



# Method Schools Corporation

## BOARD PACK

for

## Method Schools Board of Directors Meeting

Thursday, June 13, 2024

5:30 PM (PDT)

Held at:

Default Location

38750 Sky Canyon Drive, Murrieta, CA, USA

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# AGENDA



## METHOD SCHOOLS BOARD OF DIRECTORS MEETING

<b>Name:</b>	Method Schools Corporation
<b>Date:</b>	Thursday, June 13, 2024
<b>Time:</b>	5:30 PM to 7:30 PM (PDT)
<b>Location:</b>	Default Location, 38750 Sky Canyon Drive, Murrieta, CA, USA <a href="https://methodschools.zoom.us/j/2615739608">https://methodschools.zoom.us/j/2615739608</a>
<b>Board Members:</b>	Carolyn Andrews, Gloria Vargas, Shannon Clark, Steven Dorsey, Tyler Roberts
<b>Attendees:</b>	Jade Fernandez, Jessica Spallino, Mark Holley, Sarah Avanesian, Sarah Delawder, Stefanie Bryant, Tanaya Burnham, Yvette Serratos
<b>Apologies:</b>	Tracy Robertson

### 1. Public Comment

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

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

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

1. Agendas and “Submit a Public Comment” forms are available via the link on our website on the Board Page. If you wish to speak, please fill out the form and specify the agenda item on which you wish to speak. When addressing the Board, speakers are requested to state their name and address and adhere to the time limits set forth.  
Public Communication on Non-Agenda Issues: This is an opportunity for members of the audience to raise issues that are not specifically on the agenda. You will be given an opportunity to speak for a maximum of three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. Non-English speakers requiring translation are allotted a maximum of six (6) minutes. Due to public meeting laws, the Board can only listen to your issue and not respond or take action. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen- requested item
2. Agenda items: To address the Board on agenda items, please specify the item on which you wish to speak on your “Public Comment”. You will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.
3. Public Records: Any public records relating to an agenda item for an open session of the Board that are distributed to the Board members shall be available for public inspection at the School office. Minutes of each Board meeting will also be available at the School office.

Americans with Disabilities Act (ADA): Upon request, the School will furnish

reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate assistance in order participate in Board meetings are invited to contact Method Board Secretary Shannon Clark at sclark@methodschools.org by noon of the business day preceding the board meeting.

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

## 2. Opening Meeting

### 2.1 Roll Call

## 3. Closed Session

### 3.1 CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION

CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION

(Paragraph (1) of subdivision (d) of Section 54956.9)

Name of case: OAH Case No. 2024020058

### 3.2 Founder Evaluations

## 4. Return to Open Meeting

## 5. Management Reports

### 5.1 CEO Report

Jessica Spallino

### 5.2 CBO Report

Mark Holley

### 5.3 CAO Report

Jade Fernandez

- Student Highlights
- Dashboard Local Indicators

Supporting Documents:

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## 6. Major Decisions

### 6.1 Approval of LCAP

Supporting Documents:

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6.1.a	1. Method Schools, LA - LCAP 2024-25.pdf	36
6.1.b	2. MethodSchools - LCAP 2024-25.pdf	89

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Supporting Documents:

6.1.c	3. Annual Update Method Schools, LA 2023-24.pdf	142
6.1.d	4. Annual Update MethodSchools 2023-24.pdf	153
6.1.e	5. LCAP action tables 2024-25 Method LA.pdf	164
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**6.2 PTO Policy**

Supporting Documents:

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**6.3 Method Staff Calendar 2024-25**

Supporting Documents:

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**6.4 Employee Handbook**

Supporting Documents:

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**6.5 2024-25 Student/Parent Handbook**

Supporting Documents:

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**6.6 Public Records Policy**

Supporting Documents:

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**6.7 DMSA and Method 24-25 Calendar**

Supporting Documents:

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**6.8 Method Schools & Method Schools LA EPA Expenditure Resolutions for 2023-24**

Supporting Documents:

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Supporting Documents:

6.8.b	5. EPA Resolution Method Schools LA FY24 - Final.pdf	363
6.8.c	6. EPA Resolution Method Schools FY25 - Preliminary.pdf	367
6.8.d	7. EPA Resolution Method Schools LA FY25 - Preliminary.pdf	371

**6.9 Prop 28 Arts/Music Spending Plan**

Supporting Documents:

6.9.a	8. Method Schools 2023-24 - Prop 28 Plan.pdf	375
6.9.b	9. Method Schools LA 2023-24 - Prop 28 Plan.pdf	376

**6.10 24-25 Method Schools & Method Schools, LA Adopted Budgets**

Supporting Documents:

6.10.a	1. Method Schools 2024-25 Adopted Budget Narrative - Internal.pdf	377
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**6.11 Lease Capitalization Policy**

Supporting Documents:

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**7. Consent Items**

**7.1 Confirm Minutes- 3-26-2024**

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

Supporting Documents:

7.1.a	Minutes : Method Schools- Board of Directors Meeting - 26 Mar 2024	397
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**7.2 Check Register- March 2024-May 2024**

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

Supporting Documents:

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## 8. Discussion

### 8.1 Quarterly Investment Report

Supporting Documents:

8.1.a 053124 Investment report.pdf

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### 8.2 2024-25 Board Meeting Dates

**Proposed Board Dates for 24-25**

9/24

12/10

3/11

Graduation 6/2 (This is a Monday)

## 9. Close Meeting

### 9.1 Close the meeting

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



California Department of Education  
January 2024

## Local Performance Indicator Quick Guide

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

### Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Local Indicators

The local indicators address the following state priority areas:

### ***Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)***

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### ***Implementation of State Academic Standards (LCFF Priority 2)***

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### ***Parent and Family Engagement (LCFF Priority 3)***

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### ***School Climate (LCFF Priority 6)***

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

### ***Access to a Broad Course of Study (LCFF Priority 7)***

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### ***Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)***

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### ***Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)***

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Local Indicator Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### ***Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)***

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information includes all data elements currently required for the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>. - 0
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and - 0
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) - 0

## ***Implementation of State Academic Standards (LCFF Priority 2)***

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

### **OPTION 1: Narrative Summary (Limited to 3,000 characters)**

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

- 1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

- 2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

- 3. Rate the LEA’s progress in implementing policies or programs to support staff in**

**identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

**Other Adopted Academic Standards**

4. **Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Career Technical Education				4	
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

**Support for Teachers and Administrators**

5. **Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Activities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

**Optional Narrative (Limited to 1,500 characters)**

- 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Method Schools expanded its CTE program to include a CCAP agreement with a local college to offer students an additional CTE pathway in Business besides the existing pathways. The CCAP agreement helped Method develop The Academy at Method schools, a dual enrollment school-within-a-school, where students are guided through the dual enrollment process from enrollment to graduation to maximize their completion of high school graduation and college transfer requirements. All middle school science courses were rewritten to align with NGSS and updated 2-5 science courses will be implemented in the 24/25 school year. High School will use Edmentum’s Courseware platform to access standards-based, NGSS-compliant courses, and the high school courses will be rewritten over the next two school years. All staff participate in professional development in the area of access and equity in instruction and assessment. Courses are being restructured to reflect a competency-based learning model that focuses on standards mastery while providing equitable learning opportunities for students of all abilities.



## ***Parental Involvement and Family Engagement (LCFF Priority 3)***

### **Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:<sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### **Instructions**

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## **Sections of the Self-Reflection Tool**

### **Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

- 1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

Based on the survey data from Method Schools, there are several indications of the school's strengths and progress in building relationships between school staff and families:

1. High Levels of Parental Support:
  - A significant 67.95% of parents feel "definitely supported" in their role as learning coaches.

2. Communication Satisfaction:
  - Parents rated their inclusion in the school community with an average score of 4.31 out of 5, which underscores strong communication and community engagement efforts by the school.
3. Inclusion in the School Community:
  - The data shows that 56.41% of parents responded that they feel "definitely yes" included in the Method Schools community, highlighting a strong sense of belonging and inclusion promoted by the school.

These statistics underline the school's commitment to fostering supportive relationships with families and demonstrate their effectiveness in communication and inclusion efforts.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

From the data gathered in the parent and student surveys at Method Schools, several areas for improvement in building relationships between school staff and families can be identified:

1. Enhancing Responsiveness and Communication: Although overall satisfaction with communication is high, some parents have noted challenges. Method is building systems to better streamline communication and ensure uniform messaging comes from all staff including improving internal communication and the manner in which communication is handled to students and families.
2. Clarity in Administrative Processes: Parents expressed concerns about administrative aspects such as grading systems, which some found confusing. This indicates a need for clearer communication regarding academic policies and more transparent administrative procedures. Additional work and training will be provided to staff and families on grading practices to better understand the competency based learning model that Method is implementing.
3. Technological Support and Resources: Both surveys highlight a significant demand for better technology and resources. About 21.43% of parents identified enhancing technology resources as a critical area for resource allocation. This suggests a need for improved technological infrastructure to facilitate better interaction and communication between families and school staff.

Addressing these areas could significantly enhance the effectiveness of the relationships between school staff and families at Method Schools, fostering a more supportive and transparent educational environment.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on the stakeholder surveys and internal staff feedback, the following will improve engagement of underrepresented families.

1. Targeted feedback and inclusion initiatives - Method will set up regular feedback loops through increased surveys, focus groups, and parent interviews to help gather input directly from underrepresented families about their needs and experiences.
2. Targeted Outreach Programs: Method Schools will target and outreach specifically aiming at increasing the involvement of underrepresented families in our existing programs including parent advisory committee and student groups like Hope Squad, Associated Student Body, and Hope Squad.
3. Professional Development Training - To improve relationships with families from diverse backgrounds and with diverse needs, Method has developed a structured professional development program that includes Multi-Tiered System of Supports framework, cultural competency, and competency-based learning trainings.

**Section 2: Building Partnerships for Student Outcomes**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

**Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, Method Schools is proud of the following strengths:

1. Active Parent Advisory Committee: Method has strong involvement of parents in the Parent Advisory Committee. Parent Success Managers facilitate Parent Advisory Committees to garner input from parents and update parents of upcoming school initiatives and events.
2. High Satisfaction Rate: Local surveys indicate an overall positive perception among families and educational partners. This shows Method has been successful in creating an environment that fosters collaboration and trust.
3. Parent Workshops: Parent Workshops are provided several times a year to help educate parents on ways to better support their students. Topics included: Motivating your student and Navigating Social Media with your Student.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on the analysis of local survey data and internal staff discussions, the following focus areas of improvement were identified.

1. Grading system and feedback
  2. MTSS Framework practices
  3. Parent Support Offerings
3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Method will improve engagement of underrepresented families by doing the following:

1. Increased educational partner training on Competency Based Learning: Local survey data indicated confusion and inconsistency in the grading and feedback. Further training will be provided to all educational partners (staff, students, and parents) on competency based learning grading practices and providing effective feedback.
2. Refining MTSS Framework practices: In order to develop instructor abilities to instruct students with supplemental and intensified supports, a renewed effort to develop instructional staff on analyzing, reviewing, and discussing student progress, ways to work together to support improved student outcomes, and solidify their foundational knowledge of the MTSS framework.
3. Build upon Parent Support offerings: Capitalizing on the initial success of parent workshops and the active Parent Advisory Committee, Method plans to continue providing opportunities for parents to participate in PAC, parent workshops, and add in-person opportunities to gather as parents.

### **Section 3: Seeking Input for Decision-Making**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

**Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Method provides a number of channels of communication to seek input for decision-making. In addition to weekly individual check in meetings between homeroom teachers and students, Method also regularly shares feedback and satisfaction surveys, holds regular Parent Advisory Committee meetings, and the Chief Academic Officer holds listening tours with a random sampling of parents.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The following are Method's focus areas for improvement in seeking input for decision-making:



- Ensure Parent Advisory Committee’s makeup is reflective of the student population that Method serves increasing the representation of underrepresented populations.
  - Increase frequency and opportunities for feedback loops including listening tours, surveys, and focus groups.
3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Method wants to continue to grow its Parent Advisory Committee to include parents of underrepresented families including Special education and english Learner Students.

Method further wants to increase the frequency of variety of the manner we receive input including the implementation of smaller and more focused surveys on specifics to have a better understanding of stakeholders wants and needs especially in the identified areas of improvement such as improving technology resources and feedback/grading practices.

## ***School Climate (LCFF Priority 6)***

### **Introduction**

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### **Instructions**

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Method Schools publishes a satisfaction survey twice a year to both student and parent groups. Its results are analyzed each semester and findings are shared with Method's board and staff with key takeaways and ways to improve. The following summarizes some of the main data points pulled from the local survey data.

1. General Satisfaction:
  - a. Satisfaction with Method Schools is relatively high, with an average rating of 4.23 out of 5. Notably, 46.97% of students are extremely satisfied.
2. Teacher Interaction and Support: Feedback from subject teachers (grades 6-12) is generally perceived as responsive and clear, with a mean satisfaction score of 4.24 out of 5. The sense of being supported by homeroom teachers is strong, with an average rating of 4.73 out of 5, and 80.85% of respondents feeling fully supported.
3. Community: Students feel moderately integrated into the Method Schools community, with an average rating of 3.92 out of 5.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Looking deeper into the data, Method finds the following as areas of strength and identified needs.

### Strengths

**1. High Levels of Satisfaction:** Both surveys indicate high satisfaction rates among their respective groups. The student survey showed that 46.97% of students were extremely satisfied, while the parent survey showed that 67.95% of parents were extremely satisfied. This suggests a generally positive perception of the school's performance from both students and their families.

**2. Strong Support from Teachers:** Both students and parents reported high levels of support from school staff. Students felt highly supported by their homeroom teachers, with 80.85% feeling definitely supported. Parents similarly felt well-supported in their role as learning coaches, with 67.95% reporting they definitely felt supported. This reflects a strong connection and satisfaction with the support provided by teachers at Method Schools.

### Identified Needs

**1. Communication challenges and inconsistency:** Noted in the qualitative data, parents and students mentioned have noted challenges in communication.

**2. More extracurricular activities and enriching school programs:** Other notable areas include expanding extracurricular activities and enriching school programs. Many students mentioned in the comments section a desire for more social interaction and extracurricular activities, particularly sports.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include

any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

From the data gathered in the parent and student surveys at Method Schools, several areas for improvement in building relationships between school staff and families can be identified:

1. **Enhancing Responsiveness and Communication:** Method will build systems to better streamline communication and ensure uniform messaging comes from all staff including improving internal communication and the manner in which communication is handled to students and families.
2. **Expansion of community events and activities that promote social interaction:** Method will continue to expand the events and activities that are offered through the Teach Squad team, field trips, and student-centered activities expanding upon events like: prom, service events, field day, and bonfire.

Addressing these areas could significantly enhance the effectiveness of the relationships between school staff and families at Method Schools, fostering a more supportive and transparent educational environment.

## ***Access to a Broad Course of Study (LCFF Priority 7)***

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools the LEA uses to track the extent to which all students have access to and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Method measures the extent to which all students have access to and are enrolled in, a broad course of study through the Method Schools course catalog, the nature of our data-driven and personalized school model, and parent survey results. Method Schools strives to ensure universal access through its Multi-Tiered System of Supports model, which has recently undergone revision to better align with the CA MTSS Framework and Continuum of Support. Additionally, Method Schools provides a robust online educational format to special-needs and disabled children through the special education and 504 Plan programs as established by pertinent laws. Method Schools provides students with additional academic support through accommodations and learning strategies to optimize the at-home learning environment in collaboration with students and their parents.

2. Using the locally selected measures or tools, summarize the extent to which all

students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All student learning is personalized and driven by data to inform course placement and instructional support. In addition to annual CAASPP testing for students in grades 3-8 and 11, Method Schools utilizes diagnostic testing to assess student mastery of CCSS reading, writing, and math standards through the NWEA (high school) and iReady (k-8) platforms. Assessment data is regularly updated and reviewed by administration and staff and departmental OKRs are developed to respond to the identified needs of the students. Method Schools has a team of curriculum specialists who work with the instructional staff to develop online content that aligns with the CCSS, NGSS, and ELD Standards to be delivered remotely and via live virtual instruction. All students are enrolled in the required courses for each grade level, and students in grades 9-12 are encouraged to complete the A-G course of study. All students have access to targeted direct intervention when diagnostics or course performance indicate gaps in learning. Method Schools has revised its MTSS plan to ensure students needing supplemental intervention are placed, supported, and their progress monitored through the Exact Path platform under the guidance of trained teachers. Homeroom Teachers and Student Support Managers work directly with students to ensure they have physical access to their course of study via the laptop loaner program and academic access through reteaching and intervention during Math or English support sessions.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Due to the nature of online study, all students have access to a full range of curriculum and enrichment. With a fully implemented MTSS model, the needs of exceptional and struggling students are met through enriched learning and extension activities. Method Schools finds that participation in and completion of Career Technical Education Pathways is low; however, moving into the 24/25 school year, Method will launch the Academy at Method Schools, a dual enrollment program with College of the Canyons that provides a CTE pathway in Business and student interest in this program is building. We expect at least 20 students to complete this pathway over the next two years. We will implement two ELD designated support courses for emerging and long-term multi-language learners as needed. The population of EL students at Method Schools has been routinely below 1% and language acquisition instruction has been provided through live instruction and TDI with SSMs. Now, these students can be enrolled in designated support classes to enhance their language acquisition. Method Schools has appointed an MLL coordinator to monitor student progress, ensure students have the appropriate supports, and to manage reclassification. All rewritten courses include Language Standards and differentiation to offer integrated EL support and to support the general population of students' speaking and listening skills.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Method has expanded its course availability and MTSS options for all students. At high school, the Academy at Method Schools offers students more access to college and career readiness opportunities, including a CTE Business Pathway, and an IGETC pathway where students complete most of the general education breadth requirements for transfer to a CSU or UC school. Method now has a full four year course of study in Spanish that is aligned with the World Language standards. At middle school, students were enrolled in newly re-written courses that align with CCSS, NGSS, and the history framework. These courses were written with a focus on competency and standard mastery. Teachers were trained to issue effective feedback and push students toward mastery rather than completion. The new courses support student learning through multiple iterations of products until mastery is achieved. Students are encouraged to keep trying something until they master it. The feedback from parents, students, and teachers is that the new curriculum is rigorous and students are achieving mastery with more regularity. At all grades, Method provides instructional support virtually and in-person through a rotating selection of exploratory classes for middle school students, as well as clubs, events, and community activities like Beach Clean Up Day. The high school maintains its ASB program to encourage student participation in school and civic events and learning. The Academy at Method Schools, launching in Fall 2024, will provide more college access to high school students.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
<p>3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.</p>	<p>[Enter 1, if applicable]</p>	<p>[Enter 2, if applicable]</p>	<p>[Enter 3, if applicable]</p>	<p>[Enter 4, if applicable]</p>	<p>[Enter 5, if applicable]</p>
<p>4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.</p>	<p>[Enter 1, if applicable]</p>	<p>[Enter 2, if applicable]</p>	<p>[Enter 3, if applicable]</p>	<p>[Enter 4, if applicable]</p>	<p>[Enter 5, if applicable]</p>



## Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Coordinating Services	1	2	3	4	5
<p>1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).</p>	[Enter 1, if applicable ]	[Enter 2, if applicable ]	[Enter 3, if applicable ]	[Enter 4, if applicable ]	[Enter 5, if applicable ]
<p>2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).</p>	[Enter 1, if applicable ]	[Enter 2, if applicable ]	[Enter 3, if applicable ]	[Enter 4, if applicable ]	[Enter 5, if applicable ]

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p>3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.</p>	<p>[Enter 1, if applicable ]</p>	<p>[Enter 2, if applicable ]</p>	<p>[Enter 3, if applicable ]</p>	<p>[Enter 4, if applicable ]</p>	<p>[Enter 5, if applicable ]</p>
<p>4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.</p>	<p>[Enter 1, if applicable ]</p>	<p>[Enter 2, if applicable ]</p>	<p>[Enter 3, if applicable ]</p>	<p>[Enter 4, if applicable ]</p>	<p>[Enter 5, if applicable ]</p>
<p>5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.</p>	<p>[Enter 1, if applicable ]</p>	<p>[Enter 2, if applicable ]</p>	<p>[Enter 3, if applicable ]</p>	<p>[Enter 4, if applicable ]</p>	<p>[Enter 5, if applicable ]</p>
<p>6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.</p>	<p>[Enter 1, if applicable ]</p>	<p>[Enter 2, if applicable ]</p>	<p>[Enter 3, if applicable ]</p>	<p>[Enter 4, if applicable ]</p>	<p>[Enter 5, if applicable ]</p>

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p>7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.</p>	<p>[Enter 1, if applicable ]</p>	<p>[Enter 2, if applicable ]</p>	<p>[Enter 3, if applicable ]</p>	<p>[Enter 4, if applicable ]</p>	<p>[Enter 5, if applicable ]</p>
<p>8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.</p>	<p>[Enter 1, if applicable ]</p>	<p>[Enter 2, if applicable ]</p>	<p>[Enter 3, if applicable ]</p>	<p>[Enter 4, if applicable ]</p>	<p>[Enter 5, if applicable ]</p>

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Method Schools, LA	Jade Fernandez, Chief Academic Officer	jfernandez@methodschools.org

## Plan Summary 2024-25

### General Information

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

MethodSchools is an independent study charter school serving grades TK-12 in San Diego and its contiguous counties. Established in 2014, Method is a non-classroom based program that serves students through a highly differentiated online instructional program. Method students participated in a rich, independent study program driven by data-based and researched practices. The overall model contains the following components:

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

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

Its student demographic is reflective of the larger southern California region. Method champions fair and equitable enrollment practices and prides itself on serving a diverse student population. Method's independent and personalized approach to education lends itself to serving students of all abilities, socioeconomic status, and ethnic backgrounds.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on academic performance in CA School Dashboard and local data including internal diagnostic assessments, student attendance data, feedback, and surveys, Method recognizes a need to return to fundamentals of teaching and learning. In light of low academic indicators in English and Math,

Method adjusted its goals to focus on the delivery of standards-aligned teaching and learning through its selection of curriculum, the e)Approval of LCAP 6.1 a instructional staff, and the provision of additional supports for subgroups and unduplicated students.

Additionally based on data, Method acknowledges the continued need to nurture an inclusive and collaborative learning environment that continues to elicit the feedback and input of all its stakeholders. Method will continue to develop its opportunities to provide stakeholders agency and voice.

Finally, Method identifies a need to develop and train all staff to better support students especially within the Multi-Tiered System of Supports framework. Method plans to implement a revamped professional development programs from its school leaders to its staff.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

Not Applicable

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

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

Not Applicable

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

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

Not Applicable

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Leadership and Administration	Method's LCAP involved active consultation with the executive team through its monthly meetings. These meetings serve as vital platforms for the thorough review and discussion of key metrics such as student performance, experience satisfaction from all stakeholders, and enrollment data. The executive team provided invaluable insights and perspectives, ensuring that the LCAP was informed by a comprehensive understanding of the organization's objectives and challenges.
Students	Student input played a central role in the development of the LCAP ensuring that the plan accurately reflects the needs and aspirations of the student body. Various channels were utilized to gather this input, including student satisfaction surveys, consultations with the student leadership group Associated Student Body (ASB), student interviews, and analysis of student performance data. Additionally, subgroups within the student population were specifically surveyed to ensure that their specialized needs were acknowledged and addressed within the plan.
Parents	Parent input was instrumental in shaping the Local Control and Accountability Plan (LCAP), as diverse avenues were employed to ensure their perspectives were heard and integrated into the planning process. Parent surveys provided a structured platform for gathering feedback, while the Parent Advisory Committee, convening regularly throughout the school year, offered a dedicated forum for in-depth discussions and consultations. Additionally, parent phone interviews and focus group discussions provided opportunities for more personalized engagement, allowing for nuanced insights to be captured. By actively involving parents through these various channels, the LCAP was enriched with a comprehensive understanding of parental priorities, concerns, and aspirations, fostering a plan that is not only aligned with student needs but also reflective of the broader community's values and expectations.
Staff	The development of the LCAP involved thorough consultation with staff members, ensuring their valuable input was incorporated into the planning process. Staff surveys, interviews, and focus groups were utilized to gather diverse perspectives and insights regarding various aspects of the plan. These engagements provided opportunities for staff members to voice their opinions, concerns, and suggestions, enabling a comprehensive understanding of their needs and priorities.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was significantly influenced by the feedback provided by educational partners, including the executive team, students, and parents. Through monthly meetings, the executive team reviewed and discussed key metrics such as student performance, satisfaction from all stakeholders, and enrollment data. Their invaluable insights ensured that the LCAP was informed by a comprehensive understanding of organizational objectives and challenges. Similarly, student input played a central role, with various channels utilized to gather feedback, including satisfaction surveys, consultations with the student leadership group, interviews, and performance data analysis. Subgroups within the student population were also specifically surveyed to address specialized needs. Furthermore, parent input was actively sought through surveys, a Parent Advisory Committee, phone interviews, and focus group discussions, enabling nuanced insights into parental priorities and aspirations to be captured. By incorporating feedback from these educational partners, the LCAP was enriched to better align with student needs and reflect the values and expectations of the broader community.

After gathering the input of all educational partners and reviewing school performance data, Method found the following areas to direct our focus and resources.

- Improve Method's overall academic performance
- Build an inclusive and collaborative environment that is engaging and exceeds expectations of educational partners
- Improving the Multi-Tiered System of Support framework and implementation

Out of these goals, Method determined its focus goal was to be strengthening the Multi-Tiered System of Supports framework. Based on staff interviews, surveys, and academic performance data, strengthening the Multi-Tiered System of Supports foundational framework will have a direct impact on student academic outcomes, staff satisfaction and performance, and the continuous growth of all students, especially its unduplicated students.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Within 3 years, Method Schools raises its academic performance and achievement indicators in metrics identified below.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 2: Implementation of State Standards
- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access

An explanation of why the LEA has developed this goal.

Method Schools has prioritized increasing academic performance due to low CAASPP scores, low college and career readiness, and high chronic absenteeism among students. These indicators highlight significant challenges in meeting proficiency standards, engaging consistently in classroom instruction, and preparing for post-secondary education and careers. By addressing these issues, Method Schools aims to create a supportive learning environment where all students can thrive academically, equipping them with the skills and knowledge needed for future success in college, careers, and life beyond the classroom.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	ELA Diagnostic	<p>The following are % of students meeting or above grade level:</p> <p>K - 100</p> <p>1 - 56</p> <p>2 - 75</p> <p>3 - 47</p> <p>4 - 41</p> <p>5 - 43</p> <p>6 - 45</p> <p>7 - 37</p> <p>8 - 38</p> <p>9 - 62</p> <p>10 - 59</p> <p>11 - 48</p>	[Insert outcome here]	[Insert outcome here]	Overall average of 65% students at or above grade level.	[Approval of LCAP 6.1 a difference from baseline here]
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2	Math Diagnostic	<p>The following are % of students meeting or above grade level:</p> <p>K - 100  1 - 44  2 - 42  3 - 20  4 - 55  5 - 36  6 - 41  7 - 33  8 - 42  9 - 52  10 - 58  11 - 51</p>	[Insert outcome here]	[Insert outcome here]	Overall average of 55% students at or above grade level.	[Approval of LCAP 6.1 a difference from baseline here]
3	ELA CAASPP	In 2023, Method Schools' overall distance from standard English Language Arts is 51.5	[Insert outcome here]	[Insert outcome here]	In 2025, Method Schools' Distance from Standard will be 0.	[Insert <b>current</b> difference from baseline here]
4	Math CAASPP	In 2023, Method Schools' overall distance from standard in Mathematics is 100.6	[Insert outcome here]	[Insert outcome here]	In 2025, Method Schools' Distance from Standard will be 0.	[Insert <b>current</b> difference from baseline here]
5	A-G completion rate	A-G completion rate is 27%	[Insert outcome here]	[Insert outcome here]	A-G completion rate will be 80%	[Insert <b>current</b> difference from baseline here]

6	Graduation Rate	Method Schools' graduation rate is 88.1%			Method Schools will achieve a graduation rate of 95%	[Approval of LCAP 6.1 a difference from baseline here]
7	ELPAC Development Levels	Based on 2023 ELPAC Summative 20% - Well Developed 33% - Moderately Developed 33% - Somewhat Developed 13% - Minimally Developed	[Insert outcome here]	[Insert outcome here]	33% - Well Developed 33% - Moderately Developed 20% Somewhat Developed 13% Minimally Developed	[Insert current difference from baseline here]

## Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable in 2024-25.

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

Not applicable in 2024-25.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable in 2024-25.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that result from prior practice. Approval of LCAP 6.1 a

Not applicable in 2024-25.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Edmentum	<p>Edmentum Courseware provides engaging and interactive learning materials, including multimedia resources and interactive assessments, which can increase student engagement and motivation. The data-driven insights provided by Edmentum enable teachers to monitor student progress in real-time, identify areas for improvement, and adjust instruction accordingly.</p> <p>Edmentum Exactpath offers a comprehensive platform tailored to individual student needs, allowing for personalized instruction and targeted intervention. This adaptive approach ensures that students receive instruction at their appropriate skill levels, addressing learning gaps and promoting mastery of key concepts.</p>	\$30,250	Yes
2	Smartfox Curriculum Development	Developing an internal curriculum for grades 2-12 that is competency-based, standards-aligned, and tailored to Method Schools' independent study and virtual learning model will significantly enhance student success.	\$160,000	Yes
3	ELA and Math Specialists	Creating two roles, Math and ELA Intervention Specialists, will significantly enhance and improve services by providing structured, targeted instruction to underperforming students. These specialists will offer personalized support and intervention strategies tailored specifically to address students' deficits in math and English language arts (ELA). The specialists will also closely monitor student progress, adjust instruction as needed, and track outcomes to ensure its effectiveness.	\$98,000	Yes
4	SPED Supports	As Method's Special Education population continues to grow, more emphasis on focus on expanding the range of its services, resources, accommodations, and interventions designed to meet the unique needs of students with disabilities or exceptionalities. Method intends to incorporate professional development, parent and family engagement, and an expansion of special education resources available to its students. Funding will come from SPED funds.	\$275,000	Yes

5	Counselor Development	Counselor development refers to the continuous growth, training, and professional development of counselors to enhance their knowledge, skills, and effectiveness in providing counseling services to students. Counselor development will encompass specialized training and attendance at college guidance conferences, expansion of collaboration and advocacy opportunities for students, and supporting counselors to make data informed decisions.	\$3,000	Approval of LCAP 6.1 a
6	Multi-language Development Program	The expansion of Multi-Language Development program will include language acquisition support, differentiated instruction, family and community engagement, and opening access to academic content. By investing in the expansion of the ELD program, schools can enhance the educational experiences and outcomes of English language learners and promote their success in school and beyond.	\$50,000	Yes

## Goals and Actions

### Goal

Goal #	Description	Type of Goal
2	Method will develop an inclusive and collaborative environment that actively engages and exceeds the expectation of all its stakeholders.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement  
 Priority 5: Student Engagement  
 Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Based on stakeholder surveys, staff and parent interviews, and overall stakeholder engagement data, Method designed this goal to address overall satisfaction with Method Schools. This goal is designed to

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Parent Advisory Committee Participation	Method's Parent Advisory Committee has 16 active members.	[Insert outcome here]	[Insert outcome here]	Method's Parent Advisory Committee will have 20 active members.	[Approval of LCAP 6.1 a difference from baseline here]
2	Parent Satisfaction	Based on the Fall parent satisfaction survey, Method earned an 85% satisfaction score from parents.	[Insert outcome here]	[Insert outcome here]	Method will earned an 95% satisfaction score from parents.	[Insert <b>current</b> difference from baseline here]
3	Student Satisfaction	Based on the Fall student satisfaction survey, 80% of students rated "somewhat" or "extremely" satisfied.	[Insert outcome here]	[Insert outcome here]	90% of students will rate Method Schools 9 or 10 in terms of satisfaction.	[Insert <b>current</b> difference from baseline here]
4	Staff Satisfaction	65% of staff rated their overall well being at work at least "great" (45%) and "good" (20%)	[Insert outcome here]	[Insert outcome here]	90% of staff will rate their overall well being at work either "great" or "good".	[Insert <b>current</b> difference from baseline here]
5	Student Attendance	Method Schools maintains an average daily attendance of 95% per LP.	[Insert outcome here]	[Insert outcome here]	Method Schools will maintain an average daily attendance of 95%	[Insert <b>current</b> difference from baseline here]

6	Professional Development Surveys	Staff interviews and feedback surveys demonstrate there is a targeted need to develop a better structured professional development framework and plan.  Employee NPS will be published May 2024.	[Insert outcome here]	[Insert outcome here]	Employee NPS will be above 70.	[Approval of LCAP 6.1 a difference from baseline here]
7	ADA	In 2023-24, Method's ADA is 500.			Method's ADA will be 844.	

Insert or delete rows, as necessary.

## Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable in 2024-25.

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

Not applicable in 2024-25.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable in 2024-25.



A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that result in a change from prior practice. Approval of LCAP 6.1 a

Not applicable in 2024-25.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Success Program	Method’s Parent Success Program involves a structured initiative designed to provide assistance, resources, guidance, and empowerment to parents or guardians in supporting their children’s academic, social, emotional, and developmental needs. This includes providing parent workshops, parent education, and parent support through Parent Success Managers. By equipping parents with the support and resources they need, schools can create a collaborative and supportive educational environment that promotes the success and well-being of all students.	\$6,100	Yes
2	Parent Advisory Committee	A Parent Advisory Committee (PAC) is a group of parents or guardians who come together to advise, collaborate with, and provide feedback to the school on matters related to education, school policies, programs, and initiatives. By expanding the committee’s reach and influence, schools can strengthen partnerships with families, enhance communication and decision-making processes, and ultimately improve outcomes for all students.	\$47,000	Yes
3	Student Clubs and Leadership	Method intends to increase the variety of extracurricular activities available to students and providing opportunities for student leadership roles within these clubs. Student clubs cover a wide range of interests, including academic, artistic, athletic, cultural, and service-oriented pursuits. These clubs often provide a platform for students to explore their interests, develop skills, build relationships, and take on leadership roles.	\$7,000	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Method Schools will refine and improve the implementation of the Multi-Tiered System of Supports (MTSS) framework to enhance academic achievement and foster socio-emotional well-being for all students.	Focus

State Priorities addressed by this goal.

Priority 4: Student Achievement  
 Priority 5: Student Engagement  
 Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Method Schools prioritized the development of tools and practices to better support students based on insights gleaned from staff interview feedback, satisfaction surveys, ongoing leadership changes, and reorganizational shifts. By listening to staff perspectives, identifying areas for improvement through surveys, and recognizing the impact of leadership transitions and organizational adjustments, Method Schools aims to enhance its support framework for students. This proactive approach underscores the institution's commitment to continuous improvement and responsiveness to evolving needs within the school community, ensuring that students receive the comprehensive support necessary for their academic and personal growth.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Student Attendance	Method Schools maintains an average daily attendance of 95% per LP.	[Insert outcome here]	[Insert outcome here]	Method will maintain an average daily attendance rate of 95% per learning period.	[Insert current difference from baseline here]
2	Classroom Observation Data	Live instruction sessions average a student engagement rating of 58%	[Insert outcome here]	[Insert outcome here]	Live instruction sessions will average a student engagement rating of 90%	[Insert current difference from baseline here]
3	Leadership Effectiveness	The following departments rated their leader "Extremely Effective"  K-8: 50%  High School: 50%  SSM: 43%  Classified: 50%	[Insert outcome here]	[Insert outcome here]	Across all departments, 90% of staff will rate leadership "extremely effective"	[Insert current difference from baseline here]
4	Professional Development	Staff feedback, surveys, and student performance outcomes demonstrate a need to better support teacher development.	[Insert outcome here]	[Insert outcome here]	Staff will average an overall 3.5 scores on staff evaluations	[Insert current difference from baseline here]

## Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable in 2024-25.

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

Not applicable in 2024-25

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable in 2024-25

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

Not applicable in 2024-25

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

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Leadership Development Program	Method developed a structured initiative designed to cultivate and enhance the leadership skills, abilities, and qualities of individuals within Method. This includes a combination of training, coaching, mentoring, experiential learning, and professional development activities aimed at equipping participants with the knowledge, competencies, and mindset necessary to effectively lead and influence others. Its intent is to develop communication and collaboration skills, promote role modeling and mentor support, and empowerment of Method leaders to better support its teams.	\$72,850	No
2	Director of Instruction Role	The role of a Director of Instruction is a leadership position responsible for overseeing instructional practices and the implementation of educational programs to enhance student learning outcomes. The role will provide structure and guidance toward	\$84,000	Yes
3	Professional Development Program	Method's restructuring of its professional development program will encompass ongoing training, learning opportunities, and support for educators to enhance their knowledge, skills, and effectiveness in teaching and supporting students. Guided by the Director of Instruction, the professional development program will directly target teacher needs including training on Multi-Tiered System of Supports, Instructional coaching, classroom observations, and personalized learning approaches for Method's teaching staff.	\$70,000	Yes
4	Schoolwide MTSS Implementation	The Multi-Tiered System of Supports (MTSS) is a comprehensive framework designed to provide systematic, data-driven support to all students by addressing their academic, behavioral, and social-emotional needs. Refocusing on the MTSS framework can contribute to increasing or improving services, especially for special education and unduplicated students, in several ways: early intervention and identification, differentiated instruction, collaboration and data-based decision making, resource allocation, and personalized support.	\$197,200	Yes

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$928,963	\$26,095

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.08%	3.34	\$231,424	16.42%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Edmentum	Edmentum Courseware curriculum supports students towards grade level academic standards. Edmentum ExactPath provides targeted curriculum to support students identified below grade level in ELA and Math. Edmentum provides unduplicated students access to standards-aligned, grade level curriculum with appropriate learning supports.	CAASPP Performance, NWEA Diagnostic Data

1.2	Smartfox Curriculum Development	Smartfox curriculum development is competency-based and standards aligned ensuring that educational content directly targets students' learning needs and addressed identified needs by providing a structured framework for comprehensive learning. The implementation fosters equitable access to high quality learning for all students.	CAASPP Performance, NWEA Diagnostic Data
1.3	ELA and Math Specialists	The ELA and Mathematics intervention roles address identified needs by offering targeted supports to struggling in core subjects, ensures individualized assistance to improve proficiency levels and ensures access to resources necessary for academic success to all students.	CAASPP Performance, NWEA Diagnostic Data
1.4	SPED Supports	The expansion of Special Education services ensures high-quality instruction and individualized attention to special education students. The expansion of services and resources for special education population will ensure varied services and resources that meet individualized learner needs.	CAASPP Performance, NWEA Diagnostic Data
1.5	Counselor Development	Counselor development and training ensures students are supported in their pathways to high school diplomas as well as transitions to postsecondary plans. Counselor development and training will provide effective workshops and education to students will support college and career readiness for unduplicated students.	Graduation Rate, A-G Completion, CCI Indicator
2.1	Parent Success Program	Parent Success Program meets the needs of independent study students. It includes parent education workshops and targeted parent support from the parent success manager for students identified by the MTSS framework.	Parent workshop and event attendance and Parent satisfaction surveys
2.2	Parent Advisory Committee	The Parent Advisory Committee (PAC) will provide parent input on the specific needs and wants of Method families. PAC provides invaluable feedback for all its students including the needs of unduplicated.	Parent advisory committee participation, parent satisfaction surveys

2.3	Student Clubs and Leadership	Student clubs and leadership opportunities fosters a sense of belonging, student voice and agency, personal growth, and skill development among students. It is provided on a schoolwide basis to promote inclusivity and enhance student engagement.	Approval of LCAP 6.1 a Student satisfaction surveys, student participation and attendance
3.1	Leadership Development Program	The leadership development program will address identified needs by equipping educators with necessary skills, knowledge, and support to lead and manage all aspects of the school community, especially the unique needs of its unduplicated students. It is provided to promote collaborative leadership, cultivate continuous improvement, and ensure the development of staff and students.	Leadership evaluation scores
3.2	Director of Instruction Role	The director of instruction role will address identified needs of teacher instruction especially instructional strategies, assessment practices to ensure alignment to specific learning needs of unduplicated students and the wider student population. Director of instruction is provided on a schoolwide basis to maintain consistency, coherence, and effectiveness across the organization	Classroom observation data
3.3	Professional Development Program	The professional development program will offer specific and tailored training and support to educators through coaching and offering best instructional practices. The specific focus on Multi-Tiered System of Supports framework addresses staff's ability to meet diverse student needs and provides a cohesive approach to improvement and growth.	Staff evaluation scores

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Effectiveness
1.6	As Method’s English Learner population increases annually, Method recognizes the need to build a comprehensive Multi-Language Development program that addresses the unique and specific English development learning needs of the English Learner population.	A comprehensive multi-language development program will support English learner students to develop fluency with a particular focus on academic English. The program will include: identifying multi-language learners, ensure curriculum supports EL needs, develop instructional strategies, and provide support services including the creation of an English Learner Advisory Committee to ensure the needs of specifically English Learners are heard and addressed.	ELPI Indicator, Reclassification rates, and ELPAC scores

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

[Provide description here]

**Additional Concentration Grant Funding**

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

Method does not qualify for additional concentration grant funding.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:12	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:41	N/A

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and Approval of LCAP 6.1 a (EC sections 52064[b][1] and [2]).
  - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

### *General Information*

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### *Reflections: Annual Performance*

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; Approval of LCAP 6.1 a
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### **Reflections: Technical Assistance**

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

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

#### **Schools Identified**

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

- Identify the schools within the LEA that have been identified for CSI.

