listed below:
- Targeted Direct Instruction based on assessment deficiencies
- Daily Test Prep Instruction
- Daily Test prep online curriculum
- Online math supplemental curriculum
- Monthly administered diagnostic assessment in Reading and Math
- Weekly one on ones with students to review performance data and
- Weekly administered benchmark assessments based on diagnostic assessment results
- Alternate Curriculum
- One on One instruction
- Additional Workshops/Tutoring
- Individualized Educational Plan (IEP)
- Student Success Team Meeting (SST)
- Extended Time
- Web Conference Sessions

Informing through Continuous Student Monitoring

This version of a Response to Intervention program enables teachers to address needs for students of all levels on a continual basis. Through adaptive curriculum and regular ongoing assessment, Method is able to segment and track each student's progress. Because SmartFox is a mobile solution, monitoring student results is easy and effective for students, parents, and teachers, allowing for a very actionable test and learn environment.

E. Transferability of Courses

Method high school courses are credit bearing and transferable to other high schools to which students may transfer. Students will be able to fulfill all UC/a-g and NCAA requirements through the completion of Method's rigorous and CCSS aligned courses, along with taking courses at local community colleges through a dual enrollment agreement. See Method Schools Graduation requirements.

F. WASC Accreditation

Method Schools received a six-year WASC accreditation in 2018. Selected staff will also be urged to volunteer for WASC Visiting Committee Teams during each school year for enhanced experience and development with the WASC accrediting process and guiding principles.

G. What It Means to be an Educated Person in the 21st Century

All curriculum options will incorporate a focus on 21st Century Skills and will accomplish the following:

- Teach 21st century skills discretely in the context of core subjects and 21st century interdisciplinary themes.
- Focus on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning.
- Enable innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills.
- Encourage the integration of community resources beyond school walls.

The curricular and instructional approach will incorporate personalization, some opportunities for choice of curriculum, and an overall theme of student empowerment in their educational journey. The curriculum options will:

- Support a balance of assessments, including high-quality standardized testing along with effective formative and summative assessments.
- Emphasize useful feedback on student performance that is embedded into everyday learning.
- Require a balance of technology-enhanced, formative and summative assessments that measure student mastery of skills.
- Enable development of portfolios of student work that demonstrate mastery of skills.
- Enable a balanced portfolio of measures to assess the educational system's effectiveness at reaching high levels of student competency.

The content support and instructional expertise is a critical component of the Method Schools model. Teachers not only need to be highly qualified in their subject areas, but also need to understand the evolution of educating students, allowing opportunities for student empowerment and ingenuity.

In alignment to the 21st Century Learner Profile, Method Schools teachers will incorporate the following points in their instructional design:

- Highlight ways to seize opportunities for integrating 21st century skills, tools and teaching strategies into their instructional practice and help them identify what activities they can replace/de-emphasize.
- Illustrate how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other critical 21st century skills.
- Enable 21st century professional learning communities that model the kinds of virtual learning that best promotes 21st century skills for students.
- Cultivate teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses and incorporate into their instructional approach per student.
- Develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning.
- Support the continuous evaluation of students' 21st century skills development.
- Encourages knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications.
- Method Schools utilizes a scalable and sustainable model of professional development.

2. Measurable Student Outcomes - Exit Outcomes/Graduation Standards

All curriculum and assessment tools offered to Method Schools students is aligned to the Common Core State Standards (CCSS) and include a variety of assessments to measure student outcomes. Student performance is evaluated through completed coursework and diagnostic, benchmark, and course assessments. As an independent study school, Method Schools complies with all aspects of its Board approved, Independent Study Policy, along with state laws relating to independent study as set forth in EC47612.5.

Method's academic program is standards-based and data driven. In alignment to California Education Code Section 47605(b)(5)(C), student progress is continuously measured. The Common Core State Standards (CCSS) and multiple sources of data form the basis of the School's instructional practices. Performance assessments are evaluated with the use of in-common benchmarks and rubrics and are analyzed on a regular basis to help drive the School's educational program. The rubrics are used to inform students and parents about the standards for student work.

Method will use the Smarter Balanced Assessment Consortium as a primary measure of school success. The School will implement policy and procedures to meet or exceed annual assessment goals. The school will attain its goals by perform an analysis of the previous year's scores and establishing target areas among sub-groups, including low-achieving students and English learners, and among curricular areas. The school staff will then analyze standards results in each subject and set targets to raise an area that shows student deficiency and align financial and staff development resources with established target areas. Standards will be further assessed by monitoring results on diagnostic or benchmark assessments, especially those within the target areas, reaffirm standards-based instruction ensuring that assessments and instruction are aligned with the standards, and focus on students whose scores are below grade level and create goals to raise their scores by at least one level each school year.

Method also uses Renaissance Learning, STAR adaptive diagnostic and benchmark assessments to generate student performance data that will be regularly reviewed by administration and teachers to guide instructional practices and allocation of resources. A data analysis plan will be developed with an annual timeline for gathering and analyzing various student achievement data and teachers will reflect on and discuss student achievement data, determine what modifications to instruction are necessary, and what new goals to set for student achievement. Performance of at-risk and low achieving students will be ongoing throughout the year and will be aligned to a RTI model to guide the implementation of interventions. All assessment data will be recorded in the student's SPP and regularly modified and aligned to interventions for optimal academic and instructional support.

Method administration, teachers, students and parents have continuous access to student's current performance in all course enrollments through the learning management systems in which the curriculum and performance are stored. As parents are traditionally the Learning Coach for the student, their child's overall grade is always available to them. The learning management system used for the curriculum will provide a variety of student performance data, including, but not limited to: overall performance in the course, individual assignment and assessment scores for each course, time spent in each course each day and overall course performance reports.