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

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

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

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

# Engaging Educational Partners

## Purpose

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

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

## Requirements

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,

- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### ***Respond to the prompts as follows:***

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.



**Complete the table as follows:****Educational Partners**

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

**Process for Engagement**

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students

- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant approval of LCAP 6.1 a allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

## Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

### Focus Goal(s)

#### Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

#### Type of Goal

Identify the type of goal being implemented as a Focus Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

### Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

#### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. Approval of LCAP 6.1 a  
to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
  - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
  - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

#### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds. Approval of LCAP 6.1 a

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

## **Maintenance of Progress Goal**

### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

**Metric #**

- Enter the metric number.

**Metric**

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

**Baseline**

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its

practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to a accurate data process and report its results using the accurate data. Approval of LCAP 6.1 a

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.



- Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference<sup>Approval of LCAP 6.1 a</sup> baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

### **Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the PI; Approval of LCAP 6.1 as of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

## Title

- Provide a short title for the action. This title will also appear in the action tables.

## Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

- Language acquisition programs, as defined in *EC* Section 306, provided to students, and
- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### **Purpose**

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### **Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the

increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 422<sup>Approval of LCAP 6.1 a</sup> Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

### ***LEA-wide and Schoolwide Actions***

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

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

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## **Requirements and Instructions**

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

## Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

## Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

## LCFF Carryover — Percentage

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

## LCFF Carryover — Dollar

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

## Total Percentage to Increase or Improve Services for the Coming School Year

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

## Required Descriptions:

### *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's Approval of LCAP 6.1 a)1. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of



unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certified or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

# Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered. <sup>Approval of LCAP 6.1 a</sup> calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA<sup>Approval of LCAP 6.1 a</sup> implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the a
- action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## ***LCFF Carryover Table***

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education  
November 2023



# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
MethodSchools	Jade Fernandez, Chief Academic Officer	jfernandez@methodschools.org

## Plan Summary 2024-25

### General Information

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

MethodSchools is an independent study charter school serving grades TK-12 in San Diego and its contiguous counties. Established in 2014, Method is a non-classroom based program that serves students through a highly differentiated online instructional program. Method students participated in a rich, independent study program driven by data-based and researched practices. The overall model contains the following components:

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

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

Its student demographic is reflective of the larger southern California region. Method champions fair and equitable enrollment practices and prides itself on serving a diverse student population. Method's independent and personalized approach to education lends itself to serving students of all abilities, socioeconomic status, and ethnic backgrounds.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on academic performance in CA School Dashboard and local data including internal diagnostic assessments, student attendance data, feedback, and surveys, Method recognizes a need to return to fundamentals of teaching and learning. In light of low academic indicators in English and Math,

Method adjusted its goals to focus on the delivery of standards-aligned teaching and learning through its selection of curriculum, the e)Approval of LCAP 6.1 b instructional staff, and the provision of additional supports for subgroups and unduplicated students.

Additionally based on data, Method acknowledges the continued need to nurture an inclusive and collaborative learning environment that continues to elicit the feedback and input of all its stakeholders. Method will continue to develop its opportunities to provide stakeholders agency and voice.

Finally, Method identifies a need to develop and train all staff to better support students especially within the Multi-Tiered System of Supports framework. Method plans to implement a revamped professional development programs from its school leaders to its staff.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

Not Applicable

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

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

Not Applicable

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

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

Not Applicable

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Leadership and Administration	Method's LCAP involved active consultation with the executive team through its monthly meetings. These meetings serve as vital platforms for the thorough review and discussion of key metrics such as student performance, experience satisfaction from all stakeholders, and enrollment data. The executive team provided invaluable insights and perspectives, ensuring that the LCAP was informed by a comprehensive understanding of the organization's objectives and challenges.
Students	Student input played a central role in the development of the LCAP ensuring that the plan accurately reflects the needs and aspirations of the student body. Various channels were utilized to gather this input, including student satisfaction surveys, consultations with the student leadership group Associated Student Body (ASB), student interviews, and analysis of student performance data. Additionally, subgroups within the student population were specifically surveyed to ensure that their specialized needs were acknowledged and addressed within the plan.
Parents	Parent input was instrumental in shaping the Local Control and Accountability Plan (LCAP), as diverse avenues were employed to ensure their perspectives were heard and integrated into the planning process. Parent surveys provided a structured platform for gathering feedback, while the Parent Advisory Committee, convening regularly throughout the school year, offered a dedicated forum for in-depth discussions and consultations. Additionally, parent phone interviews and focus group discussions provided opportunities for more personalized engagement, allowing for nuanced insights to be captured. By actively involving parents through these various channels, the LCAP was enriched with a comprehensive understanding of parental priorities, concerns, and aspirations, fostering a plan that is not only aligned with student needs but also reflective of the broader community's values and expectations.
Staff	The development of the LCAP involved thorough consultation with staff members, ensuring their valuable input was incorporated into the planning process. Staff surveys, interviews, and focus groups were utilized to gather diverse perspectives and insights regarding various aspects of the plan. These engagements provided opportunities for staff members to voice their opinions, concerns, and suggestions, enabling a comprehensive understanding of their needs and priorities.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was significantly influenced by the feedback provided by educational partners, including the executive team, students, and staff. Through monthly meetings, the executive team reviewed and discussed key metrics such as student performance, satisfaction from all stakeholders, and enrollment data. Their invaluable insights ensured that the LCAP was informed by a comprehensive understanding of organizational objectives and challenges. Similarly, student input played a central role, with various channels utilized to gather feedback, including satisfaction surveys, consultations with the student leadership group, interviews, and performance data analysis. Subgroups within the student population were also specifically surveyed to address specialized needs. Furthermore, parent input was actively sought through surveys, a Parent Advisory Committee, phone interviews, and focus group discussions, enabling nuanced insights into parental priorities and aspirations to be captured. By incorporating feedback from these educational partners, the LCAP was enriched to better align with student needs and reflect the values and expectations of the broader community.

After gathering the input of all educational partners and reviewing school performance data, Method found the following areas to direct our focus and resources.

- Improve Method's overall academic performance
- Build an inclusive and collaborative environment that is engaging and exceeds expectations of educational partners
- Improving the Multi-Tiered System of Support framework and implementation

Out of these goals, Method determined its focus goal was to be strengthening the Multi-Tiered System of Supports framework. Based on staff interviews, surveys, and academic performance data, strengthening the Multi-Tiered System of Supports foundational framework will have a direct impact on student academic outcomes, staff satisfaction and performance, and the continuous growth of all students, especially its unduplicated students.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Within 3 years, Method Schools raises its academic performance and achievement indicators in metrics identified below.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 2: Implementation of State Standards
- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access

An explanation of why the LEA has developed this goal.

Method Schools has prioritized increasing academic performance due to low CAASPP scores, low college and career readiness, and high chronic absenteeism among students. These indicators highlight significant challenges in meeting proficiency standards, engaging consistently in classroom instruction, and preparing for post-secondary education and careers. By addressing these issues, Method Schools aims to create a supportive learning environment where all students can thrive academically, equipping them with the skills and knowledge needed for future success in college, careers, and life beyond the classroom.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	ELA Diagnostic	<p>The following are % of students meeting or above grade level:</p> <p>K - 100</p> <p>1 - 56</p> <p>2 - 75</p> <p>3 - 47</p> <p>4 - 41</p> <p>5 - 43</p> <p>6 - 45</p> <p>7 - 37</p> <p>8 - 38</p> <p>9 - 62</p> <p>10 - 59</p> <p>11 - 48</p>	[Insert outcome here]	[Insert outcome here]	Overall average of 65% students at or above grade level.	[Approval of LCAP 6.1 b difference from baseline here]
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2	Math Diagnostic	<p>The following are % of students meeting or above grade level:</p> <p>K - 100  1 - 44  2 - 42  3 - 20  4 - 55  5 - 36  6 - 41  7 - 33  8 - 42  9 - 52  10 - 58  11 - 51</p>	[Insert outcome here]	[Insert outcome here]	Overall average of 55% students at or above grade level.	[Approval of LCAP 6.1 b difference from baseline here]
3	ELA CAASPP	In 2023, Method Schools' overall distance from standard English Language Arts is 52.2	[Insert outcome here]	[Insert outcome here]	In 2025, Method Schools' Distance from Standard will be 0.	[Insert <b>current</b> difference from baseline here]
4	Math CAASPP	In 2023, Method Schools' overall distance from standard in Mathematics is 100.1	[Insert outcome here]	[Insert outcome here]	In 2025, Method Schools' Distance from Standard will be 0.	[Insert <b>current</b> difference from baseline here]
5	A-G completion rate	A-G completion rate is 27%	[Insert outcome here]	[Insert outcome here]	A-G completion rate will be 80%	[Insert <b>current</b> difference from baseline here]

6	Graduation Rate	Method Schools' graduation rate is 93.2%			Method Schools will achieve a graduation rate of 95%	[Approval of LCAP 6.1 b difference from baseline here]
7	ELPAC Development Levels	Based on 2023 ELPAC Summative 20% - Well Developed 33% - Moderately Developed 33% - Somewhat Developed 13% - Minimally Developed	[Insert outcome here]	[Insert outcome here]	33% - Well Developed 33% - Moderately Developed 20% Somewhat Developed 13% Minimally Developed	[Insert current difference from baseline here]

## Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable in 2024-25.

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

Not applicable in 2024-25.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable in 2024-25.



A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that result from prior practice. Approval of LCAP 6.1 b

Not applicable in 2024-25.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Edmentum	<p>Edmentum Courseware provides engaging and interactive learning materials, including multimedia resources and interactive assessments, which can increase student engagement and motivation. The data-driven insights provided by Edmentum enable teachers to monitor student progress in real-time, identify areas for improvement, and adjust instruction accordingly.</p> <p>Edmentum Exactpath offers a comprehensive platform tailored to individual student needs, allowing for personalized instruction and targeted intervention. This adaptive approach ensures that students receive instruction at their appropriate skill levels, addressing learning gaps and promoting mastery of key concepts.</p>	\$30,250	Yes
2	Smartfox Curriculum Development	Developing an internal curriculum for grades 2-12 that is competency-based, standards-aligned, and tailored to Method Schools' independent study and virtual learning model will significantly enhance student success.	\$160,000	Yes
3	ELA and Math Specialists	Creating two roles, Math and ELA Intervention Specialists, will significantly enhance and improve services by providing structured, targeted instruction to underperforming students. These specialists will offer personalized support and intervention strategies tailored specifically to address students' deficits in math and English language arts (ELA). The specialists will also closely monitor student progress, adjust instruction as needed, and track outcomes to ensure its effectiveness.	\$98,000	Yes
4	SPED Supports	As Method's Special Education population continues to grow, more emphasis on focus on expanding the range of its services, resources, accommodations, and interventions designed to meet the unique needs of students with disabilities or exceptionalities. Method intends to incorporate professional development, parent and family engagement, and an expansion of special education resources available to its students. Funding will come from SPED funds.	\$275,000	Yes

5	Counselor Development	Counselor development refers to the continuous growth, training, and professional development of counselors to enhance their knowledge, skills, and effectiveness in providing counseling services to students. Counselor development will encompass specialized training and attendance at college guidance conferences, expansion of collaboration and advocacy opportunities for students, and supporting counselors to make data informed decisions.	\$3,000	Approval of LCAP 6.1 b
6	Multilingual Development Program	The expansion of Multi-Language Development program will include language acquisition support, differentiated instruction, family and community engagement, and opening access to academic content. By investing in the expansion of the ELD program, schools can enhance the educational experiences and outcomes of English language learners and promote their success in school and beyond.	\$50,000	Yes

## Goals and Actions

### Goal

Goal #	Description	Type of Goal
2	Method will develop an inclusive and collaborative environment that actively engages and exceeds the expectation of all its stakeholders.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement  
 Priority 5: Student Engagement  
 Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Based on stakeholder surveys, staff and parent interviews, and overall stakeholder engagement data, Method designed this goal to address overall satisfaction with Method Schools. This goal is designed to

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Parent Advisory Committee Participation	Method's Parent Advisory Committee has 16 active members.	[Insert outcome here]	[Insert outcome here]	Method's Parent Advisory Committee will have 20 active members.	[Approval of LCAP 6.1 b difference from baseline here]
2	Parent Satisfaction	Based on the Fall parent satisfaction survey, Method earned an 85% satisfaction score from parents.	[Insert outcome here]	[Insert outcome here]	Method will earned an 95% satisfaction score from parents.	[Insert current difference from baseline here]
3	Student Satisfaction	Based on the Fall student satisfaction survey, 80% of students rated "somewhat" or "extremely" satisfied.	[Insert outcome here]	[Insert outcome here]	90% of students will rate Method Schools 9 or 10 in terms of satisfaction.	[Insert current difference from baseline here]
4	Staff Satisfaction	65% of staff rated their overall well being at work at least "great" (45%) and "good" (20%)  May 2024 eNPS rating is 33.3	[Insert outcome here]	[Insert outcome here]	90% of staff will rate their overall well being at work either "great" or "good".	[Insert current difference from baseline here]
5	Student Attendance	Method Schools maintains an average daily attendance of 95% per LP.	[Insert outcome here]	[Insert outcome here]	Method Schools will maintain an average daily attendance of 95%	[Insert current difference from baseline here]

6	Professional Development Surveys	Staff interviews and feedback surveys demonstrate there is a targeted need to develop a better structured professional development framework and plan.	[Insert outcome here]	[Insert outcome here]	Employee NPS will be above 70.	[Approval of LCAP 6.1 b difference from baseline here]
7	ADA	In 2023-24, Method's ADA is 550.			Method's ADA will be 739.	

Insert or delete rows, as necessary.

## Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable in 2024-25.

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

Not applicable in 2024-25.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable in 2024-25.

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

Not applicable in 2024-25.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table Approval of LCAP 6.1 b  
 Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Success Program	Method's Parent Success Program involves a structured initiative designed to provide assistance, resources, guidance, and empowerment to parents or guardians in supporting their children's academic, social, emotional, and developmental needs. This includes providing parent workshops, parent education, and parent support through Parent Success Managers. By equipping parents with the support and resources they need, schools can create a collaborative and supportive educational environment that promotes the success and well-being of all students.	\$6,100	Yes
2	Parent Advisory Committee	A Parent Advisory Committee (PAC) is a group of parents or guardians who come together to advise, collaborate with, and provide feedback to the school on matters related to education, school policies, programs, and initiatives. By expanding the committee's reach and influence, schools can strengthen partnerships with families, enhance communication and decision-making processes, and ultimately improve outcomes for all students.	\$47,000	Yes
3	Student Clubs and Leadership	Method intends to increase the variety of extracurricular activities available to students and providing opportunities for student leadership roles within these clubs. Student clubs cover a wide range of interests, including academic, artistic, athletic, cultural, and service-oriented pursuits. These clubs often provide a platform for students to explore their interests, develop skills, build relationships, and take on leadership roles.	\$7,000	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Method Schools will refine and improve the implementation of the Multi-Tiered System of Supports (MTSS) framework to enhance academic achievement and foster socio-emotional well-being for all students.	Focus

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Method Schools prioritized the development of tools and practices to better support students based on insights gleaned from staff interview feedback, satisfaction surveys, ongoing leadership changes, and reorganizational shifts. By listening to staff perspectives, identifying areas for improvement through surveys, and recognizing the impact of leadership transitions and organizational adjustments, Method Schools aims to enhance its support framework for students. This proactive approach underscores the institution's commitment to continuous improvement and responsiveness to evolving needs within the school community, ensuring that students receive the comprehensive support necessary for their academic and personal growth.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Student Attendance	Method Schools maintains an average daily attendance of 95% per LP.	[Insert outcome here]	[Insert outcome here]	Method will maintain an average daily attendance rate of 95% per learning period.	[Insert current difference from baseline here]
2	Classroom Observation Data	Live instruction sessions average a student engagement rating of 58%	[Insert outcome here]	[Insert outcome here]	Live instruction sessions will average a student engagement rating of 90%	[Insert current difference from baseline here]
3	Leadership Effectiveness	The following departments rated their leader "Extremely Effective"  K-8: 50%  High School: 50%  SSM: 43%  Classified: 50%	[Insert outcome here]	[Insert outcome here]	Across all departments, 90% of staff will rate leadership "extremely effective"	[Insert current difference from baseline here]
4	Professional Development	Staff feedback, surveys, and student performance outcomes demonstrate a need to better support teacher development.	[Insert outcome here]	[Insert outcome here]	Staff will average an overall 3.5 scores on staff evaluations	[Insert current difference from baseline here]

## Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.



Not applicable in 2024-25.

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

Not applicable in 2024-25

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable in 2024-25

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

Not applicable in 2024-25

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

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Leadership Development Program	Method developed a structured initiative designed to cultivate and enhance the leadership skills, abilities, and qualities of individuals within Method. This includes a combination of training, coaching, mentoring, experiential learning, and professional development activities aimed at equipping participants with the knowledge, competencies, and mindset necessary to effectively lead and influence others. Its intent is to develop communication and collaboration skills, promote role modeling and mentor support, and empowerment of Method leaders to better support its teams.	\$72,850	No
2	Director of Instruction Role	The role of a Director of Instruction is a leadership position responsible for overseeing instructional practices and the implementation of educational programs to enhance student learning outcomes. The role will provide structure and guidance toward	\$84,000	Yes
3	Professional Development Program	Method's restructuring of its professional development program will encompass ongoing training, learning opportunities, and support for educators to enhance their knowledge, skills, and effectiveness in teaching and supporting students. Guided by the Director of Instruction, the professional development program will directly target teacher needs including training on Multi-Tiered System of Supports, Instructional coaching, classroom observations, and personalized learning approaches for Method's teaching staff.	\$70,000	Yes
4	Schoolwide MTSS Implementation	The Multi-Tiered System of Supports (MTSS) is a comprehensive framework designed to provide systematic, data-driven support to all students by addressing their academic, behavioral, and social-emotional needs. Refocusing on the MTSS framework can contribute to increasing or improving services, especially for special education and unduplicated students, in several ways: early intervention and identification, differentiated instruction, collaboration and data-based decision making, resource allocation, and personalized support.	\$197,200	Yes

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$494,708	\$0

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.58%	0%	0	7.58%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Edmentum	Edmentum Courseware curriculum supports students towards grade level academic standards. Edmentum ExactPath provides targeted curriculum to support students identified below grade level in ELA and Math. Edmentum provides unduplicated students access to standards-aligned, grade level curriculum with appropriate learning supports.	CAASPP Performance, NWEA Diagnostic Data

1.2	Smartfox Curriculum Development	Smartfox curriculum development is competency-based and standards aligned ensuring that educational content directly targets students' learning needs and addressed identified needs by providing a structured framework for comprehensive learning. The implementation fosters equitable access to high quality learning for all students.	CAASPP Performance, NWEA Diagnostic Data
1.3	ELA and Math Specialists	The ELA and Mathematics intervention roles address identified needs by offering targeted supports to struggling in core subjects, ensures individualized assistance to improve proficiency levels and ensures access to resources necessary for academic success to all students.	CAASPP Performance, NWEA Diagnostic Data
1.4	SPED Supports	The expansion of Special Education services ensures high-quality instruction and individualized attention to special education students. The expansion of services and resources for special education population will ensure varied services and resources that meet individualized learner needs.	CAASPP Performance, NWEA Diagnostic Data
1.5	Counselor Development	Counselor development and training ensures students are supported in their pathways to high school diplomas as well as transitions to postsecondary plans. Counselor development and training will provide effective workshops and education to students will support college and career readiness for unduplicated students.	Graduation Rate, A-G Completion, CCI Indicator
2.1	Parent Success Program	Parent Success Program meets the needs of independent study students. It includes parent education workshops and targeted parent support from the parent success manager for students identified by the MTSS framework.	Parent workshop and event attendance and Parent satisfaction surveys
2.2	Parent Advisory Committee	The Parent Advisory Committee (PAC) will provide parent input on the specific needs and wants of Method families. PAC provides invaluable feedback for all its students including the needs of unduplicated.	Parent advisory committee participation, parent satisfaction surveys

2.3	Student Clubs and Leadership	Student clubs and leadership opportunities fosters a sense of belonging, student voice and agency, personal growth, and skill development among students. It is provided on a schoolwide basis to promote inclusivity and enhance student engagement.	Approval of LCAP 6.1 b Student satisfaction surveys, student participation and attendance
3.1	Leadership Development Program	The leadership development program will address identified needs by equipping educators with necessary skills, knowledge, and support to lead and manage all aspects of the school community, especially the unique needs of its unduplicated students. It is provided to promote collaborative leadership, cultivate continuous improvement, and ensure the development of staff and students.	Leadership evaluation scores
3.2	Director of Instruction Role	The director of instruction role will address identified needs of teacher instruction especially instructional strategies, assessment practices to ensure alignment to specific learning needs of unduplicated students and the wider student population. Director of instruction is provided on a schoolwide basis to maintain consistency, coherence, and effectiveness across the organization	Classroom observation data
3.3	Professional Development Program	The professional development program will offer specific and tailored training and support to educators through coaching and offering best instructional practices. The specific focus on Multi-Tiered System of Supports framework addresses staff's ability to meet diverse student needs and provides a cohesive approach to improvement and growth.	Staff evaluation scores

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Effectiveness
1.6	As Method’s English Learner population increases annually, Method recognizes the need to build a comprehensive Multi-Language Development program that addresses the unique and specific English development learning needs of the English Learner population.	A comprehensive multi-language development program will support English learner students to develop fluency with a particular focus on academic English. The program will include: identifying multi-language learners, ensure curriculum supports EL needs, develop instructional strategies, and provide support services including the creation of an English Learner Advisory Committee to ensure the needs of specifically English Learners are heard and addressed.	ELPI Indicator, Reclassification rates, and ELPAC scores

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

[Provide description here]

**Additional Concentration Grant Funding**

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

Method does not qualify for additional concentration grant funding.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:12	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:41	N/A

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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



- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and Approval of LCAP 6.1 b (EC sections 52064[b][1] and [2]).
  - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from partners, the LEA believes will have the biggest impact on behalf of its TK–12 students. Approval of LCAP 6.1 b

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

### *General Information*

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### *Reflections: Annual Performance*

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; Approval of LCAP 6.1 b
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### **Reflections: Technical Assistance**

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

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

#### **Schools Identified**

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

- Identify the schools within the LEA that have been identified for CSI.

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

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

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

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

# Engaging Educational Partners

## Purpose

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

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

## Requirements

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,

- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### ***Respond to the prompts as follows:***

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:****Educational Partners**

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

**Process for Engagement**

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students

- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant impact. Approval of LCAP 6.1 b allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

## Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

### Focus Goal(s)

#### Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

#### Type of Goal

Identify the type of goal being implemented as a Focus Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

### Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

#### Description



LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. Approval of LCAP 6.1 b  
to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
  - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
  - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

#### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

#### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds. Approval of LCAP 6.1 b

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

## **Maintenance of Progress Goal**

### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

**Metric #**

- Enter the metric number.

**Metric**

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

**Baseline**

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its

practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to a accurate data process and report its results using the accurate data. Approval of LCAP 6.1 b

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference<sup>Approval of LCAP 6.1 b</sup> baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

### **Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the PI; Approval of LCAP 6.1 b, s of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

## Title

- Provide a short title for the action. This title will also appear in the action tables.

## Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:



- Language acquisition programs, as defined in *EC* Section 306, provided to students, and
- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### **Purpose**

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### **Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the

increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 422<sup>Approval of LCAP 6.1 b</sup>; Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

### ***LEA-wide and Schoolwide Actions***

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

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

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## **Requirements and Instructions**

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

## Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

## Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

## LCFF Carryover — Percentage

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

## LCFF Carryover — Dollar

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

## Total Percentage to Increase or Improve Services for the Coming School Year

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

## Required Descriptions:

### *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's Approval of LCAP 6.1 b1t. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of

unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certified or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

# Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered. <sup>Approval of LCAP 6.1 b</sup> calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.



- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA<sup>Approval of LCAP 6.1 b</sup> implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the a
- action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Improved Services (8). Approval of LCAP 6.1 b

## ***LCFF Carryover Table***

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education  
November 2023

# 2023-24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

## Goals and Actions

### Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course Final Grades	80% of course grades earned were Cs or better in Spring of 2020.	Semester 1 outcomes show 95% of grades were passing (C or better).	In 2021-22 school year Semester 2, 87% of grades were passing (C or better)  In 2022-23 school year Semester 1, 88% of grades were passing (C or better)	In 2023-24 school year, semester 1, 83% of grades were passing (C or better)	95% of course grades earned will be Cs or better.
Local and State Assessments	In 2019, Method Schools students scored 21.9 points below standard in Language Arts and 80.3 points below standard in Math.	<b>iReady ELA K-8:</b> 67% are at or above grade level  Of students performing below grade level 27% have improved by one or more grade levels.  <b>iReady Math K-8:</b>	In Method's first CAASPP administration since COVID, Method students scored 37.5 below standard in ELA and 93 points below standard in Math.  <b>iReady ELA K-8:</b> 47% are at or above grade level  <b>iReady Math K-8:</b> 34% are at or above grade level	<b>iReady ELA:</b> 52% are at or above grade level at Diagnostic 3  <b>iReady Math:</b> 51% are at or above grade level at Diagnostic 3	Method Schools will achieve and maintain blue or green status in Academic Performance on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Des Approval of LCAP 6.1 c 2023–24
		<p>46% of students are at or above grade level</p> <p>Of students performing below grade level, 33% improved by one or more grade levels</p> <p><b>iXL ELA 9-11</b> 36% of students are at or above grade level.</p> <p>Of students performing below grade level, 11% improved by one or more grade levels.</p> <p><b>iXL Math 9-11</b> 15% of students are at or above grade level</p> <p>Of students performing below grade level, 16% improved by one or more grade levels.</p>	<p><b>iXL ELA 9-11</b> 31% a students are at or above grade level, according to our diagnostic.</p> <p><b>iXL Math 9-11</b> 4% of our students are at or above grade level.</p> <p>15% increased one grade level or more from diagnostic #1 to #2</p> <p>The focused skills practice areas showed the most growth on the diagnostic.- Geometry 65%</p>	<p>NWEA Diagnostic 3 data will be provided in May</p>	
Graduation Rate	29% of cohort students in 2019 graduated with a high school diploma	78% of cohort students in 2021 graduated with a high school diploma.	83.1% of cohort students in 2021-22 graduated with a high school diploma	88.1% of cohort students in 2022-23 graduated with a high school diploma	95% of cohort students in 2023-24 will graduate with a high school diploma

**Goal Analysis**

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

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

Method adopted two new curricula at grades 3-8 (Stride/K12) and grades 9-12 (UC Scout) in order to offer standards aligned and rigorous curriculum while its own Competency based learning curriculum was still in development. At semester 2, Smartfox curriculum was adopted across grades 6-8 through the new Smartfox v2.0 learning management and student information system.

The college and career counseling team experienced another shift in team members as one counselor was replaced and another counselor added to the team.

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

Goal 1 budgeted expenditures were \$425,000. Actual expenditures are projected to be approximately \$489,355 at 6/30/2024. No material differences exist.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Method made continuous growth in graduation rate across three years with its most recent graduation rate at 88.1 in 2023. While Method's diagnostic scores experienced a dip coming out of 2020, it improved its percentage of K-8 students scoring at or above grade level in ELA (52%) and in Math (51%). While still lower than pre-COVID performance, it demonstrates a steady growth and recovery from learning loss due to the pandemic. Because iXL assessment data was not included in CDE's list of verified data for grades 9-12, Method adopted a new diagnostic testing system NWEA Map. The results of NWEA map does not provide a straightforward picture of grade level as iXL did. The iXL and NWEA data sets provide different analysis of student performance toward grade level standards making it difficult to provide accurate progress.

In its 2023 Smarter Balanced Assessment administration, Method continued to struggle with a decline in scores as did schools with a similar online, independent study model. Method students scored 51.5 below standard in ELA and 100.6 points below standard in Math. This signified a significant drop in English Language Arts and no growth in Math. This decline prompted Method's adoption of the new curricula to ensure students access standards-based and rigorous courses. Further, it prompts future plans to address instructional practices and fortify Method's Multi-Tiered System of Supports to ensure the achievement of all students.

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

In response to the decline in CAASPP test scores, focus will be made in providing ample instructional opportunities for students with a targeted approach at raising the achievement levels of students needing targeted and intensive intervention. The move to adopt new curricula this year added unforeseen challenges and prompts a new move to adopt a new curriculum Edmentum.



**Goal**

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in CTE	17 students enrolled in CTE courses during the 20-21 school year.	66 students enrolled in a CTE course during the 2021-22 school year.	88 students enrolled in a CTE course during the 2022-2023 school year.	156 students enrolled in a CTE course in the 2023-2024 school year	Increase completion of CTE pathways to 30% of 2023-2024 graduating class.
Satisfaction with mental health services	71% of Method parents and 65% of Method students are satisfied with the school’s efforts to address social and emotional wellness.	Method Schools has introduced schoolwide homeroom curriculum to address SEL and trauma-informed teaching training.	Developed Meal Assistance Program  Continued development of homeroom curriculum and weekly schoolwide execution of homeroom lesson plans.	85% parent satisfaction rating on parent satisfaction survey.  80% student satisfaction rating on parent satisfaction survey.	85% of Method parents and 80% of students will be satisfied with the school’s efforts to address social and emotional wellness.
Opportunities, tiles (clubs), and participation in school events	Due to COVID, Method Schools was unable to offer any in-person field trip opportunities.	Method Schools introduced two virtual schoolwide assemblies at the start of the semester with an average attendance 475 participants.  Method schools offered 39 in-person field trips and gatherings total including college field trips, museums, and hands on learning activities. 479 Method students and parents participated in these activities.	Developed yearlong tiles including Associated Student Body and Yearbook  415 Method Students and Parents registered for in-person field trips and activities.  Added competitive team sports by joining CIF league.  Created new “Mobile Student Success Manager” role	Continued Associated Student Body and Yearbook, student newspaper, HopeSquad and National Honors Society  459 Method Students and Parents registered for in-person field trips and activities  Continued competitive team sports through CIF	Students will increase their feeling of belonging and community at Method Schools by increasing participation and engagement in non-academic events.

**Goal Analysis**

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

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

Method did not expand its CTE course offerings this school year. However, established a partnership with College of the Canyons to offer a business CTE pathway and hopes to continue expanding CTE pathways through this partnership. Additionally to address Mental Health/Social Emotional Wellness, Method expanded opportunities for positive social interaction, service learning opportunities, and leadership groups. Student led groups such as school newspaper, yearbook, Associated Student Body, Service to Earn It, and National Honors Society continue to be opportunities for student voice and leadership. In order to better support parent involvement, PAC, and parent workshops, two Parent Success Managers were appointed to support parents especially in an independent study environment. Parent Success Managers facilitate Parent Advisory Committees, organize and facilitate the parent workshops, and work with referred parents to better support their students on an individual basis.

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

Goal 2 budgeted expenditures were \$369,000. Actual expenditures are projected to be approximately \$298,821 at 6/30/2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Method continues to expand its offerings to provide a well-rounded educational experience for its students through its various student groups, committees, and experiences. Participation in social activities continue to increase with 459 sign ups to in-person events, field trips, and Teach Squad. Satisfaction steadily grew across three years. Further, Method's parent community and involvement has substantially increased from an initial two Parent Advisory Committee members at its inception to now sixteen active members.

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

Method adjusted its focus on Mental Health and Social Emotional Wellness to include preventative and positive student opportunities to cultivate a better sense of belonging within Method Schools. In addition to better support the parent community at Method Schools, two Parent Success Manager roles were added and had immediate impact on the growth of the program.

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

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase coaching/mentorship time	67% of students rate their teachers very or extremely effective.	90% of Method community rated Method teachers very or extremely effective.	91% of students rate their teachers teach extremely well (36%), Very well (35%) or moderately well (20%)	81% of participants felt instructional coaching helped participants meet their professional goals.	Method Schools teachers will increase their effectiveness
Develop Professional Development catalog	Method Schools developed a one week intensive training for newly hired teachers and instructional staff as well as mini-trainings throughout the year.	Implemented eLoomi professional training system and performance management software.  Method offered trauma informed training and cultural diversity training school wide.	Began Competency Based Learning training in preparation for move to CBL	Implemented Leadership Development Plan for leaders and directors.  Added Director of Instruction Role	Method Schools will develop a personalized Professional Development catalog with personalized offerings based on areas of need and meets the needs of both beginning and veteran teachers.
Develop coaching and mentorship through beginning teacher induction program.	44% of Method Schools staff are within their first two years of teaching.	16.1% of staff completed their first year of induction. 22.6% of staff completed induction.  Method Schools is in Phase 2 of Initial Institutional Approval for an in-house induction program.	36% of staff completed Year 1 of induction  57% of staff completed induction.  Offered Developmental Coaching to all staff and Instructional Coaching in pilot program	70% of staff have cleared teaching credential having demonstrated mastery of CSTP framework.	75% of staff will have cleared their teaching credential having demonstrated mastery of CSTP framework.

**Goal Analysis**

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

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

In response to leadership changes impacting the whole organization, Method identified the immediate need to better support and develop its school leaders and developed a Leadership Development program. In addition, Method instructional coaching program did not have the ability to scale in a manner that would make instructional coaching available to all who required it. Method transitioned to a new approach to provide a comprehensive professional development plan led by the Director of Instruction role.

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

Goal 3 budgeted expenditures were \$268,000. Actual expenditures are projected to be approximately \$166753 at 6/30/2024.

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

In its first year of implementation, participants in the instructional coaching program claimed the coaching helped them to reach their instructional goal. However, the program did not have the ability to sustain and scale to reach the larger population of instructional staff that required its support. Based on staff interviews, feedback, and surveys, Method recognized the need to revamp the professional development program starting with its leaders. The leadership development program began Spring 2024.

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

In the coming year, Method plans to revamp the manner in which professional development is provided including a comprehensive return to instructional fundamentals, a focus on the Multi-Tiered System of Supports framework, and a more targeted approach to the personalized professional development that is assigned to staff.

**Instructions**

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

**Goals and Actions****Goal(s)****Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from refApproval of LCAP 6.1 c practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023



# 2023-24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

## Goals and Actions

### Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course Final Grades	80% of course grades earned were Cs or better in Spring of 2020.	Semester 1 outcomes show 95% of grades were passing (C or better).	In 2021-22 school year Semester 2, 87% of grades were passing (C or better) In 2022-23 school year Semester 1, 88% of grades were passing (C or better)	In 2023-24 school year, semester 1, 83% of grades were passing (C or better)	95% of course grades earned will be Cs or better.
Local and State Assessments	In 2019, Method Schools students scored 21.9 points below standard in Language Arts and 80.3 points below standard in Math.	<b>iReady ELA K-8:</b> 67% are at or above grade level Of students performing below grade level 27% have improved by one or more grade levels.  <b>iReady Math K-8:</b>	In Method's first CAASPP administration since COVID, Method students scored 37.5 below standard in ELA and 93 points below standard in Math.  <b>iReady ELA K-8:</b> 47% are at or above grade level  <b>iReady Math K-8:</b> 34% are at or above grade level	<b>iReady ELA:</b> 52% are at or above grade level at Diagnostic 3  <b>iReady Math:</b> 51% are at or above grade level at Diagnostic 3  Diagnostic 3 NWEA data will be updated in May	Method Schools will achieve and maintain blue or green status in Academic Performance on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Des Approval of LCAP 6.1 d 2023–24
		<p>46% of students are at or above grade level</p> <p>Of students performing below grade level, 33% improved by one or more grade levels</p> <p><b>iXL ELA 9-11</b></p> <p>36% of students are at or above grade level.</p> <p>Of students performing below grade level, 11% improved by one or more grade levels.</p> <p><b>iXL Math 9-11</b></p> <p>15% of students are at or above grade level</p> <p>Of students performing below grade level, 16% improved by one or more grade levels.</p>	<p><b>iXL ELA 9-11</b></p> <p>31% a students are at or above grade level, according to our diagnostic.</p> <p><b>iXL Math 9-11</b></p> <p>4% of our students are at or above grade level.</p> <p>15% increased one grade level or more from diagnostic #1 to #2</p> <p>The focused skills practice areas showed the most growth on the diagnostic.- Geometry 65%</p>		
Graduation Rate	29% of cohort students in 2019 graduated with a high school diploma	78% of cohort students in 2021 graduated with a high school diploma.	83.1% of cohort students in 2021-22 graduated with a high school diploma	88.1% of cohort students in 2022-23 graduated with a high school diploma	95% of cohort students in 2023-24 will graduate with a high school diploma

**Goal Analysis**

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

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

Method adopted two new curricula at grades 3-8 (Stride/K12) and grades 9-12 (UC Scout) in order to offer standards aligned and rigorous curriculum while its own Competency based learning curriculum was still in development. At semester 2, Smartfox curriculum was adopted across grades 6-8 through the new Smartfox v2.0 learning management and student information system.

The college and career counseling team experienced another shift in team members as one counselor was replaced and another counselor added to the team.

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

Goal 1 budgeted expenditures were \$425,000. Actual expenditures are projected to be approximately \$489,335 at 6/30/2024. No material differences exist.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Method made continuous growth in graduation rate across three years with its most recent graduation rate at 93.2% in 2023. While Method's diagnostic scores experienced a dip coming out of 2020, it improved its percentage of K-8 students scoring at or above grade level in ELA (52%) and in Math (51%). While still lower than pre-COVID performance, it demonstrates a steady growth and recovery from learning loss due to the pandemic. Because iXL assessment data was not included in CDE's list of verified data for grades 9-12, Method adopted a new diagnostic testing system NWEA Map. The results of NWEA map does not provide a straightforward picture of grade level as iXL did. The iXL and NWEA data sets provide different analysis of student performance toward grade level standards making it difficult to provide accurate progress.

In its 2023 Smarter Balanced Assessment administration, Method continued to struggle with a decline in scores as did schools with a similar online, independent study model. Method students scored 52.2 below standard in ELA and 100.1 points below standard in Math. This signified a significant drop in English Language Arts and no growth in Math. This decline prompted Method's adoption of the new curricula to ensure students access standards-based and rigorous courses. Further, it prompts future plans to address instructional practices and fortify Method's Multi-Tiered System of Supports to ensure the achievement of all students.

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

In response to the decline in CAASPP test scores, focus will be made in providing ample instructional opportunities for students with a targeted approach at raising the achievement levels of students needing targeted and intensive intervention. The move to adopt new curricula this year added unforeseen challenges and prompts a new move to adopt a new curriculum Edmentum.

**Goal**

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in CTE	17 students enrolled in CTE courses during the 20-21 school year.	66 students enrolled in a CTE course during the 2021-22 school year.	88 students enrolled in a CTE course during the 2022-2023 school year.	156 students enrolled in a CTE course in the 2023-2024 school year	Increase completion of CTE pathways to 30% of 2023-2024 graduating class.
Satisfaction with mental health services	71% of Method parents and 65% of Method students are satisfied with the school’s efforts to address social and emotional wellness.	Method Schools has introduced schoolwide homeroom curriculum to address SEL and trauma-informed teaching training.	Developed Meal Assistance Program  Continued development of homeroom curriculum and weekly schoolwide execution of homeroom lesson plans.	85% parent satisfaction rating on parent satisfaction survey.  80% student satisfaction rating on parent satisfaction survey.	85% of Method parents and 80% of students will be satisfied with the school’s efforts to address social and emotional wellness.
Opportunities, tiles (clubs), and participation in school events	Due to COVID, Method Schools was unable to offer any in-person field trip opportunities.	Method Schools introduced two virtual schoolwide assemblies at the start of the semester with an average attendance 475 participants.  Method schools offered 39 in-person field trips and gatherings total including college field trips, museums, and hands on learning activities. 479 Method students and parents participated in these activities.	Developed yearlong tiles including Associated Student Body and Yearbook  415 Method Students and Parents registered for in-person field trips and activities.  Added competitive team sports by joining CIF league.  Created new “Mobile Student Success Manager” role	Continued Associated Student Body and Yearbook, student newspaper, HopeSquad and National Honors Society  459 Method Students and Parents registered for in-person field trips and activities  Continued competitive team sports through CIF	Students will increase their feeling of belonging and community at Method Schools by increasing participation and engagement in non-academic events.

**Goal Analysis**

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

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

Method did not expand its CTE course offerings this school year. However, established a partnership with College of the Canyons to offer a business CTE pathway and hopes to continue expanding CTE pathways through this partnership. Additionally to address Mental Health/Social Emotional Wellness, Method expanded opportunities for positive social interaction, service learning opportunities, and leadership groups. Student led groups such as school newspaper, yearbook, Associated Student Body, Service to Earn It, and National Honors Society continue to be opportunities for student voice and leadership. In order to better support parent involvement, PAC, and parent workshops, two Parent Success Managers were appointed to support parents especially in an independent study environment. Parent Success Managers facilitate Parent Advisory Committees, organize and facilitate the parent workshops, and work with referred parents to better support their students on an individual basis.

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

Goal 2 budgeted expenditures were \$369,000. Actual expenditures are projected to be approximately \$298,821 at 6/30/2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Method continues to expand its offerings to provide a well-rounded educational experience for its students through its various student groups, committees, and experiences. Participation in social activities continue to increase with 459 sign ups to in-person events, field trips, and Teach Squad. Satisfaction steadily grew across three years. Further, Method's parent community and involvement has substantially increased from an initial two Parent Advisory Committee members at its inception to now sixteen active members.

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

Method adjusted its focus on Mental Health and Social Emotional Wellness to include preventative and positive student opportunities to cultivate a better sense of belonging within Method Schools. In addition to better support the parent community at Method Schools, two Parent Success Manager roles were added and had immediate impact on the growth of the program.

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

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase coaching/mentorship time	67% of students rate their teachers very or extremely effective.	90% of Method community rated Method teachers very or extremely effective.	91% of students rate their teachers teach extremely well (36%), Very well (35%) or moderately well (20%)	81% of participants felt instructional coaching helped participants meet their professional goals.	Method Schools teachers will increase their effectiveness
Develop Professional Development catalog	Method Schools developed a one week intensive training for newly hired teachers and instructional staff as well as mini-trainings throughout the year.	Implemented eLoomi professional training system and performance management software.  Method offered trauma informed training and cultural diversity training school wide.	Began Competency Based Learning training in preparation for move to CBL	Implemented Leadership Development Plan for leaders and directors.  Added Director of Instruction Role	Method Schools will develop a personalized Professional Development catalog with personalized offerings based on areas of need and meets the needs of both beginning and veteran teachers.
Develop coaching and mentorship through beginning teacher induction program.	44% of Method Schools staff are within their first two years of teaching.	16.1% of staff completed their first year of induction. 22.6% of staff completed induction.  Method Schools is in Phase 2 of Initial Institutional Approval for an in-house induction program.	36% of staff completed Year 1 of induction  57% of staff completed induction.  Offered Developmental Coaching to all staff and Instructional Coaching in pilot program	70% of staff have cleared teaching credential having demonstrated mastery of CSTP framework.	75% of staff will have cleared their teaching credential having demonstrated mastery of CSTP framework.

**Goal Analysis**

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

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

In response to leadership changes impacting the whole organization, Method identified the immediate need to better support and develop its school leaders and developed a Leadership Development program. In addition, Method instructional coaching program did not have the ability to scale in a manner that would make instructional coaching available to all who required it. Method transitioned to a new approach to provide a comprehensive professional development plan led by the Director of Instruction role.

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

Goal 3 budgeted expenditures were \$268,000. Actual expenditures are projected to be approximately \$166,753 at 6/30/2024. Action item 3, Induction Program, represents the difference between budget and expenditures. This action item has not yet been implemented due to the departure of the assigned personnel.

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

In its first year of implementation, participants in the instructional coaching program claimed the coaching helped them to reach their instructional goal. However, the program did not have the ability to sustain and scale to reach the larger population of instructional staff that required its support. Based on staff interviews, feedback, and surveys, Method recognized the need to revamp the professional development program starting with its leaders. The leadership development program began Spring 2024.

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

In the coming year, Method plans to revamp the manner in which professional development is provided including a comprehensive return to instructional fundamentals, a focus on the Multi-Tiered System of Supports framework, and a more targeted approach to the personalized professional development that is assigned to staff.



**Instructions**

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

**Goals and Actions****Goal(s)****Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from refApproval of LCAP 6.1 d practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

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

Developed by the California Department of Education, July 2023

### 2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 7,100,800	\$ 928,963	13.083%	3.340%	16.423%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 825,400	\$ 275,000	\$ -	\$ -	\$ 1,100,400.00	\$ 983,350	\$ 117,050

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Edmentum	All	Yes	LEA-wide	All	ALL	2 years	\$ -	\$ 30,250	\$ 30,250	\$ -	\$ -	\$ -	\$ 30,250	0.000%
1	2	SF Curriculum Development	All	Yes	LEA-wide	All	ALL	3 years	\$ 160,000	\$ -	\$ 160,000	\$ -	\$ -	\$ -	\$ 160,000	0.000%
1	3	ELA and Math Specialist	All	Yes	LEA-wide	All	ALL	3 years	\$ 98,000	\$ -	\$ 98,000	\$ -	\$ -	\$ -	\$ 98,000	0.000%
1	4	SPED supports	All	Yes	LEA-wide	All	ALL	3 years	\$ 275,000	\$ -	\$ -	\$ 275,000	\$ -	\$ -	\$ 275,000	0.000%
1	5	Counselor Development	All	Yes	LEA-wide	All	ALL	3 years	\$ -	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000	0.000%
1	6	Multi-language development program	All	Yes	LEA-wide	All	ALL	3 years	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	0.000%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
2	1	Parent Success Program	All	Yes	LEA-wide	All	ALL	3 years	\$ 4,300	\$ 1,800	\$ 6,100	\$ -	\$ -	\$ -	\$ 6,100	0.000%
2	2	Parent Advisory Program	All	Yes	LEA-wide	All	ALL	3 years	\$ 47,000	\$ -	\$ 47,000	\$ -	\$ -	\$ -	\$ 47,000	0.000%
2	3	Student clubs and Leadership	All	Yes	LEA-wide	All	ALL	3 years	\$ -	\$ 7,000	\$ 7,000	\$ -	\$ -	\$ -	\$ 7,000	0.000%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	1	Leadership Development Program	All	No	LEA-wide	N/A	ALL	3 years	\$ 47,850	\$ 25,000	\$ 72,850	\$ -	\$ -	\$ -	\$ 72,850	0.000%
3	2	Director of Instruction	All	Yes	LEA-wide	All	ALL	3 years	\$ 84,000	\$ -	\$ 84,000	\$ -	\$ -	\$ -	\$ 84,000	0.000%
3	3	Professional MTSS Development Program	All	Yes	LEA-wide	All	ALL	3 years	\$ 20,000	\$ 50,000	\$ 70,000	\$ -	\$ -	\$ -	\$ 70,000	0.000%
3	4	Schoolwide MTSS	All	Yes	LEA-wide	All	ALL	3 years	\$ 197,200	\$ -	\$ 197,200	\$ -	\$ -	\$ -	\$ 197,200	0.000%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%

**2024-25 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 7,100,800	\$ 928,963	13.083%	3.340%	16.423%	\$ 752,550	0.000%	10.598%	<b>Total:</b>	\$ 752,550
								<b>LEA-wide Total:</b>	\$ 752,550
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Edmentum	Yes	LEA-wide	All	ALL	\$ 30,250	0.000%
1	2	SF Curriculum Development	Yes	LEA-wide	All	ALL	\$ 160,000	0.000%
1	3	ELA and Math Specialist	Yes	LEA-wide	All	ALL	\$ 98,000	0.000%
1	4	SPED supports	Yes	LEA-wide	All	ALL	\$ -	0.000%
1	5	Counselor Development	Yes	LEA-wide	All	ALL	\$ 3,000	0.000%
1	6	Multi-language development program	Yes	LEA-wide	All	ALL	\$ 50,000	0.000%
							\$ -	0.000%
2	1	Parent Success Program	Yes	LEA-wide	All	ALL	\$ 6,100	0.000%
2	2	Parent Advisory Program	Yes	LEA-wide	All	ALL	\$ 47,000	0.000%
2	3	Student clubs and Leadership	Yes	LEA-wide	All	ALL	\$ 7,000	0.000%
							\$ -	0.000%
3	1	Leadership Development Program	No	LEA-wide		ALL	\$ -	0.000%
3	2	Director of Instruction	Yes	LEA-wide	All	ALL	\$ 84,000	0.000%
3	3	Professional MTSS Development Program	Yes	LEA-wide	All	ALL	\$ 70,000	0.000%
3	4	Schoolwide MTSS	Yes	LEA-wide	All	ALL	\$ 197,200	0.000%

## 2024-25 Annual Update Table

<b>Totals:</b>	<b>Last Year's Total Planned Expenditures (Total Funds)</b>	<b>Total Estimated Actual Expenditures (Total Funds)</b>
<b>Totals:</b>	\$ 1,100,400.00	\$ -

<b>Last Year's Goal #</b>	<b>Last Year's Action #</b>	<b>Prior Action/Service Title</b>	<b>Contributed to Increased or Improved Services?</b>
1	1	Edmentum	Yes
1	2	SF Curriculum Development	Yes
1	3	ELA and Math Specialist	Yes
1	4	SPED supports	Yes
1	5	Counselor Development	Yes
1	6	Multi-language development program	Yes
2	1	Parent Success Program	Yes
2	2	Parent Advisory Program	Yes
2	3	Student clubs and Leadership	Yes
3	1	Leadership Development Program	No
3	2	Director of Instruction	Yes
3	3	Professional MTSS Development Program	Yes
3	4	Schoolwide MTSS	Yes

Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
\$ 30,250	\$ -
\$ 160,000	\$ -
\$ 98,000	\$ -
\$ 275,000	\$ -
\$ 3,000	\$ -
\$ 50,000	\$ -
\$ -	\$ -
\$ 6,100	\$ -
\$ 47,000	\$ -
\$ 7,000	\$ -
\$ -	\$ -
\$ 72,850	\$ -
\$ 84,000	\$ -
\$ 70,000	\$ -
\$ 197,200	\$ -



## 2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
\$ 928,963	\$ 752,550	\$ -	\$ 752,550

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?
1	1	Edmentum	Yes
1	2	SF Curriculum Development	Yes
1	3	ELA and Math Specialist	Yes
1	4	SPED supports	Yes
1	5	Counselor Development	Yes
1	6	Multi-language development program	Yes
2	1	Parent Success Program	Yes
2	2	Parent Advisory Program	Yes
2	3	Student clubs and Leadership	Yes
3	1	Leadership Development Program	No
3	2	Director of Instruction	Yes
3	3	Professional MTSS Development Program	Yes

3	4	Schoolwide MTSS	Yes
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5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
0.000%	0.000%	0.000% - No Difference

Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
\$ 30,250		0.000%	0.000%
\$ 160,000		0.000%	0.000%
\$ 98,000		0.000%	0.000%
\$ -		0.000%	0.000%
\$ 3,000		0.000%	0.000%
\$ 50,000		0.000%	0.000%
\$ -	\$ -	0.000%	0.000%
\$ 6,100		0.000%	0.000%
\$ 47,000		0.000%	0.000%
\$ 7,000		0.000%	0.000%
\$ -	\$ -	0.000%	0.000%
\$ -	\$ -	0.000%	0.000%
\$ 84,000		0.000%	0.000%
\$ 70,000		0.000%	0.000%

\$	197,200	0.000%	0.000%
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## 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
\$ 7,100,800	\$ 928,963	3.340%	16.423%	\$ -

8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
0.000%	0.000%	\$ 1,166,129.72	16.423%

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

Developed by the California Department of Education, July 2023

**2024-25 Total Planned Expenditures Table**

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 6,808,780	\$ 522,234	7.670%	0.000%	7.670%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 825,400	\$ 275,000	\$ -	\$ -	\$ 1,100,400.00	\$ 983,350	\$ 117,050

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Edmentum	All	Yes	LEA-wide	All	ALL	2 years	\$ -	\$ 30,250	\$ 30,250	\$ -	\$ -	\$ -	\$ 30,250	0.000%
1	2	SF Curriculum Development	All	Yes	LEA-wide	All	ALL	3 years	\$ 160,000	\$ -	\$ 160,000	\$ -	\$ -	\$ -	\$ 160,000	0.000%
1	3	ELA and Math Specialist	All	Yes	LEA-wide	All	ALL	3 years	\$ 98,000	\$ -	\$ 98,000	\$ -	\$ -	\$ -	\$ 98,000	0.000%
1	4	SPED supports	All	Yes	LEA-wide	All	ALL	3 years	\$ 275,000	\$ -	\$ -	\$ 275,000	\$ -	\$ -	\$ 275,000	0.000%
1	5	Counselor Development	All	Yes	LEA-wide	All	ALL	3 years	\$ -	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000	0.000%
1	6	Multi-language development program	All	Yes	LEA-wide	All	ALL	3 years	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	0.000%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
2	1	Parent Success Program	All	Yes	LEA-wide	All	ALL	3 years	\$ 4,300	\$ 1,800	\$ 6,100	\$ -	\$ -	\$ -	\$ 6,100	0.000%
2	2	Parent Advisory Program	All	Yes	LEA-wide	All	ALL	3 years	\$ 47,000	\$ -	\$ 47,000	\$ -	\$ -	\$ -	\$ 47,000	0.000%
2	3	Student clubs and Leadership	All	Yes	LEA-wide	All	ALL	3 years	\$ -	\$ 7,000	\$ 7,000	\$ -	\$ -	\$ -	\$ 7,000	0.000%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	1	Leadership Development Program	All	No	LEA-wide	N/A	ALL	3 noars	\$ 47,850	\$ 25,000	\$ 72,850	\$ -	\$ -	\$ -	\$ 72,850	0.000%
3	2	Director of Instruction	All	Yes	LEA-wide	All	ALL	3 years	\$ 84,000	\$ -	\$ 84,000	\$ -	\$ -	\$ -	\$ 84,000	0.000%
3	3	Professional MTSS Development Program	All	Yes	LEA-wide	All	ALL	3 years	\$ 20,000	\$ 50,000	\$ 70,000	\$ -	\$ -	\$ -	\$ 70,000	0.000%
3	4	Schoolwide MTSS	All	Yes	LEA-wide	All	ALL	3 years	\$ 197,200	\$ -	\$ 197,200	\$ -	\$ -	\$ -	\$ 197,200	0.000%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%



**2024-25 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 6,808,780	\$ 522,234	7.670%	0.000%	7.670%	\$ 752,550	0.000%	11.053%	<b>Total:</b>	\$ 752,550
								<b>LEA-wide Total:</b>	\$ 752,550
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Edmentum	Yes	LEA-wide	All	ALL	\$ 30,250	0.000%
1	2	SF Curriculum Development	Yes	LEA-wide	All	ALL	\$ 160,000	0.000%
1	3	ELA and Math Specialist	Yes	LEA-wide	All	ALL	\$ 98,000	0.000%
1	4	SPED supports	Yes	LEA-wide	All	ALL	\$ -	0.000%
1	5	Counselor Development	Yes	LEA-wide	All	ALL	\$ 3,000	0.000%
1	6	Multi-language development program	Yes	LEA-wide	All	ALL	\$ 50,000	0.000%
							\$ -	0.000%
2	1	Parent Success Program	Yes	LEA-wide	All	ALL	\$ 6,100	0.000%
2	2	Parent Advisory Program	Yes	LEA-wide	All	ALL	\$ 47,000	0.000%
2	3	Student clubs and Leadership	Yes	LEA-wide	All	ALL	\$ 7,000	0.000%
							\$ -	0.000%
3	1	Leadership Development Program	No	LEA-wide		ALL	\$ -	0.000%
3	2	Director of Instruction	Yes	LEA-wide	All	ALL	\$ 84,000	0.000%
3	3	Professional MTSS Development Program	Yes	LEA-wide	All	ALL	\$ 70,000	0.000%
3	4	Schoolwide MTSS	Yes	LEA-wide	All	ALL	\$ 197,200	0.000%
							\$ -	0.000%

## 2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,100,400.00	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?
1	1	Edmentum	Yes
1	2	SF Curriculum Development	Yes
1	3	ELA and Math Specialist	Yes
1	4	SPED supports	Yes
1	5	Counselor Development	Yes
1	6	Multi-language development program	Yes
2	1	Parent Success Program	Yes
2	2	Parent Advisory Program	Yes
2	3	Student clubs and Leadership	Yes
3	1	Leadership Development Program	No
3	2	Director of Instruction	Yes
3	3	Professional MTSS Development Program	Yes
3	4	Schoolwide MTSS	Yes

Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
\$ 30,250	\$ -
\$ 160,000	\$ -
\$ 98,000	\$ -
\$ 275,000	\$ -
\$ 3,000	\$ -
\$ 50,000	\$ -
\$ -	\$ -
\$ 6,100	\$ -
\$ 47,000	\$ -
\$ 7,000	\$ -
\$ -	\$ -
\$ 72,850	\$ -
\$ 84,000	\$ -
\$ 70,000	\$ -
\$ 197,200	\$ -
\$ -	\$ -
\$ -	\$ -

## 2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
\$ 522,234	\$ 752,550	\$ -	\$ 752,550

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?
1	1	Edmentum	Yes
1	2	SF Curriculum Development	Yes
1	3	ELA and Math Specialist	Yes
1	4	SPED supports	Yes
1	5	Counselor Development	Yes
1	6	Multi-language development program	Yes
2	1	Parent Success Program	Yes
2	2	Parent Advisory Program	Yes
2	3	Student clubs and Leadership	Yes
3	1	Leadership Development Program	No
3	2	Director of Instruction	Yes
3	3	Professional MTSS Development Program	Yes

5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
0.000%	0.000%	0.000% - No Difference

Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
\$ 30,250		0.000%	0.000%
\$ 160,000		0.000%	0.000%
\$ 98,000		0.000%	0.000%
\$ -		0.000%	0.000%
\$ 3,000		0.000%	0.000%
\$ 50,000		0.000%	0.000%
\$ -	\$ -	0.000%	0.000%
\$ 6,100		0.000%	0.000%
\$ 47,000		0.000%	0.000%
\$ 7,000		0.000%	0.000%
\$ -	\$ -	0.000%	0.000%
\$ -	\$ -	0.000%	0.000%
\$ 84,000		0.000%	0.000%
\$ 70,000		0.000%	0.000%

\$	197,200		0.000%	0.000%
\$	-	\$ -	0.000%	0.000%

## 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
\$ 6,808,780	\$ 522,234	0.000%	7.670%	\$ -

8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
0.000%	0.000%	\$ 522,234.00	7.670%



# **Local Control Funding Formula (LCFF) Budget Overview for Parents Template**

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents: Narrative Responses

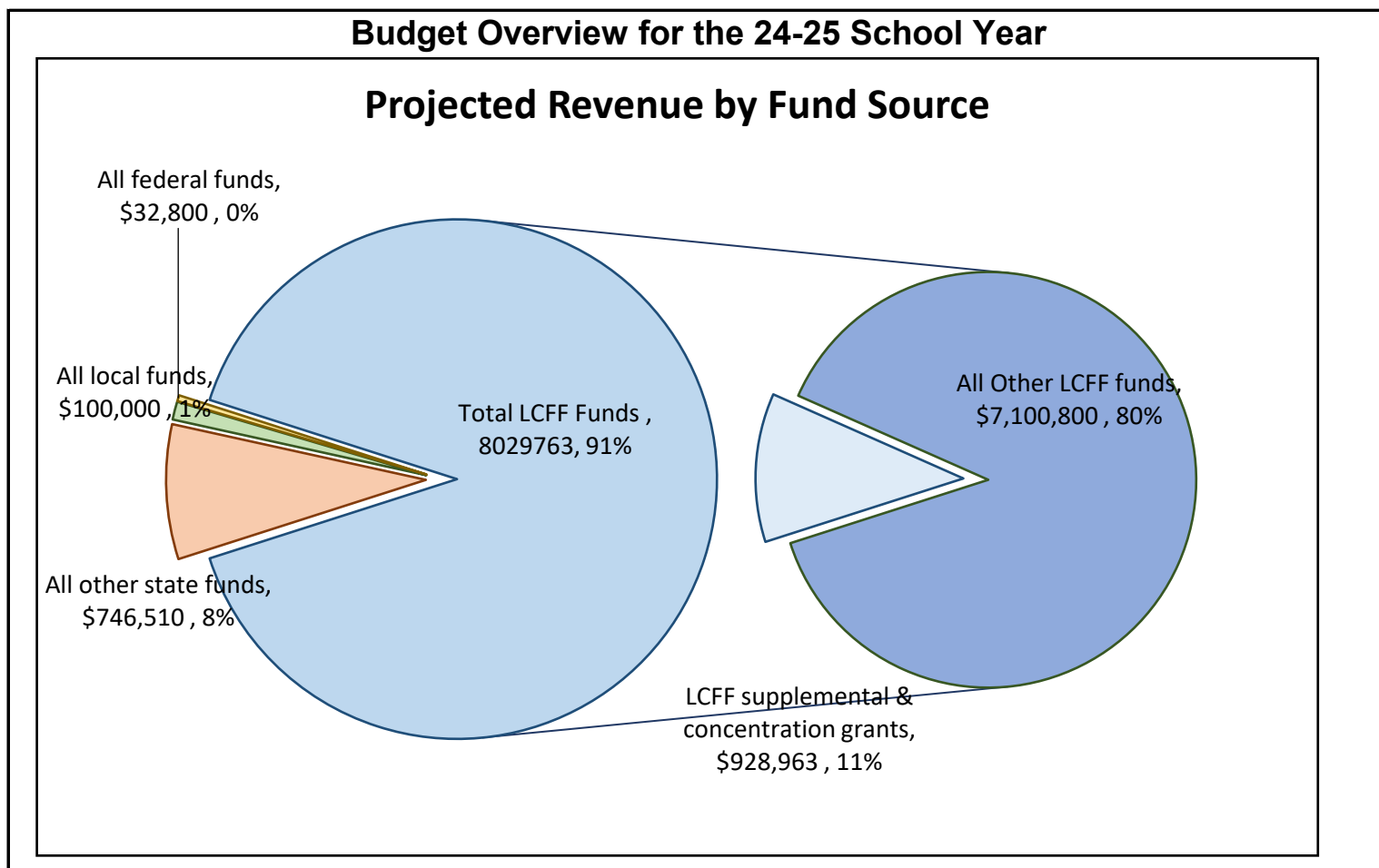
LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>General fund revenue not included in the LCAP plan includes all day to day instructional operations and administrative costs</p>
<p>The amount budgeted to increase or improve services for high needs students in the 24-25 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 24-25. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.</p>	<p>Method's day to day instructional operations includes services and attention to improved services.</p>
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 23-24 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 23-24.</p>	<p>The actual expenditures needed for high needs students at 6/30/24 are projected to be below the budgeted amount. However, the fact that less was spent than expected, did not impact the services provided for high needs students. Some of the difference was due to salary changes and vendor associations costs which were less than budgeted.</p>

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Method LA  
 CDS Code: 1697  
 School Year: 24-25  
 LEA contact information: Stefanie bryant

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

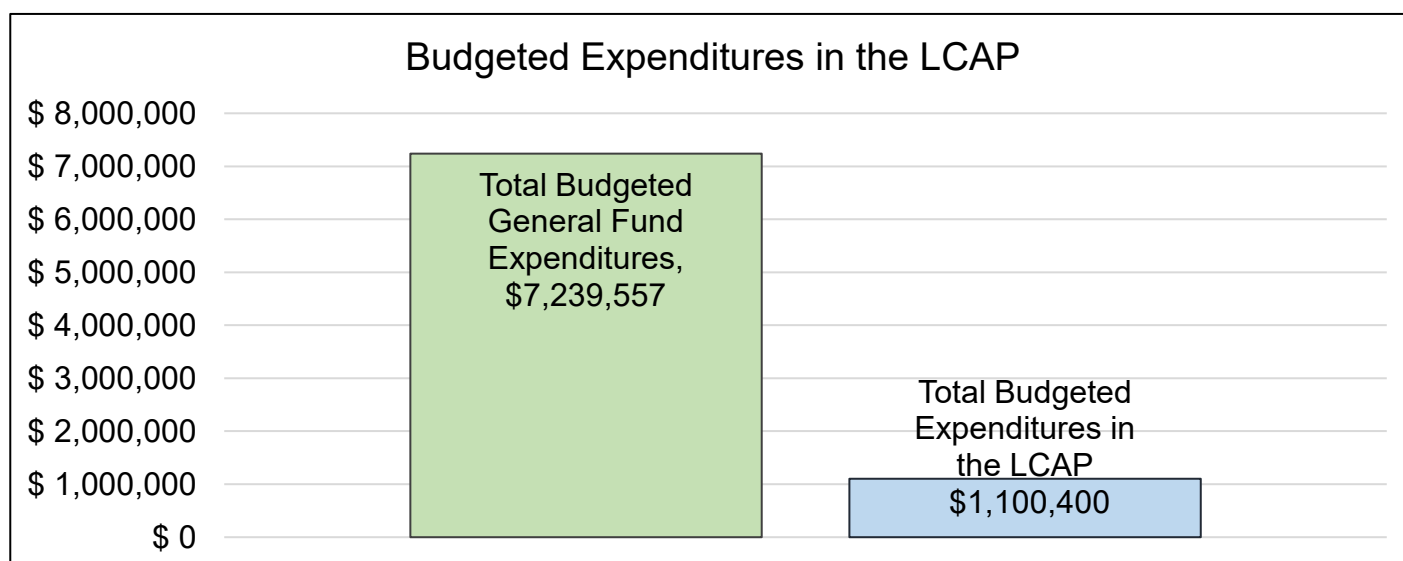


This chart shows the total general purpose revenue Method LA expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Method LA is \$8,909,073.00, of which \$8,029,763.00 is Local Control Funding Formula (LCFF), \$746,510.00 is other state funds, \$100,000.00 is local funds, and \$32,800.00 is federal funds. Of the \$8,029,763.00 in LCFF Funds, \$928,963.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Method LA plans to spend for 24-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Method LA plans to spend \$7,239,557.00 for the 24-25 school year. Of that amount, \$1,100,400.00 is tied to actions/services in the LCAP and \$6,139,157.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund revenue not included in the LCAP plan includes all day to day instructional operations and administrative costs

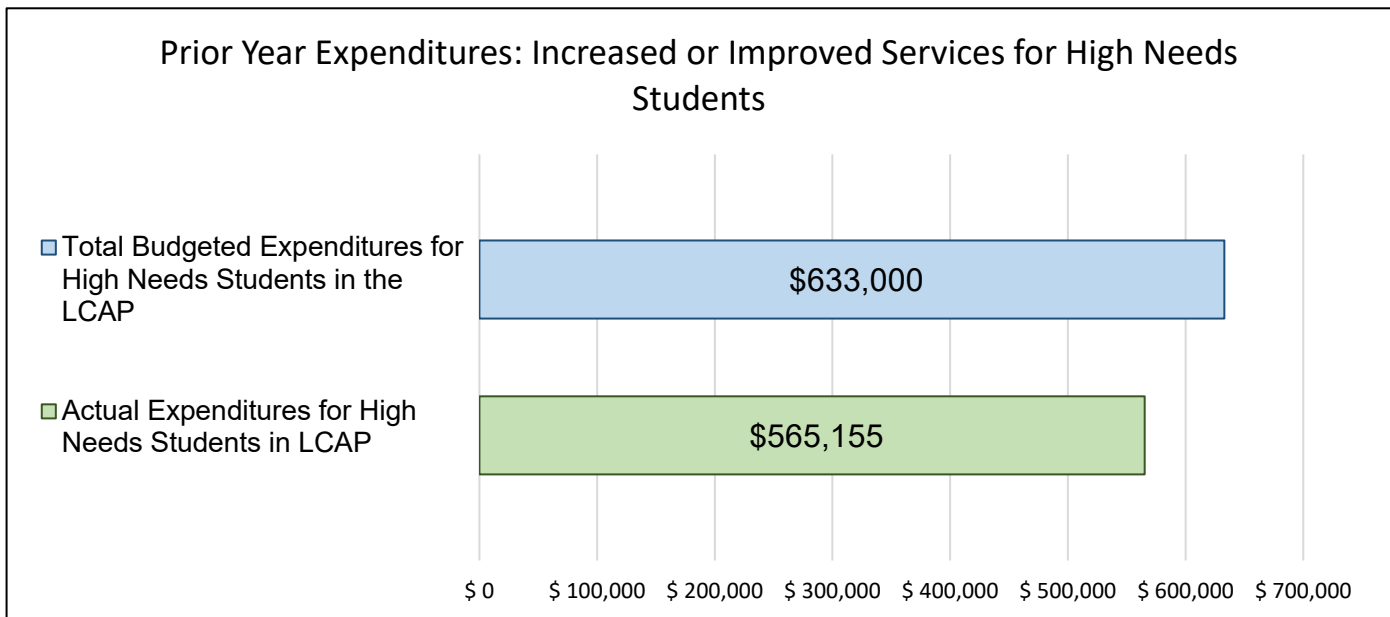
### Increased or Improved Services for High Needs Students in the LCAP for the 24-25 School Year

In 24-25, Method LA is projecting it will receive \$928,963.00 based on the enrollment of foster youth, English learner, and low-income students. Method LA must describe how it intends to increase or improve services for high needs students in the LCAP. Method LA plans to spend \$752,550.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

Method's day to day instructional operations includes services and attention to improved services.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 23-24



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

The text description of the above chart is as follows: In 23-24, Method LA's LCAP budgeted \$633,000.00 for planned actions to increase or improve services for high needs students. Method LA actually spent \$565,155.00 for actions to increase or improve services for high needs students in 23-24. The difference between the budgeted and actual expenditures of \$67,845.00 had the following impact on Method LA's ability to increase or improve services for high needs students:

The actual expenditures needed for high needs students at 6/30/24 are projected to be below the budgeted amount. However, the fact that less was spent than expected, did not impact the services provided for high needs students. Some of the difference was due to salary changes and vendor associations costs which were less than budgeted.

# **Local Control Funding Formula (LCFF) Budget Overview for Parents Template**

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>General fund revenue not included in the LCAP plan includes all day to day instructional operations and administrative costs</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>Method's day to day instructional operations includes services and attention to improved services.</p>
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 23-24 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 23-24.</p>	<p>The actual expenditures needed for high needs students at 6/30/24 are projected to be below the budgeted amount. However, the fact that less was spent than expected, did not impact the services provided for high needs students. Some of the difference was due to salary changes and vendor associations costs which were less than budgeted.</p>

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Method Schools

CDS Code: 1617

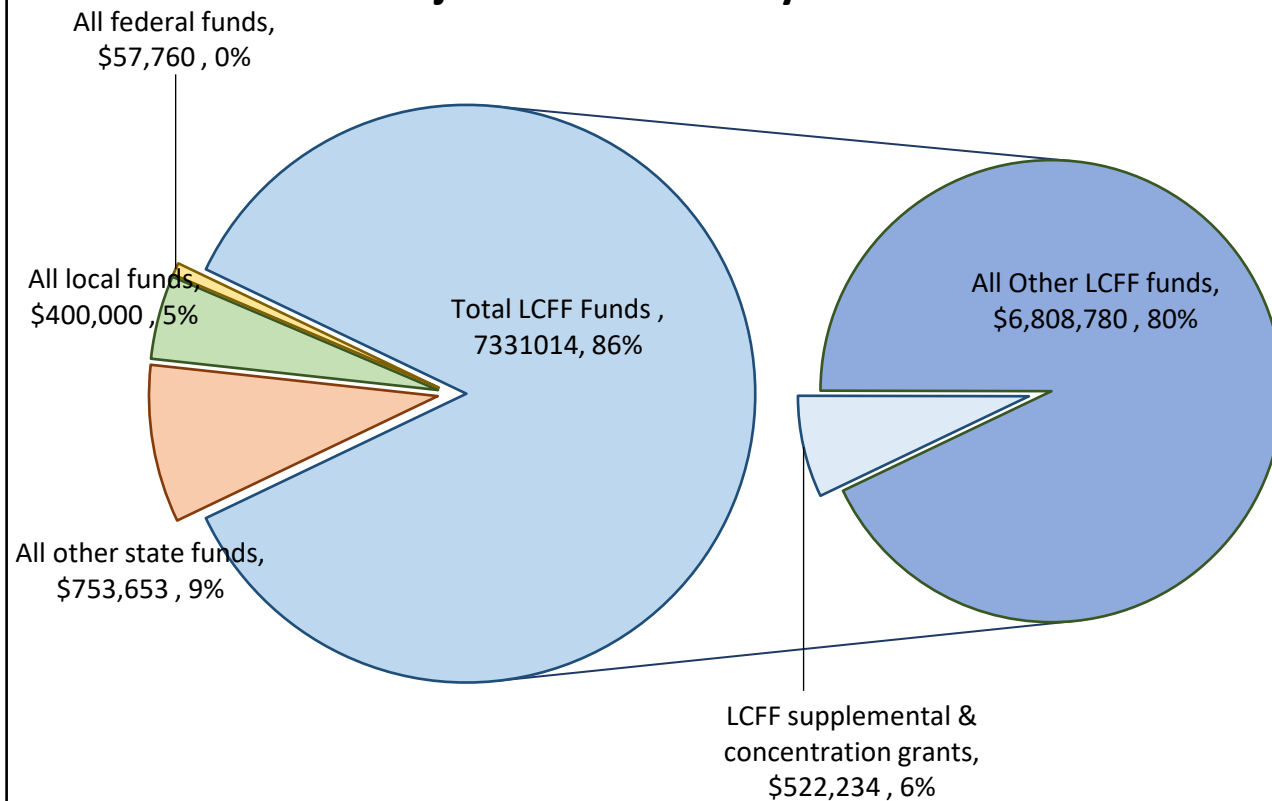
School Year: 24-25

LEA contact information: Stefanie Bryant

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

## Budget Overview for the 24-25 School Year

### Projected Revenue by Fund Source



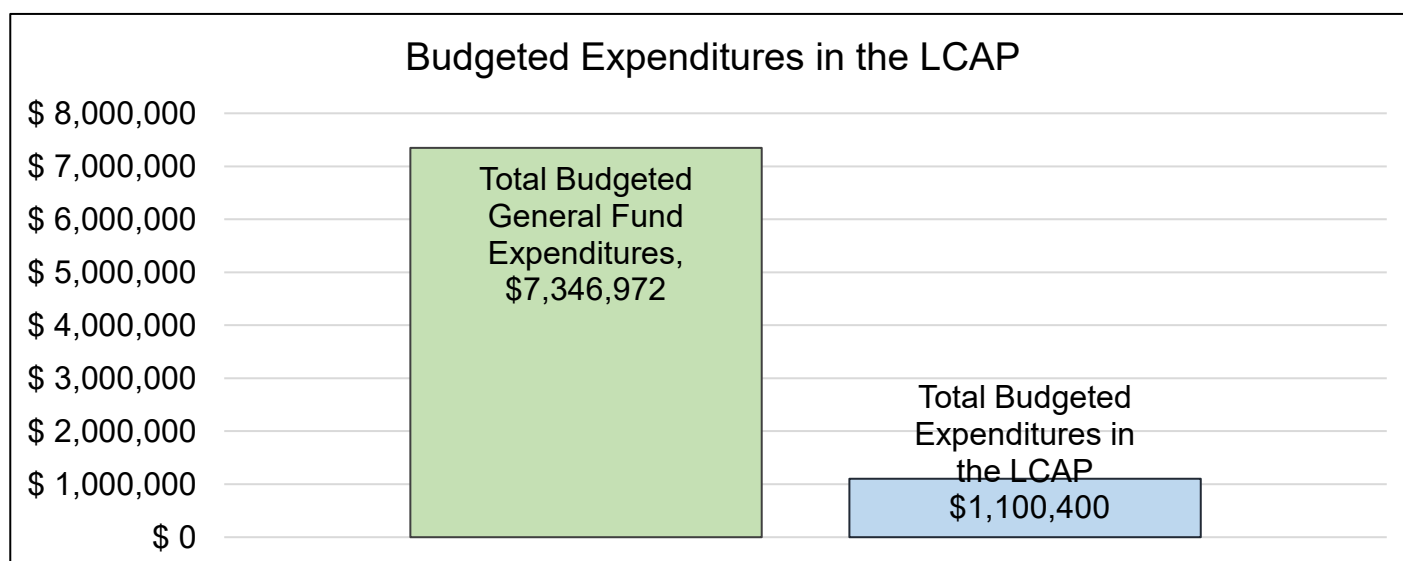
This chart shows the total general purpose revenue Method Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Method Schools is \$8,542,427.00, of which \$7,331,014.00 is Local Control Funding Formula (LCFF), \$753,653.00 is other state funds, \$400,000.00 is local funds, and \$57,760.00 is federal funds. Of the \$7,331,014.00 in LCFF Funds, \$522,234.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).



## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Method Schools plans to spend for 24-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Method Schools plans to spend \$7,346,972.00 for the 24-25 school year. Of that amount, \$1,100,400.00 is tied to actions/services in the LCAP and \$6,246,572.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

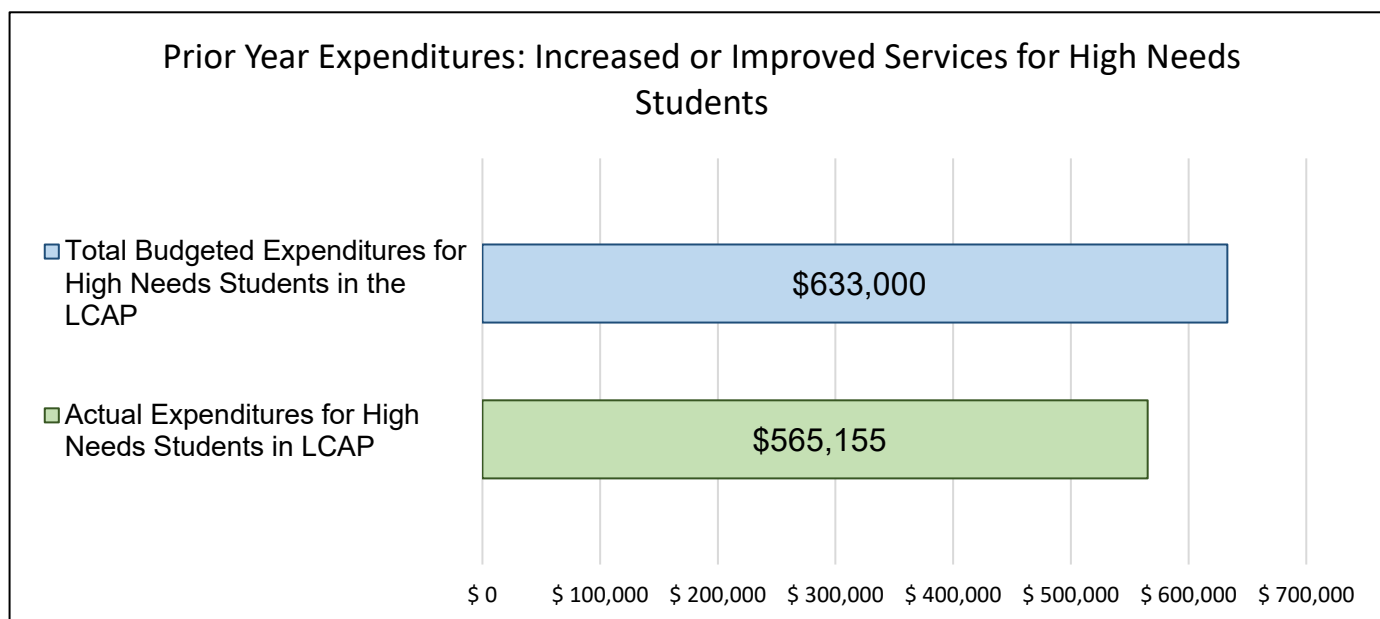
General fund revenue not included in the LCAP plan includes all day to day instructional operations and administrative costs

### Increased or Improved Services for High Needs Students in the LCAP for the 24-25 School Year

In 24-25, Method Schools is projecting it will receive \$522,234.00 based on the enrollment of foster youth, English learner, and low-income students. Method Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Method Schools plans to spend \$752,550.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 23-24



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

The text description of the above chart is as follows: In 23-24, Method Schools's LCAP budgeted \$633,000.00 for planned actions to increase or improve services for high needs students. Method Schools actually spent \$565,155.00 for actions to increase or improve services for high needs students in 23-24. The difference between the budgeted and actual expenditures of \$67,845.00 had the following impact on Method Schools's ability to increase or improve services for high needs students:

The actual expenditures needed for high needs students at 6/30/24 are projected to be below the budgeted amount. However, the fact that less was spent than expected, did not impact the services provided for high needs students. Some of the difference was due to salary changes and vendor associations costs which were less than budgeted.

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

Developed by the California Department of Education, March 2022

## 23-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,062,000.00	\$ 954,929.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Curriculum Improvement	No	\$ 100,000	\$ 163,296
1	2	Competency-Based Learning Development	Yes	\$ 200,000	\$ 190,144
1	3	College & Career Counseling	Yes	\$ 125,000	\$ 135,915
				\$ -	\$ -
2	1	CTE Expansion	Yes	\$ 33,000	\$ 44,275
2	2	Mental Health / Social Emotional Wellness	Yes	\$ 275,000	\$ 200,693
2	3	Parent Workshops	No	\$ 61,000	\$ 53,853
				\$ -	\$ -
3	1	Coaching & Mentorship	No	\$ 100,000	\$ 116,753
3	2	Professional Development	No	\$ 53,000	\$ 50,000
3	3	Induction Program	No	\$ 115,000	\$ -
				\$ -	\$ -
				\$ -	\$ -

**23-24 Contributing Actions Annual Update Table**

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 802,451	\$ 633,000	\$ 571,027	\$ 61,973	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Competency-Based Learning Development	Yes	\$ 200,000	\$ 190,144.00	0.00%	0.00%
1	3	College & Career Counseling	Yes	\$ 125,000	\$ 135,915.00	0.00%	0.00%
2	1	CTE Expansion	Yes	\$ 33,000	\$ 44,275.00	0.00%	0.00%
2	2	Mental Health / Social Emotional Wellness	Yes	\$ 275,000	\$ 200,693.00	0.00%	0.00%

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

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
23-24	\$ 6,935,917	\$ 802,451	11.57%	0.00%	11.57%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Curriculum Improvement	All	No	Schoolwide		All Grades	On-Going	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000	0.00%
1	2	Competency-Based Learning Development	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income, Foster Youth	All Grades	On-Going	\$ 200,000	\$ -	\$ 200,000	\$ -	\$ -	\$ -	\$ 200,000	0.00%
1	3	College & Career Counseling	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	On-Going	\$ 115,000	\$ 10,000	\$ 125,000	\$ -	\$ -	\$ -	\$ 125,000	0.00%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
2	1	CTE Expansion	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	On-Going	\$ 31,000	\$ 2,000	\$ 33,000	\$ -	\$ -	\$ -	\$ 33,000	0.00%
2	2	Mental Health / Social Emotional Wellness	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income	All Grades	On-Going	\$ 200,000	\$ 75,000	\$ 275,000	\$ -	\$ -	\$ -	\$ 275,000	0.00%
2	3	Parent Workshops	All	No	Schoolwide		All Grades	On-Going	\$ 61,000	\$ -	\$ 61,000	\$ -	\$ -	\$ -	\$ 61,000	0.00%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
3	1	Coaching & Mentorship	All	No	Schoolwide		All Grades	On-Going	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000	0.00%
3	2	Professional Development	All	No	Schoolwide		All Grades	On-Going	\$ -	\$ 53,000	\$ 53,000	\$ -	\$ -	\$ -	\$ 53,000	0.00%
3	3	Induction Program	All	No	Schoolwide		All Grades	On-Going	\$ 115,000	\$ -	\$ 115,000	\$ -	\$ -	\$ -	\$ 115,000	0.00%

## 23-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	\$ 1,062,000	\$ -	\$ -	\$ -	1,062,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds
1	1	Curriculum Improvement	All	\$ 100,000	\$ -
1	2	Competency-Based Learning Development	English Learners, Low Income, Foster Youth	\$ 200,000	\$ -
1	3	College & Career Counseling	English Learners, Low Income, Foster Youth	\$ 125,000	\$ -
				\$ -	\$ -
2	1	CTE Expansion	English Learners, Low Income, Foster Youth	\$ 33,000	\$ -
2	2	Mental Health / Social Emotional Wellness	English Learners, Low Income	\$ 275,000	\$ -
2	3	Parent Workshops	All	\$ 61,000	\$ -
				\$ -	\$ -
3	1	Coaching & Mentorship	All	\$ 100,000	\$ -
3	2	Professional Development	All	\$ 53,000	\$ -
3	3	Induction Program	All	\$ 115,000	\$ -

Total Personnel	Total Non-personnel
\$ 822,000	\$ 240,000

Local Funds	Federal Funds	Total Funds
\$ -	\$ -	\$ 100,000
\$ -	\$ -	\$ 200,000
\$ -	\$ -	\$ 125,000
\$ -	\$ -	\$ -
\$ -	\$ -	\$ 33,000
\$ -	\$ -	\$ 275,000
\$ -	\$ -	\$ 61,000
\$ -	\$ -	\$ -
\$ -	\$ -	\$ 100,000
\$ -	\$ -	\$ 53,000
\$ -	\$ -	\$ 115,000



## 23-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)
\$ 6,935,917	\$ 802,451	11.57%

Goal #	Action #	Action Title
1	2	Competency-Based Learning Development
1	3	College & Career Counseling
2	1	CTE Expansion
2	2	Mental Health / Social Emotional Wellness

<b>LCFF Carryover — Percentage (Percentage from Prior Year)</b>	<b>Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)</b>	<b>4. Total Planned Contributing Expenditures (LCFF Funds)</b>	<b>5. Total Planned Percentage of Improved Services (%)</b>	<b>Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)</b>
0.00%	11.57%	\$ 633,000	0.00%	9.13%

<b>Contributing to Increased or Improved Services?</b>	<b>Scope</b>	<b>Unduplicated Student Group(s)</b>	<b>Location</b>	<b>Planned Expenditures for Contributing Actions (LCFF Funds)</b>
Yes	Schoolwide	English Learners, Low Income, Foster Youth	All Grades	\$ 200,000
Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	\$ 125,000
				\$ -
Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	\$ 33,000
Yes	Schoolwide	English Learners, Low Income, Foster Youth	All Grades	\$ 275,000
				\$ -

Totals by Type	Total LCFF Funds
<b>Total:</b>	\$ 633,000
<b>LEA-wide Total:</b>	\$ -
<b>Limited Total:</b>	\$ -
<b>Schoolwide Total:</b>	\$ 633,000

Planned Percentage of Improved Services (%)
0.00%
0.00%
0.00%
0.00%
0.00%
0.00%

## 23-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 6,935,917	\$ 802,451	0.00%	11.57%	\$ 571,027	0.00%	8.23%	\$ 231,424.00	3.34%

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

Developed by the California Department of Education, March 2022

## 23-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,062,000.00	\$ 954,875.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Curriculum Improvement	No	\$ 100,000	\$ 163,296
1	2	Competency-Based Learning Development	Yes	\$ 200,000	\$ 190,144
1	3	College & Career Counseling	Yes	\$ 125,000	\$ 135,915
				\$ -	\$ -
2	1	CTE Expansion	Yes	\$ 33,000	\$ 44,275
2	2	Mental Health / Social Emotional Wellness	Yes	\$ 275,000	\$ 200,639
2	3	Parent Workshops	No	\$ 61,000	\$ 53,853
				\$ -	\$ -
3	1	Coaching & Mentorship	No	\$ 100,000	\$ 116,753
3	2	Professional Development	No	\$ 53,000	\$ 50,000
3	3	Induction Program	No	\$ 115,000	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -

**23-24 Contributing Actions Annual Update Table**

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 494,708	\$ 633,000	\$ 571,027	\$ 61,973	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Competency-Based Learning Development	Yes	\$ 200,000	\$ 190,144.00	0.00%	0.00%
1	3	College & Career Counseling	Yes	\$ 125,000	\$ 135,915.00	0.00%	0.00%
2	1	CTE Expansion	Yes	\$ 33,000	\$ 44,275.00	0.00%	0.00%
2	2	Mental Health / Social Emotional Wellness	Yes	\$ 275,000	\$ 200,693.00	0.00%	0.00%

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

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
23-24	\$ 6,524,766	\$ 494,708	7.58%	0.00%	7.58%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Curriculum Improvement	All	No	Schoolwide		All Grades	On-Going	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000	0.00%
1	2	Competency-Based Learning Development	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income, Foster Youth	All Grades	On-Going	\$ 200,000	\$ -	\$ 200,000	\$ -	\$ -	\$ -	\$ 200,000	0.00%
1	3	College & Career Counseling	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	On-Going	\$ 115,000	\$ 10,000	\$ 125,000	\$ -	\$ -	\$ -	\$ 125,000	0.00%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
2	1	CTE Expansion	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	On-Going	\$ 31,000	\$ 2,000	\$ 33,000	\$ -	\$ -	\$ -	\$ 33,000	0.00%
2	2	Mental Health / Social Emotional Wellness	English Learners, Low Income, Foster Youth	Yes	Schoolwide	English Learners, Low Income	All Grades	On-Going	\$ 200,000	\$ 75,000	\$ 275,000	\$ -	\$ -	\$ -	\$ 275,000	0.00%
2	3	Parent Workshops	All	No	Schoolwide		All Grades	On-Going	\$ 61,000	\$ -	\$ 61,000	\$ -	\$ -	\$ -	\$ 61,000	0.00%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
3	1	Coaching & Mentorship	All	No	Schoolwide		All Grades	On-Going	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000	0.00%
3	2	Professional Development	All	No	Schoolwide		All Grades	On-Going	\$ -	\$ 53,000	\$ 53,000	\$ -	\$ -	\$ -	\$ 53,000	0.00%
3	3	Induction Program	All	No	Schoolwide		All Grades	On-Going	\$ 115,000	\$ -	\$ 115,000	\$ -	\$ -	\$ -	\$ 115,000	0.00%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
									\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%



## 23-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	\$ 1,062,000	\$ -	\$ -	\$ -	1,062,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds
1	1	Curriculum Improvement	All	\$ 100,000	\$ -
1	2	Competency-Based Learning Development	English Learners, Low Income, Foster Youth	\$ 200,000	\$ -
1	3	College & Career Counseling	English Learners, Low Income, Foster Youth	\$ 125,000	\$ -
				\$ -	\$ -
2	1	CTE Expansion	English Learners, Low Income, Foster Youth	\$ 33,000	\$ -
2	2	Mental Health / Social Emotional Wellness	English Learners, Low Income	\$ 275,000	\$ -
2	3	Parent Workshops	All	\$ 61,000	\$ -
				\$ -	\$ -
3	1	Coaching & Mentorship	All	\$ 100,000	\$ -
3	2	Professional Development	All	\$ 53,000	\$ -
3	3	Induction Program	All	\$ 115,000	\$ -
				\$ -	\$ -

Total Personnel	Total Non-personnel
\$ 822,000	\$ 240,000

Local Funds	Federal Funds	Total Funds
\$ -	\$ -	\$ 100,000
\$ -	\$ -	\$ 200,000
\$ -	\$ -	\$ 125,000
\$ -	\$ -	\$ -
\$ -	\$ -	\$ 33,000
\$ -	\$ -	\$ 275,000
\$ -	\$ -	\$ 61,000
\$ -	\$ -	\$ -
\$ -	\$ -	\$ 100,000
\$ -	\$ -	\$ 53,000
\$ -	\$ -	\$ 115,000
\$ -	\$ -	\$ -

## 23-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)
\$ 6,524,766	\$ 494,708	7.58%

Goal #	Action #	Action Title
1	2	Competency-Based Learning Development
1	3	College & Career Counseling
2	1	CTE Expansion
2	2	Mental Health / Social Emotional Wellness

<b>LCFF Carryover — Percentage (Percentage from Prior Year)</b>	<b>Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)</b>	<b>4. Total Planned Contributing Expenditures (LCFF Funds)</b>	<b>5. Total Planned Percentage of Improved Services (%)</b>	<b>Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)</b>
0.00%	7.58%	\$ 633,000	0.00%	9.70%

<b>Contributing to Increased or Improved Services?</b>	<b>Scope</b>	<b>Unduplicated Student Group(s)</b>	<b>Location</b>	<b>Planned Expenditures for Contributing Actions (LCFF Funds)</b>
Yes	Schoolwide	English Learners, Low Income, Foster Youth	All Grades	\$ 200,000
Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	\$ 125,000
				\$ -
Yes	Schoolwide	English Learners, Low Income, Foster Youth	High School	\$ 33,000
Yes	Schoolwide	English Learners, Low Income, Foster Youth	All Grades	\$ 275,000
				\$ -
				\$ -
				\$ -

Totals by Type	Total LCFF Funds
<b>Total:</b>	\$ 633,000
<b>LEA-wide Total:</b>	\$ -
<b>Limited Total:</b>	\$ -
<b>Schoolwide Total:</b>	\$ 633,000

Planned Percentage of Improved Services (%)
0.00%
0.00%
0.00%
0.00%
0.00%
0.00%
0.00%
0.00%

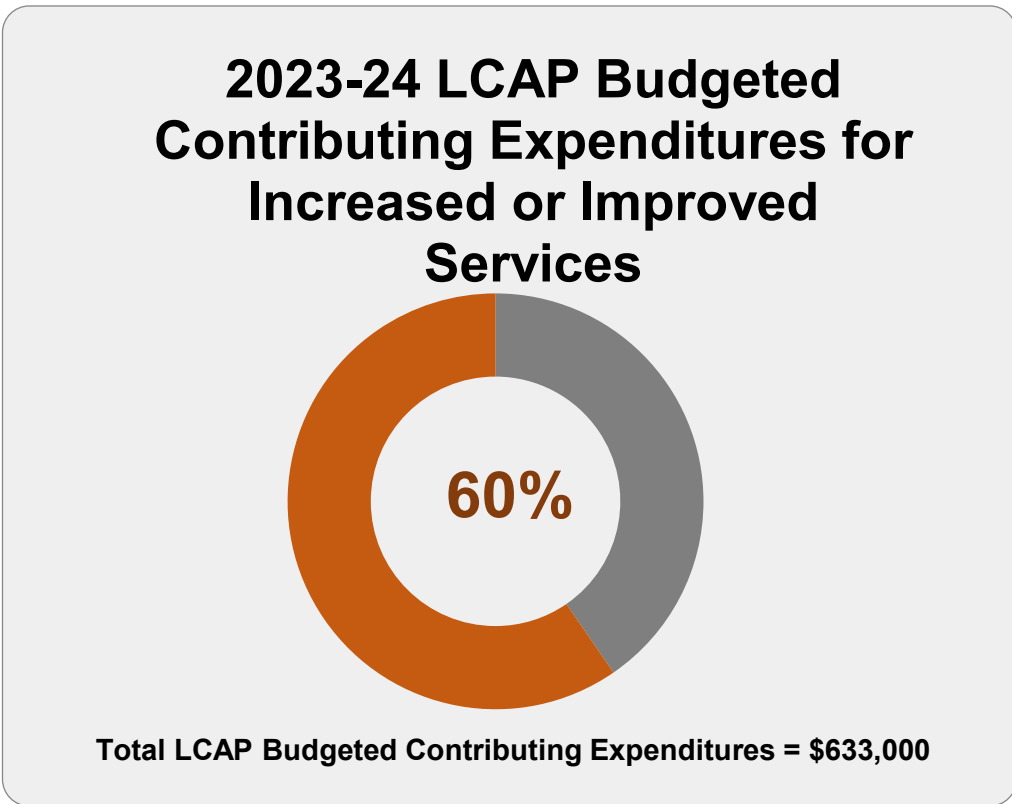
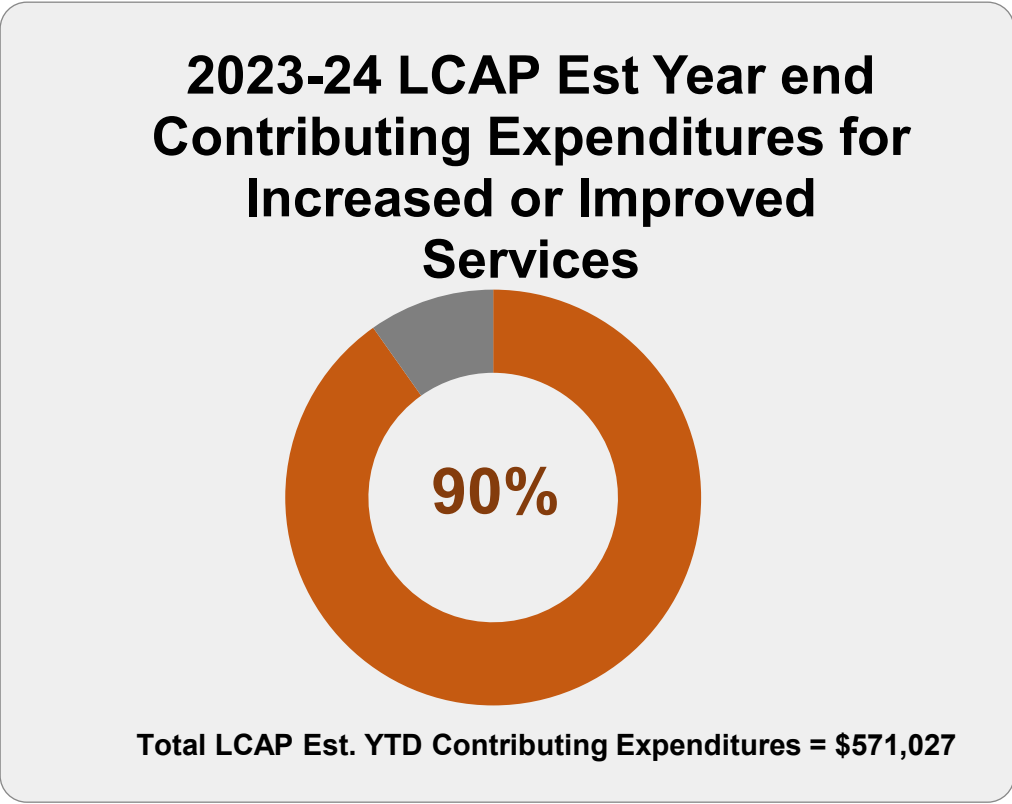
## 23-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 6,524,766	\$ 494,708	0.00%	7.58%	\$ 571,027	0.00%	8.75%	\$0.00 - No Carryover	0.00% - No Carryover

**2023-24 LCAP Est Year end Contributing Expenditures Summary**  
 For the Period July 1, 2023 - June 30, 2024

Contributing Action (Y/N)	Total 2023-24 LCAP Planned Expenditures (A)	Total 2023-24 LCAP Est Year end Actual Expenditures (YTD July - Dec/Jan) (B)	% of Est Year end Expenditures to Planned (Budgeted) Expenditures (B) / (A)	% Planned Expenditures Remaining
N	429,000	383,902	89%	11%
Y	633,000	571,027	90%	10%
<b>Grand Total</b>	<b>1,062,000</b>	<b>954,929</b>		

N 40%  
 Y 60%



**Method Schools**  
**2023-24 LCAP Supplement Est Year end Expenditures Summary**  
 For the Period July 1, 2023 - June 30, 2024

LCAP Goal #	Total 2023-24 LCAP Planned Expenditures (A)	Total LCAP Est Year end Actual Expenditures (YTD July - Nov) (B)	% of Est Year end Expenditures to Planned (Budgeted) Expenditures (B) / (A)	% Planned Expenditures Remaining
1	425,000	489,355	115%	0%
2	369,000	298,821	81%	19%
3	268,000	166,753	62%	38%
4	-	-	#DIV/0!	#DIV/0!
5	-	-	#DIV/0!	#DIV/0!
6	-	-	#DIV/0!	#DIV/0!
<b>Grand Total</b>	<b>1,062,000</b>	<b>954,929</b>		

Goal 1 expenditures trending with report date cut off  
 Goal 2 includes a large budget (\$275K) for social/mental health  
 Goal 3 has one action item that is not yet started



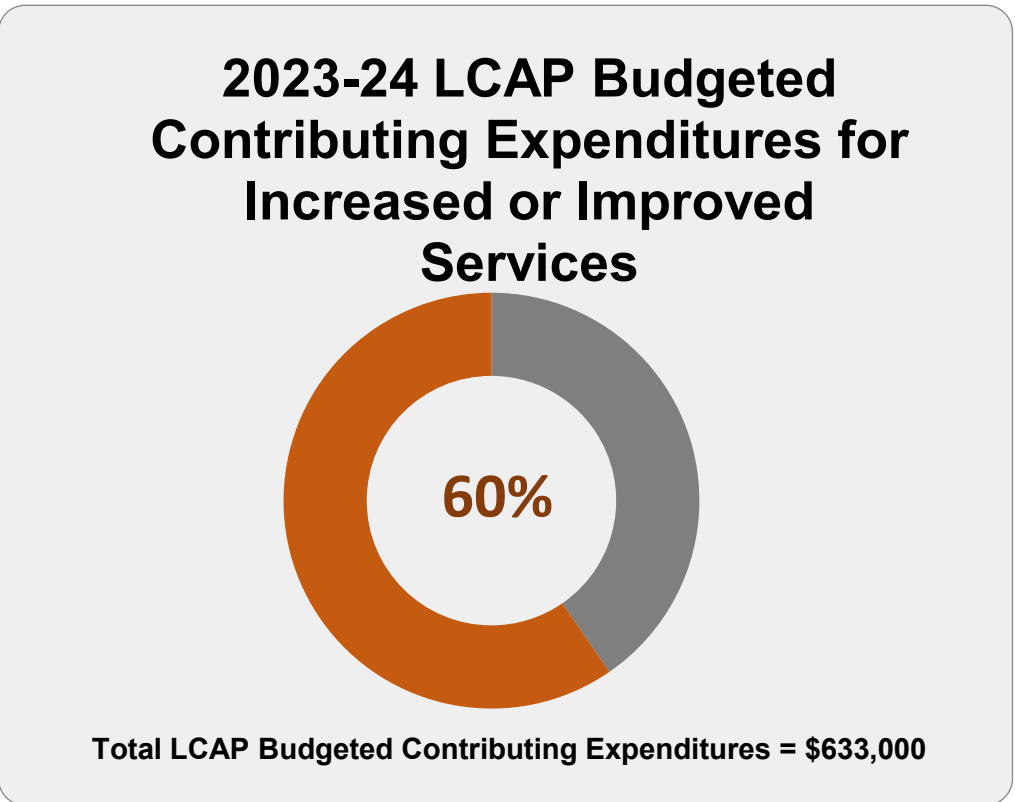
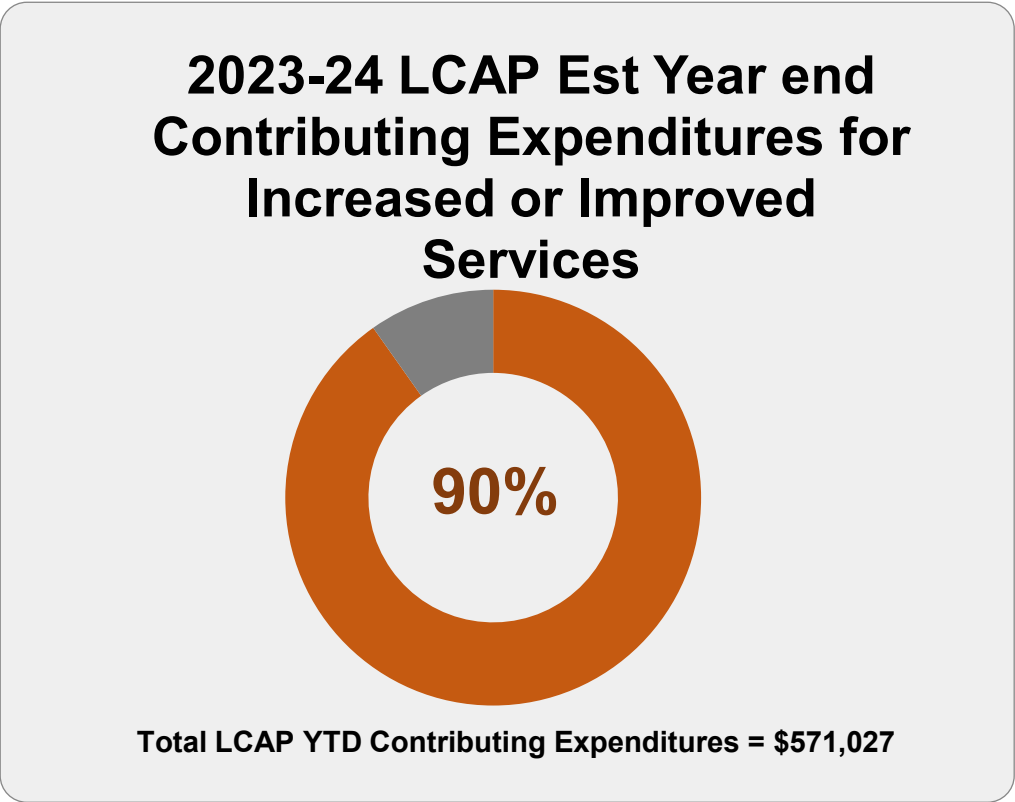


**2023-24 LCAP Est Year end Contributing Expenditures Summary**  
 For the Period July 1, 2023 - June 30, 2024

Contributing Action (Y/N)	Total 2023-24 LCAP Planned Expenditures (A)	Total 2023-24 LCAP Est Year end Actual Expenditures (YTD July - Dec/Jan) (B)	% of Est Year end Expenditures to Planned (Budgeted) Expenditures (B) / (A)	% Planned Expenditures Remaining
N	429,000	383,902	89%	11%
Y	633,000	571,027	90%	10%
<b>Grand Total</b>	<b>1,062,000</b>	<b>954,929</b>		

contributing expenditures include the 275K for mental health

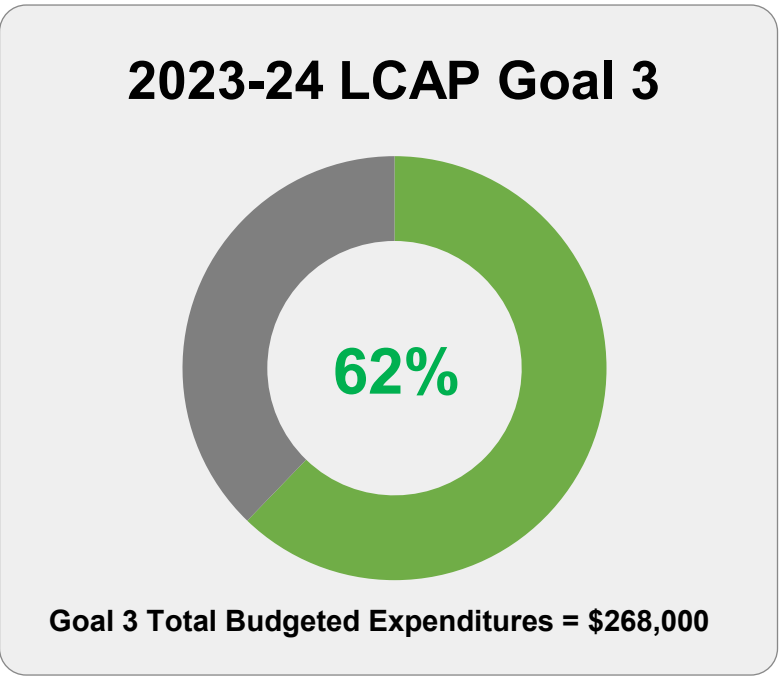
N 40%  
 Y 60%



**Method LA**  
**2023-24 LCAP Supplement Est Year end Expenditures Summary**  
 For the Period July 1, 2023 - June 30, 2024

LCAP Goal #	Total 2023-24 LCAP Planned Expenditures (A)	Total LCAP Est Year end Actual Expenditures (YTD July - Nov) (B)	% of Est Year end Expenditures to Planned (Budgeted) Expenditures (B) / (A)	% Planned Expenditures Remaining
1	425,000	489,355	115%	0%
2	369,000	298,821	81%	19%
3	268,000	166,753	62%	38%
4	-	-	#DIV/0!	#DIV/0!
5	-	-	#DIV/0!	#DIV/0!
6	-	-	#DIV/0!	#DIV/0!
<b>Grand Total</b>	<b>1,062,000</b>	<b>954,929</b>		

Goal 1 expenditures trending with report date cut off  
 Goal 2 includes a large budget (\$275K) for social/mental health  
 Goal 3 has one action item that is not yet started





## Board Policy 4180

Revised: May 2024

To Take Effect: 7/1/2024

Board Approval: June 13, 2024 (tentative)

### Paid Time Off

Work Sched.	184 days	219 days	240 days (Non-Executive Admin)	Max Carryover
PTO	7 days	10 days	15 days	40 days

- Maximum of three requests per department, per day
- All requests must be submitted to & approved by manager in Zenefits/Trinet
- PTO is not official until approved by manager
- Management reserves the right to deny requests in order to maintain operational solvency
- Employee is responsible for securing coverage for the duration of his/her time off
- New hires will observe a 60 day waiting period to accrue PTO
- Employees are encouraged to submit requests as early as possible for highest likelihood of approval
- PTO includes sick time
- Part-time employees receive 5 PTO days
- Unpaid time off: Refer to leave policy for FMLA/medical/etc.
  
- Blackout Periods:
  - July 1-31, 2024
  - August 1-23, 2024
  - Nov 18-22, 2024
  - Dec 2-6, 2024
  - Dec 9-13, 2024
  - Jan 6-10, 2025
  - Mar 24-April 30, 2025
  - June 2-6, 2025
  - June 30, 2025

**Classified (Hourly) Paid Time Off Policy**

<b>Years w/Method</b>	<b>PTO Days per Year</b>	<b>Maximum Carryover</b>
1	12	17
2	17	22
3	22	27
5+	27	37



2024-2025 Employee Handbook



## The 7 Tenets of MC²:

1. Mission Driven
2. Customer Focused
3. Data Informed
4. Solution Designers
5. Relationship Centric
6. Continuously Learning
7. Why We're in Business...

### EXPLAINED: THE 7 TENETS OF MC²

#### 1. MISSION DRIVEN

Our mission is to aggressively advance K-12 public education through continuously designing solutions that promote targeted student growth and a culture of engagement, inclusivity and equality.

#### 2. CUSTOMER FOCUSED

Our customers are:

- Students
- Parents
- Family members
- Schools district and counselor partners

#### 3. DATA INFORMED

We measure performance by:

- Consistently using data to meet goals and objectives
- Combining data analysis with judgment and collaboration to improve and develop new solutions
- Applying data informed processes to continuously improve what we deliver to the customer

#### 4. SOLUTION DESIGNERS

We are consistent designers by:

- Consistently identifying ways to improve our solutions
- Developing new modalities for students to enhance engagement and performance
- Challenging ourselves to continuous experimentation
- Thinking and acting as futurists

#### 5. RELATIONSHIP CENTRIC

We value relationships by:

- Collectively working towards goals and objectives
- Being aware of how actions and behaviors affect others
- Overcoming challenges through coaching and support
- Being consistent in communication, appreciation and respect for others
- Providing constructive feedback in a safe environment
- Holding high expectations of ourselves and others

#### 6. CONTINUOUSLY LEARNING

We are always learning by:

- Being curious about how to improve individually and collectively
- Committing to continuous learning, exploration and experimentation
- Learning from and teaching others
- Operating with a desire to improve, grow and develop

#### 7. REMEMBER WHY WE'RE IN BUSINESS...

We're in business because of trust and choice – not because students are assigned to our schools based on where they live. We work to earn that trust through every single interaction, every single day.

Students always come first. Easy to say, but more important to do. Our focus on doing, rather than just saying, has led to year over year academic growth, enrollment growth, and student satisfaction growth.

## **I. Introduction**

This Handbook summarizes the Method Schools' (hereinafter referred to as "School" or "Company") personnel policies applicable to all employees. Please review these policies carefully. If you have any questions about the policies outlined in this Handbook, or if you have any other personnel related questions, whether related to policies specifically addressed in this Handbook, please consult the CoFounders, Executive Director, or HR Department. This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. Additionally, personal integrity, good judgment, and strict ethical standards shall always be practiced in all aspects of workplace behavior. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein. With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general workplace policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only the Co-Founders and/or current Executive Director may alter the at-will employment status of any of its employees. Once you have reviewed this Handbook, please sign the employee acknowledgment form at the end of this Handbook. This signed acknowledgment demonstrates to the School that you have read, understand and agree to comply with the policies outlined in the Handbook.

## **II. Hiring Policies and Procedures**

### **A. At Will Employment**

The School is an at-will employer. This Handbook does not in any way reflect a modification to this policy and does not reflect a contract of employment, either express or implied, between you and the School. Accordingly, either you or the School may terminate this relationship at any time, for any reason, with or without cause, and with or without prior notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to any employee in connection with his/her employment shall require the School to have "cause" or reason to terminate an employee or otherwise restrict the School's right to terminate an employee at any time for any reason. No School representative is authorized to modify this policy for any employee, unless in writing, signed by both the Co- Founders and/or current Executive Director and approved in writing by the Board of Directors.

Nothing contained in this Handbook, the employment application, School memoranda or other materials provided to any employee in connection with his/her employment, other than a signed, approved employment contract, shall require the School to have "cause" or reason to terminate an employee or otherwise restrict the School's right to terminate an employee at any time for any reason. No School representative is authorized to modify this policy for any employee, unless in writing, signed by both the Co-Founders and/or current Executive AND approved in writing by the Board of Directors.

## **B. Equal Employment Opportunity Policy**

The School is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunities to all qualified individuals without regard to race, creed, color, religion, national origin, ethnicity, ancestry, sex, sexual orientation, age, physical or mental disability, genetic information, gender identity and expression, gender related appearance and behavior, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees. Furthermore, the School prohibits all unlawful discrimination against any employee or applicant for employment in its programs or activities based on race, color, religion, sex, gender, ethnic group identification, age, national origin, ancestry, genetic characteristics, mental or physical disability, marital status, sexual orientation or other category protected by law. To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result. In order to perform the essential functions of the job, any applicant or employee requiring an accommodation should contact Co-Founders and/or current Executive and request such an accommodation.

## **C. Fair Employment and Housing Act**

The Fair Employment and Housing Act (FEHA) prohibits discrimination of an applicant or employee based on the following protections: race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental and physical), sex, gender,(including pregnancy, childbirth, breastfeeding or related medical conditions), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status. If you believe prohibited discrimination has occurred, please contact your direct supervisor or Co- Founders and/or current Executive immediately. Reports will be investigated and appropriate corrective action will be taken.

## **D. Immigration Compliance**

The School does not discriminate against any individual because of his or her national origin, citizenship, or intent to become a US citizen, in compliance with the Immigration Reform and Control Act of 1986. It is, however, the policy of the School to only employ those individuals that are authorized to work in the United States. In furtherance thereof, the School requires each prospective employee to provide documents verifying his or her identity and authorization to be legally employed in the United States. The employee will also be required to sign a legal verification attesting to her/his authorization to be legally employed in the United States.

## **E. Employee Classification**

The School's employees are classified in the following categories: Exempt, non-exempt, and full-time, part-time or temporary.

**Exempt:** Exempt employees are those employees with job assignments that meet exemption tests under state and federal law making them exempt from overtime pay requirements. Exempt employees are compensated on a salary basis, not pursuant to overtime pay requirements.



**Non-Exempt:** Non-exempt employees are those employees with job assignments that do not meet exemption tests under state or federal law. Thus, these employees are paid overtime wages for overtime worked in accordance with the law.

**Full Time:** Full time employees are those employees who are scheduled to work 40 hours in a week.

**Part Time:** Part time employees are those employees who are scheduled to work less than 40 hours in a week.

**Temporary:** Temporary employees are those employees who are hired for a limited time period, or for a specific project, and usually are not employed more than 1 month.

**Independent Contractors:** Independent contractors are not employees of the School. Rather, independent contractors are free from control and direction of the School in connection with performance of work; contractor performs work outside the usual School's business operations; contractor is customarily engaged in an independently established trade, occupation, or business of the same nature as work performed.