Parents and guardians review student achievement data when they meet with their child's teacher biweekly meetings. The District receives data on student achievement through School reports and/or presentations to the District's Board of Education. These reports and/or presentations occur at least twice during the School's initial five-year charter period and include formative and summative data to demonstrate that the School is meeting state performance standards.

Exit outcomes for each student includes:

1. Demonstration of mastery or growth within the content standards assigned through state, diagnostic, and benchmark assessments
2. Annual academic growth of at least one grade level in language arts and math
3. Demonstrate learning objectives of the 21st Century Learner Profile
4. Demonstrate skills developed through project based and deeper learning modalities
5. Established college and/or career path or goals

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. We're 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 student driven collaborative projects and self-paced academic content, 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:

Problem Solving

- Critical Thinking
- Creative Thinking
- Transfer knowledge to new situations
- Courage to take risks
- Collaboration
- Communication
- Agility and Adaptability
- Taking Initiative
- Synthesize information
- Curiosity and imagination

Character & Citizenship

- Adopt ethical and behavioral standards
- Civic and personal responsibility
- Compassion
- Global awareness
- Consideration of others
- Self-regulation
- Honesty
- Perseverance
- Trustworthiness
- Loyalty
- Optimism

Critical Thinking

- Strategizing
- Decision making
- Conflict-resolution
- Logic and reasoning

Life-Long Learner

- Development of one's own skills, gifts, and potential
- Development of self-confidence and self-esteem
- Setting personal and professional goals

As noted above, some outcomes might measure non-academic areas, such as socialization, citizenship, problem-solving skills, and more. Over time, Method Schools might may modify performance expectations and benchmarks to align to changing state or federal requirements or due to increases in student performance that necessitate higher performance standards.

3. The Methods by Which Pupil Progress Will Be Measured

Method Schools utilizes the following assessment and reporting tools:

- Smarter Balanced Assessment Consortium to measure academic achievement.
- Adaptive diagnostic assessments will be used to assist with course placement, diagnosis of instructional needs, and measurement of student gains across reporting periods.
- Benchmark assessments will be used to aggregate and disaggregate data by selected criteria to better inform instruction.
- An ongoing school-wide performance accountability system (Ed Code, 47601) using assessments based on the California standards and blueprints for Language Arts and Math.
- Course lesson and unit assessments to measure achievement and confidence in the subject area.
- An annual Physical Fitness assessment for 5th, 7th and 9th grade students.
- ELPAC to measure progress for ELL students.
- Presentation and project rubrics created by teachers to measure success on student presentations and group and individual projects.

Common Core State Standards (CCSS)

The school-wide accountability measures at Method Schools are the Common Core State Standards (CCSS) included in the Smarter Balanced Assessment Consortium program. Method Schools uses the Smarter Balanced Assessment Consortium results as a primary measure of school success. The School will attain its growth target each year by doing the following:

- Perform an analysis of the previous year's scores.
- Establish target areas among sub-groups, including low-achieving students and English learners, and among curricular areas.
- Analyze standards cluster results in each subject and set targets to raise an area that shows student deficiency.
- Align financial and staff development resources with established target areas.
- Monitor results on diagnostic or benchmark assessments, especially those within the target areas.
- Ensure students demonstrate a minimum of a year of academic growth in language arts and math
- Reaffirm standards-based instruction ensuring that assessments and instruction are aligned with the standards

SmartFox, the online curriculum of Method Schools, is aligned to California and Common Core State Standards.

4. Governance Structure of School

Parent Involvement in Governance

Parent and community involvement in the governance of Method Schools will be pursued by virtue of their participation in the Board of Directors and School Advisory Committee. Method Schools will be governed pursuant to the bylaws adopted by the Board of Directors and as subsequently amended pursuant to the amendment process specified in the bylaws.

Board of Directors

The Board of Directors of Method Schools shall be the School's Governing Board and will include approximately three (3) to seven (7) voting board members over time, with five at launch. The Board of Directors will be selected to represent the community-at-large. One seat on the Board will be reserved for a parent of a student currently attending Method Schools and another seat will be reserved for an ex-officio authorizing School District representative. Board members will have a term of three years. A nominating committee, comprised of parents, teachers, and administration, will be created to select new board members. All new members will be selected with a track record of success in their particular sectors and a commitment to the vision of the school. Recommendations by the nominating committee will be voted on by the Board.

Board members at launch were selected based on the make-up of the community in which Method will operate and projected needs of the school at launch and through the first few years. Key skills that were sought after in board members included, in no particular order:

- Formal education industry and administration experience
- Financial experience, including auditing and IRS interfacing
- Connections with local community leadership and general public
- Home schooling experience
- Educational technology experience
- Marketing experience, including acquisition and retention
- Research and assessment experience

The Method Board of Directors:

Shannon Clark, Experienced Homeschool Parent

Shannon Clark is a mother of 2 with 6 years' experience as a parent in homeschooling and blended learning. She worked in the business and accounting field with responsibility ranging from general accounting to human resource management and the implementation of business policies and procedures. She was an active volunteer as a Girl Scout leader, softball coach and board member, volunteer, and community organizer. Shannon was an active volunteer at the charter school her children attended, being awarded volunteer of the year in 2010 at Coastal Academy in Oceanside. While her children are now attending a more traditional school environment, Shannon continues to be an avid supporter of choice in education and independent study programs. She is currently working as a fitness instructor continuing to focus on inspiring people to learn and achieve their goals. Shannon is in the process of completing her bachelor's degree in Business Administration with an emphasis in accounting. She is also a member of PEO, an organization that raises money for women in education providing opportunities for women to obtain their undergraduate and graduate degrees. After completing her bachelor's degree, Shannon plans to obtain her CPA and continue working in the field of education to provide new and innovative opportunities for children and parents to pursue their educational goals.

Steve Dorsey, Director at Los Angeles County Office of Education

Steve has been an educational professional for the last 16 years as a teacher, Assistant Principal, Elementary Principal, Middle School Principal, and is currently the Director of Pupil Personnel Services for Walnut Valley Unified School District. Prior to education, Steve worked in Law enforcement as Deputy Sheriff and a salesman for Coca-Cola Company. Steve is currently working on his EDD in Educational Leadership and is committed to developing students' innovative skills in order to truly succeed in today's digital world. Steve is very connected to issues facing Southern California students and is committed to providing solutions that work in this area.

Tyler Roberts, Marketing Director at T-Mobile USA

Tyler has an extensive consumer marketing background with more than 15 years' experience in customer Loyalty and Retention. Currently employed in a Senior Marketing role for T-Mobile, USA, he has held similar marketing positions for other industry leaders including Ancestry.com and 1-800 CONTACTS. Tyler received his B.S. in Business Management from Utah Valley University where he also served as President of the American Marketing Association. He resides with his wife and four children and is very active in local education issues.

Gloria Vargas, Girl Scouts of America, San Diego Chapter

Gloria has more than 20 years of experience in the nonprofit and education arenas, specializing in serving the Latino community. As regional manager for Girl Scouts San Diego, she supervises a staff of professionals dedicated to recruiting and engaging girl and adult members; and develops strategic alliances with community groups, schools and youth organizations. Her achievements include increasing council membership by four percent (the largest rise in five years), and establishing the region's first Spanish-speaking troops. Gloria's leadership was key to Girl Scouts of the USA's first-ever Latina CEO spotlighting Girl Scouts San Diego's successes in "best practice" videos created to show other councils how to reach the Latino population. Previously, Gloria was the assistant director at the UCSD's Student Affirmative Action and Human Relations Programs, responsible for promoting student diversity and fostering multicultural understanding and awareness. Gloria's experience also includes working as program director for Project Buscar – a YMCA/San Diego County of Social Services project designed to find permanent homes for special needs Latino foster children. Her work led to all 200 youth becoming adopted by loving families. Gloria holds a bachelor of arts degree in Spanish from the University of California, Irvine, and completed coursework for a master of arts in sociology from Humboldt State University. She is a committee member for the South County Economic Development Council, among other volunteer activities.

Carolyn Andrews, Account General Manager, Pearson

Carolyn Andrews has worked in K-12 and HiEd for over 22 years. Work experience includes teaching HiEd classes at Northern Illinois University and University of San Diego. Carolyn also has experience working with K12 Education. K12 experiences include teaching grades 1, 3, 4, and 5 at San Bernardino City Unified School District, working at the district office in SBCUSD conducting professional development for educators, writing grants and more. Carolyn's experience also includes working at Educational Companies that include Apple, K12, Schoology, and Pearson. Carolyn currently works as Account General Manager at Pearson partnering with school districts in Riverside and San Bernardino Counties on solutions such as textbooks and digital curriculum.

The governance structure of Method Schools is organized to meet the educational needs of all students. Each level has its purpose the supporting and advancing of the mission, vision, and stated goals of the charter.

Board Delegation of Duties and Director Responsibilities

The first duty and responsibility of the Method Schools Board is to promote and uphold the mission and vision of the School. The Method Schools Board of Trustees shall exercise final authority on all matters concerning the School. The Method Schools Board of



Trustees' major roles and responsibilities include approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal and legal affairs, hiring and evaluating the Director, and ensuring the long-term viability of the School. The Method Schools Executive Director have the authority and responsibility of managing the day-to-day operations of the School including the selection of administrative, certificated, and classified personnel. Both the Executive Director and Business Director shall be responsible for insuring that all funds generated by the School are expended to support the purposes and operations of the Charter, and shall, in every case, be invoiced and/or receipted according to Generally Accepted Accounting Principles (GAAP). The Executive Director and Business Director reports to the Board and attend Board meetings.

Board Meetings

All meetings of the Method Schools Board of Directors shall comply with the Ralph M. Brown Act and shall take place at least quarterly, and shall be held at a location within the authorizing School District jurisdictional boundary. Notices, agendas, and minutes of meetings will be recorded and retained in the Academy files. These records will be accessible for public and District review upon request.

Board Trainings

Board members may attend a variety of trainings throughout the school year to better support the entire Board and the School. Method Schools plans to offer the Dehesa School District Board members the opportunity to attend Board trainings scheduled for Method Schools Board members.

Legal Status & Bylaws

Method Schools is a California nonprofit public benefit corporation with its own bylaws, which were approved by majority vote in a November 2013 Method board meeting. It is a stand-alone corporation and not a subsidiary of the District. As outlined in Education Code section 47604(c): the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the School. Once the School obtains 501c3 number, it will make provisions for the liabilities, debts and financial obligations of the School and will indemnify, defend, and hold harmless the District for damages resulting from the acts of the School.

Consistent with the statutory intent of Education Code section 47604 (c), the authorizing School District shall not be liable for the debts or obligations of Method Schools. The School shall indemnify, defend, save, and hold the District, the Board, the Superintendent, employees, officers, directors, subcontractors, agents and authorized volunteers (collective "employees") harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, or whatsoever kind or character, including attorneys' fees, brought against the School or School employees for injury to property or persons, occurring or allegedly occurring in, on or about the school from conduct committed by the School or by its employees, officers, directors, subcontractors, agents.

The District will not be liable for any actions taken by the School. Method Schools will purchase and maintain, as necessary, general liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of the District's insurance programs or its own insurance program. If the school purchases its own insurance, it shall be equivalent to the District's program with respect to limits and coverage. The School will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Administration shall maintain comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District. Details of this policy will be outlined in a Memorandum of Understanding ("MOU") between the School and the District and a copy of this policy will be available to the District upon request. Education Code Section 47604 (c) provides that "an authority that grants a charter to a charter school to

be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school". As an independent corporate entity, the petitioners anticipate that the civil liability effects of the operations of the School on the District will be minimal. The governance team shall be properly indemnified and the school intends to secure, as noted in the charter, appropriate insurance coverage to protect the school's assets, staff, etc.