Part time employees working less than 30 hours per week, and temporary employees are not entitled to benefits provided by the School. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School.

If you have any questions about your classification, please consult with HR.

## **F. Relationships Between Employees**

While the School's policies do not permit discrimination based on an individual's marital status, the individual's relations to another School employee or his or her lawful off duty conduct, some situations can create conflicts of interest requiring the School to take the employee's relationship with another employee into account. An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations of favoritism. A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arises, both employees shall notify the School so that appropriate measures can be taken to prevent conflicts of interest or favoritism. The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

## **G. Certification and Licensure of Instructional Staff**

Each of the School's core academic teachers is required to hold a current California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. Paraprofessional staff may also be required to document that they meet federal requirements for paraprofessional staff. It is the responsibility and a condition of continued employment of all instructional staff, including teachers and paraprofessionals to maintain and keep current such certificates, permits or other documentation and provide to the HR team no later than the close of business on the first day the employee reports for duty. If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee should immediately report the same to

the Executive Director. Staff who are required to meet these state and federal certification, expertise, and related requirements must maintain such qualifications as a condition of employment at the School. Nothing in this section is intended to alter that at-will status of the employee's employment.

## **H. Tuberculosis Testing**

Except for employees transferring from other schools, no person shall be employed by the School unless the employee has submitted proof of an examination within the past 60 days that the employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous 60 days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.

The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive shall be followed by an X-ray of the lungs.

All employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting "food handlers" who shall be examined annually. After such examination, each employee shall cause to be on file with the School a certificate from the examining physician showing the employee was examined and found free from active tuberculosis.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. However, the cost of the examination shall be a reimbursable expense. Employees should follow the School's reimbursement procedures. The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the School.

## **J. Criminal Background Checks**

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The School will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

## **III. General Workplace Policies**

### **A. Prohibition of Harassment/Discrimination and Protection Against Retaliation**

#### **1. Policy**

The School is committed to providing a workplace and educational environment free of sexual harassment, as well as harassment and discrimination based on such factors as race, religion, creed, color, ethnicity, national origin, ancestry, age, medical condition, genetic information, gender identity and expression, gender related appearance and behavior, marital status, sex, sexual orientation, citizenship status, disability, military and veteran status, status as a victim of the crimes enumerated in Labor Code section 230.5, or any other category protected by law. The School will not condone or tolerate harassment or discrimination of any type by any employee, whether supervisory or

co-employee, against an employee, third party vendor or student. The School also does not condone or tolerate harassment of its employees by any third parties or students. The School will promptly and thoroughly investigate any complaint of harassment or discrimination and take appropriate corrective action, if warranted. The School will take all reasonable steps to prevent discrimination and unlawful harassment from occurring. Sexual or other unlawful harassment in employment violates the School's policy and is prohibited under Title VII of the Civil Rights Act and the California Fair Employment and Housing Act.

## **2. Definition of Harassment**

Harassment includes verbal, physical or visual conduct that creates an intimidating, offensive or hostile working or educational environment or that unreasonably interferes with job performance. Verbal harassment includes, but is not limited to, epithets, derogatory comments or slurs based on a protected category.

Physical harassment includes, but is not limited to, assault, impeding or blocking movement or any physical interference with normal work or movement, when directed at a legally protected individual. Visual harassment includes, but is not limited to, derogatory posters, cartoons or drawings on a basis protected by law.

## **3. Definition of Sexual Harassment**

Federal law defines sexual harassment as unwelcome sexual conduct that is a term or condition of employment. The Equal Employment Opportunity Commission's Guidelines define two types of sexual harassment: "quid pro quo" and "hostile environment." "Unwelcome" sexual conduct constitutes sexual harassment when "submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment." "Quid pro quo harassment" occurs when "submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals." A "hostile environment" claim for harassment occurs when discrimination based on sex has created a hostile or abusive work environment.

California law defines unlawful sexual harassment in largely the same ways. Sexual harassment occurs where a term of employment (i.e., compensation or in terms, conditions or privileges of employment), academic status or progress (i.e., a student's grades or promotion to the next grade is explicitly or implicitly conditioned upon submission to unwelcome sexual advances, as more fully described below. Sexual harassment also occurs where the submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual. Additionally, sexual harassment occurs where harassment (unwanted sexual advances, visual, verbal or physical conduct of a sexual nature) is sufficiently severe, persistent, pervasive or objectively offensive so as to alter the conditions of employment and create an abusive or hostile educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.

Sexual harassment occurs where the conduct has the purpose or effect of having a negative impact on the individual's academic performance, work or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. Finally, sexual harassment occurs where

submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the School.

The educational environment includes, but is not limited to, the School's campus or grounds, the properties controlled or owned by the School and off-campus, if such activity is School sponsored or is conducted by organizations sponsored by or under the jurisdiction of the School. 5 C.C.R. § 4916(e).

The following are examples of offensive behavior:

- Unwanted sexual advances, flirtations, touching or requests for sexual favors
- Verbal abuse of a sexual nature
- Graphic or suggestive comments about dress or body and the sexual uses to which it could be put
- Unwarranted graphic discussion of sexual acts
- Sexually degrading words
- Suggestive or obscene letters, notes or invitations;
- Verbal harassment including, but not limited to, unwelcome epithets, jokes, derogatory comments, or slurs of a sexual nature, or sexually degrading words used to describe a person
- Physical harassment including, but not limited to, assault, impeding or blocking movement or any physical interference with normal work or school activities or movement, when done because of your sex
- Visual harassment including, but not limited to, leering, making sexual or obscene gestures, displaying sexually explicit or derogatory posters, cartoons or drawings, or computer-generated images of a sexual nature
- Making or threatening retaliatory action after receiving a negative response to sexual advances.

### **3.What to do if Sexual or Other Unlawful Harassment Occurs**

#### **Internal Procedures:**

School Level Investigation: Each employee has the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment.

Consequently, should Co-Founders or supervisors become aware of any conduct that may constitute sexual harassment, discrimination or other prohibited behavior, immediate action will be taken to address and remediate such conduct. Any employee who has experienced or is aware of a situation that is believed to be sexually or otherwise unlawfully harassing has a responsibility to report the situation immediately to Tracy Robertson or Jade Fernandez at 951-461-4620. A Harassment Complaint Form may be obtained from Jessica Spallino. A prompt investigation will take place and appropriate corrective action will take place where warranted. Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter.

If an employee has a complaint regarding an alleged violation of federal or state law or regulations governing educational programs (including but not limited to Consolidated Categorical Aid Programs, Migrant Education, Special Education Programs), including allegations of unlawful discrimination not involving employment, the employee should utilize the Uniform Complaint Procedure adopted by the School.

Any employee found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible dismissal.

**External Procedures:** Filing a Complaint with the Department.

Employees or job applicants who believe that they have experienced unlawful employment discrimination may file a complaint directly with the Department. The Department serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the Department finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the Department may file a formal accusation.

Employees can also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the Department and a Right to Sue Notice has been issued. For more information, contact the Department toll free at (800) 884-1684, in the Sacramento area and out of state at (916) 227-0551 or visit its website at [www.dfeh.ca.gov](http://www.dfeh.ca.gov). To contact the nearest field office of the Equal Employment Opportunity Commission (“EEOC”), call 1-800-669-4000. You should be aware that state and federal law provide time limits within which complaints must be filed. Contact the relevant agency to determine the applicable time limit.

### **5. Retaliation Policy**

It is in violation of the School’s policy for the School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the School may make, adversely affect working conditions or otherwise deny any employment benefit to or take actions that are materially adverse against an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, proceeding or hearing conducted by the Department or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the School’s retaliation policy include seeking advice from the Department; filing a complaint with the Department, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

### **B. Workplace Violence**

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. You should report any act or threat of violence immediately to your direct manager.

### **C. Open Door Policy**

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or complaints relating to your job, conditions of employment, the School or the treatment you are receiving. Other than in situations involving harassment (as outlined and described above), please contact HR preferably in writing who will further investigate the issue.

## **D. Drug Free Workplace**

It is the School's policy to maintain a drug and alcohol-free workplace. No employee may use, possess, offer for sale or be under the influence of any illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils or on School property at any time. Engaging in any of the activities above shall be considered a violation of School policy and the violator will be subject to discipline, up to and including termination. The School complies with all federal and state laws and regulations regarding drug use while on the job.

## **E. Smoking**

All School buildings and facilities are non-smoking facilities. Vaping/e-cigarettes are also prohibited

## **F. Health, Safety and Security Policies**

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. The School maintains an Injury and Illness Prevention Program, which is kept by Human Resources and is available for your review.

You are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. You are required to immediately report to your supervisor any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

The School has also developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances, exits and service areas. Report any suspicious persons or activities to your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. You should immediately notify your supervisor when keys are missing or if security access codes, identification materials, or passes have been breached. The security of the facilities, as well as the welfare of our employees, depends upon the alertness and sensitivity of every individual.

## **G. Company Property Inspections**

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other school provided storage devices.

The School also reserves the right to inspect any vehicle, its trunk, glove compartment or any container therein that is parked on the School property or premises. The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

## **H. Soliciting/Conducting Personal Business While on Duty**

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter or is conducted in areas where other employees are working. Solicitation during non-work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

## **I. Use of Company Communication Equipment and Technology**

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for non-business use. Any devices or equipment provided by the School must be recorded on Property Issuance Form, and returned at the termination of employment. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School. Additionally, the School uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, internet access harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter. Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide to the IT Department all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or changed. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination. Internet use is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use the School's communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors. The e-mail system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted. The e-mail system and internet access is not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of

the employee against the interests of the School. Employees must not use the School's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students. Employees should not attempt to gain access to another employee's email files or voicemail messages without the latter's express permission. Each employee is responsible for the content of the messages sent out using his/her School issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless that employee expressly authorizes such use.

### **Communication Policy**

Method Schools teachers and staff may not communicate with students via personal text message. All communication with students is to be sent only through the following public communication platforms: SmartFox Broadcast Messaging, Zoom, Email, Sagebot and any other Method approved platforms.

### **J. Employee Blogs and Social Media**

If an employee decides to keep a personal blog, or use other social media (including, but not limited to Facebook, Instagram, Twitter, Snapchat, etc.), that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes
- Student and employee confidentiality policies must be adhered to
- Employees must make clear that the views expressed in their blogs are their own and not those of the School
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf, unless authorized in writing by Mark Holley
- Employees are not authorized to publish any confidential information maintained by the School
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation and employee interaction policy in the board manual.

The School reserves the right to take disciplinary action against any employee whose blog violates this or other School policies.

### **K. Participation in Recreational or Social Activities**

Employees may participate in activities sponsored by or supported by the School. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and the School disclaims any and all liability arising out of the employee's participation in these activities.

### **L. Personnel Files and Record Keeping Protocols**

At the time of your employment, a personnel file is established for you. Please keep the Business and/HR department advised of changes that should be reflected in your personnel file. Such changes



include: change in name, address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. A request for inspection or copying of information contained in the personnel file must be directed to the Business and/HR department.

The School will restrict disclosure of your personnel file to authorized individuals within the School. Only the Business and/HR department is authorized to release information about current or former employees. The School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

## **IV. Hours of Work, Overtime and Attendance**

### **A. Work Hours and Schedules**

The School's normal working hours are from 8:00 AM to 5:00PM Monday through Friday. The work schedule for full-time non-exempt employees is normally 40 hours per week. Your supervisor will assign your work schedule.

### **B. Overtime**

The School follows all federal and state laws regarding the payment of overtime wages by compensating all non-exempt employees for overtime hours worked. For purposes of overtime calculations for non-exempt employees, the School's workweek begins on Monday and ends the following Sunday. The workday begins at midnight and ends the following day at 11:59 p.m. You will be informed when you are required to work overtime hours. All overtime hours worked must be pre authorized in writing by your direct manager. Only those hours that are actually worked are counted to determine an employee's overtime pay. Compensated holidays, for example, are not hours worked and are therefore not counted in overtime calculations.

### **C. Make Up Time**

You may request in writing that you be able to make up work time that is or would be lost as a result of a personal obligation. The hours of that make-up work may only be performed in the same workweek in which the work time was lost and must not exceed 11 hours of work in one day or 40 hours of work in one week. You shall provide a signed written request for each occasion that you make a request to make up work time and authorization is at the option of the School.

### **D. Work Breaks**

Non-exempt School employees are allowed one duty free 30 minutes minimum; 60-minute maximum unpaid meal break each work day where the employee works more than six (6) hours in one day. Non-exempt employees are not allowed to work more than five (5) hours in one period without taking a meal break, unless the employee does not work more than six (6) hours in one day and the employer and employee mutually agree to waive the meal period. Non-exempt employees must take two ten-minute paid break periods for each full workday, as

close as practicable to the mid-point of any continuous four (4) hour work period, or major fraction thereof. Non-exempt employees should contact their immediate supervisor to schedule their meal and break periods.

**E. Pay Days** For all employees, payday is scheduled on the 15th and the last day of each month unless otherwise notified. There may be changes to the paydays throughout the school year to which all employees will be notified with ample notice. Each paycheck will include earnings for all reported work performed through the end of the payroll period. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the nearest business day. Unless other arrangements are made all employees will receive pay by direct deposit to the checking or savings account they designate at hiring. You should promptly notify the business and/or HR department if you have a question regarding the calculations of your paycheck; any corrections will be noted and will appear on the following payroll.

### **F. Payroll Withholdings**

The School is required by law to withhold Federal Income Tax, State Income Tax, Social Security

(FICA) and State Disability Insurance from each employee's pay as follows: Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount. State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount. Social Security (FICA): The Federal Insurance

Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability. Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Business and/or HR Department to explain them to you. You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting through Zenefits. The School's HR department can also assist with providing these forms. All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the employee's W-4 form, which should be completed upon hire. It is the employee's responsibility to report any changes in filing status to the Business and/or HR Department. It is also the employee's responsibility to fill out a new W-4 form if his/her filing status changes. At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages. The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks. The amount that is deducted is 20% of the monthly premium on a pre-tax basis. In other words, the School agrees to pay for the first \$500 plus 80% of anything over \$500 toward the monthly insurance premium. For employees who voluntarily choose not to participate in the School's medical insurance plan, the School agrees to reimburse \$150 per month toward the employee that will be added to the employee's check

in \$75 increments each pay period. This applies only to employees who are eligible for school-sponsored benefits (i.e. employees who work at least 30 hours per week).

### **G. Attendance Policy**

Employees are expected to adhere to regular attendance and to be punctual. If you find it necessary to be absent or late, you are expected to arrange it in advance with their immediate supervisor. If it is not possible to arrange your absence or tardiness in advance, you must notify your supervisor no later than one-half hour before the start of your workday. If you are a teacher, you are also responsible to arrange for a qualified substitute to be approved by your supervisor. If you are absent from work longer than one day, you are expected to keep your supervisor sufficiently informed of your situation. Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination. An absence or tardiness without notification to your supervisor will lead to disciplinary action, up to and including termination.

If you fail to come to work for three consecutive work days without authorization, the School will presume that you have voluntarily terminated your position with the School.

### **H. Remote Work Policy**

**Compensation and Work Hours** The employee's compensation, benefits, work status and work responsibilities will not change due to working remotely.

The amount of time the employee is expected to work per day or pay period will not change as a result of participation in the teleworking program.

**Equipment/Tools** Method Schools may provide specific tools/equipment for the employee to perform his/her current duties. This may include computer hardware, computer software, phone lines, email, voicemail, connectivity to host applications, and other applicable equipment as deemed necessary. The use of equipment, software, data supplies and furniture when provided by Method Schools for use at the remote work location is limited to authorized persons and for purposes relating to company business. Method Schools will provide for repairs to company equipment. When the employee uses her/his own equipment, the employee is responsible for maintenance and repair of equipment. A loaner laptop may be provided when available. Loaner computers will vary in performance and configuration. Loaners must be returned upon request.

**Workspace** The employee shall designate a workspace within the remote work location for placement and installation of equipment to be used while teleworking. The employee shall maintain this workspace in a safe condition, free from hazards and other dangers to the employee and equipment. Method Schools must approve the site chosen as the employee's remote workspace. Any company materials taken home should be kept in the designated work area at home and not be made accessible to others.

**Office Supplies** Office supplies will be provided by Method Schools as needed. Out-of-pocket expenses for other supplies will not be reimbursed unless by prior approval of the employee's manager.

**Dependent Care** Teleworking is not a substitute for dependent care. Teleworkers will not be available during company core hours to provide dependent care.

**Income Tax** It will be the employee's responsibility to determine any income tax implications of maintaining a home office area. Method Schools will not provide tax guidance nor will Method Schools assume any additional tax liabilities. Employees are encouraged to consult with a qualified tax professional to discuss income tax implications.

**Communication** Employees must be available by phone and email during core hours. All client interactions will be conducted on a client or company site. Participants will still be available for staff meetings, and other meetings deemed necessary by management. Method Schools will pay work-related voice and data communication charges

### **Compliance with Policies**

Remote employees must follow Method Schools' policies like their office-based colleagues. Examples of policies that all employees should abide by are (full list of policies can be referenced in Board Policy Manual):

- Attendance
- Employee Code of Conduct
- Anti-discrimination/Equal Opportunity
- Dress Code

**Evaluation** The employee shall agree to participate in all studies, inquiries, reports and analyses relating to this program.

The employee remains obligated to comply with all company rules, practices and instructions.

### **I. Time Records**

Time records must be accurately kept reflecting all regular hours and overtime hours worked and meal periods taken by non-exempt employees. Time records must be submitted through Trinet, verifying and attesting to the truth of the information contained therein. All absences, tardies and overtime must be accurately reflected on the time record. Time sheets must be submitted timely and accurately, failure to do so may result in pay reported late or incorrect to be deferred until the following pay period. Exempt employees must report only full day absences from work and pay deductions will only be as provided by law.

### **J. Mandatory Training and Meetings**

The School will pay non-exempt employees for attendance at mandatory training taking place outside of regular business hours. Employees of Method Schools are required to attend quarterly in person meetings as well as some events that take place throughout the school year. All mandatory training, lectures and meetings will be identified as such. The School will not pay nonexempt employees for attendance at voluntary trainings. All non-exempt employees must accurately reflect attendance at all mandatory training, lectures and meetings outside of regular working hours on their time records.

## V. Standards of Conduct

### A. Personal Appearance

Employees are expected to wear clothes that are neat, clean and professional while on duty, including during Zoom meetings with staff and students, field trips, and at any School-related events. Employees are expected to appear well-groomed and appear within professionally accepted standards suitable for the employee's position, and wear shoes at all times. Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.

### B. Student Safety

In accordance with the School's policies providing student safety, including those covering antiharassment, anti-discrimination, anti-intimidation and anti-bullying, each employee is expected to assist in maintaining a student-safe environment. Thus, each employee is required to take immediate steps to intervene when it is safe to do so if the employee witnesses an act of discrimination, harassment, intimidation or bullying of a student. The employee is also required to report such actions to administration as soon as practicable. Additionally, employees are obligated to report any potential risk (to self) or threat (to others) dangers to administration. See appendix A for risk and threat assessment protocols.

### C. Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the at-will employment relationship the employee has with the School.

- Unexcused absence and/or lack of punctuality
- Release of confidential information without authorization
- Possession of, or reporting to work while under the influence of, alcohol or illegal drugs and controlled substances
- Theft or embezzlement
- Willful destruction of property
- Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position
- Falsification, fraud or omission of pertinent information when applying for a position
- Any willful act that endangers the safety, health or wellbeing of another individual
- Horseplay
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school
- Misuse of School Property
- Possession of firearms, or any other dangerous weapon, while acting within the course of School of your employment with the School
- Acts of discrimination or illegal harassment based on gender, ethnicity or any other basis protected by state or federal law

- Failure to comply with the School's safety procedures
- Insubordination
- Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School
- Violations of federal, state or local laws affecting the organization or your employment with the organization
- Unacceptable job performance
- Dishonesty
- Failure to keep a required license, certification or permit current and in good standing
- Recording the work time of any other employee, or allowing any other employee to record time on one's own time record or falsifying any time record
- Unreported absence of any three consecutively scheduled workdays
- Unauthorized use of School equipment, materials, time or property
- Working unauthorized overtime or refusing to work assigned overtime
- Abuse of sick leave
- Sleeping or malingering on the job

#### **D. Confidential Information**

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

#### **E. Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action.

#### **F. Child Neglect and Abuse Reporting**

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the appropriate police or sheriff's department, or to a county probation department (if authorized to receive mandated reports) or the county welfare office. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect. Child abuse should be reported immediately by phone to the appropriate police or sheriff's department, or to a county probation department (if authorized to receive mandated reports) or the county welfare office. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is

no duty for the reporter to contact the child's parents. Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School administrator, coworker or other person shall not be a substitute for making a mandated report to the appropriate police or sheriff's department, or to a county probation department (if authorized to receive mandated reports) or the county welfare office.

Employees may call 1-800-442-4918 in Riverside County, 1-800-344-6000 in San Diego County, 1-800-827-8724 in San Bernardino County or submit a mandated reporter form at [www.mandreptla.org](http://www.mandreptla.org) in Los Angeles county to report suspected child abuse.

Employees must notify their direct supervisor of any mandated report filed within 24 hours of the report.

### **G. Outside Employment**

Employees should not accept any employment or consulting relationship with another person or entity while employed by the School that would interfere with their ability to satisfactorily perform their job duties. The School will hold all employees to the same standards of performance and scheduling demands and will not make any exceptions for employees who also hold outside jobs.

### **H. Expense Reimbursements**

The School will reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the School's policy regarding expenditures. In general, all expenses must have been previously approved in writing by the direct manager. All reimbursement forms must be complete and submitted to your supervisor

## **VI. Employee Benefits**

### **A. Paid Time Off**

The School provides PTO benefits to eligible employees to enable them to take paid time off for vacation and sick leave needs. The School believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with the School personally satisfying.

In addition, Method the included calendar below regarding paid breaks and holidays for eligible staff:

## **B. Sick Leave**

Sick leave is provided as part of the employees annual PTO.

## **C. Insurance Benefits**

### **1. Health Insurance**

Employees who work at least 30 hours per week are entitled to health insurance benefits in accordance with the School's health insurance plan as set forth in the Summary Plan Description ("SPD"). The School will cover approximately \$500 plus 80% percent of the premium for eligible employees who work at least 30 hours per week. The employee's portion of monthly premiums will be deducted from the employee's paycheck. If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence of more than 20 consecutive days are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage may result in the loss of coverage.

**2. 403b Retirement Savings Plan** Method Schools will match (up to 6%) of employee's contribution towards their retirement savings plan.

**3. Disability Insurance** All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage- replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the Business and/or HR Department. Additionally, Method provides STD and LTD coverage for its eligible employees.

### **4. Family Leave Insurance**

Employees covered by the California Disability Insurance program are also covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to six weeks of wage replacement benefits when they suffer a wage loss for taking time off to care for a seriously ill child, spouse, parent, domestic partner, grandparent, grandchild, sibling or parent-in-law or to bond with a new child within one year of birth or placement of the child in connection with foster care or adoption. Specific rules and regulations relating to Family Leave Insurance are available from the Business and/or HR Department.

### **5. Workers' Compensation Insurance**

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See the Director of Human Resources for further details of making a claim for Workers' Compensation Insurance benefits.



## 6. Family Leave Policy:

### Board Policy 4140 Method Schools California CFRA/FMLA Leave

#### Medical and Caregivers' Leave

Method Schools may provide up to 3 weeks of leave, paid at 100% of the employee's regular rate of pay, in order to care for a family member or in the case of the employee's own serious medical condition, per the stipulations listed below:

- To care for a family member with a serious health condition who is the employee's: Spouse, parent or child under age 18, or age 18 or older who is incapable of self-care. A domestic partner, child or registered domestic partner's child of any age, sibling, grandparent, or grandchild.
- The employee's own serious health condition that makes the employee unable to perform his or her job, excluding leave for the medical disability related to pregnancy and birth. This leave does not apply to family bonding/birth of a child
- Doctor's note may be required

#### Bereavement

Employees may be allowed up to 2 consecutive weeks off, paid at 100% of the employee's regular rate of pay, to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a current spouse, parent, legal guardian, sibling, child, current parent-, sister-, or brother-in-law, grandparent, grand child, or domestic partner.

#### Family Bonding

Method Schools understands and respects the family care and bonding needs of its employees. In concurrence with the 12 weeks unpaid Family and Medical Leave Act and the California Family Rights Act, Method offers the following paid bonding leave to eligible employees after the birth of a child:

- Birth mother: 8 weeks paid leave
- Non-birth parent: 4 weeks paid leave
- 12-week job protection

Employees are encouraged to use CFRA/PFL for State benefits to cover their wages after the 8 weeks of Method paid time off. These State benefits cover 60-70% of an employee's wages while on FMLA. Method's unlimited PTO plans are not meant to cover the additional leave of absence, but may be used to fill the gap between CFRA/PLF paid leave of 60-70% of an employee's wages and regular pay. The gap would equate to 16 hours per week for 40% gap and 12 hours per week for a 30% gap. PTO plans which accrue PTO balances, those on a schedule, may be used.

Staff members employed with Method for a minimum of six months but less than one year qualify for the following:

- Birth mother: 4 weeks paid leave
- Non-birth parent: 2 weeks paid leave
- Job protection for the duration of leave

### Purpose/Objective

The federal Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA) provide eligible employees the opportunity to take unpaid, job-protected leave for certain medical and nonmedical needs for themselves and family members. Each of these leaves is explained below. The maximum amount of leave available under this policy is twelve (12) weeks of CFRA leave in a 12-month period and twenty-six (26) weeks of FMLA leave (where military caregiver leave applies) in a 12-month period, some or all of which may run concurrently. For more information regarding leave under this policy, employees should contact Human Resources.

### Eligibility

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To be eligible for leave under this policy, employees must meet all of the following requirements:

1. Have worked at least twelve (12) months for Method Schools in the preceding seven (7) years(exceptions apply to the seven-year requirement).
2. Have worked at least 1,250 hours for Method Schools over the twelve (12) months preceding the date the leave would commence.
3. FMLA only: Currently work at a location where there are at least fifty (50) employees within seventy-five (75) miles.

All periods of absence from work due to or necessitated by service in the uniformed services are counted as hours worked in determining eligibility.

### Conditions Triggering Leave

The FMLA and CFRA have differing definitions of “family member,” and only the FMLA allows employees to take up to twenty-six (26) weeks of leave to provide care for an injured military family member. Because of this, FMLA and CFRA leaves may not always run concurrently. In general, CFRA/FMLA leave may be taken for any of the following reasons:

Reasons for Leave (See related definitions at the end of the policy.)		CFRA	FMLA	Both
To care for or bond with:	An employee’s newborn child or newly placed foster or adopted child.			X
	A domestic partner’s newborn child or newly placed foster or adopted child.	X		

To care for a family member with a serious health condition who is the employee's:	Spouse, parent or child under age 18, or age 18 or older who is incapable of self-care.			X
	A domestic partner, child or registered domestic partner's child of any age, sibling, grandparent, or grandchild.	X		
The employee's own serious health condition makes the employee unable to perform his or her job, excluding leave for the medical disability related to pregnancy and birth.				X
The employee's own medical disability related to pregnancy and birth.			X	
A qualifying military exigency related to the covered active duty or call to covered active duty of an employee's spouse, parent or child in the United States armed forces.				X
Military caregivers leave for a service member with a serious health condition (defined under "Definitions") who is the employee's spouse, domestic partner, child, parent or next of kin.*			X	

\*CFRA leave will run concurrently when the family member, regardless of military status and with the exception of next of kin, meets the standard criteria for a serious health condition.

### The 12-Month Measurement Period

Method Schools measures the period of twelve (12) months in which leave is taken by [*enter defined 12-month period*].

For military caregiver leave, an eligible employee may take up to twenty-six (26) workweeks of leave in a single 12-month period. The single 12-month period begins on the first day leave is taken to care for a covered service member and ends twelve (12) months thereafter, regardless of the method used to determine leave availability for other CFRA/FMLA-qualifying reasons.

### Intermittent and Reduced-Schedule Leave

Eligible employees may take leave in a single block of time, intermittently (in separate blocks of time) or by reducing the normal work schedule. [*Optional: Intermittent leave to bond with a new child must be taken in two-week increments, with a shorter duration allowed on two occasions.*]

Employees who require intermittent or reduced-schedule leave must try to schedule their leave so that it will not unduly disrupt Method Schools' operations. Intermittent leave is permitted in the same increments as provided in Method School's [vacation, sick or paid-time-off leave] policy.

### Interaction with Paid Leave

Depending on the purpose of the leave request, employees may choose (or Method Schools may require employees) to use *accrued* PTO concurrently with some or all of the leave taken under this policy. To use accrued PTO for FMLA/CFRA leave, eligible employees must comply with Method

Schools normal procedures (e.g., call-in procedures, advance notice) for the applicable paid-leave policy. Unlimited PTO does not carry an accrual.

Employee paid-leave accruals (PTO) will continue while paid leave is being used during periods of FMLA/CFRA absence and in accordance with those individual policies.

Employee paid-leave accruals will not continue during unpaid periods of FMLA/CFRA absence or when only disability payments are being received.

### **Maintenance of Health Benefits**

If employees and/or their families participate in Method School's group health plan, Method Schools will maintain coverage during FMLA/CFRA leave on the same terms as if employees had continued to work. If applicable, employees must make arrangements to pay their share of health plan premiums while on leave. In some instances, Method Schools may recover the premiums it paid to maintain health coverage or other benefits for employees and/or their families while employees were absent. Use of FMLA/CFRA leave will not result in the loss of any employment benefit that accrued prior to the start of leave under this policy. Employees should consult the applicable benefit plan document for information regarding eligibility, coverage and benefits.

### **Procedures**

When seeking leave under this policy, employees must provide the following to Human Resources:

1. Thirty (30) days' notice of the need to take FMLA/CFRA leave if the need for leave is foreseeable. In the case of unforeseeable leave, notice must be provided as soon as practicable and in compliance with Method Schools' normal call-in procedures, absent unusual circumstances.
2. Medical certification supporting the need for leave due to a serious health condition affecting the requesting employee or a covered family member or service member within fifteen (15) calendar days of Method Schools' request for the certification (additional time may be permitted in some circumstances). Second or third medical opinions may also be required when allowed.
3. For qualifying exigency leave: Within fifteen (15) days of the request, an employee requesting qualifying exigency leave may be required to provide appropriate supporting documentation in the form of a copy of the covered military member's active duty orders or other military documentation indicating the appropriate military status and the dates of active duty status, along with a statement setting forth the nature and details of the specific exigency, the amount of leave needed and the employee's relationship to the military member.

4. An employee must provide periodic reports as deemed appropriate during the leave regarding the employee's status and intent to return to work.
5. [*Optional: A return-to-work release before returning to work if the leave was due to the employee's serious health condition.*]

Failure to comply with these requirements may result in delay or denial of leave or disciplinary action, up to and including termination. Leave under this policy will be governed by and handled in accordance with CFRA- and FMLA-applicable regulations, and nothing within this policy should be construed to be inconsistent with those regulations.

### **Employer Responsibilities**

To the extent required by law, Method Schools will inform employees whether they are eligible for leave under the FMLA/CFRA. Should employees be eligible for FMLA/CFRA leave, Method Schools will provide eligible employees with a notice that specifies any additional information required, as well as their rights and responsibilities. Method Schools will also inform employees if leave will be designated as FMLA/CFRA-protected and, to the extent possible, note the amount of leave counted against employees' leave entitlement. If employees are not eligible for FMLA/CFRA leave, Method Schools will provide a reason for the ineligibility.

### **Job Restoration**

Upon returning from FMLA/CFRA leave, employees will typically be restored to their original position or to an equivalent position with equivalent pay, benefits and other employment terms and conditions.

### **Failure to Return After Leave**

If an employee fails to return to work as scheduled after FMLA/CFRA leave or if an employee exceeds the authorized FMLA/CFRA entitlement, the employee will be subject to Method Schools's other applicable leave of absence, accommodation and attendance policies. This may result in termination if the employee has no other Method Schools -provided leave available to her or him that applies to the continued absence. Likewise, following the conclusion of the FMLA/CFRA leave, Method Schools' obligation to maintain the employee's group health plan benefits ends (subject to any applicable COBRA rights).

### **Military Caregiver Leave**

Military caregiver leave is designed to allow eligible employees to care for certain family members who have sustained serious injuries or illness while on active duty. Within the single 12-month period described above, an eligible employee may take a total of twenty-six (26) weeks of CFRA/FMLA leave, including up to twelve (12) weeks of leave for any other CFRA/FMLA-qualifying reason (i.e., birth or adoption of a child, serious health condition of the employee or close family member, or a qualifying exigency). For example, during the single 12-month period, an eligible employee may take up to sixteen (16) weeks of CFRA/FMLA leave to care for a covered service member when combined with up to ten (10) weeks of CFRA/FMLA leave to care for a newborn child.

Military caregiver leave applies on a per-injury basis for each service member. Consequently, an eligible employee may take separate periods of caregiver leave for each covered service member and/or for each serious injury or illness of the same covered service member. A total of no more than

twenty-six (26) workweeks of military caregiver leave, however, may be taken within any single 12-month period.

### Qualifying Exigency Leave

Employees who meet the eligibility standards set forth above are eligible to request qualifying exigency leave. Although qualifying exigency leave may be combined with leave for other FMLA-qualifying reasons, under no circumstances may the total leave exceed twelve (12) weeks in any 12-month period (with the exception of military caregiver leave as set forth above).

Eligible employees may take unpaid qualifying exigency leave to tend to certain exigencies arising out of the duty under a call or order to active duty of a covered military member (i.e., the employee's spouse, child or parent). Up to twelve (12) weeks of qualifying exigency leave is available in any twelve (12) month period, as measured by the same method that governs measurement of other forms of leave within this policy, with the exception of military caregiver leave, which is subject to a maximum of twenty-six (26) weeks of leave in a single 12-month period. The maximum amount of qualifying exigency leave an employee may use to bond with a military member on short-term, temporary rest and recuperation during deployment is fifteen (15) days.

Persons who can be ordered to active duty include active and retired members of the armed forces, certain members of the retired Reserve and various other Reserve members, including in the Ready Reserve, Selected Reserve, Individual Ready Reserve, National Guard, state military, Army Reserve, Navy Reserve, Marine Corps Reserve, Air National Guard, Air Force Reserve and Coast Guard Reserve.

A call to active duty refers to a federal call to active duty, and state calls to active duty are not covered unless under order of the president of the United States pursuant to certain laws.

Qualifying exigency leave is available under the following circumstances:

1. **Short-notice deployment:** To address any issue that arises out of short notice (within seven (7) days or less) of an impending call or order to active duty.
2. **Military events and related activities:** To attend any official military ceremony, program or event related to active duty or a call to active duty status, or to attend certain family-support or assistance programs and informational briefings.
3. **Child care and school activities:** To arrange for alternative child care; to provide child care on an urgent, immediate-need basis; to enroll a child in or transfer a child to a new school or day care facility; or to attend meetings with staff at a school or day care facility.
4. **Financial and legal arrangements:** To make or update various financial or legal arrangements or to act as the covered military member's representative before a federal, state or local agency in connection with service benefits.

5. **Counseling:** To attend counseling (provided by someone other than a healthcare provider) for the employee, the covered military member, or a child or dependent when necessary as a result of duty under a call or order to active duty.
6. **Temporary rest and recuperation:** To spend time with a covered military member who is on short-term, temporary rest and recuperation leave during the period of deployment. Eligible employees may take up to fifteen (15) days of leave for each instance of rest and recuperation.
7. **Post-deployment activities:** To attend arrival ceremonies, reintegration briefings and events, and any other official ceremony or program sponsored by the military for a period of up to ninety (90) days following termination of the covered military member's active duty status. This also encompasses leave to address issues that arise from the death of a covered military member while on active duty status.
8. **Mutually agreed leave:** Other events that arise from the close family member's call or order to active duty, provided that Method Schools and the employee agree that such leave shall qualify as an exigency and agree to both the timing and duration of such leave.

## Definitions

A *serious health condition* is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility or continuing treatment by a health care provider, and either prevents the employee from performing the functions of his or her job or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing-treatment requirement includes an incapacity of more than three (3) full calendar days and two (2) visits to a health care provider, or one (1) visit to a health care provider and a continuing regimen of care; an incapacity caused by a chronic condition or permanent or long-term conditions; or absences due to multiple treatments. Other situations may also meet the definition of "continuing treatment."

*Qualifying exigencies* include activities such as short-notice deployment, military events, arranging alternative child care, making financial and legal arrangements related to deployment, rest and recuperation, counseling, parental care, and post-deployment debriefings.

A *covered service member* is either 1) a current service member of the armed forces, including a member of the National Guard or Reserves, with a serious injury or illness incurred in the line of duty for which the service member is undergoing medical treatment, recuperation or therapy; otherwise in outpatient status; or otherwise on the temporary disability retired list; or 2) a covered veteran who is undergoing medical treatment, recuperation or therapy for a serious injury or illness.

A *covered veteran* is an individual who was discharged under conditions other than dishonorable during the five-year period prior to the first date the eligible employee takes FMLA leave to care

for the covered veteran. The period between October 28, 2009, and March 8, 2013, is excluded in determining this five-year period.

*Next of kin* means the nearest blood relative of the service member, other than the service member's spouse, domestic partner, parent, son or daughter, in the following order of priority: blood relatives who have been granted legal custody of the service member by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the service member has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave.

The definition of "serious injury or illness" for current service members and veterans is distinct from the definition of "serious health condition" for CFRA/FMLA leave. For purposes of this policy, "serious injury or illness" means an injury or illness incurred by the service member in the line of duty while on active duty in the armed forces that may render the service member medically unfit to perform the duties of the service member's office, grade, rank or rating or that existed before the beginning of active duty and was aggravated by service while on active duty.

With regard to covered veterans, the serious injury or illness may manifest itself before or after the individual assumed veteran status and is 1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the armed forces and rendered the service member unable to perform the duties of the service member's office, grade, rank or rating; 2) a physical or mental condition for which the covered veteran has received a VA service-related disability rating of 50 percent or greater, and such rating is based, in whole or in part, on the condition precipitating the need for caregiver leave; 3) a physical or mental condition that substantially impairs the veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would absent treatment; or 4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

## **Purpose/Objective**

Method Schools provides female employees with job-protected unpaid leave, up to four months, for disabilities relating to pregnancy, childbirth or related medical conditions (meaning a physical or mental condition intrinsic to pregnancy or childbirth). For the purposes of leave under this policy, "four months" mean the number of days the employee would normally work within four calendar months (one-third of a year equaling 17 1/3 weeks), if the leave is taken continuously, following the date the pregnancy leave commences.

The company also provides reasonable accommodations, to the extent required by law, for conditions related to pregnancy, childbirth or related medical conditions. In addition, a transfer to a less strenuous or hazardous position or duties may be available pursuant to an employee's request, if such a transfer is medically advisable. Employees requesting a leave or reasonable accommodation should promptly notify Human Resources.

For more information regarding leave under this policy employees should contact Human Resources

## **Eligibility**



All employees who experience disabilities relating to pregnancy, childbirth or related medical conditions (meaning a physical or mental condition intrinsic to pregnancy or childbirth) may request leave or a reasonable accommodation under this policy.