Method Schools further identifies its commitment to hold the District harmless from financial obligation in the event of an unbalanced budget, assuming that legislatively guaranteed income sources arrive, per the law, for the School in conformance with the budget. Method Schools will act as its own fiscal agent to the fullest extent of the law. The School shall implement the provisions of Charter School Legislation and the State Department of Education directives regarding charter schools.

5. Qualifications to be Met by Individuals to be Employed by the School

Method Schools recruits professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional capacities through advertisements on reputable career boards and referrals. The School believes that all of its employees play a key role in creating a successful learning environment and recruit qualified employees throughout the organization. The School conducts background checks on employee candidates to provide for the health and safety of the School's faculty, staff, and pupils and the academic success of the pupils. All staff is required to have TB testing clearance.

Method Schools provides excellent salaries and benefits to attract highly qualified teachers. Method Schools makes intensive efforts to recruit qualified teachers from charter school employment fairs, the teaching programs at local universities, charter organizations, and through the use of Ed-Join, LinkedIn or similar online tools. All teachers are highly qualified as specified in the No Child Left Behind Act (single subject credential in their teaching area). Strong content knowledge, familiarity with the target populations, innovative and create thinkers, problem solvers, and willingness to support the goals of the charter are underscored in the hiring process.

Method Schools staff currently includes an Executive Director, Business Director, and one primary teacher per twenty-five students. On-going professional development will include and is not limited to:

- SIS training
- Curriculum platform training
- Virtual teaching training
- RTI training
- Governance training
- Charter School development

Employees meet specific qualifications for employment as outlined in their job descriptions. Teachers meet all requirements for employment set forth in applicable provisions of law, including credential requirements. Method does not hire emergency credentialed teachers unless the following conditions are met:

- Board of Director approval
- No other credentialed option is available and the need is acute
- A plan is in place to fully-credential the emergency-credentialed teacher with a Board-approved timeline

The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined by this charter petition. The director checks all credentials prior to hiring any certificated personnel. The director annually checks credentials and/or transcripts to ensure that they meet the requirements for "highly qualified teachers" under the No Child Left Behind Act for each course for which a teacher assigned.

Executive Director Qualifications

The School's Executive Director serves as the instructional leader of the School and will be responsible for promoting the vision of the charter and helping the School and students achieve the outcomes outlined in this charter petition. The qualifications of the Executive Director include, but are not limited to, the following:

- Strong communication and community-building skills
- Deep knowledge of curriculum development and program design
- Commitment in carrying out the school's vision.

- The ability to build a professional learning community and the willingness to seek continuous improvement in student learning.
- An understanding of budget development and tracking.
- Sufficient understanding of charter school operations to monitor all “back office” operations.
- Sufficient understanding of charter school regulations to advise the governing board.
- The ability to use assessment data in analyzing school performance.
- A minimum of two years of teaching experience.
- The ability to advise, support, and inspire teachers, staff, students and parents
- Promoting a noncompetitive environment.
- Create the opportunity for staff to express ideas.
- Executive Director will hold, at minimum, a Master’s Degree

Dr. Jessica Spallino, Chief Executive Officer and Lead Petitioner of Method Schools

Jessica has worked in the field of education for thirteen years. She has taught at the preschool, elementary, middle and high school levels as a classroom, substitute and independent study teacher. She has eight years of experience as the Curriculum Coordinator and then Program Manager for a kindergarten through twelfth grade independent study school in San Diego County. She has also worked for an international curriculum company where she helped launch schools and innovative programs throughout Southern California. She earned a BA in English/Education, MA in Educational Leadership and holds a multiple subject, single subject (English), and Administrative CA credential. She is currently working on her PhD in Curriculum and Instruction with an emphasis in Educational Technologies. Her combined education and experience have brought her to this exciting position at Method Schools with the goal to make an impact on students’ lives in creative and innovative ways.

Business Director (CBO) ualifications

The School’s Business Manager will be responsible for a variety of front and back office activities. The Business manager qualifications include, but are not limited to, the following:

- Strong organizational, time management, and multi-tasking skills.
- Manage front and back office tasks.
- Ability to develop and implement short and long term business and growth plans.
- Strengthen school branding, marketing, and manage student recruitment efforts.
- Tech-savvy with ability to manage online presence until growth allows for more technology FTEs
- Commitment to support the goals of the charter.
- Ability to work independently as well as with a team.
- 3 plus years-experience in a fast-paced administrative position.
- Experience in school front and back office tasks.
- Ability to maintain accurate records on school databases.
- Business Director will hold, at minimum, a Bachelor’s Degree in Business, Finance, or Marketing (MBA preferred)

Mark Holley, Chief Business Officer of Method Schools

Mark Holley began his career 20 years ago, working in operations, marketing and finance within the K-12 education space. He holds a B.S. in Business/Marketing, and an MBA where he specialized in New Venture Creation. Ever since he was a small child Mark found meaning in building things that helped others. Over the past few years, Mark has helped market some of the fastest-growing blended learning K-12 schools in the western U.S.. The ability to effectively market Method is an essential component of a truly scalable school model, and Mark’s expertise in this area is relied upon.

Lead Teacher Qualifications

Teacher qualifications include, but are not limited to, the following:

- Must hold a California Multiple-Subject or Single Credential for the teaching available teaching position and be eligible to be Highly Qualified under NCLB.
- Must be CLAD certified.
- Must support the vision and educational program of the charter.
- Must demonstrate the ability to work with the target populations.
- Must be committed to student success and willing to take responsibility for student learning.
- Must have an understanding of virtual curriculum, environments, and support academic content virtually and in person.
- Must be reflective in their practice and willing to adapt instruction to the needs of the students using assessment data.
- Must be willing to work as a team member of a learning community.
- Must be willing to fulfill all paperwork requirements of independent study programs.
- Must be willing to perform various clerical duties required in a virtual program.
- Must be willing to attend all mandatory professional development training.

As part of the Method professional development plan, the LT will be the instructional expert in the following professional development categories:

- *Pedagogy*: Online Teacher Certification Program- Aimed to train teachers how to integrate technology into standards-based instruction and research-based teaching practices.
- *Systems Expertise*: Comprehensive systems training for enhanced content knowledge and data driven practices.
- *Teacher Collaboration*: The LT will manage the instructional staff through promoting a culture of collaborative learning not only with the students, but amongst the instructional staff through practices such as breakthrough 10.

Teacher Qualifications

Teacher qualifications include, but are not limited to, the following:

- Must hold a California Multiple-Subject or Single Credential for the teaching available teaching position.
- Must be CLAD certified.
- Must support the vision and educational program of the charter.
- Must demonstrate the ability to work with the target populations.
- Must be committed to student success and willing to take responsibility for student learning.
- Must have an understanding of virtual curriculum, environments, and support academic content virtually and in person.
- Must be reflective in their practice and willing to adapt instruction to the needs of the students using assessment data.
- Must be willing to work as a team member of a learning community.
- Must be willing to fulfill all paperwork requirements of independent study programs.
- Must be willing to perform various clerical duties required in a virtual program.
- Must be willing to attend all mandatory professional development training.

Instructional Aide Qualifications

Instructional aide qualifications include, but are not limited to, the following:

- Ability to support students in a virtual and in person environment.
- Perform various clerical and record keeping tasks.
- Proficient in the use of technology.
- Ability to work independently (without continuous direction) as well as with the educational team
- Have a track record of dependability
- Have a strong connection to the vision of the school

6. Health and Safety Procedures

In order to provide safety for all students and staff, Method Schools has full health and safety procedures and risk management policies at the work place in consultation with its insurance carriers and risk management experts.

Procedures for Background Checks

Employees and contractors of the School will be required to submit a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of the school shall monitor compliance with this policy and report to the Method Schools Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee and will have TB clearance.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB Testing

Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and work [Admissions](#)

Requirements

Method Schools admissions process are available to all families to enable the school to have a diverse student body. All students are admitted, space permitting, and not determined according to the place of residence of the pupil or of his or her parent or guardian. The School is non-sectarian in its programs, admission policies, employment practices, and all other operations, and does not charge tuition or discriminate against any student based on ethnicity, national origin, gender, disability or any other reason disallowed by law.

All enrollment is managed internally by Method Schools. Based on the experience of the founding team this is preferable when the school has the ability to handle it correctly. Whether outsourced or managed internally, prior to enrollment families are informed of our admissions requirements. If enrollment exceeds a number the school can accommodate, students will be selected through a randomized lottery. In this case, parents will need to attend a virtual information session which will be held a minimum of two different days and times per month, during enrollment months.

The Method admission policy includes:

- Preference may be given to siblings of admitted students. Method Schools is open to all students including those with special education needs. The School supports the administration of special education services by the Dehesa School District and participate in the search child/find efforts of the SELPA.
- Method Schools does not discriminate against any student.
- In the event Method Schools receives a number of applications from potential students exceeding the number of spaces available within the school, the school will conduct a random public lottery complying with all applicable Federal and State laws, designed to establish a diverse student population.
- The school will enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery.
- The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.

7. Means to Achieve a Reflective Racial and Ethnic Balance

Method Schools strives to achieve a racial balance reflective of the Authorizing District and the local community. As reported in the 2010-2011 School Accountability Report Card, the racial and ethnic balance of the students attending Dehesa School District is as follows:

	Black or African American	American Indian, or Alaska Native	Asian	Filipino	Hispanic/ or Latino	Native Hawaiian or Pacific Islander	White, not Hispanic	Two or More Races, Not Hispanic	Not reported
Dehesa School District	4%	<1%	<1%	<1%	34%	<1%	50%	2%	7%

Method Schools serves students in grades K through 12th grade. Method Schools employs several specific actions to ensure a diverse applicant pool and student body. Some of these actions include:

- Online and print marketing targeted at various ZIPs of varying racial and ethnic populations
- Regular marketing and recruiting events at various locations that represent a diverse demographic; these events can be monthly or twice monthly depending on need
- Marketing materials with copy and text in languages that are reflective of the local population and those that Method can effectively serve
- No profiling or any other illegal tactic will be employed that might interfere with an eligible K-12 student's legal right to enroll in Method
- Method strives to partner with community organizations that have a similar mission and customer base, such as Boys and Girls Clubs, Girl Scouts, The Y, and other community centers within the enrollment area

Specific marketing actions

Method has, on the board and founding team, access to professional marketers with substantial K-12 marketing experience. Because Southern California is the most competitive charter school market in the country it's essential that a professional, formal plan is in place that attracts enough students to allow the school to grow and thrive. It also helps ensure a diverse and representative applicant pool and student population. Specific marketing actions include:

- An inbound approach that focuses on distributing content for free on the Method website, such as blogs, video, infographics, and more. This helps position Method as a field leader in alternative education options
- Substantial outreach with local and online homeschool and alternative education groups
- A coordinated media outreach plan to generate earned media
- Some online marketing could be executed, including, but not limited to, paid search campaigns and social media advertising
- An active social media presence, including pages and content posted to existing and emerging platforms frequented by parents and students

8. Admissions Requirements

Method Schools admissions process are available to all families to enable the school to have a diverse student body. All students are admitted, space permitting, and not determined according to the place of residence of the pupil or of his or her parent or guardian. The School is non-sectarian in its programs, admission policies, employment practices, and all other operations, and does not charge tuition or discriminate against any student based on ethnicity, national origin, gender, disability or any other reason disallowed by law.