### ***Use of accrued paid leave***

Accrued PTO must be used concurrently with leave taken under this policy. If SDI benefits have begun, the employee may choose to supplement those benefits with accrued PTO. PTO and SDI benefits combined may not exceed 100% of regular pay.

Additionally, employees may choose to use accrued PTO, concurrently with some or all of the leave under this policy. To receive paid leave, eligible employees must comply with the company's normal procedures for the applicable paid-leave policy (e.g., call-in procedures, advance notice). If SDI benefits are being paid, accrued paid leave and SDI payments combined may not exceed 100% of pay.

### ***Maintenance of health benefits***

If employees and their families participate in the company's group health plan, the company will maintain coverage during leave under this policy on the same terms as if employees had continued to work. If applicable, employees must make arrangements to pay their shares of health plan premiums while on leave. In some instances, the company may recover premiums it paid to maintain health coverage or other benefits for employees and their families. Use of leave under this policy will not result in the loss of any employment benefit that accrued prior to the start of leave under this policy. Employees should consult the applicable plan document for information regarding eligibility, coverage and benefits.

### **Procedures**

When seeking leave or a reasonable accommodation under this policy, an employee must provide Human Resources with the following:

1. As soon as practicable and if possible prior to commencing leave, a statement from his or her health care provider supporting the request for leave or reasonable accommodation. The statement should confirm that the requested leave or reasonable accommodation is based on a pregnancy-related disability, and if the statement is provided in support of a leave request, the statement should include an anticipated start and end date. An employee must also supply periodic reports as deemed appropriate during the leave regarding the employee's status and intent to return to work.
2. [If the company requires a fitness-for-duty certification for other disability leaves:] Upon return from leave, medical certification of fitness for duty before returning to work. The company will require this certification to address whether employees can perform the essential functions of their positions.

Failure to comply with the foregoing requirements may result in delay or denial of leave, or disciplinary action, up to and including termination.

## **Employer responsibilities**

To the extent required by law, the company will inform employees whether they are eligible for leave under this policy. Should employees be eligible for leave, the company will provide eligible employees with a notice that specifies any additional information required, as well as their rights and responsibilities.

As detailed in the California Family Rights Act (CFRA)-Family and Medical Leave Act (FMLA) Policy, the company will also inform employees if leave will be designated as FMLA-protected and, to the extent possible, note the amount of leave counted against employees' leave entitlements. If employees are not eligible for FMLA leave, the company will provide a reason for the ineligibility.

Additionally, the company will engage in an interactive process with employees who request a reasonable accommodation under this policy.

### ***Job restoration***

Upon returning from leave, employees will typically be restored to their original positions or to equivalent positions with equivalent pay, benefits, and other employment terms and conditions.

### ***Failure to return after leave***

If an employee fails to return to work as scheduled after leave under this policy, or if an employee exceeds the leave entitlement, the employee will be subject to the company's other applicable leave of absence, accommodation and attendance policies. This may result in termination if the employee has no other company-provided leave available to her that applies to the continued absence.

## **7. Personal Leave of Absence**

The School recognizes that special situations may arise where an employee must leave his or her job temporarily. In the School's sole discretion, the Co-Founders may grant employees unpaid leave of absences. Taking an unpaid personal leave of absence may affect your eligibility for employee benefits, including medical benefit plan coverage. Ask the Business and/or HR Department for information on personal leaves of absence.

## **8. Funeral/Bereavement Leave**

Refer to the Family Leave Policy. For purposes of this policy, an employee's immediate family member includes a current spouse, parent, legal guardian, sibling, child, current parent-, sister-, or brother-in-law, grandparent, grand child, or domestic partner.

**9. Military Leave of Absence** The School provides military leaves of absence to employees who serve in the uniformed services as required by the Uniformed Services Employment and Reemployment Rights Act of 1994 and applicable state laws. Leave is available for active duty, active duty for training, initial active duty for training, inactive duty training, full-time National Guard duty and for examinations to determine fitness for any such duty. Total military leave time taken may not exceed five years during employment, except in special circumstances. Advance notice of leave is required. Please inform your supervisor and the HR Department of anticipated military leave time as far in advance as possible. Accrued vacation will be paid during military leave at your request and health plan coverage continuance can be arranged for up to 24 months during military leave if required premium payments are made by you. As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in termination of employment.

Upon a return from military leave up to five years, an employee is entitled to reemployment within two weeks after the employee submits his/her reemployment application. Eligible employees may be entitled to other leave rights related to military leave. Please contact the Business and/or HR Department to understand all leave rights that may be available to you.

## **10. Time Off to Attend Child's School Discipline**

Any employee who is a parent or legal guardian of a child that has received written notice from the child's school requesting his or her attendance at a disciplinary conference is entitled to take unpaid leave to attend the conference. Please contact the School Director to determine eligibility and scheduling before taking any leave to attend a disciplinary conference.

## **11. Time Off to Serve as Election Official**

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service. Please notify your supervisor of your commitment to act as election official as far in advance as possible.

## **12. Time Off for Jury and Witness Duty**

The School will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide employees unpaid leave to appear in court or other judicial proceedings as a witness, as permitted by law, to comply with a valid subpoena or other court order. Please notify your supervisor of your commitment to serve on a jury or as a witness as far in advance as possible.

### **13. Time Off for Victims of Crime or Domestic Violence**

Employees who are victims of domestic violence, sexual assault or stalking will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advance notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim/domestic violence leave. Please notify your supervisor of your need to seek relief or for a reasonable accommodation as far in advance as possible. If applicable, an employee may use accrued vacation leave for these purposes.

### **14. Time Off for Victims of Crime**

An Employee who is a victim of certain crimes (violent felonies, felony thefts, serious felonies and crimes identified in Labor Code section 230.5 and as defined by law) or is an immediate family member of a victim, is a registered domestic partner of a victim or the child of a registered domestic partner of a victim will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advance notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim leave. Please notify **your supervisor** of your need for time off as far in advance as possible. As applicable, an employee may use accrued vacation leave or sick leave for crime victim leave purposes.

### **15. Time Off for Volunteer Firefighters**

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance with the law. Employees are requested to alert the Co-Founders of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify their supervisor before leaving the School's premises.

### **16. Time Off for Voting**

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact your supervisor to request and schedule time off to vote.

### **17. Workers' Compensation Leave**

Employees that are temporarily totally disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of the School. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

## **VII. Employment Evaluation and Separation**

### **A. Employee Reviews and Evaluations**

Each employee will receive periodic performance reviews conducted by administration. Performance evaluations will be conducted at least once annually. The frequency of performance evaluations may

vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of your job. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your direct manager and that you are aware of its contents. The evaluation system in no way alters the employment at-will relationship.

### **B. Discipline and Involuntary Termination**

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions or termination.

The School's disciplinary system is informal, and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

### **C. Voluntary Termination**

Either the employee or the School may terminate the employment relationship at any time, with or without prior notice and with or without cause. While it is not required, the School requests that employees electing to resign to give as much advance notice as possible (preferably two weeks) to allow the School to plan for your departure.

An exit interview will normally be scheduled on the last day of work with HR. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any company property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School. The School appreciates receiving candid opinions of the employee's employment. Final pay, including pay for any earned but unused vacation time, will be provided in accordance with state law.

### **D. References**

All requests for references and employment verifications must be promptly directed to the HR Department. When contacted for a reference or employment verification, the School will only provide information concerning dates of employment and the title of the last position held. Other employees may not provide any employment verifications or act as a reference for any other employees.

### **E. School Culture**

The School has outlined "acceptable behavior" that if violated, will be treated as a performance issue.

- Respect for the worth of the individual
- Commitment to high standards
- Contributing to the community
- Achievement through teamwork

- Dependable to the entire School community
- Practice constructive communication to all members of the School community
- Highly collaborative to all members of the School community
- Consistently behave with high professionalism
- Regularly take initiative
- Practice absolute and consistent respect for oneself all other members of the School community

The School's employees will treat others – including co- workers and customers - with respect.

## **E. Professional Development**

For the school year, each certificated staff member will be required to participate in professional development opportunities throughout the school year.

All employees must get pre-approval of PD requests from their Director before registering or making any travel arrangements. Please reference the separate Professional Development Policy & Procedures.



## **ACKNOWLEDGEMENT OF HANDBOOK AND AT WILL EMPLOYMENT**

I acknowledge that I have received Method Schools' Employee Handbook. I have read the Handbook and understand the contents of the Handbook. I agree to abide by all of the School's policies. I understand and agree to my at-will employment status as described in the Handbook, summarized as follows:

- This Handbook does not in any way reflect a contract of employment, either expressed or implied between me and the School.
- The School is an at-will employer. I am free to terminate the employment relationship with the School at any time; the School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me for any or no reason at any time. Specifically, the School may modify all terms of employment including any policy or practice and/or my hours, wages, working conditions, job assignments, position title, compensation rates and benefits in its sole discretion.
- Nothing in this Handbook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for me. Further, there is no agreement, express or implied, written or verbal, between the employee and the School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.
- I understand that other than the Co-Founders, no supervisor or representative of the School has the authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will.
- I understand that only the Co-Founders have the authority to make any such agreement and then only in writing signed by the Co-Founders.

**Employee Name:**

**Employee Signature:**

**Date:**



## 2024-2025 Student/Parent Handbook

Board Approved: 6/13/2024



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Welcome! Heading into our eleventh year of operation, Method Schools is poised to continue to build, grow, and improve upon a strong foundation of community, culture, and student success.

We are excited to bring an effective online program that offers both flexibility and rigor. We hope to continue to grow our Method Schools community in dynamic ways through more in-person opportunities, student social and leadership activities, and a focus on growth and improvement.

As always, we thank you for choosing Method Schools, and we are excited for another year to grow and learn from each other.

## Philosophy and Vision

Method Schools' mission is to aggressively advance K-12 education through continuously developing models that promote targeted student growth and a culture of inclusivity and equality.

We aim to do this in the following ways:

- Develop breakthrough practices and tools for students
- Facilitate growth within a diverse student population
- Cultivate a student focused program
- Promote a professional and staff driven culture.

With a vision that now focuses on growth in all facets of the organization, Method Schools seeks to accomplish this by developing superior tools and practices to effectively serve every student, enhancing internal synchronization to collectively build premium tools and practices, and creating a culture worthy of talent and dedication.

## Method Schools Expected Outcomes

Method Schools partners with students of diverse racial and cultural backgrounds to develop skills that closely align to deeper learning and beyond. The school is committed to a collaborative approach with students to create and provide meaningful educational experiences that not only reflect the real world in which they live, but challenge their ability to creatively problem solve and apply skill sets from one discipline to another. Students are provided with the supportive space to become self-directed learners and develop the skills to master academic core content, critically think, problem solve, collaborate, and effectively communicate to ultimately prepare them for a meaningful college experience and career. Through an emphasis on highly personalized instruction, students participate in activities that promote self-discovery of personal and academic knowledge and interests, which will refine their path to college and beyond.

Method Schools is committed to educating the entire child and appealing to all learning styles and modalities. Method Schools believes that each student should develop the following traits and skills by the time of graduation.

**READ CRITICALLY**

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

**EXPRESS IDEAS**

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

**INVESTIGATE THROUGH INQUIRY**

I can explore questions and build knowledge through inquiry.

**REASON QUANTITATIVELY**

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

**USE SOURCES**

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

**DESIGN SOLUTIONS**

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

**LEARN INDEPENDENTLY**

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

**NAVIGATE CONFLICT**

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

**SEEK AND APPLY FEEDBACK**

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

**BUILD NETWORKS**

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

**SUSTAIN WELLNESS**

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

**ENGAGE AS A CITIZEN**

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

Method Schools 2024

Method Schools works with a shared goal of educating its students to their fullest potential and is built on a foundation of collaboration between the parents, students, and our highly-qualified staff.



## Enrollment

Method Schools are public schools of choice.

There is no discrimination in the admission of students to the school on the basis of race, creed, color, handicapping condition, or gender. Method Schools provides a free and appropriate public education (FAPE) to all of its students. All students; however, need to be able to meet the enrollment requirements.

Method Schools will enroll students in grades Kindergarten – 12th Grade for the 2023-24 school year. Student registration is always online at [www.methodschoools.org](http://www.methodschoools.org). The enrollment process must be completed in full and submitted with all the required documentation prior to being accepted.

Questions regarding the status of your enrollment should be directed to the front offices. Students who have received services under the Individuals with Disabilities in Education Improvement Act (IDEIA) must provide this information at the time of enrollment. A Method Schools staff member will contact you to ensure proper placement of your student into our program.

It is understood that no student who qualifies for special education services under the Individuals with Disabilities in Education (IDEA) shall participate in independent study unless it is specifically authorized under his/her IEP.

Concurrent enrollment in another public or private school is prohibited at Method Schools and will cause the student to be withdrawn immediately. This does not include college-level coursework. Please refer to our enrollment requirements.

### Fees

Method Schools does not charge fees for our programs or services provided to our families. Enrollment with Method is always tuition-free; however, as with many school programs, certain expenses do fall within the responsibility of enrolled families: Ink for printers, the cost of transportation to and from school, Method Schools sponsored events, and the cost for providing paper are a few examples.

## Enrollment Requirements

### Age Requirement

A student will be admitted to Kindergarten at the beginning of a school year if the child will have his/her fifth birthday on or before September 1st of the school year.

## Immunizations

All of the following are required for enrollment into Method Schools.

- Diphtheria
- Measles
- Mumps (except for children who have reached the age of 7 years old)
- Pertussis (whooping cough)
- Poliomyelitis
- Rubella
- Tetanus
- Hepatitis B
- Varicella (chicken pox) – persons already admitted into California public or private schools at the Kindergarten level or about, before July 1, 2001, shall be exempt from Varicella immunization requirement for school entry.
- TDAP (pertussis) – the TDAP must be administered after a student’s seventh birthday but before entering the 7th grade.

The schools’ verification of immunization is through written medical records from your doctor or immunization clinic. Pupils who fail to complete the series of required immunizations within the specified time will be denied enrollment until the series has been completed. Exceptions are allowed under the following conditions:

- o The parent provides a signed doctor’s statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain identifying the specific nature of probable duration of the medical condition.
- o As of January 1, 2016, due to Senate Bill 277, a parent may no longer request exemption of their child from immunization for personal or religious beliefs for students. The bill does exempt pupils enrolled in an independent study program, who do not receive classroom-based instruction. Any child leaving the United States for a short vacation, to any country considered by Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure, such as, Mexico, Philippines, India or Southeast Asia must call the County of Tuberculosis clinic for TB screening upon return.

## Physical Examinations

All pupils are to have completed a health screening examination on or before the 90th day after the pupil’s entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code, Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in Kindergarten. Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment. The school recommends that children undergo a yearly speech, hearing, and eye examination.



## Mid-Year Enrollment

Students will be provided with a pacing guide based on their date of enrollment. Students may be expected to complete assignments from earlier modules in order to meet the minimum requirements for passing the course with full credits. Students will be given up to 2 weeks to catch up to the current pacing of their peers.

***“Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student’s withdrawal from Method Schools. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re-enroll for the remainder of the current academic year and one academic year following.”***

## Withdrawals

If you decide to withdraw a student from Method Schools, please communicate your decision through your Homeroom Teacher. Your teacher will schedule a final virtual conference to ensure that your student receives the appropriate academic and attendance credit. During this meeting, you will be required to submit work samples that your student has completed since your last conference and sign learning journals. Shipping labels required for the return of the loaned teaching materials, including laptops, will arrive within 2-3 weeks from the date you notified your teacher of your withdrawal.

## Change of Contact Information

Please notify our enrollment specialists should your contact information change and provide any updated proof of residency for your new address. Our staff will update the records accordingly. Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student address. Parents are requested to update their account information in the online curriculum should their email address change. Communication is often sent via email to the email address listed in the online curriculum. Thus, we would like to keep all records up-to-date.

## Unable to Contact

In any school, but especially in a virtual school, regular communication with your Method Schools teacher is essential for your student's success in our program. If you are planning to be out of state, on vacation, or otherwise unable to communicate with your teacher for a period of time please notify your teacher so that proper arrangements to monitor your student's progress and attendance can be made.

Due to the enrollment requirements of our school, if your teacher is unable to contact you for 2 days, Method will attempt contact via phone and email requesting contact. If after these procedures have been followed and contact has not been made within 24 hours, it will be assumed that your child is enrolled in another educational program, and your child will be withdrawn.

## Attendance

Method Schools offers students a Personalized Learning Education through an online, independent study model. Independent study is substantially equivalent in quality and quantity to classroom instruction thereby ensuring that a student is assigned a full day's worth of work equivalent to that which he/she would be assigned in a classroom setting. Independent study students have the same access to existing services and resources as other students in the school in which the independent study student is enrolled.

## Daily Engagement

Using the following resources, Method Schools students are expected to **engage daily** with their learning.

- Login to the required curriculum platform (Smartfox)
- Usage of iReady
- Learning materials as assigned by the Homeroom Teacher (teacher of record)

Students enjoy freedom and flexibility, while parents appreciate the accountability that the school provides them as the primary educator of their student.

## Synchronous Instruction and Live Interaction

The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous (live) instruction:

1. For pupils in kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
  - a. Daily instructional classes via videoconferencing provided by the supervising teacher
  - b. Weekly 1:1 meetings via videoconferencing provided by the supervising teacher
  - c. (3rd grade) Assigned Supplemental Support Instruction/Classes via videoconferencing for individualized instructional needs.
2. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live synchronous instruction between the pupil and a certificated or non-certificated employee

of the Charter School and weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:

- a. Weekly 1:1 meeting with the supervising teacher
  - b. Weekly homeroom instructional session
  - c. Daily instruction subject specific classes, Supplemental Support Instruction/Classes (as assigned), Study Hall, and teacher office hours via videoconferencing
3. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned HRT shall be as follows:
- a. Weekly 1:1, 30 min meeting with HRT
  - b. Weekly homeroom instructional session
  - c. Optional Office Hours with content teacher
  - d. Supplemental, Support Instruction/Classes (as assigned)

## ISMA - Independent Study Master Agreement

Method Schools' Independent Study Master Agreement is filled out each semester for each student enrolled in the program. Our practice is to meet with students at least every 20 days to review outcomes and to collect work samples.

A current Independent Study Master Agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.

- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

## Uniform Complaint Procedures

State regulations require Method Schools to address allegations of unlawful discrimination and complaints alleging violation of federal or state regulations in programs and activities receiving state funds: adult basic education, SIP, EIA/LEP, Title 1, Title 6, vocational education, special education, child development, child nutrition, Miller-Unruh special reading, tenth grade counseling, and school-based coordinated programs. Details on [Method Schools' Policy and Procedures and Uniform Complaint Form](#) are linked or can be found on the school website.

## Learning Periods

Learning periods, or LPs, last approximately one month with 5 in fall semester and 5 falling in spring semester.

## Work Samples

Work samples are collected at the beginning of every Learning Period throughout the school year. Teachers collect 2 samples per subject area each learning period for a minimum of 8 per LP.

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

## Daily Educational Activity Record - Learning Journals

Each student at Method Schools must log activity every school day. Method Schools asks that this “daily engagement” be documented on a daily basis.

Student activity may include work in curriculum, work assigned in educational platforms, one to one meetings with homeroom teachers, or participation in course or tutoring sessions. Daily activity must be logged by the student or parent in the following format:

- “Participated in live (name/type) class”
- “ School event or field trip”
- “Completed assignments in (educational platform)”
- “Offline assignment”

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

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

Method Schools recognize that families may not evenly distribute student’s work assignments over weekdays. However, due to strict state law requirements for charter school attendance, **Method Schools expects each student to be engaged in an educational activity on each weekday that Method Schools is in session.** This should not be read as Method Schools asks that a parent/guardian refrain from documenting “daily engagement” on a day where a student did not engage in any educational activity required of them by the assignments. By law, work done on weekends or other days when school is not in session cannot be used to “make-up” weekdays where no “daily engagement” occurred.

## Multi-Tiered Systems of Support

Method Schools has adopted a multi-tiered systems of support model in line with the California Department of Education’s guidelines for MTSS.



CA MTSS is built on the premise that universal support must be provided for all students while recognizing that some may need supplemental support at **various times** and a few students may require more intensified support **some of the time** to be successful in the most inclusive and equitable learning environment of their grade level peers.

CA MTSS is broken down by: Universal, Supplemental, and Intensified supports in three areas: 1) academics, 2) SEL, 3) Behavioral and for the Virtual Independent Study space we also have 4) Attendance

One of these supports is a tiered re-engagement policy for all pupils who are in violation of the written agreement pursuant to [Education Code Section 51747\(g\)](#). These procedures are as follows:

1. Verification of current contact information for each enrolled pupil;
2. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
3. Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
4. When the evaluation described above under paragraph 2.b.iv. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

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

*\*Please note that students who end the school year in a tier will begin the following school year on a support plan.*

The Homeroom Teacher and the Grade Level Lead under the guidance of the Tiered Re-engagement Strategy will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

1. When any pupil fails to complete the minimum of two (2) work samples per subject per learning period in which they are enrolled.
2. In the event student's educational progress falls below satisfactory levels as determined by the Charter School's Tiered Re-engagement Policy which considers ALL of the following indicators:
  - a. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
  - b. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
  - c. When the student fails to attend a 10% minimum instructional time over four continuous weeks.
  - d. When the student fails to participate in 50% of assigned live instructional

- e. sessions over the course of a month.
- f. Learning required concepts, as determined by the supervising teacher.
- g. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

## Academic Policy

### Commitment to Growth

Method Schools is committed to providing an exceptional academic program based on an ongoing use of data and well-researched best instructional practices. With that, Method closely monitors students and their academic growth using rigorous curriculum, advanced instructional methods, and internal diagnostic and benchmark assessments that closely align to state assessments. Students are expected to test as part of their overall academic program.

We, at Method, hold a high expectation of all students to participate in all elements of our academic program including annual state testing. If you have any concerns about the full participation in Method's educational model, please discuss this with a Method staff member.

### Learning Coach

The Learning Coach is identified as the parent(s) or guardian on record. The learning coach can specify and give permission for another point of contact to be included in communication between LC and Elementary

The learning coach is responsible for communicating and supporting their enrolled student in their curriculum, attendance, technology, and academic scheduling. They are the main support in the independent learning environment.

### Learning Coach Expectations

**The Learning Coach is the person primarily responsible for supervising the student(s) during regular school hours (8:30am – 3pm). In terms of attendance, Learning Coaches have two major responsibilities:**

1. Meet with their Homeroom Teacher and Student NO LESS than one time per Learning Period for approximately 30 minutes.
2. Sign, with their Student's and Homeroom Teacher, their student's Learning Journal once per Learning Period and/or month.

**In addition to maintaining attendance with Method Schools, the Learning Coach also:**

- Ensures that the student is participating appropriately in the instructional program. This can include but is NOT limited to:
  - Completing assigned lessons
  - Completing assessments
  - Participating in a weekly virtual session with the homeroom teacher (may include supplemental instruction)
  - Participating in a weekly homeroom group session with the homeroom teacher and other homeroom students (may include supplemental instruction)
  - Having the student available and actively participating in the meetings and in person assessments or instructional assistance as assigned by Method.
- Ensures that the student participates in interventions as deemed necessary by our staff.
- Can read and understand the curriculum and instructional materials provided by Method Schools.
- With help from Method staff, identifies and supports the student with any academic issues.
- Supports the student in attending state-mandated testing.
- Has a working phone number, email account, and internet access at the time of enrollment, and knows that email is the primary means of communication.
- Monitors email and phone messages daily and responds to all calls and emails from Method staff within 48 hours.
- Maintains the student's enrollment by meeting attendance requirements as laid out by Method Schools.
- Informs Method staff within 48 hours of any changes to contact information (i.e., address, phone number, and email address).
- Submits work samples as requested by Method staff in a timely manner.
- Treats teachers and staff with respect and professionalism. This includes but is not limited to:
  - Not using rude language (including profanity, yelling, badgering) on the phone, email or in person.
  - Not threaten teachers and/or staff on the phone, email or in person.
- Is available to meet with teachers and/or staff with reasonable accommodation.

**Parent/Guardian and/or Learning Coach: No Communication**

Regular communication with your Method Schools Homeroom Teacher is a requirement of our program. If you are planning to be out of state, on vacation, or otherwise unable to communicate with your teacher for a period of time please notify your teacher so that proper arrangements to monitor your student's progress and attendance can be made.

Due to the enrollment requirements of our school, if your teacher is unable to contact you for 2 days, Method will attempt contact via phone requesting contact. If after these procedures have



been followed and contact has not been made within 24 hours, it will be assumed that your child is enrolled in another educational program and your child will be withdrawn.

## State Standardized Tests

As members of a public charter school, our students participate in all state-mandated tests. Participation rates are critical to the success of our school. According to recent regulations, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California.

A testing schedule will be distributed to all families. Individual student performance results on statewide achievement testing will be distributed to both parents and teachers in a timely manner.

## Promotion/Retention

Method Schools approach to learning is highly individualized to student's needs based on data-driven instructional practices and a Multi-Tiered System of Supports that targets each student's individual needs.

Method Schools make every effort to meet students where they are by providing ample support and interventions in order to allow students to matriculate from one grade to the next. Retaining a student is a practice that is rarely, if ever, considered based on Method's philosophy and approach of personalizing learning to a student's abilities rather than reassigning grade level. To determine eligibility for a grade retention or promotion, we must allow ample time for interventions to be put in place, data to be gathered, and documentation of student response to interventions to meet the student's learning concern.

### Process to Determine Promotion/Retention

<b>1. Identification of Learning Concern</b>
<ul style="list-style-type: none"> <li>● Student, parent, or homeroom teacher expresses a learning concern.</li> <li>● Homeroom teachers, parents, and students work collaboratively to implement general interventions.</li> <li>● Homeroom teacher documents students' responses to general interventions. If there is no response to intervention, student is elevated to Student Success Team Meeting</li> </ul>
<b>2. Student, parent, or homeroom teacher expresses a learning concern.</b>
<ul style="list-style-type: none"> <li>● Homeroom teachers, parents, and students work collaboratively to implement general interventions.</li> <li>● Homeroom teacher documents students' responses to general interventions. If there is no response to intervention, student is elevated to Student Success Team Meeting</li> </ul>
<b>3. Student Success Team #1 (SST-1) Meeting</b>
<ul style="list-style-type: none"> <li>● Learning concerns documented</li> <li>● Targeted interventions agreed upon</li> </ul>

<ul style="list-style-type: none"> <li>• Date for follow up agreed upon at the meeting. Timeline for follow up is dependent on severity of learning concern. If no response to interventions at SST-1, student elevated to Student Success Team #2 (SST-2) meeting</li> </ul>
4. Student Success Team #2 (SST-2) Meeting
<ul style="list-style-type: none"> <li>• Learning concerns documented</li> <li>• Interventions adjusted based on students response to interventions in SST-1</li> <li>• Date for follow up agreed upon at the meeting. Timeline for follow up is dependent on severity of learning concern. If no response to interventions at SST-2, students are elevated to assessment meetings.</li> </ul>
5. Assessment Meeting
<ul style="list-style-type: none"> <li>• Determine the need for Special Education assessment</li> <li>• Records review for appropriate grade placement</li> <li>• Determine appropriate placement in independent study model</li> </ul>

If it is determined, a special education assessment is appropriate, the Special Education department will arrange for an assessment plan to determine special education eligibility.

Although extremely rare, any recommendations for a student's retention or promotions are taken to Method's Board for final approval. Method cannot guarantee the recommendation or denial of retention or promotion as each request is taken on a case by case basis. Please refer to the [board policy](#) for more details on student promotion or retention

## Student Success Team Meetings

Pupils who are not making sufficient progress and/or have excessive absences within one learning period, and have not corrected behavior despite enrollment in MTSS shall be required to attend a Student Success Team meeting, along with their learning coach, to determine whether it is in the best interest of the pupil to remain in independent study. This conference shall be held as soon as possible, and the pupil will receive written notice of the Student Success Team Meeting. The pupil may request one postponement, not to exceed five (5) school days, of the conference for good cause.

At the meeting, the parent/guardian or adult student shall be informed of the reason for the meeting and the evidence supporting the concerns for the student's academic health. The student and/or representative shall be given the opportunity to present information and share their concerns/obstacles during the meeting. Method staff will take any information presented by the parent or learning coach and student into consideration when determining mandatory interventions for the student for continued enrollment. Additional factors will be considered including, but not limited to, the following:

- Student's grades at the time of the evaluation
- Student's progress in the independent study curriculum
- Student's attendance at required live sessions
- Teacher observation and feedback

- Student's participation in their assigned MTSS

Staff decisions shall be provided in writing to the parent/guardian within three days of the evaluation. Method Schools staff may:

- Find independent study still in the student's best interest
- Place the student on attendance probation to be evaluated again at the next attendance period if the student continues to fail to engage in daily activities
- Use other alternatives to improve attendance and engagement
- Find that it is not in the student's best interest to remain in independent study.

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

## Academic Dishonesty and Plagiarism Policy

Academic dishonesty, cheating, and plagiarism are any attempt to obtain credit through fraudulent, deceptive, or dishonest means.

Plagiarism is the presentation of someone else's ideas or work as one's own. This constitutes fraud or theft. Plagiarism or any form of academic dishonesty is a grave offense and will not be tolerated.

If a teacher or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the teacher may exercise one or more of the options listed below, depending on the severity of the offense.

Some examples of academic dishonesty are (but are not limited to):

- Using another's work and claiming it as your own.
- Copying other students' work or allowing your work to be copied.
- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- Copying from text, websites, or other course materials.
- Purchasing a paper or project.
- "Recycling" an assignment – submitting an assignment to more than one course.
- Asking for answers in any social media forum, discussion, or chatroom.
- Manipulating online assessments to achieve a passing score without mastering the content.
- AI assistance will be considered plagiarism if students copy and paste AI responses and claim them as their own work. Students should use AI assistance as a support, scaffold and tool, not as a replacement for their own thoughts and work.

### ***Consequences for academic dishonesty***

**First Offense**–Content teacher will remove credit for any assignment related to the offense and communicate to the HR teacher. HR Teacher will contact and conference with parents and students regarding the offense and discuss the repercussions of additional offenses. Teacher will provide required resources to help students succeed while maintaining academic integrity. The student will be required to resubmit assignment(s) to receive credit.

**Second Offense**– Content teacher will remove credit for any assignment related to the offense and communicate to the HR teacher. Administrators/ department lead will conference with the teacher, parent, and student regarding the seriousness of academic integrity. The student may be required additional supervision (example: complete assessments in the online classroom) to help support the student to be successful in the future. The student can redo the assignment but will only receive  $\frac{1}{2}$  credit.

**Third Offense**– Content teacher will remove credit for any assignment related to the offense. Administrators/ department leads will conference with the teacher, parent, and student regarding the seriousness of academic integrity. The student may be withdrawn from Method Schools and placed back in their school of residence. A letter will be placed in the student’s file. The repeat incidents will be noted in the student’s permanent file. Plagiarized assignments will not be allowed to be resubmitted for credit.

### **Avoiding Plagiarism**

Students must give credit for any information that is not either the result of original research or common knowledge. If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and on the reference page. If students are unsure whether he/she should cite, he/she is encouraged to cite. Students are also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as the Essential Little Brown Handbook and for formatting questions refer to manuals such as The MLA Handbook for the Humanities, The Publication Manual of the APA for social sciences and business and The CBE Style Manual for natural and applied sciences. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and revoked access to course(s). The use of current and relevant technology is encouraged at Method Schools as we know that business leaders want a tech-literate workforce. Students are encouraged to work with their teachers to determine how to use AI platforms like Grammarly, ChatGPT, and other AI tools as thought-partners, not thought-replacers.

***“Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student’s withdrawal from Method Schools. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re – enroll for the remainder of the current academic year and one academic year following.”***

## Method Schools Sponsored Fitness and Athletic Training Policy

Method Schools believes that physical fitness, athletic training and sports participation can be part of a well-rounded curriculum and educational experience. Method supports student participation in fitness and athletic training upon request to ensure students are offered a holistic experience. Method-sponsored athletic participation is a privilege that requires satisfactory academic achievement and attendance as outlined in Method’s MTSS.

Tiering could impact the sponsored fitness training. Affected students are placed on academic probation and their athletic training would not be the responsibility of Method Schools while on academic probation.

Students who participate in Method Schools’ sponsored fitness or athletic training are expected to meet the requirements of attendance and engagement as set forth by their grade level for live instruction classes, weekly 1-to-1 meetings, and daily login to the provided curriculum.

## Grade Appeal Policy

The official transcript is a complete representation of a student’s academic record. It is of utmost importance that accurate record keeping and grade reporting is timely.

A petition or request for transcript review can be submitted to Method Schools to review records and coursework.

In the event of inaccuracies, any changes to official transcripts are made only after a thorough review of the transcript by counselors and course teachers. Gradebooks, master agreements, and report cards are reviewed to support the changes to ensure its accuracy. No changes are made without the approval of the course teacher and Method administration.

## Extra Credit Policy

Extra credit is an opportunity to

- deepen or extend learning and develop mastery of the learning outcomes
- reinforce their understanding of concepts taught in class

Extra credit is not:

- a way for students to make up incomplete or unsubmitted assignments or to provide a last-minute effort for the student

### Summary & Guidelines

1. Extra credit points may not exceed 5% of course points. ex. 800 course pts.= 40pts EC
2. Extra credit beyond the approved opportunities listed in course modules must be approved by administrators, defined as the Principal, Assistant Principal, and or Director under the conditions that will provide an opportunity without compromising the academic needs, requirements, or expectations of the student.
3. Extra credit points should not exceed more than 10 points in a semester for parent participation in webinars within a semester.

## Special Education

### *An Overview*

#### *What is Special Education?*

The Education for All Handicapped Children was enacted by Congress in 1975 creating special education. This law has been revised several times since its original passage and is now known as the Individuals with Disabilities Education Act (IDEA). Children must be identified, tested, and have a qualifying disability that negatively impacts their education. The Individuals with Disabilities Education Act (IDEA) states that each child who has a disability, needs special education and related services will receive FAPE (free appropriate public education).

#### *What are the 13 disabilities recognized by IDEA and California?*

IDEA specifies 13 classifications of disabilities; however, a child's school performance must be "adversely affected" by a disability to qualify for the special education program.

- Autism Spectrum Disorder (ASD). ASD is a developmental disability that significantly affects verbal, nonverbal communication, social interaction, and sometimes impacts behavior. It is generally evident before the age of three. Common characteristics often associated with autism are engagement in repetitive activities, stereotyped movements, resistance to environmental change or changes in daily routines, and unusual responses to sensory experiences.
- Deafblindness is a concomitant (simultaneous) hearing and visual impairment, the combination of which causes severe communication, developmental, and educational

problems. In this category, a student's needs cannot be met with just deaf or blind services only.

- Deafness is a hearing impairment, whether permanent or fluctuating, which impairs the processing of linguistic information through hearing, even with amplification. If any equipment can correct a hearing problem, then the student does not qualify under the definition of deafness.
- Emotional Disturbance (ED) is an inability to learn which cannot be explained by intellectual, sensory, or health factors. It typically manifests as an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behaviors or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; and a tendency to develop physical symptoms or fears asocial with personal or school problems. Common examples may include anxiety disorder, schizophrenia, bipolar disorder, obsessive-compulsive disorder, and depression.
- Hard of Hearing or Hearing Impairment may be permanent or fluctuating, which impairs the processing of linguistic information through hearing, even with amplification, and which adversely affects educational performance. Processing linguistic information includes speech and language reception and speech and language discrimination.
- Intellectual disability (ID) is a student who has significantly below average general intellectual abilities existing concurrently with deficits in adaptive behavior. These students typically have poor communication, self-care, and social skills. Most of these students are on a modified curriculum. Common examples include down syndrome or mental retardation.
- Multiple disabilities (MD) include concomitant impairments of at least two disabilities or more, the combination of which causes such severe educational needs that they cannot be accommodated by special education programs solely for one of the impairments. The term does not include deaf-blindness.
- Orthopedic Impairment (OI) is a severe orthopedic impairment that adversely affects the student's educational performance due to the lack of ability to move their bodies. One common example is cerebral palsy.
- Other Health Impairment (OHI) is an umbrella term that covers any other condition or illness that limits a child's strength, energy, or alertness. One common example is Attention Deficit Hyperactivity Disorder (ADHD), which impacts attention and executive function.
- Speech or language impairment (SLI). Students with this disability may demonstrate difficulty understanding or using spoken language to such an extent that it adversely

affects his or her educational performance and cannot be corrected without special education and related services. Common speech disorders may include articulation (reduced intelligibility) and/or stuttering.

- Specific Learning Disability (SLD) is the most common category and is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken, or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. This disability must result in a severe discrepancy between his/her intellectual ability and achievement in one or more academic areas.
- Traumatic brain injury (TBI). This is a brain injury caused by an accident or some kind of physical force. Services and needs must be on a case-by-case basis based on the severity of the injury.
- Visual impairment (VI) includes both partial sight and blindness impacting educational performance. If eyewear can correct a vision problem, then the student does not qualify under the definition of visual impairment.

#### *What is an IEP?*

An Individualized Education Plan (IEP) is written to annually provide a child with a disability with a specially designed education. It will include eligibility status, present levels, accommodations, modifications, and goals. IEP goals are written to show “meaningful educational benefit” for students based on their ability level. The IEP is written, updated, reviewed, and agreed upon every year. Initial tests are conducted to determine eligibility and every three years testing must be conducted to determine ongoing eligibility. Students with an IEP are not exempted from the attendance requirements of Independent Study including live attendance and are subject to the tiered re-engagement policy as required.

#### *What is a modified curriculum?*

A modified curriculum is a change in what is being taught to or expected from the student to adjust for a reduced comprehension level and may entail changing some or all of the curriculum. The curriculum is adjusted to the child's instructional level which may be one grade level below or several and should be agreed upon between parents & teachers. Students on a modified curriculum may not be eligible for a high school diploma but may receive a certificate of completion upon completing high school.

#### *What is a 504 plan?*



Students who do not qualify for an IEP may sometimes be offered a 504 plan. A 504 Plan is a blueprint for how the school will provide support and remove barriers for a student with a disability. It may provide accommodations, services, supports, and any other agreed-upon reasonable changes to the learning environment to enable students to learn alongside their peers. Unlike an IEP, there is no standard 504 Plan; however, a school site may have a structured form. These plans may vary from student to student as it is based on individual needs. The plan is reviewed yearly and every three years for continued eligibility. Students with a 504 are not exempted from the attendance requirements of Independent Study and are subject to the tiered re-engagement policy as required.

### *What are adaptations?*

Adaptations are frequently used by teachers. They are quick and easy changes to the classroom environment such as moving an easily distracted child away from the window, providing blockades, noise reduction headphones or seating the student closer to the front. Adaptations provide access for a student with a disability to participate in a course, standard, or test but does not alter or lower the course standards. Some adaptations may be found on 504 Plans or IEPs.

### *What are accommodations?*

Accommodations are frequently used by teachers and are methods used to assist with student learning without changing the academic content nor standards assessed. These are often found on 504 Plans or IEPs and are based on student needs and/or disabilities. The following types are listed below:

*Presentation* - the way information is presented.

*Response* - the way a student completes an assignment.

*Setting* - the environment of the student

*Time/schedule* - dates, days, hours, minutes, and other time issues

*Organizational* - the ability to keep a student organized and focused.

*Study* - methods to teach students to retain information and self-study, which may be called accommodations or simply strategies.