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- In the event Method Schools receives a number of applications from potential students exceeding the number of spaces available within the school, the school will conduct a random public lottery complying with all applicable Federal and State laws, designed to establish a diverse student population.
- The school will enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery.
- The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
- All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school.
- The lottery shall draw names from pools of ballots differentiated by grade level. The drawing shall continue until all names for that grade level are drawn.
- Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
- Potential students on the waiting list shall provide contact information to be used in the event space becomes available.
- Families promoted off of the waiting list shall be informed in writing and shall have seven (7) days from the date of postage to respond. In addition, the school shall attempt on at least two separate occasions to contact the parents/ guardians of promoted students by telephone. Those families not responding within the 7-day period will forfeit their right to enroll their student in the school for that school year.
- A continual lottery will also take place each time a student space becomes available throughout the school year's open enrollment period (July through March)

Method makes efforts to ensure that the school attracts and enrolls a diverse population that is representative of the overall demographics of Dehesa School District, which is situated in the largest and one of the most diverse counties in the United States. As a school authorized in San Diego County, it is essential to continually modify the marketing and recruiting process based on updated data. This includes the necessity to attract students who are classified as lower performers. In fact, many of these students are only performing at a lower level than their peers because they would benefit from an alternative environment and more self-pacing.

Method reaches potential students through:

- Partnerships with school districts
- Partnerships with athlete groups, dance clubs, acting groups, etc.
- School website (166,000+ views during past year)
- The Method blog (77,000+ views during past year)
- Social media
- Events, open houses and conferences
- Email marketing

www.methodschools.org by the numbers

166,476

Website visits
during past year

77,320

Blog views
during past year

37,258

Views of most
popular blog (so far)

The Method website is currently on pace to have more than 240,000 visitors in 2018. In addition to being a primary tool for recruiting students, involving parents and students, and sharing school information, the site has become an important publishing tool which allows the school to build a strong brand while becoming a reputable K-12 thought leader.



9. Financial Audit

An annual fiscal audit of Method Schools, required under the Charter Schools Act, is conducted by an auditor and uses generally accepted accounting principles.

- The audit is supervised by the Director and is shared with all appropriate District staff and additional entities. All exceptions and/or deficiencies and their resolutions and are communicated to the District in a timely manner. The Method Schools Board resolves any audit exceptions and deficiencies in a timely fashion and follow the dispute resolution process if exceptions and deficiencies cannot be resolved.
- Each year the school hires an independent firm to audit the operational and educational performance of the school. The findings of this audit is shared with the Method Schools Board of Trustees as well as the District's Charter School Office Method Schools receives funding pursuant to provisions of the California Education Code and will opt to receive its funding directly from the state. Any funds due to the school that flow through the District shall be forwarded to the School in a timely fashion. During the term of this charter petition, the School and the District will negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.
- The District shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessary for the implementation of this charter for a fee not to exceed one percent of the average daily attendance funds provided to Method Schools, or not to exceed three percent, if the School uses District facilities, pursuant to the terms of the Charter School Act.
- The District agrees to allow Method Schools to separately purchase Administrative or other goods or services from the District or other vendors. The specific terms and cost of administrative or other goods or services purchased from the District shall be contained in the Memorandum of Understanding. To the extent required by law, Method Schools agrees to cooperate with the District in order to facilitate compliance with the Public Records Act (Government Code Section 6250, et al.) and the Brown Act (Government Code Section 54950, et al.)
- Method Schools will promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the District, the County Office of Education ("COE"), and/or from the Superintendent of Public Instruction and shall consult with the District, COE, and/or the Superintendent of Public Instruction regarding any inquiries. The School will provide the District with present and future line item budgets for the School as required by the District and will meet all other financial reporting requirements as outlined in the Memorandum of Understanding including the following financial reporting requirements:
 - On or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.
 - On or before December 15, an interim financial report. This report shall reflect changes through October 31.
 - On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
 - On or before September 15, a final unaudited report for the full prior year.

- Method Schools shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records unless disclosure to the District of such records is prohibited by law; the charter school shall promptly comply with all such reasonable request; and the records of the charter school are public records under the Public Records Act (Gov. Code section 6250 et seq.)
- Method Schools will comply with all laws establishing minimum age for public school attendance.
- Method Schools shall maintain written contemporaneous records that document all pupil attendance and will make these records available for audit and inspection. (Ed Code Sec. 47612.5(a)(2))
- Method Schools is a non-site based school by SB740 standards but when independent study is provided, the School will comply with all state laws relating to independent study as set forth in Education Code § 47612.5. Method Schools offers, at a minimum, the same number of minutes of instruction set forth in the Education Code section 46201(a)(3) and 47612.5(a)(1).

10. Pupil Suspension and Expulsion

Method Schools' Pupil Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students. A student may be suspended or expelled if the policy is violated. This policy may be amended when necessary without the requirement to amend the authorized charter. This Policy is included in the Method Schools Student Handbook and clearly describes discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student.

Discipline includes but is not limited to:

- Advising and counseling students
- Conferencing with parents/guardians
- Required attendance of a Student Success Study Team meeting (SST) that includes student, parent, administrator and teacher in problem solving and developing a plan for success for the student.
- Use of alternative educational environments
- Suspension
- Expulsion

Students and their parents/guardians are notified Administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director's office.

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 Act ("IDEA") 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 Act (IDEA), 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.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or a Method Schools sponsored event at any time including but not limited to: a) while working virtually in Method Schools' platforms, b) while interacting with Method Schools' staff or students virtually or at an event, or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code
4. 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
15. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in or attempted to engage in hazing of another.
19. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
20. Made terrorist threats against school officials and/or school property.
21. Committed sexual harassment.
22. Caused, attempted to cause, threatened to cause, or participated in an act of hate or violence.
23. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Who May Suspend

Only the Director or the Director's designee may suspend a student.

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

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

Notice to Parents/Guardians

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

Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

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

Expulsion Procedures

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

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

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-day's notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Method Schools must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Method Schools must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session 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. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

Written Notice to Expel

The Director or designee following a decision of the Method Schools Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Method Schools shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Disciplinary Records

Method Schools shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from Method Schools as the School Board's decision to expel shall be final.

Expelled Pupils/Alternative Education

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

Rehabilitation Plans

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

Readmission

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

11. Staff Retirement System

Method Schools does not participate in CalSTRS and CalPERS Retirement programs. Full and part time employees, including credentialed teachers and classified staff can participate in Method's 403(b) retirement program which is combined with Social Security. Method provides appropriate match of funds to the 403(b) program, which together with Social Security compares to traditional CalSTRS and CalPERS employer contributions. Method makes all required employer contributions and is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

Method Schools may revise its retirement system at any time.

The salary schedule for certificated personnel is set up to attract highly qualified teachers, by providing excellent salaries at the entry level, and guarantee step increases during the first five years. Thereafter, the base pay increases on multi-year increments (for example, every five years). A matrix of incentive pay is added to the base pay that will increase as teachers gain more experience thereby providing the possibility of a steadily rising salary in order to retain highly qualified staff.

All full time staff are eligible to receive a package of health and welfare benefits that are comparable to what other high performing charter schools receive.

12. Attendance Alternatives

No student may be required to attend Method Schools. Students who reside within the authorizing District who choose not to attend the School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in Method Schools will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

13. Description of Employee Rights

Any district employee who obtains employment with Method Schools will have the right of return to employment in the district as per district policy. District employees will have no special rights to work in the charter school. Applications for employment by District employees will be evaluated on a similar basis as all other applicants.

There is no collective bargaining agreement in place for Method Schools, however, for employees that have left the district to be employed by Method Schools and wish to return to district, the district's collective bargaining agreement may apply. Decisions on whether staff will accrue district credit (tenure) and/or sick and vacation leave during this time is at the sole discretion of the district.

14. Dispute Resolution Process

The School and the District are encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the School and the District, School staff, employees and Board members of the School and District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent and Director of the School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Method Schools Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Director of the School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and the Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Director. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and Method Schools. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the District and Method Schools.

If the governing board of the District believes it has cause to revoke this charter, the Board agrees to notify the Method Schools governing board in writing, noting the specific reasons for which the charter may be revoked, and grant the School reasonable time to respond to the notice and take appropriate corrective action.

The District may inspect or observe any part of the School at any time, but shall provide reasonable notice to the Director of Method Schools prior to any observation or inspection. The School may request from the District governing board a renewal or amendment of the charter at any time prior to expiration. Renewal requests should be presented by the School no later than 120 days prior to the expiration of the charter. The District governing board agrees to hear and render a renewal decision pursuant to the processes as specified in the Education Code. Should the District believe prompt action is required because of risk to student or employee safety, this procedure may be expedited to an immediate meeting between the District and the School Director at which time the School Director will satisfy the District as to the implementation of the necessary safety procedures.

In the absence of a pre-negotiated case by case agreement, dispute resolution costs will be shared evenly between the district and the charter.

15. Labor Relations

Method Schools shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (“EERA”).

Any district employee who obtains employment with Method Schools, an independent charter school, will have the right of return to employment in the district as per district policy. District employees will have no special rights to work in the charter school. Applications for employment by District employees will be evaluated on a similar basis as all other applicants.

16. Closure Procedures and Transfer of Records

In the unanticipated event of closure, the following procedures will apply regardless of the reason:

- Closure will be documented by official action of the Board. The action will identify the reason for closure. The Charter School Board will promptly notify the District of the closure and of the effective date of the closure.
- The Method Schools Board will ensure notification to the parents and students of the School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close the School.
- As applicable, Method Schools will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. Method Schools will ask the District to store original records of Charter School students. All records of the School shall be transferred to the District upon School closure.
- As soon as reasonably practical, Method Schools will prepare final financial records. The School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion.
- On closure of Method Schools, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the School and shall be distributed in accordance with the Articles of Incorporation Method Schools Charter School Petition upon the dissolution of the nonprofit public benefit corporation to another public educational entity. State and Federal funding will be returned to their original sources if required by law. On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.
- As Method Schools is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Required Supplemental Information (Education Code 47605 (g))

In lieu of charter school start up costs and projections, which aren't relevant in this petition for reauthorization, Method is including a 3 year multi-year projection budget worksheet, passed by the Method Board of Directors 6/20/2018. The budget meets the requirements of CA Code 47605 and is included at the end of this petition.

Miscellaneous Information

DISTRICT IMPACT STATEMENT to be addressed fully in Memorandum of Understanding (MOU) between District and charter.

SPECIAL ED / SELPA to be addressed fully in Memorandum of Understanding (MOU) between District and charter.