### *Students enrolling with an IEP*

Method Schools is a charter school that facilitates admissions for a student with an IEP in the same manner as for a student without an IEP per federal and state laws. Students will provide the same enrollment information as non-IEP students such as proof of residency, a legal form of identification for the child, and vaccination records, etc. Typically, students enroll and then provide the IEP. For students transferring from a traditional in-person campus within the same school district, the IEP will usually stay in place with possible minor word changes to reflect an online at-home setting instead of in-classroom instruction. For example, an IEP may state that the student will go to a specific classroom for instruction and testing; however, the IEP language should be changed to state learning and assessments will be achieved through Method Schools'

online framework, and parents acknowledge this fact and may choose to enroll their child with the stated understanding. If the student relocates from another school district, we provide comparable services and maintain the original IEP as much as reasonably possible, disclosing adaptations and accommodations to Method's virtual instruction format. An initial 30-day IEP meeting is scheduled as soon as possible after official enrollment to review the existing IEP, and parental input is highly encouraged. A copy of parental rights is always provided to the parents and included with the proposed IEP draft that will be discussed at the 30-day IEP meeting.

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

## Child Find

Method Schools participates in a comprehensive "child find" protocol to identify students who have or may have exceptional needs. All instructional, support and administrative staff seek to participate in the "child find" protocol of the special education local plan area (SELPA). These systems include a variety policies and practices that are not limited to the following:

- Comprehensive post-enrollment practices that aim to identify students with exceptional needs in order to ensure that all instructional, support and administrative staff is aware of all students who have identified special needs
- Continuous efforts to maintaining and nurturing relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion
- Ongoing professional development and training for all instructional, support and administrative staff, to ensure proper identification of special needs within all students

- As part of the Multi-tiered Support System, continuously review and monitor all student assessment data, including state mandated testing and all internal assessments in order to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services

## School Policies

### Confidentiality

Please notify our enrollment specialists should your contact information change and provide any updated proof of residency for your new address. Our staff will update the records accordingly. Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student address. Parents are requested to update their account information in the online curriculum should their email address change. Communication is often sent via email to the email address listed in the online curriculum. Thus, we would like to keep all records up-to-date.

### Code of Conduct

Freedom of speech and expression is valued not only throughout society but also, and particularly, in the academic setting. No more is this so than in the classroom.

At Method Schools, a classroom is defined as many different locations. These may include, but are not limited to:

- Online classroom sessions.
- Any Method Schools event
- Any Method Schools community area.

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established.

- When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
- Conflicting opinions among members of a class are respected and responded to in a professional manner.

- No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
- No offensive comments, language, or gestures are part of the classroom environment.
- Posting anonymous messages is not permitted unless authorized by the course's online teacher.  
Impersonating another person is also strictly prohibited.
- Use only your own username and password, and do not share these with anyone.
- Do not post personal information (any social media, YouTube, Facebook, email address, etc.)
- Do not interfere with other users' ability to access Method Schools or disclose anyone's password to others or allow them to use another user's account. **You** are responsible for all activity that is associated with your user name and password.
- Do not download, transmit or post material that is intended for personal gain or profit, non- Method Schools commercial activities, non-Method Schools product advertising, or political lobbying on a Method Schools owned instructional computing resource.
- Do not use Method Schools instructional computing resources to sell or purchase any illegal items or substances.
- Do not upload or post any software on Method Schools instructional computing resources that are not specifically required and approved for your assignments.
- Do not post any MP3 files, compressed video, or other non-instructional files to any Method Schools server.
- Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain email, viruses, or other intentionally destructive content.

Adherence to this code of conduct will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.

### *Bullying and Intimidation*

Method Schools believes that all students have a right to a safe and healthy school environment. To that end, the schools and community have an obligation to promote mutual respect, tolerance, and acceptance. Method Schools will not tolerate any act of intimidation including direct physical contact, gestures, comments, threats or actions, either written, verbal or physical, which cause, threaten to cause or are likely to cause bodily harm, social isolation, manipulation, or personal degradation at any school site, at any school activity whether on or off campus, while traveling to and from school or a school sponsored activity, or during the lunch period, whether on or off the school site.

## Discipline

In order to promote learning and protect the safety and well-being of all students, Method Schools adheres to the Suspension and Expulsion guidelines established by California Education Code Section 48900. When a student interferes with the learning, safety, and well-being of students, it may be necessary to suspend or expel a student from regular classroom instruction. Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, and the use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

## Dress Code

It is important to require a standard of dress for when students attend a school-related event. These instances include (but are not limited to) online web conferences, outings, testing, community day, etc. Clothing worn should promote the learning process and appropriate behavior. It is expected that students will wear clothing that is consistent with their health, safety, and welfare.

The following standard of dress must be observed in these instances:

- Clothing and shoes must be suitable from all scheduled classroom activities including physical education, science labs, and other activities where unique hazards exist.
- Clothing, shoes, and accessories must not pose a threat to the safety of any student or staff.
- Hats, hoodies, and other headwear must allow the face and ears to be visible and not interfere with the line of sight to any student or staff (religious headwear excluded).

- Clothing, jewelry, and accessories that contain images and/or writing that refer to alcoholic beverages, illegal drugs, or racist epithets may not be worn.
- Clothing, jewelry, and accessories that contain images and/or writing with messages of hostility toward race, ethnicity, culture, and religion.
- Students must wear a top/shirt with pants/shorts/skirt, or a dress.
- Clothing must cover undergarments.

## Student Records

Your student's records may be viewed at any time pursuant to the Notification of Rights under FERPA. Please provide our office with five (5) days' notice so that the record may be pulled. The record must be viewed in the presence of a Method Schools administrative staff member.

Method Schools' Registrar will send a Release of Student Records form to your student's previous school upon enrollment in order to obtain your student's records. It is the responsibility of your previous school to mail the records to Method Schools at that time.

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

Should you decide to withdraw from Method Schools and teach in the home, please contact our school offices and we will mail a copy of your student records to you.

## Work Permits

Students requesting a work permit need to speak with their Method teacher, complete the required paperwork, and submit it to their Method Schools teacher. Work permits are only issued to students who meet the following guidelines after enrollment for a full quarter:

### Attendance & Grades

- All students are expected to attend their scheduled classes during the designated class times. Regular attendance enables active participation, course material engagement, and teacher and peer interaction.
- Maintain at least a 2.0 GPA.
- Are not deficient in attendance or academic progress as indicated by placement in tiered re-engagement

### Communication with Employers

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

### **Protected Class Time**

To provide an optimal learning environment, we have set aside specific hours that are protected for required class time.

- High School; every Mon-Friday 10:00 am to 12:00 pm, students are expected to attend their scheduled classes without conflicting work obligations.

### **Smartfox Online Platform**

- Log into Smartfox every scheduled school day before 3:00 pm.

## Digital Citizenship and Policy

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

### *Method Schools Position on Cyber Bullying and Digital Citizenship*

- Cyberbullying will not be tolerated and is strictly forbidden.
- Engaging in cyberbullying to harm (physically or emotionally) another person will result in severe disciplinary action and loss of privileges.
- In some cases, cyberbullying can be a crime.
- Users should remember that digital activities are monitored and retained.
- Students shall receive age-appropriate education including, but not limited to appropriate online behaviors in social networking sites, chat rooms, electronic communications etc.; the dangers inherent with the online disclosure of personally identifiable information; and, consequences of unlawful activities, including cyberbullying awareness and response, and other unlawful or inappropriate online activities by students.

### *Social Media*

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

### *Hacking*

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

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

### *Zoom Netiquette*

Disruptions in zoom meetings are considered a disciplinary offense and are taken seriously. Dropping into zoom meetings that are not a student's assigned meeting with the intent to disrupt will result in immediate disciplinary action.

Disruptive behavior includes but not limited to:

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

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

- Meeting with HRT, Director of Dept, and or Senior Director of Schools
- Temporary hold on live sessions that will result in lost points for specific zoom classes and/or attendance
- Possible suspension from school

### *Cyberbullying*

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

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



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

## Loaner Laptops

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

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

If the laptop equipment is lost, stolen, or damaged while in the borrower's possession, the borrower is responsible for the replacement or repair thereof of the device the student was loaned. Method Schools issues different loaner devices for students ranging from \$179-799 based on their needs. Borrower will be given a loaner receipt that includes items assigned and their replacement cost at the time of receiving their loaner equipment. The borrower may use laptop equipment only for non-commercial and Method Schools purposes.

### *Student Responsibilities*

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

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

- Student conference
- Parent conference
- Cancellation of access privileges and/or loss of computer privileges
- School disciplinary actions

## Consumable/Non-Consumable Policy

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

## Instructional Funding Policy

- The instructional funds (IF) are set up in the SF parent portal and parents can request for approved service vendors, request online managed licenses (OMLs), or choose to participate in school provided supplemental services and products.
- Instructional fund rates are subject to change each year.
- Instructional funding is prorated by day for late enrollment.
- All materials purchased with IFs is the property of the school and must be returned upon leaving our school; including consumables. Parents will be responsible to pay for materials lost, stolen, damaged, or not returned to the school.
- Method Schools has ultimate oversight of instructional funding expenditures.
- Students enrolled in Method Schools sponsored athletic programs use IF for their athletic training and do not receive a balance on their dashboard.
  - Students who withdraw from a Method Schools' athletic program will not receive further funds for the school year unless a prorated unused balance remains.
- Students who withdraw from Method Schools during the active school year and return within the same school year will not receive a new pro-rated balance but will have their prior balance reinstated unless they were actively enrolled in a Method Schools athletic program or the prior balanced was consumed.
- Student balances do not roll over school year to school year

- Balances are not paid out to families
- OMLs and vendor subscriptions are limited to specific deadline requests.
- Vendors who have students enrolled in Method Schools cannot invoice for services for their own child

## Elementary School Policies

### Attendance

#### *Absence Defined*

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

#### *Missed Engagement*

Students who miss live instructional classes will lose 1-2 points from the live engagement course assignment weekly. Students who miss more than 2 live instructional engagements will be contacted to determine if academic interventions are needed to assist with supporting engagement.

#### *Vacation/ Illness/ Family Emergency*

Families must inform the Homeroom teacher by email and/or call the school line to inform them their student(s) will be out of school due to illness, vacation, or family emergency. Students who have appointments are not excused and are required to still log into their courses and submit work. Due to the independent online learning format, students can log into the platform and submit course work at any point during the day and evening to maintain good attendance standing.

Students going on vacation will need to work with their Homeroom teacher regarding work progress and plan. Parents need to provide 1 week or more notice if they will be on vacation and agree to the offline work plan. Parents are responsible for inputting the offline work into the learning journal for days “absent” and they should attempt to log into any required Live Instructional classes/1-1 meetings to meet the attendance requirements and avoid Tiering. The department lead and homeroom teacher will work together with the parent to support learning and a plan for the student to make up missed work.

#### *Weekly Homeroom Meetings (1 on 1)*

Students/ parents are required to email their homeroom teacher as soon as possible if they will miss their weekly meeting. The teacher will reach out with an alternative makeup day and time. Families are to make every effort to meet the rescheduling meetings.

- Students who miss 1 or more weekly meetings without rescheduling may be referred for tiered re-engagement under MTSS.
- 3 or more missed weekly meetings including continuous rescheduled meetings will be flagged for a Student Success Team Meeting.

## *Engagement*

Students are required to log into the assigned curriculum platform daily to work on lessons, quizzes, and assignments. It is recommended that students spend a minimum of 4 hrs daily engaging in curriculum.

### *Morning Meetings*

Morning meetings daily by grade level are required.

### *Pacing Guides*

The weekly pacing guide will be broken down into daily chunks and students will receive daily goals aligned with the weekly pacing. Unless specified otherwise by the student's homeroom teacher.

### *5th Grade*

Students will be assigned a grade level Math, Language Arts, and Science (5th grade only) live instruction class. Attendance is mandatory for live instruction classes. Class attendance is 5 points in that subject class course. Missed classes impact a student's grade.

### *iReady Diagnostic Testing*

iReady diagnostics conducted during regular intervals assess and determine a student's need for Supplemental Supports under MTSS. Students whose scores determine supplemental supports are needed are required to attend the assigned Supplemental Math and/or Language Arts class during the week. Students will remain in supplemental support classes until they have shown adequate progress toward grade level growth.

### *Weekly 1 to 1 Meeting*

Weekly meetings with a Homeroom teacher are required. This is a 30-minute meeting with the Homeroom teacher assigned to the student. Students will discuss course progress, work on assignments, receive personal academic support from their homeroom teacher. It is also a requirement for attendance.

## Live Instruction

### Class Behavior & Expectations

Students are expected to demonstrate respect during live instruction classes, 1 to 1 meetings, supplemental support classes, and with communication to all Method Staff. Come prepared to class with the necessary materials. Computer charged, paper, and pencil

#### **Student expectations during live instruction:**

- Muting during instruction
- Raising hand
- Positive attitude
- Respectful chat with staff and students
- Cameras on
- First & Last name on Zoom
- Dress in appropriate attire
- No distracting behavior
- Response to teacher's instructions/questions/ and participation

Students who cause disruptions or disrespectful behavior/ communication in class will be warned and parents/guardians notified.

#### **Disruptive behavior as described but not limited to:**

- Inappropriate comments involving threats
- demeaning comments aimed at a student(s) or teacher
- Inappropriate in a sexual content
- Distractive and off topic
- Camera filters/ or actions behind the camera

Continued issues will result in a behavior contract created by the Homeroom teachers, department lead and signed by parent and student. Behavior contract may include:

- restriction(s) to class
- breakout room for time-out of no more than 5 min.
- Positive reinforcement for behavior
- Time limit on the behavior contract

## Curriculum

Students in 2-5 will be provided with log in access to the Smartfox curriculum platform. Students in Kindergarten through first grade will be provided login information for the K12 curriculum platform.

- Each student will also work within the iReady program daily equaling 45 minutes in Math and 45 minutes in Reading.

**\* Changes to curriculum or assignments will be approved by the homeroom teacher and Director of K8 or with the direction of the Special Education Director where applicable.**

8 work samples are required each learning period, though more assignments are required to make adequate progress in each class.

## Grading Policy

### Grades 3-5 Grading Scale

A	90 - 100
B	80 - 89
C	70-79
D	60-69
F	Below 60

### Grades K-2 Grading Scale

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

## Report Cards

Report cards are issued at the end of Semester 1 and Semester 2. Homeroom teachers will conference with students and parents the week after report cards are sent out for Semester 1. Parents will be invited to their student's scheduled 1 to 1 for a remote call or zoom.

## Progress Reports

Progress reports are sent out quarterly. These are mid-point progress grades between semester grades. Homeroom teachers may give more frequent reports at that discretion and that of a SSM and department lead. Greater frequency of progress reports will occur with Academic and Attendance Action Plan.

## Middle School Policies

### Middle School Academic Policy

#### Progress in Curriculum

Method Schools offer students the opportunity to work in a self-paced learning environment where academic course levels are tailored to meet the student at his/her point of need. With this being said;

- Progress is logged daily. Students must make continuous progress (actively engaged and completing assignments) in the curriculum.
- Students are required to complete diagnostic testing (done typically three times in the school year) per their homeroom teacher to determine progression.

Students are required to attend daily live subject session courses that will be assigned by their homeroom teacher. Students must attend a live session for each of their assigned courses and Targeted Direct Instruction if assigned to the student. Students may receive additional support via study halls.

#### Lack of Progress

Teachers will send parents/students an email reminder if there has been no academic engagement documented in SF by 3:00 pm. It is expected that students will login to SF to either work in their courses or record other academic activities into their Learning Journals by 11:00 pm.

If there is no recorded activity in SF or SF learning journal, it is considered an unexcused absence and will be handled according to the response below:

#### Grade Level Promotion

Method Schools start with the expectation that most of our students who regularly attend school will be promoted to the next grade level by the end of the school year. Grade-level promotion is not based solely on percentages, numbers of lessons completed, or test scores. Rather, grade-level promotion is based on a more comprehensive view that includes satisfactory progress in skill development, acceptable attendance, prior school experience, and achievement on lesson assessments and teacher assessment of student ability. As would be the case in a traditional

classroom, students at Method will exhibit a significant range of achievement in a certain grade and most students in this range will move to the next grade.

### Report Cards

Method Schools will provide a written report card or progress report for each student:

- At the end of each QUARTER (Progress report)
- At the end of each SEMESTER (Report card)

The report card will include an indicator of the student's progress as well as a short narrative report provided by the child's teacher.

### Grades 6-8 Grading Scale

A	90 - 100
B	80 - 89
C	70-79
D	60-69
F	Below 60

Each report of progress is a “snapshot,” an important indicator of where a student is in his or her lesson schedule in a particular grade. Progress and achievement will vary according to lesson planning, teaching schedules, the date when a student enrolls, the student's learning style, and aptitude.

Students beginning after the start of school will receive a progress report based on the completion of lessons in accordance with the amount of time they have been enrolled.

### Late Work

The belief and expectation of our faculty and school governance structure is that our students will work to exceed their goals and personal expectations. Method Schools Faculty strives to support all students in this endeavor. The course instructor and/or homeroom teacher will work to support students with missing or late assignments. Grading and content penalties may apply to assignments once submitted.

## Middle School Attendance Policy

### Independent Study Master Agreement (ISMA)

California Independent Study regulations require that any student enrolled in Method Schools has signed an Independent Study Master Agreement on file for each year they are enrolled. The student, the parent/guardian and our teachers must sign the agreement. Additionally, should a



learning coach other than the parent/guardian be responsible for instruction, he/she must also sign the Master Agreement. Please work with your teacher to ensure that your child's ISMA is signed in a timely manner. ISMAs **without** all signatures will not be considered enrolled until all signatures are collected.

***“Failure to provide a signed Independent Study Master Agreement prior to each year will result in your child’s withdrawal from our program due to this state requirement.”***

## Attendance

### *Absence Defined*

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

### *Missed Engagement*

Students can make up missed classes by completing the missed assignment and turning it in within 1 week from the missed class for 3 of the 5 points.

Make-up work must be completed within 1 week of missed class for credit. Unless special circumstances and the Homeroom teacher agrees with department's lead's approval.

Any further absences will result in a Student Success Team meeting for academic intervention.

### *Vacation/ Illness/ Family Emergency*

Families must inform the Homeroom teacher by email and/or call the school line to inform them their student(s) will be out of school due to illness, vacation, or family emergency. Students who have appointments are not excused and are required to still log into their courses and submit work. Due to the independent online learning format, students can log into the platform and submit course work at any point during the day and evening to maintain good attendance standing.

Students going on vacation will need to work with their Homeroom teacher regarding work progress and plan. Parents need to provide 1 week or more notice if they will be on vacation and agree to the offline work plan. Parents are responsible for inputting the offline work into the learning journal for days “absent” and they should attempt to log into any required Live Instructional classes/1-1 meetings to meet the attendance requirements and avoid tiering. Vacation days are not considered “excused” due the nature of independent study program.

### *Weekly Homeroom Meetings (1 on 1)*

Students/ parents are required to email their homeroom teacher as soon as possible if they will miss their weekly meeting. The teacher will reach out with an alternative makeup day and time. Families are to make every effort to meet the rescheduling meetings.

- Students who miss 1 or more weekly meetings without rescheduling may be referred for tiered re-engagement.
- 3 or more missed weekly meetings including continuous rescheduled meetings may result in referral for a Student Success Team Meeting.

### *Engagement*

Students are required to log into the assigned curriculum platform daily to work on lessons, quizzes, and assignments. It is recommended that students spend a minimum of 4 hrs daily engaging in curriculum.

### *Live Content Sessions*

Live content session meetings daily by grade level and subject are required. Attendance is mandatory for live instruction classes. Class attendance is 5 points in that subject class course. Missed classes impact a student's grade.

### *Pacing Guides*

The weekly pacing guide will be broken down into daily chunks and students will receive daily goals aligned with the weekly pacing. Unless specified otherwise by the student's homeroom teacher.

### *iReady Diagnostic Testing*

iReady diagnostics conducted during regular intervals assess and determine a student's need for Supplemental Supports under MTSS. Students whose scores determine supplemental supports are needed are required to attend the assigned Supplemental Math and/or Language Arts class during the week. Students will remain in supplemental support classes until they have shown adequate progress toward grade level growth.

### *Weekly 1 on 1 Meeting*

Weekly meetings with a Homeroom teacher are required. This is a 30 minute meeting with the student's Homeroom teacher. Students will discuss course progress, work on assignments, receive personal academic support from their homeroom teacher. It is also a requirement for attendance.

## Live Instruction

### Class Behavior & Expectations

Students are expected to demonstrate respect during live instruction classes, 1 on 1 meetings, and with communication to all Method Staff. Come prepared to class with the necessary materials. Computer charged, paper, and pencil

#### **Student expectations during live instruction:**

- Muting during instruction
- Raising hand
- Positive attitude
- Respectful chat with staff and students
- Cameras on
- First & Last name on Zoom
- Dress in appropriate attire
- No distracting behavior
- Response to teacher's instructions/questions/ and participation

Students who cause disruptions or disrespectful behavior/ communication in class will be warned and parents/guardians notified.

#### **Disruptive behavior as described but not limited to:**

- Inappropriate comments involving threats
- demeaning comments aimed at a student(s) or teacher
- Inappropriate in a sexual content
- Distractive and off topic
- Camera filters/ or actions behind the camera

Continued issues will result in a behavior contract created by the Homeroom teachers, department lead and signed by parent and student. Behavior contract may include:

- restriction(s) to class
- breakout room for time-out of no more than 5 min.
- Positive reinforcement for behavior
- Time limit on the behavior contract

## High School Policies

### *Daily Academic Engagement*

Students must engage in academic activity each scheduled school day, Monday through Friday. Examples of academic activities include viewing lessons, completing quizzes, submitting assignments, and meeting with teachers. Meetings with teachers and attending study halls are also considered academic activities. If students do not login to Smartfox while completing academic activities (for instance, reading or writing assignments outside of Smartfox, academic project participation, meetings with teachers, etc.), **students must record those activities into their Learning Journals via the Smartfox Student Dashboard Missing Activity Report.**

### *3:00 PM Attendance Letter*

If there has been no academic engagement documented in Smartfox by 3:00 pm, Monday through Friday, teachers will send parents and students an email reminder. Communication to the parent/guardian number on file will also be sent notifying of the “absence”. It is expected that students will log in to Smartfox to work in their courses or record other academic activities into their SmartFox Learning Journals that evening.

If there is no recorded activity in Smartfox or the student’s Smartfox Learning Journal, it is considered an **unexcused absence**.

## Meeting Participation

**1 on 1 Meetings** - Students must attend weekly or 2x weekly 1 on 1 HRT meetings. If a student is unable to attend their scheduled meeting, they must provide a 24 hour notice to the HRT. Missing a 1 on 1 meeting with no 24 hour notice will result in an unexcused participation absence and a letter of notification will be issued to parent, student, and Student Success Manager.

Missing 2 consecutive 1 on 1 meetings will result in a mandatory Parent/Student/Teacher Conference. Students who miss more than four 1 on 1 meetings in any one semester will be recommended for an SST (Student Success Team Meeting) and are at risk of withdrawal.

**Office Hours** - Office Hour participation is voluntary for students who are academically on track. HRTs may require students to attend Office Hours as an academic support intervention any time a student's grade drops below a 60% based on low scoring graded items or falling behind the assigned pacing guide.

After the grade is above 60%, attendance is again voluntary. Once an Office Hour is assigned by the HRT and a student fails to attend, it is considered a participation absence and falls under the same policy as missed 1:1 meetings. Missing 2 consecutive assigned Office Hours, either excused or unexcused, will result in a mandatory Parent/Student/Teacher Conference. Students who miss

more than 4 assigned Office Hours in any one semester will be recommended for an SST and are at risk of withdrawal.

## Academics

### *Course Placement*

After initial enrollment, students will take the NWEA placement diagnostic assessment, and a counselor will review transcript and/or withdrawal grades from previous high school. Students will be enrolled into 6 courses equalling 30 credits unless there are extenuating circumstances.

### *Personalized Pacing*

Based upon results of initial NWEA placement diagnostic exam and review of past academic performance, each course will have personalized pacing options available to best fit the student's needs.

### *Accelerated Pacing*

To qualify for accelerated pace Math and English courses (6 week completion pace), students must score at or above grade level on their NWEA Reading and Math Placement diagnostic assessment. All students, including those that placed at or above grade level on their placement assessment, may participate in full semester Math and English courses.

### *Satisfactory Progress*

Students are expected to maintain satisfactory academic progress in all assigned courses and complete assigned work **daily**, Monday through Friday. We recommend that students spend between 4-6 hours per day participating in academic activities. Progress reports are sent to parents frequently each semester.

HRTs will work with students to make sure the weekly assigned work is challenging and feasible. Any failed course will need to be repeated to replace the failing grade.

### *Supplemental Supports*

Additionally, to ensure that all students attain proficiency in Math and Language Arts, 9th-11th grade students are required to meet proficiency on the annual NWEA assessment and additional diagnostics. Students not performing at grade level will be referred to supplemental support under MTSS and will be required to attend weekly math or ELA supplemental live sessions until they can show adequate progress toward grade level standards.

### *Year Round Option*

Students who do not maintain satisfactory progress in credit completion will be encouraged to attend year-round to remain on track for graduation. All high school students may attend Method year round to meet their graduation timeline goals.

## Grading Scale (9-12)

Letter Grade	Percent Grade	4.0 Scale
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	Below 60	0.0

## Graduation Requirements (BP 5130)

To prepare students for a rigorous post-secondary education, Method Schools offers a course catalog that includes courses with a-g and NCAA approval. All core courses align with the state's current academic standards and frameworks.

Any student wishing to attend Method Schools at the beginning of any school year, but coming in with previously failed core classes will be required to begin school on the first day of the new school year.

The following guidelines refer to graduation requirements for students seeking a diploma or Certificate of Educational Achievement from Method Schools:

1. Students shall maintain a satisfactory citizenship record.
2. Five credits will be given for each semester course satisfactorily completed; the full number of credits may be granted to a student who satisfactorily completes the requirements for each course in less than the prescribed time. Fewer than five credits may be earned in variable credit courses. Any variation from this must be done on an individual basis and have prior approval of the high school principal.
3. A student who has not fulfilled the requirements of either the high school diploma or the Certificate of Educational Achievement shall not participate in the graduation ceremony. A student with or without a disability may be awarded a Certificate of Educational Achievement if the student has met at least one of the following requirements:

- a. Satisfactory completion of all coursework required by the course of study approved by the Governing Board.
- b. Satisfactory completion of the goals and objectives or an alternative course of study as defined on the student's Individual Education Plan (IEP).

Although such students do not receive a high school diploma, students earning a Certificate of Educational Achievement may participate in all graduation ceremonies and activities with no distinction from those who receive diplomas. (CA Ed Code § 56390 - 56392). *Pursuant to AB 181 section 51225.31, some students with significant cognitive disabilities may qualify for California's Alternative Pathway to a Diploma.*

4. Students graduating with the classes of 2028 and beyond shall complete a minimum of 220 credits including the requirements outlined below. Students may begin earning credits toward high school graduation upon the completion of the eighth grade.

Students will meet the graduation requirements for their class at the time their original (entering) class graduates. (Under normal circumstances the original class is defined as that ninth-grade class that the student was (or would have been) a part of when they entered high school.)

Our goal at Method Schools is to prepare every high school student for their post-secondary aspirations. While all students are encouraged to complete the minimum requirements for college admission regardless of their post-secondary plans, students who graduate with a Method Schools diploma are required to take a rigorous course of study that includes at least the following minimum requirements:

Students shall obtain a minimum of 220 credits as follows\*:

English	40 credits
Math	30 credits (algebra, geometry required)
Science	30 credits (physical, biological/life science w lab)
Social Studies	30 credits (world history, US history, government/economics)
Health	5 credits (CHYA requirements are met in this course)
PE	20 credits** (10 credits must be obtained during freshman year) ** <i>unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)</i>
Fine Arts or World Language or CTE	10 credits
Ethnic Studies	5 credits ( <i>beginning with the class of 2030 per CA AB 101</i> )
Electives	55 credits ( <i>50 additional elective credits beginning with the class of 2030</i> )

*\*Per AB 167, students in foster care who transfer to a new school while in grades eleven or twelve may be able to graduate from high school without meeting the local graduation requirements that exceed the state minimum course requirements. In these cases, the district [or school] would need to conclude that the student would not reasonably be able to complete the additional local graduation requirements during the student's remaining time in high school.*

### A-G Eligibility

In order to be a-g eligible, students are required to earn an additional 10-20 credits and are required to take specific courses in addition to graduation requirements. Students will be advised by their counselor regarding required courses to meet the a-g requirements.

Subject	Credits
Area A: English	Same as grad rqmts
Area B: Mathematics (Algebra req.)	10 addl credits recommended
Area C: Social Science	Same as grad rqmts
Area D: Science (Including Biology w/Lab and a Physical Science w/Lab)	Same as grad rqmts
Area E: World Languages*	20 in same language
Area F: Visual/Performing Arts	10 in same course
College-Prep Elective (chosen from A-F categories, or another approved UC course)	10

#### Additional Requirements for College-Bound Students:

- GPA 3.0 (3.4 for non-residents) in all A-G courses with no grade below a C
- \*Waiver of World Language requirement:

*If you can demonstrate competency in a language other than English that is equivalent to or higher than that expected of students who have completed two years of a language other than English study, you may be allowed a waiver for this language requirement. For further information, contact the campuses to which you are applying.*



### NCAA eligibility = 220-230 Credits required to graduate

To meet eligibility requirements for NCAA, students must complete an additional 10 credits and are required to take specific courses in addition to graduation requirements.

Subject	Credits
English	Same as grad rqmts
Math (Algebra req.)	+10**
Social Science	+ 10**
Science (Including Biology w/Lab and a Physical Science w/Lab)	+10*
World Languages (Suggested 2 years of the same language)	+20**

#### Additional Requirements for NCAA Student-Athletes:

- Register on the NCAA Eligibility Center in grade 10
- \*English, math, or natural/physical science: One additional year of any (10 credits)
- \*\*English, math, natural/physical science, social science, foreign language, comparative religion or philosophy - 4 additional years (40 credits)
- Complete 10 core courses, including seven in English, math, or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.

#### Additional Requirements for Students Interested in Joining the Military:

- Review the specific requirements for each branch of the military before contacting a recruiter. *Do your homework.*
- Speak with a recruiter regarding taking the ASVAB exam.

## Changes in Class Schedule

Students may drop with a W no later than the drop dates established by Method Schools calendar, 2 weeks after the semester starts.

Drops after the deadline shall receive an F grade on the transcript unless otherwise decided by the school director or designee because of extenuating circumstances.

Attendance for students marked with a W will also be marked as “No Activity” (Red) if they drop both classes or did no work in general. Students will be marked drop on the day of the drop, not the day of last work.

## Requirements for Concurrent Enrollment in Community College

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

Method high school students wishing to enroll in a community college must submit all forms to their Method College Counselor prior to enrollment in each semester. Students are free to select courses they’re interested in, but the counselor may suggest courses that meet their educational needs. **Not all courses students take at a community college will be granted high school credit and all courses must be pre-approved by the student’s Method Schools counselor.** Students will only be permitted to register for classes that their counselor approves. Each form needs to be signed by the student’s Method Schools Counselor. Students must also have the signature of a parent or guardian authorizing the student’s participation in the program on their Concurrent Enrollment form.

**Students are limited to six units, or two classes, per semester if they are in good academic standing with Method Schools.**

All coursework taken will appear on the student’s community college transcript. If the coursework is pre-approved the student will receive credit from Method Schools on their high school transcript. Method Schools accepts no financial responsibility for students taking community college courses and students must be aware that there are possible book, lab, and other costs associated with attendance at the community college.

The community college is not responsible for the supervision of minor students anywhere on campus outside of the classroom setting. College faculty are not expected to wait with students until their ride arrives. At times, classes may be dismissed early. A student’s college course attendance requirement may not supercede any synchronous requirements for Method Schools.

Students must adhere to all college policies on course requirements, attendance, dates and deadlines, and any other applicable policies and procedures including the Student Code of Conduct. See the college catalog or schedule of classes for policies.

#### Steps for High School Concurrent Enrollment

1. Select a College, read the class schedule, and choose a course you would like to take.
2. Meet with your Method Schools Counselor to discuss course choice.
3. Get your parent's approval for attending a college class.
4. Complete an admissions application from the community college as a Concurrent Enrollment student.
5. Submit the high school [concurrent enrollment form](#) to the Method Schools Counselor to obtain their signature and discuss your selection. Some colleges submit these documents to counselors digitally so be sure you have your Method Schools counselor's correct email address.
6. Students may be required to take assessments if enrolled in English, Math, or ESL courses and must adhere to any prerequisite requirements.
7. In order for students to receive their concurrent enrollment credit, Method Schools must receive the final transcript with the class taken from the community college.

## 2023-2024 Student Services Annual Notices

### Animal Dissections

Method Schools utilizes virtual labs. However, in the case that educational projects or in-person activities involve the use of animals, pupils may choose to refrain from participating in educational projects involving the harmful or destructive use of animals based on moral objections, and may complete an alternative educational project acceptable to the teacher. In order to refrain from participation, a parent or guardian must submit a written note of the objections to participating in an educational project involving the harmful or destructive use of animals. The written note may be submitted via email to the homeroom teacher.

### Availability of Health Insurance

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals ["DACA"] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. MediCal enrollment is available year-round. Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and

family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:

[http://hbex.coveredca.com/toolkit/PDFs/ALL\\_IN\\_Flyer\\_EnrollGetCareRenew\\_CC.pdf](http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf)

Method Schools shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil's family.

### Availability of Prospectus

Method Schools makes available to any parent or legal guardian, a school prospectus, including the curriculum, titles, descriptions, and instructional aims of every course offered via its website: [methodschools.org](http://methodschools.org).

Upon request, Method Schools will make available a print copy to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, Method Schools may charge for the prospectus in an amount not to exceed the cost of duplication.

### Cal Grant Program [HERE](#)

All pupils enrolled in grade 12 will be deemed Cal Grant applicants, unless they, or their parent or guardian if the pupil is 17 years or younger, specifically opts-out of such notification. Method Schools will electronically submit each 12th grade pupil's grade point average by October 1, including the sophomore year, the summer following the sophomore, and the junior year, and the summer following the junior year. A pupil of 18 years of age or a parent or guardian of a pupil 17 years or younger, may by written statement, opt out of the Cal Grant program.

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

- submit the [FAFSA](#) or [CA Dream Act Application](#) and your verified [Cal Grant GPA](#) by the deadline
- be a U.S. citizen or eligible noncitizen or meet AB540 eligibility criteria
- be a California resident for 1 year
- attend a qualifying California college
- not have a bachelor's or professional degree

- have financial need at the college of your choice
  - have family income and assets below the minimum levels
  - be enrolled or plan to enroll in a program leading to an undergraduate degree or certificate
  - be enrolled or plan to enroll at least half time
  - not owe a refund on any state or federal grant or be in default on a student loan
  - not be incarcerated
  - maintain the Satisfactory Academic Progress standards as established by the school.
- Recipients who do not meet the standards are ineligible for Cal Grant payment and will not use eligibility during the terms they are ineligible for payment.

### Concussion & Head Injuries

Pursuant to the athletic programs offered by Method, (apart from athletic activity during the regular school day or as part of a physical education course) Method will provide each student athlete's parent and guardian with a "concussion and head injury" information sheet. A signed notice of verification shall be signed and returned by the athlete's parent or guardian before the athlete may participate in practice or competition. Also, pursuant to the athletic programs offered by Method (apart from athletic activity during the regular school day or as part of a physical education course) Method shall annually give the Opioid Factsheet for Patients to each athlete. The athlete, and if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign the document acknowledging receipt of the factsheet and return it to the district before the athlete initiates practice or competition.

### English Immersion Program

In order to facilitate parental choice of program, Method will inform any parent or guardian of a pupil who is to be placed in a structured English immersion program and will notify the parent or guardian of an opportunity to apply for a parental exception waiver.

### Human Trafficking Prevention

The governing board of Method will work with their schools that maintain any grades 6 to 12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods in those schools by January 1, 2020.

### Immunizations

All of the following are required for enrollment into Method Schools

- Diphtheria
- Measles
- Mumps (except for children who have reached the age of 7 years old)

- Pertussis (whooping cough)
- Poliomyelitis
- Rubella
- Tetanus
- Hepatitis B
- Varicella (chicken pox) – persons already admitted into California public or private schools at the Kindergarten level or about, before July 1, 2001, shall be exempt from Varicella immunization requirements for school entry.
- TDAP (pertussis) – the TDAP must be administered after a student’s seventh birthday but before entering the 7th grade.

The schools’ verification of immunization is through written medical records from your doctor or immunization clinic. Exceptions are allowed under the following conditions:

- o The parent provides a signed doctor’s statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain identifying the specific nature of probable duration of the medical condition.
- o As of January 1, 2016, due to Senate Bill 277, a parent may no longer request exemption of their child from immunization for personal or religious beliefs for students. The bill does exempt pupils enrolled in an independent study program, who do not receive classroom-based instruction. Any child leaving the United States for a short vacation, to any country considered by Center of Disease Control and Prevention (D) to have increased risk of TB exposure, such as, Mexico, Philippines, India or Southeast Asia must call the County of Tuberculosis clinic for TB screening upon return.

### Involuntary Removal Process

No student shall be involuntarily removed by Method Schools for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action (“Involuntary Removal Notice”). The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder.

The Involuntary Removal Notice shall include the charges against the student and an explanation of the student’s basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with Method Schools expulsion procedures. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Method Schools issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to Method Schools suspension and expulsion policy. Upon parent/guardian request for a hearing, Method Schools will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses,

and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of Method Schools expulsion hearing process. If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If a parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. Page 8 of 40 A hearing decision not to disenroll the student does not prevent Method Schools from making a similar recommendation in the future should student truancy continue or reoccur.

## Mental Health Services

Method Schools recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at Method Schools and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child: Available on Campus: ● School-based counseling services – your child is encouraged to directly contact Jade Fernandez, Head of Schools, by coming into the main office during school hours and making an appointment to speak with a counselor. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary. ● Special education services – if you believe your child may have a disability, you are encouraged to directly contact Christine Young, Special Education Director at 951-461-4620 X 7019 to request an evaluation.

Refer to the below resources available for your student:

- CareSolace - a concierge service which will connect you to local mental health resources Information can be found at [www.caresolace.com/ms](http://www.caresolace.com/ms) or by calling 24/7 at 888-515-0595 or email [weserve@caresolace.org](mailto:weserve@caresolace.org)
- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit [www.thetrevorproject.org](http://www.thetrevorproject.org)

- ROWI Teen & Parent Wellness Centers - This organization provides comprehensive mental health services for teens with locations across Southern California. [www.ROWIteen.com](http://www.ROWIteen.com)

Prescription medication while on campus – if your child requires prescription medication during school hours while participating in an in-person activity and you would like assistance from School staff in providing this medication to your child, please contact your child’s homeroom teacher and the Director of Schools.

### Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the Registrar if you have questions about this requirement.

### Parent and Family Engagement

Method Schools aims to provide all students in our school significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act (“ESEA”). Method Schools staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of Method Schools complete Policy is available upon request in the main office.

### Physical Examinations and Right to Refuse

All pupils are to have completed a health screening examination on or before the 90th day after the pupil’s entrance into first grade. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in Kindergarten. Parents may request a waiver for the physical examination. The school recommends that children undergo a yearly speech, hearing, and eye examination.