AUDITOR: Method Schools is working with Wade McMullen, CPA, Partner at Vicenti, Lloyd, & Stutzman LLP for auditor for the 2017-18 school year

Graduation Requirements

220 Credits

Subject	Credits
English/Language Arts	40 Credits
Math (Geometry Required)	30 Credits
History/Social Science	30 Credits
World Language	20 Credits
Visual and Performing Arts	10 Credits
Health	5 Credits
Physical Education	20 Credits
Electives	35 Credits *Must include: - 20 Credits of Explorations Pathway - 15 Credits of Service Learning

Miscellaneous Information: Method Courses as of 2018

K-8 COURSES

LANGUAGE ARTS

Language Arts K
Language Arts 1
Language Arts 2
Language Arts 3
Language Arts 4
Language Arts 5
Language Arts 6
Language Arts 7
Language Arts 8

SCIENCE

Science K
Science 1
Science 2
Science 3
Science 4
Science 5
Science 6
Science 7
Science 8

MATH

Math K
Math 1
Math 2
Math 3
Math 4
Math 5
Math 7
Math 8

SOCIAL STUDIES

Social Studies K
Social Studies 1
Social Studies 2
Social Studies 3
Social Studies 4
Social Studies 5
Social Studies 6
Social Studies 7
Social Studies 8

HIGH SCHOOL COURSES

LANGUAGE ARTS

English 9 (A/B)
English 10 (A/B)
English 11 (A/B)
English 12 (A/B)

MATH

Algebra I (A/B)
Algebra II (A/B)
Geometry (A/B)
Integrated Math I (A/B)
Integrated Math II (A/B)
Integrated Math III (A/B)
Precalculus (A/B)

SCIENCE

Biology w/lab (A/B)
Engineering (A/B)

SOCIAL SCIENCES

American Government (Semester)
Economics (Semester)
US History (A/B)
World History (A/B)

WORLD LANGUAGES

French 1 (A/B)
French 2 (A/B)
French 3 (A/B)
French 4 (A/B)
Spanish 1 (A/B)
Spanish 2 (A/B)
Spanish 3 (A/B)
Spanish 4 (A/B)

PE & HEALTH

Health (Semester)
Physical Education 1 (Semester)
Physical Education 2 (Semester)

FINE ARTS

Art Appreciation (A/B)
Music Appreciation (A/B)

ELECTIVES

Web Design (Semester)
Entrepreneurship A (A/B)
Forensic Science (Semester)
Inbound Marketing (Semester)
Marketing (A/B)
Personal Finance (Semester)
Psychology (Semester)
Computer Literacy (Semester)
Earth Science (A/B)
Physical Science (A/B)
Study Skills A/B

CAREER

Intro to Renewable Technologies A/B
Sustainable Energy A/B
Game Design 1 A/B
Game Design 2 A/B
Entrepreneurship A/B
Advanced Business A/B
Marketing 1 A/B
Marketing 2 A/B
Early Childhood Education A/B
Introduction to Teaching A/B

AP/HONORS

AP Language (A/B)
AP Literature (A/B)
AP Government (Semester)
AP US History (A/B)
AP World History (A/B)
AP Calculus (A/B)
AP Calculus (B/C)
AP Statistics (A/B)
AP Environmental Science (A/B)
AP Macroeconomics (Semester)
AP Microeconomics (Semester)
AP Psychology (A/B)
Honors English 9 (A/B)
Honors English 10 (A/B)
Honors English 11 (A/B)
Honors English 12 (A/B)
Honors Algebra 1 (A/B)
Honors Algebra 2 (A/B)
Honors Geometry (A/B)
Honors US History (A/B)
Honors World History (A/B)

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

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

This charter school uses the following basis of accounting:

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

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

Description	Object Code	FY 2018-19			Totals for 2019-20	Totals for 2020-21
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	0.00	0.00	0.00		
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	89,737.00	0.00	89,737.00	92,429.00	95,202.00
Health and Welfare Benefits	3401-3402	80,000.00	0.00	80,000.00	82,400.00	84,872.00
Unemployment Insurance	3501-3502	8,798.00	0.00	8,798.00	9,062.00	9,333.00
Workers' Compensation Insurance	3601-3602	11,730.00	0.00	11,730.00	12,082.00	12,445.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	45,652.00	0.00	45,652.00	47,021.00	48,431.00
Total, Employee Benefits		235,917.00	0.00	235,917.00	242,994.00	250,283.00
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	99,214.00	11,500.00	110,714.00	114,035.00	117,456.00
Books and Other Reference Materials	4200	125,000.00	0.00	125,000.00	128,750.00	132,612.00
Materials and Supplies	4300	33,029.00	18,400.00	51,429.00	52,972.00	54,561.00
Noncapitalized Equipment	4400	42,857.00	0.00	42,857.00	44,142.00	45,467.00
Food	4700	0.00	0.00	0.00		
Total, Books and Supplies		300,100.00	29,900.00	330,000.00	339,899.00	350,096.00

5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00		
Travel and Conferences	5200	21,214.00	0.00	21,214.00	21,850.00	22,505.00
Dues and Memberships	5300	2,000.00	0.00	2,000.00	2,060.00	2,121.00
Insurance	5400	12,057.00	0.00	12,057.00	12,418.00	12,790.00
Operations and Housekeeping Services	5500	25,320.00	0.00	25,320.00	26,080.00	26,862.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	267,240.00	0.00	267,240.00	275,257.00	283,514.00
Professional/Consulting Services and Operating Expend.	5800	359,428.00	167,500.00	526,928.00	542,735.00	559,020.00
Communications	5900	21,714.00	0.00	21,714.00	22,365.00	23,035.00
Total, Services and Other Operating Expenditures		708,973.00	167,500.00	876,473.00	902,765.00	929,847.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Sites and Improvements of Sites	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for full accrual only)	6900	0.00	0.00	0.00		
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7281-7299	0.00	0.00	0.00		
Debt Service:						
Interest	7438	500.00	0.00	500.00		
Principal	7439	0.00	0.00	0.00		
Total, Other Outgo		500.00	0.00	500.00	0.00	0.00
8. TOTAL EXPENDITURES		2,279,241.00	222,400.00	2,501,641.00	2,576,169.58	2,653,050.02
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,553,192.00	0.00	1,553,192.00	1,442,888.42	1,461,533.98

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