### Pregnant and Parenting Students

Method Schools recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil’s physician, which the pupil may take before the birth of the pupil’s infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order



to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. Method Schools will ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program. Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during the pregnant or parenting pupil's leave, including, but not limited to, makeup work plans and re enrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in Method Schools if it is necessary in order for the pupil to be able to complete any graduation requirements, unless Method Schools determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school. Complaints of noncompliance with laws relating to pregnant or parenting pupils may be filed under the Uniform Complaint Procedures ("UCP") of Method Schools. The complaint may be filed in writing via the website. A copy of the UCP is available for download on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Director of Schools.

### Right to Ask for Teacher Qualifications

Parents or guardians of all pupils may request specified professional qualifications of the student's classroom teacher(s) and assigned paraprofessional(s).

### School Safety Plan

Method Schools is committed to ensuring that students enrolled in this School, and all employees attend campuses that are safe and secure. The School believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school within the School. The School intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement. The school site committee will review these safe school plans on an annual basis and proposed changes will be submitted to the Board for approval.

Method Schools has established a Comprehensive School Safety Plan. The Plan is available upon request via the website.

### Section 504 Notice

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is

accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

### Sexual Health Education

Students enrolled in Method Schools programs or activities may receive instruction in personal health and public safety, which may include accident prevention, first aid, fire prevention, conservation of resources, and health education including comprehensive sexual health education and HIV prevention. Method plans to provide comprehensive sexual health education and/or HIV prevention education in grades 7 and 11. The instruction shall include, among other things, information about sexual harassment, sexual abuse, and human trafficking. Information on human trafficking shall include both of the following: a. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and b. Information on how social media and mobile device applications are used for human trafficking. Students will be taught by Method personnel or an outside agency. If Method decides to arrange for an outside consultant to provide comprehensive sexual health education and/or HIV prevention education, Method will provide notice to parents no fewer than 14 days before the instruction is delivered by mail or another form of communication. A pupil's parent or guardian has the right to request from Method, a copy of the California Healthy Youth Act, Education Code section 51930, et. seq. A pupil's parent or guardian also has the right to inspect and review the written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education by contacting the school in which their child is enrolled. A pupil's parent or guardian may submit a written request to excuse the pupil from participation in any class involving comprehensive sexual education or HIV prevention education by submitting their request in writing to the school in which their child is enrolled. The excused pupil shall not be subject to disciplinary action, academic penalty, or other sanction if the pupil's parent or guardian declines to permit the pupil to receive comprehensive sexual health education or HIV prevention education. Alternative educational activity shall be made available to pupils whose parents or guardians have requested that they not receive this instruction.

### State Testing: CAASPP

As members of a public charter school, our students participate in all state-mandated tests. Participation rates are critical to the success of our school. According to recent regulations, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California.

A testing schedule will be distributed to all families. Individual student performance results on statewide achievement testing will be distributed to both parents and teachers in a timely manner.

### Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

## Policies

### Education of Foster, Homeless Children & Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

1. "Foster/Juvenile Court Youth" refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. "Former juvenile court school pupils" refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to Method Schools.
3. "Child of a military family" refers to a student who resides in the household of an active duty military member.
4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to Method Schools from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of his or her immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as "Foster and Mobile Youth."

Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent."

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 U.S.C.§ 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison. School Liaison: The School Director or designee designates the following staff person as the School Liaison for homeless students (42U.S.C.§ 11432(g)(1)(J)(ii)): Jade Fernandez, Senior Director of Schools, [jfernandez@methodschoools.org](mailto:jfernandez@methodschoools.org) or 38750 Sky Canyon Rd., Suite B, Murrieta, CA 92563

The School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at Method Schools.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by Method Schools, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, Method Schools, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging

State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act. The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/Acceptance of Course Work>: Method Schools will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

For any homeless student who enrolls at Method Schools, a copy of Method Schools complete policy shall be provided at the time of enrollment. The complete Policy is available below: Method Modern Public Schools / [methodschools.org](http://methodschools.org) / [info@methodschools.org](mailto:info@methodschools.org) / 951-461-4620

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

A pupil who is a “child of a military family” is defined as a school-aged child or children, enrolled in kindergarten through twelfth grade, in the household of an active duty member. “Active duty” means full time status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. sections 1209 and 1211. Children of military families who transfer between schools any time after the completion of the pupil’s second year of high school shall be exempt from all coursework and other graduation requirements adopted by the governing board of the local educational agency that are in addition to the statewide coursework requirements, unless the local educational agency makes a finding that the child of a military family is reasonably able to complete the local educational agency’s graduation requirements in time to graduate from high school by the end of the pupil’s fourth year of high school.

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

- (1) Inform the pupil of his or her option to remain in school for a fifth year to complete the local educational agency’s graduation requirements.
- (2) Inform the pupil, and the educational rights holder, about how remaining in school for a fifth year to complete the local educational agency’s graduation requirements will affect the pupil’s ability to gain admission to a postsecondary educational institution.

(3) Provide information to the pupil about transfer opportunities available through the California Community Colleges.

(4) Permit the pupil to stay in school for a fifth year to complete the local educational agency's graduation requirements upon agreement with the pupil, if the pupil is 18 years of age or older, or, if the pupil is under 18 years of age, upon agreement with the educational rights holder.

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

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

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

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

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

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

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

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

### Educational Records and Student Information Policy

Your student's records may be viewed at any time pursuant to the Notification of Rights under FERPA. Please provide our office with five (5) days notice so that the record may be pulled. The record must be viewed in the presence of Method Schools Administrative Staff Member. Students who transfer into Method Schools will complete the Release of Student Records Form Included in the student enrollment package. Our office will send this form to your student's previous school upon receipt in order to obtain your student's records. It is the responsibility of your previous school to mail the records to Method Schools at that time. Should you decide to withdraw from Method Schools and transfer to a new school, your new school will contact Method Schools to request your student's records, and we will mail the records to them. Should you decide to withdraw from Method Schools and teach in the home, please contact our school offices and we will email a copy of your student records to you.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Method Schools receives a request for access.  
Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.  
Parents or eligible students who wish to ask the Method Schools to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school

decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services



or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School

Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

### Employee Interactions with Students Policy

Method Schools teachers and staff may not communicate with students via personal text message or direct messaging in any social media platforms.

All communication with students is to be sent only through the following public communication platforms: Smartfox Broadcast Messaging, Zoom, Email, Sagebot and any other Method approved platforms.

Method recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

#### *Corporal Punishment*

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property. For clarification purposes, the following examples are offered for direction and guidance of School personnel: A. Examples of PERMITTED actions (NOT corporal punishment) 1. Stopping a student from fighting with another student; 2. Preventing a pupil from committing an act of vandalism; 3. Defending yourself from physical injury or assault by a student; 4. Forcing a pupil to give up a weapon or dangerous object; 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills; 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities. B. Examples of PROHIBITED actions (corporal punishment) 1. Hitting, shoving, pushing, or physically restraining a student as a means of control; 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment; 3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

#### *Acceptable and Unacceptable Staff/Student Behavior*

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff. Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this

conduct if my family or colleagues were standing next to me?” For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust. Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct. Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although personal interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

#### *Duty to Report Suspected Misconduct*

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to an administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse. Examples of Specific Behaviors The following examples are not an exhaustive list: Unacceptable Staff/Student Behaviors (Violations of this Policy) (a) Giving gifts to an individual student that are of a personal and intimate nature. (b) Kissing of any kind. (c) Any type of unnecessary physical contact with a student in a private situation. (d) Intentionally being alone with a student away from the school. (e) Making or participating in sexually inappropriate comments. (f) Sexual jokes. (g) Seeking emotional involvement with a student for your benefit. (h) Listening to or telling stories that are sexually oriented. (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding. (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior. Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission (These behaviors should only be exercised when a staff member has parent and supervisor permission.) (a) Giving students a ride to/from school or school activities. (b) Being alone in a room with a student at school with the door closed. (c) Allowing students in your home.

#### *Cautionary Staff/Student Behaviors*

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence) (a) Remarks about the physical attributes or development of anyone. (b) Excessive attention toward a

particular student. (c) Sending emails, text messages or letters to students if the content is not about school activities. Acceptable and Recommended Staff/Student Behaviors (a) Getting parents' written consent for any after-school activity. (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions. (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology). (d) Keeping the door open when alone with a student. (e) Keeping reasonable space between you and your students. (f) Stopping and correcting students if they cross your own personal boundaries. (g) Keeping parents informed when a significant issue develops about a student. (h) Keeping after-class discussions with a student professional and brief. (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries. (j) Involving your supervisor if conflict arises with the student. (k) Informing the School Director about situations that have the potential to become more severe. (l) Making detailed notes about an incident that could evolve into a more serious situation later. (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers. (n) Asking another staff member to be present if you will be alone with any type of special needs student. (o) Asking another staff member to be present when you must be alone with a student after regular school hours. (p) Giving students praise and recognition without touching them, (q) Pats on the back, high fives, and handshakes are acceptable. (r) Keeping your professional conduct a high priority. (s) Asking yourself if your actions are worth your job and career.

## English Learners

Method Schools meets all applicable legal requirements for English Learners ("EL") in regards to annual notification to parents, student identification, placement, program options, EL and core content instruction, facilitator qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Method Schools has developed policies in place to ensure proper placement, evaluation and support for ELs and the rights of students and parents. In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a Home Language Survey upon enrollment at the school. Cal. Education Code § 52164.1. Students who indicate that their home language is other than English are assessed using the English Language Proficiency Assessment for California (ELPAC). ELPAC assessment takes place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school, and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The English language proficiency of all currently enrolled English learners is assessed in accordance with the test coordinator's directions and California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the learner's Individualized Education Program ("IEP") or Section 504 plan. An alternate assessment for English language proficiency is administered to

learners who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. Method Schools staff notifies parents of the school's responsibility to conduct ELPAC testing and informs parents of ELPAC assessment results within 30 calendar days following receipt of test results from the test coordinator. Parents and guardians are informed of their rights, and they are encouraged to participate in the reclassification process. Results of students' designation and English proficiencies are reported annually to the state on the school's R30-LC report. In addition to the program options that support students who are English learners, teachers utilize Specially Designed Academic Instruction in English (SDAIE) strategies in their instruction, which include a variety of strategies to shelter instruction towards language acquisition and are based on the latest California ELD Standards. Method Schools continues to administer the ELPAC as the state's measure of ELP and for federal accountability under Title III of the ESEA. Students are expected to advance at least 1 ELD level or the equivalent ELPAC Proficiency Level Descriptor, each year. At the end of each school year, the Director or designee uses data including ELPAC scores, progress reports, annual test scores and the student's teachers and parent feedback, to determine if the learner is ready to be reclassified. The Director or designee also collaborates with teachers to present data to determine if a student has progressed to the next ELD Proficiency Level. To evaluate different data sources effectively, Method Schools has established a reclassification process, to determine if an English learner is ready for reclassification. If the student meets or exceeds the standards outlined in the reclassification process, a reclassification letter is sent to these student's parents. Reclassified students continue to be monitored over a two-year period to ensure their continued ability to achieve mastery of the state standards for ELA/Literacy

### Nondiscrimination Statement Policy

The Board of Directors of Method Schools recognizes that it is responsible for complying with applicable laws and regulations governing educational programs. It is the policy and commitment of Method Schools to not discriminate on the basis of race, age, color, sex, national origin, physical or mental disability, or religion. Equal Employment Opportunity, Method Schools is an organization is committed to a policy of equal employment opportunity and does not discriminate in the terms, conditions, or privileges of employment on account of race, age, color, sex, national origin, physical or mental disability, or religion or otherwise as may be prohibited by federal and state law.

Any employee, board member, volunteer or client who believes that s/he or any other affiliate of Method Schools has been discriminated against is strongly encouraged to report this concern promptly to the Executive Director. Discriminatory, harassment, or intimidation of a client, staff person or guest because of that person's race, age, color, sex, national origin, physical or mental disability, or religion is specifically prohibited and may be grounds for termination. Harassment and intimidation includes abusive, foul or threatening language or behavior. Method Schools is committed to maintaining a workplace that is free of any such harassment and will not tolerate discrimination against

staff members, volunteers or agency clients. Issues of discriminatory treatment, harassment, or intimidation on any of these bases should immediately be reported to the Executive Director or immediate supervisor and, if substantiated, prompt action will be Taken.

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

Tracy Kimmel  
trobertson@methodschools.org

Jade Fernandez  
jfernandez@methodschools.org

## Special Education

Method Schools offer special education services within our full-inclusion model general education independent study model. These services are available for all students who have been identified as qualifying for special needs. In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the California Education Code, Method works to both identify and serve eligible children. Any parent who suspects that their child may have a disability should discuss their concerns with their child's regular education teacher. Any Special Education needs or concerns should be directed to the Director. Method Schools complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 19Section 504"), Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights ("OCR").

Method Schools complies with all California laws pertaining to special education students and all students are fully integrated into Method Schools' programs with the necessary materials, services, and equipment to support their learning. Method Schools ensures that any student with a disability is properly identified, evaluated and provided with necessary services and supports. Method Schools is solely responsible for its compliance with Section 504 and the IDEA and the resources to be utilized by the school shall be accessible for all students with disabilities. Method Schools meets all the requirements within a learner's Individualized Education Plan and includes all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs.

Method Schools reserves the right to contract with professionals outside the district. The School will initially be a member of the District Special Education Local Plan Area (SELPA). The school will not discriminate on the basis of special education needs and the District will ensure that the student's needs are being addressed. The District will provide special education services for the School's special education pupils to the extent of the law.

The School reserves the right to act as its own Local Education Agency (LEA) for the purposes of special education and will make appropriate notification to the District before such plans are

made. To the extent the school opts for District delivery of special education services, it will support the District's implementation of these services and will make resources available in a manner consistent with the District's need to provide

Method Schools provides services to all special education students. The School will develop a Memorandum of Understanding (MOU) with the District as to how it will provide evaluation and related services (for example, speech and language, occupational therapy, or physical therapy) that could include third party service providers.

Should the student not qualify for special education services or should the SST decide against formal evaluation, the SST or the parent may request that a 504 Plan meeting be scheduled. At the meeting, if it is determined that the learning process is being limited by a physical or mental condition, a 504 Plan will be developed including instructional and curricular modifications to provide the student with full access to academic programs. This plan will be implemented by Method Schools staff and will be reviewed annually.

### Suicide Prevention Policy

Method Schools understand that it is critical to play a leading role in implementing policies that follow best practices, are developmentally appropriate, and are culturally responsive. Equally important are parents and guardians, who also play a key role in youth suicide prevention. It is critical that school staff members actively and continuously engage and educate parents on suicide prevention policies and practices in place at the school and in the community.

This outlined policy has been utilized from a template offered by a suicide prevention agency and as Method School will continue to further refine this policy and it is further developed. Method Schools has adopted its own suicide prevention curriculum program called Hope Squad and has integrated it into our current LMS for students to utilize.

The school, especially the school psychologist and other school-employed mental health professionals, plays an integral role in suicide prevention. The Policy recommends that each school district designate suicide prevention coordinators at the district and the school levels. These people would help plan and implement suicide prevention policies and practices and be the points of contact when a student, parent, or staff member is concerned that a student is at elevated risk for suicide. Coordinators would work with administrators and other school staff to ensure that additional recommended preventive steps be taken school-wide (for example, that staff receive annual professional development on how to recognize the warning signs of suicide and make referrals for help; and that developmentally appropriate, student centered education about mental health and suicide prevention be infused into the K-12 health curriculum). School psychologists are critical resources for schools and are a logical choice for serving as these suicide prevention coordinators. School psychologists should also be involved in the development and implementation of suicide prevention education for staff and students. However, it is equally

important that school employed mental health professionals receive annual professional development on best practices in risk assessment and crisis intervention so that they are equipped with the knowledge and tools needed to respond safely and effectively when receiving referrals from staff and students.

A key component of supporting overall student wellness and suicide prevention is access to a continuum of school-based mental health supports. Early identification of at-risk students can enhance opportunities for positive outcomes by addressing problems as they first arise. This enables the school, and in particular the school-employed mental health professional, to support the young person and the family in identifying and implementing potential solutions together, before the problem develops into a crisis situation in need of more intensive intervention or treatment. Assessment and referral. It is important to take every statement regarding suicide or a wish to die be taken seriously. Although each school and school district will have unique policies and procedures for conducting threat assessments, the Policy outlines specific actions to take when a young person is thought to be at risk for suicide, when a suicide attempt is made in school, and when an attempt is made outside of the school setting.

In all cases, the school should make every attempt to notify the student's parent or guardian. When a student makes a verbal or written suicide threat, or if the student presents with several risk factors and a staff member is concerned, this student should be seen by a school-employed mental health professional within the same school day. That professional would conduct the risk assessment and facilitate any necessary referrals to an outside mental health agency. If the school-employed mental health professional is not immediately available, the school nurse or school administrator should assist the student until the mental health professional can be brought in. During this time, the student should be under constant supervision to ensure safety, and the suicide prevention coordinator should be made aware of the situation as soon as possible. Additionally, the school-employed mental health professional or principal should notify the student's parent or guardian to assist them with an urgent referral, if necessary, or to help facilitate an appointment with another health care provider. If such a referral is made, school staff should seek permission from the parent or guardian to exchange information with the outside healthcare provider. When a suicide attempt has been made during the school day, all students should be removed from the immediate area as soon as possible and the health and safety of the student who made the attempt should be of primary concern. The student should be supervised until any necessary medical treatment has been provided, per district emergency medical policy. If appropriate, a mental health assessment should be immediately requested and the principal, school suicide prevention coordinator, and the student's parent or guardian should be contacted. Based on the specific school or district policy, as well as the judgment of the school principal and school mental health staff, additional steps should be taken to ensure the safety and well-being of any students who may have been affected by the suicide attempt. Re-entry procedure. Each school and district will have specific procedures for handling students who are returning to school after a mental health crisis such as a suicide attempt or psychiatric hospitalization based on the specific needs and unique population of the school.



However, The Policy recommends that the following three specific components be a part of any re-entry plan:

- A designated school employed mental health professional will coordinate with the student, family, and any outside mental health providers (if permission was granted).
- The parent or guardian will provide documentation from a healthcare provider that the student is no longer a danger to themselves or others.
- The designated school-employed mental health person will determine what supports are needed to help the student readjust to the school community and meet with him or her periodically to address any concerns.

Postvention: Suicide in a school community is tremendously sad, often unexpected, and can leave a school with many uncertainties about what to do next. Schools need reliable information, practical tools, and pragmatic guidance to help students and the community at-large as they struggle to cope with and respond to the loss. The Policy, coupled with more detailed guidance from NASP and AFS (included in the resource section below) can help.

The specific circumstances surrounding a death by suicide will guide the school and community response. However, to prevent suicide contagion while effectively managing the situation, the Policy suggests the development and implementation of an action plan with the following steps:

- **Verify the death:** Even if the student's death is perceived to be suicide, it should not be considered such until confirmed by the coroner's office or local police department.
- **Assess the situation:** The school/district crisis team should consider the impact of the suicide on the student and community population and determine the appropriate resources and supports needed for individual students as well as the general school population.
- **Share information:** It is important to report only confirmed and factual information to faculty, students, and families. Additionally, the school should inform parents about supports available to students in school, as well as available resources in the community.
- **Avoid suicide contagion:** The crisis team should work with teachers and families to identify students who may be at a high risk of suicide and those who are most significantly impacted by the student's death.
- **Initiate support services:** School-employed mental health professionals should collaboratively determine which students need additional risk assessment or mental health support services and implement those as needed.
- **Develop memorial plans:** School communities often wish to memorialize a student who has died. It can be challenging for schools to strike a balance between compassionately meeting the needs of grieving students while preserving the ability of the school to fulfill its primary purpose of education. In the case of suicide, schools must consider how to appropriately memorialize the student who died without risking suicide contagion among other students who may themselves be at risk. Treating all deaths in the same way avoids stigma and also protects against inadvertently sensationalizing the suicide loss. Wherever possible, schools should meet with the student's

friends and coordinate with the student's family to identify a meaningful, safe approach to acknowledging the loss.

External Communication: Following a student suicide, the media will almost certainly want to become involved in reporting the story. Although the school cannot control everything that is reported, there are steps that schools can take to help contain the media firestorm that often follows the report of a suicide. In many cases, a school has a designated media spokesperson who will respond to all media inquiries. The Policy recommends that the media spokesperson:

- Keep the suicide coordinator, superintendent, and other relevant administrators updated on how the school is handling the necessary postvention activities.
- Prepare a statement for the media that only includes confirmation of the death, the school's postvention plans, and available resources.
- Encourage the media to respect the privacy of the student who died and the family, and to avoid sensationalizing the suicide (e.g., putting story on the front page, describing the method of suicide). Additionally, the spokesperson should strongly suggest that the media refrain from speculating about the reason for the suicide.

### Suspension and Expulsion Policy

In order to promote learning and protect the safety and well-being of all students, Method Schools adheres to the Suspension and Expulsion guidelines established by California Education Code Section 48900. When a student interferes with the learning, safety, and well-being of students, it may be necessary to suspend or expel a student from regular classroom instruction or activity. Method Schools staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students.

If a Method Schools administrator does recommend expulsion for a specified offense, a student is entitled to a hearing within 30 school days after that determination, unless the student or parents or guardians request in writing that the hearing be postponed. It is important to note that suspension for students in grades kindergarten to grade eight, inclusive, for disruption or defiance (*EC* Section 48900[k]) is prohibited, and expulsion for students in kindergarten to grade twelve, inclusive, is also prohibited.

Upon enrollment of the school, Method Schools' teachers ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion.

Pursuant to *EC* Section 48900 paragraphs (v) and (w) Method Schools will encourage other means of correction, rather than suspension or expulsion, be used to bring about

proper conduct as part of a Multi-Tiered System of Supports. This Multi-Tiered System of Supports includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, which may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community. This also includes referral to a School Attendance Review Board for students who are habitually insubordinate or disorderly during attendance at school (EC Section 48263).

Pursuant to EC 48915(c), Method Schools will recommend **mandatory** expulsion in the event that the following acts are committed at school or during a school activity:

1. Firearm
  1. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.
  2. Selling or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in *Health and Safety Code* Section 11053 et. seq.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC48900 or committing sexual battery as defined in subdivision (n) of 48900.
5. Possession of an explosive.

Pursuant to EC Section 48915 (a) an administrator shall **recommend** expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance:

1. Causing serious physical injury to another person, except in self-defense. EC Section 48915 (a)(1).
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. EC Section 48915 (a)(2).
3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the *Health and Safety Code*, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
4. Robbery or extortion. EC Section 48915 (a)(4).
5. Assault or battery, or threat of, on a school employee.

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

Method Schools will abide by **discretionary** expulsion guidelines pursuant EC 48900 in circumstances where acts committed at school or school activity or on the way to and from school or school activity, including:

1. Inflicted physical injury†
2. Possessed dangerous objects
3. Possessed drugs or alcohol (policy determines which offense)
4. Sold look alike substance representing drugs or alcohol
5. Committed robbery/extortion
6. Caused damage to property‡
7. Committed theft
8. Used tobacco (policy determines which offense)
9. Committed obscenity/profanity/vulgarity
10. Possessed or sold drug paraphernalia
11. Disrupted or defied school staff
12. Received stolen property
13. Possessed imitation firearm
14. Committed sexual harassment
15. Harassed, threatened or intimidated a student witness
16. Sold prescription drug Soma
17. Committed hazing
18. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

† Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in *Penal Code 31*, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.

‡ Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.

## Hearing & Due Process

Pursuant to EC 48918, Method Schools will hold hearings that will include, but are not necessarily limited to, all of the following:

(a) (1) The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 schooldays after the date the principal or the superintendent of schools determines that the pupil has committed any of the acts enumerated in Section 48900, unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations shall specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the governing board of the school district.

(2) Within 10 school days after the conclusion of the hearing, the governing board of Method Schools shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed. If the hearing is held by a hearing officer or an administrative panel, or if the governing board of the school district does not meet on a weekly basis, the governing board of the school district shall decide whether to expel the pupil within 40 schooldays after the date of the pupil's removal from his or her school of attendance for the incident for which the recommendation for expulsion is made by the principal or the superintendent of schools, unless the pupil requests in writing that the decision be postponed.

(3) If compliance by the governing board of Method Schools with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable during the regular school year, the superintendent of schools or the superintendent's designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. If compliance by the governing board of the school district with the time requirements for the conducting of an expulsion hearing under this subdivision is impractical due to a summer recess of governing board meetings of more than two weeks, the days during the recess period shall not be counted as school days in meeting the time requirements. The days not counted as school days in meeting the time requirements for an expulsion hearing because of a summer recess of governing board meetings shall not exceed 20 schooldays, as defined in subdivision (c) of Section 48925, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

(b) Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days before the date of the hearing. The notice shall include all of the following:

- (1) The date and place of the hearing.
- (2) A statement of the specific facts and charges upon which the proposed expulsion is based.
- (3) A copy of the disciplinary rules of Method Schools that relate to the alleged violation.
- (4) A notice of the parent, guardian, or pupil's obligation pursuant to subdivision (b) of Section 48915.1.
- (5) Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a nonattorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. This section does not require a pupil or the pupil's parent or guardian to be represented by legal counsel or by a nonattorney adviser at the hearing.

(A) For purposes of this section, "legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

(B) For purposes of this section, "nonattorney adviser" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the pupil or pupil's parent or guardian to provide assistance at the hearing.

(c) (1) Notwithstanding Section 35145, the governing board of Method Schools shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the governing board of Method Schools may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

(2) If the governing board of the Method Schools or the hearing officer or administrative panel appointed under subdivision (d) to conduct the hearing admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.

(3) If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

(d) Instead of conducting an expulsion hearing itself, the governing board of Method Schools may contract with the county hearing officer, or with the Office of Administrative Hearings pursuant to Chapter 14 (commencing with Section 27720) of Part 3 of Division 2 of Title 3 of the Government Code and Section 35207 of this code, for a hearing officer to conduct the hearing. The governing board of Method Schools may also appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the governing board of Method Schools or employed on the staff of the school in which the pupil is enrolled. The hearing shall be conducted in accordance with all of the procedures established under this section.

(e) Within three school days after the hearing, the hearing officer or administrative panel shall determine whether to recommend the expulsion of the pupil to the governing board of Method Schools. If the hearing officer or administrative panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with Method Schools personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in

Section 48432.5, a continuation school of Method Schools. The decision not to recommend expulsion shall be final.

(f) (1) If the hearing officer or administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the governing board of Method Schools. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing. If the governing board of the Method Schools accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendations submitted by the hearing officer or panel or upon the results of any supplementary hearing conducted pursuant to this section that the governing board of Method Schools may order.

(2) The decision of the governing board of Method Schools to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this section, no evidence to expel shall be based solely upon hearsay evidence. The governing board of Method Schools or the hearing officer or administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the governing board of Method Schools or the hearing officer or administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

(h) (1) Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the governing board of Method Schools to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.

(2) In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, evidence of specific instances, of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to



the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

(i) (1) Before the hearing has commenced, the governing board of Method Schools issue subpoenas at the request of either the superintendent of schools or the superintendent's designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the governing board of Method Schools or the hearing officer or administrative panel may, upon request of either the county superintendent of schools or the superintendent's designee or the pupil, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.

(2) Any objection raised by the superintendent of schools or the superintendent's designee or the pupil to the issuance of subpoenas may be considered by the governing board of Method Schools in closed session, or in open session, if so requested by the pupil before the meeting. Any decision by the governing board of Method Schools in response to an objection to the issuance of subpoenas shall be final and binding.

(3) If the governing board of Method Schools hearing officer, or administrative panel determines, in accordance with subdivision (f), that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for in subdivision (f).

(4) Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

(j) Whether an expulsion hearing is conducted by the governing board of Method Schools or before a hearing officer or administrative panel, final action to expel a pupil shall be taken only by the governing board of Method Schools in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the superintendent of schools or his or her designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:

(1) Notice of the right to appeal the expulsion to the county board of education.

(2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion.

(3) Notice of the obligation of the parent, guardian, or pupil under subdivision (b) of Section 48915.1, upon the pupil's enrollment in a new school, to inform that school district of the pupil's expulsion.

(k) (1) The governing board of Method Schools shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

(2) The expulsion order and the causes for the expulsion shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

### Tobacco-Free Schools

Method Schools takes the use of tobacco, drugs, or alcohol by any student seriously. Students involved in the possession, sale and/or use of behavior affecting substances shall be subject to disciplinary procedures which may result in suspension or expulsion. Method Schools is committed to taking positive action through education, counseling, parental involvement, medical referral, and police referral in the handling of incidents in the schools involving the possession, sale, and/or use of behavior affecting substances and drug paraphernalia. These substances shall include but not be limited to marijuana, LSD, glue, alcohol, and barbiturates.

School properties may be inspected by school authorities in the interest of maintenance, health and safety. Inspections for the location of drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable purposes for inspection by school personnel; so long as such inspections are conducted in accordance with constitutional requirements of applicable state law relating to searches and seizures.

#### Use or Possession

1. No internal medication is to be administered to students by school personnel except as prescribed by a doctor.
2. Dangerous and narcotic drugs which a student has on prescription for ingestion as prescribed by a doctor must be in their original containers and kept in the nurse's or Director/Principal's office, whichever provides greater security
3. Whenever any staff member has reason to believe that a student may be under drug influence, he/she shall immediately notify the Director/Principal. The Director/Principal, if in agreement, shall notify the parent to come for the student and to remove the student to his/her home, to the jurisdiction of the police, and/or the paramedics.

4. In severe cases, if the parents or the doctor cannot or will not come to the school, the Director/Principal is authorized to call an ambulance to remove the student to a hospital. Parents will be notified of this action and shall be responsible for the incurred expenses.

5. In any first offense in which students illegally use or possess prescription or nonprescription drugs, including alcohol, marijuana, or inhalants, at school or at school activities, the following will result:

- a. Suspension from school for at least five (5) days.
- b. Referral to the proper police authority.
- c. A parent conference.
- d. A schedule of regular appointments with a school counselor or other school official.

In addition, the following action may be taken:

- a. Transfer to another school or alternative education program as appropriate.
  - b. Recommendation for expulsion.
  - c.. A second incidence of use or possession of illegal drugs within one year at any school or school activity will result in a recommendation for expulsion as provided for in Education Code 48900.
- Selling or Providing

When there is reason to believe that a student is selling or is in possession of drugs, the following procedures listed below will be followed:

1. The school administrator shall advise the local juvenile narcotics officer or law enforcement personnel. Juvenile authorities will make the decision as to whether they or the school will notify the parent.
2. The school administrator will escort the student to the school office and confront him/her with the suspicion. The administrator may notify the police before taking the student to the office. The student should be removed from a classroom by a school administrator or designee when there is reasonable cause.
3. For reasonable cause, a search for drugs may be made by the administrator. This may include searching the student's locker and/or other School-owned facilities such as science drawers, shop lockers, etc. Such search should be conducted by the administrator with at least one other certificated person as witness. No school staff member should search a student, but may ask a student to volunteer for self search. In cases when a personal search seems to be in order, the administrator should call for a law enforcement officer to make the search. Repeated attempts shall be made to notify the student's parent/guardian before the personal search is made.
4. The student may be questioned by the school administrator without notifying the student of his/her rights, but if the administrator believes that a law has been broken, the police will be notified. When there is good evidence that a student has actually used, sold or is in possession of narcotics or drug paraphernalia on or about school premises or at school-sponsored functions, the police must be notified. Regardless of any legal action taken by the police, the School must immediately suspend the student according to the provisions of BP/AR 5144.1 – Suspension and

Expulsion/Due Process. The school administrator may, at his/her discretion, recommend expulsion to the Governing Board.

## Uniform Complaint Procedures

The Board of Directors of Method Schools recognizes that it is responsible for complying with applicable laws and regulations governing educational programs. This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by a local educational agency of state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, and bullying.

This policy outlines Method Schools' UCP and provides a comprehensive approach to resolution on any complaint. A complaint is a written and signed statement by a complainant alleging a violation of state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, Method Schools shall assist the complainant in the filing of the complaint.

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain any school equipment or supplies.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity. This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section

11135, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept. of Social Services (DSS), Protective Services Division or appropriate law enforcement agency (or equivalent in the State of Tennessee.)
2. Health and safety complaints regarding a Child Development Program shall be referred to Dept. of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities (or equivalent in the State of Tennessee.)
3. Employment discrimination complaints shall be sent to the State Dept. of Fair Employment and Housing (DFEH, or equivalent in the State of Tennessee.)
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education.

#### The responsibilities of Method Schools

Method Schools has the primary responsibility to insure compliance with applicable state laws and regulations. We shall investigate complaints alleging failure to comply with applicable state laws and regulations and/or alleging discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity and seek to resolve those complaints in accordance with our UCP procedures. In regards to complaints of noncompliance with laws relating to pupil fees, if Method Schools finds merit in a complaint a remedy will be provided to all affected pupils, parents and guardians, that, where applicable, will include reasonable efforts by Method Schools to ensure full reimbursement to all affected pupils, parents and guardians. Our UCP policies shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remain confidential as appropriate.

The person responsible for receiving and investigating complaints and ensuring our compliance with state laws and regulations is: Jade Fernandez, Senior Director of Schools

Method Schools  
 ATTN: Jade Fernandez  
 38750 Sky Canyon Rd., Suite B  
 Murrieta, CA 92563

We ensure that the person above, who is responsible for compliance and/or investigations, is knowledgeable about the laws/programs that he/she is assigned to investigate. Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school. We shall annually notify in writing our pupils, employees, parents or guardians of our pupils, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties of our UCP process regarding an alleged violation by a local agency or state law or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. The UCP Annual Notice will be disseminated to all of the six required groups each year and will include information on how to appeal to the CDE. An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

Our UCP Annual Notice shall also advise the recipient of any civil law remedies that may be available under state discrimination, harassment, intimidation, and bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice. A copy of this UCP complaint policies and procedures document shall be available free of charge. Filing a complaint with the Method Schools Emergency or urgent facilities conditions that pose a threat to the health or safety of pupils or staff, and teacher vacancies or misassignments, and complaints that allege discrimination, harassment, intimidation, and bullying, any individual, public agency or organization may file a written complaint with our district superintendent or his or her designee alleging a matter which, if true, would constitute a violation by our LEA of - or state law or regulation governing a program. A complaint of noncompliance with laws relating to pupil fees may be filed with the principal of a school under the Uniform Complaint Procedures and may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

An investigation of alleged unlawful discrimination, harassment, intimidation, and bullying shall be initiated by filing a complaint no later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and bullying. The time for filing may be extended in writing by our district superintendent or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing may be extended by our superintendent or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six-month time period. Our superintendent shall respond immediately upon a receipt of a request for extension. The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process. Within 60 calendar days from the date of the receipt of the complaint, we shall conduct and complete an investigation of the complaint in accordance with our UCP policies and procedures and prepare a written Decision; also known as a final report. This time period may be extended by written agreement of the complainant.

The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of non-compliance with state laws and/or regulations. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by Method Schools to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We shall issue a Decision based on the evidence. The Decision shall be in writing and sent to the complainant within 60 calendar days from receipt of the complaint by the local educational agency. The Decision should contain:

- (i) the findings of fact based on the evidence gathered,
- (ii) conclusion of law,
- (iii) disposition of the complaint,
- (iv) the rationale for such disposition,
- (v) corrective actions, if any are warranted,
- (vi) notice of the complainant's right to appeal our LEA Decision to the CDE, and (vii) procedures to be followed for initiating an appeal to the CDE.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

Method Schools reserves the right to modify locations for receipt of forms as necessary.





## COMMUNITY COMPLAINT FORM

Name : \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

1. School site and person you are filing a complaint against:

2. Has this been discussed with him/her?

Y \_\_\_ N \_\_\_ Date:

3. Has the complaint been discussed with the principal or supervisor?

Y \_\_\_ N \_\_\_ Date:

Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is Needed.

What remedy or action do you suggest?

Signature \_\_\_\_\_

Date \_\_\_\_\_

Date received by Method Schools Corporate Office \_\_\_\_\_

## Student Freedom of Speech/Expression Policy

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

### A. PURPOSE AND SCOPE

1. To outline administrative procedures relating to individual rights and responsibilities of students in the exercise of free speech on school grounds outside the classroom situation.
2. To serve as a starting point for discussion of student rights and responsibilities in the study of the Bill of Rights in American government courses, moving to personal level aspects of government formerly treated more impersonally.
3. This procedure includes distribution of literature, publicity, use of bulletin boards, non-school publications, spoken work, symbolic speech (e.g., buttons, armbands, flags), and petitions.

### B. LEGAL AND POLICY BASIS

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

### C. GENERAL

1. Suggestions or questions concerning this procedure should be directed to the Superintendent.
2. Definitions
  - a. **School-sponsored materials (or official school publications):**  
Materials developed, printed, or produced and distributed, in whole or in part, at school expense. "At school expense" includes use of school staff time, facilities, equipment, or supplies.

- b. **Non-school-sponsored student materials:** Materials developed and printed off campus by students for distribution by students on campus.
- c. **Non-school materials:** Materials developed and printed by community organizations and/or individuals.

### 3. Free Speech and Public School-Age Students.

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

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

- a. Students are “persons” within the meaning of the Constitution and are possessed of fundamental rights that are not lost in school.
- b. Students are not the “closed circuit” recipients of only that which the state wishes to communicate; they may not be confined to officially approved sentiments.
- c. Student freedom of speech includes personal communication of controversial ideas.
- d. School officials have the burden of showing constitutionally valid justifications for limitations on student speech.
- e. A generalized fear or apprehension of a disturbance is not a constitutionally adequate justification. A desire to avoid the expression of controversial or unpopular ideas or the discomfort and unpleasantness that accompany them is not a constitutionally adequate justification.

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

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

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

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

a. It is not likely to substantially disrupt or materially interfere with the educational program. The fundamental purpose of the public school is to provide an educational program; it includes classwork, school activity programs, or any other element of programs conducted by the school. Every student enrolled therein has a right to participate without hindrance or unlawful denial by anyone. The educational program includes supervisory and disciplinary authority of teachers and administrators, both inside and outside the classroom as prescribed by law.

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

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

In addition to the right of any student to an education free from disruption, hindrance or unlawful denial, other individual rights must not be violated, including:

- (1) The right to be secure in person and in property—free from threats to health and safety.
- (2) The right to be free from coercion—to be left alone.
- (3) The right to respect for the dignity of the individual and the expression of his/her views and opinions.

d. It does not involve substantial disorder.

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

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

- (1) Harmful matter: Matter that, taken as a whole, . . . [T]he predominant appeal of which to the average person, applying contemporary standards, is to prurient interest; i.e., a shameful or morbid interest in nudity, sex, or excretion; and is matter which taken as a whole goes substantially beyond customary limits of candor in description or representation of such matters; and is matter which taken as a whole is utterly without redeeming social importance for minors. (Penal Code Sec. 313, 313.1; *Ginsburg v. New York*, 390 U. S. 629, 1968.)
- (2) Profanity: Matter containing words that, according to standards of the Leadership Public Schools/ school community, are deemed to be profanity (Education Code Sections 48900 and 44806; Penal Code Section 415; California Code of Regulations, Title 5, Section 300).
- (3) Prejudicial or discriminatory matter: Matter advocating prejudice or discrimination on account of sex, race, ethnic origin, or religion (Education Code Sections 51500–51501 and 44806.)
- (4) Injurious matter: Matter that encourages or advocates the use of tobacco, intoxicating liquor, narcotics, or other hallucinogenic or dangerous drugs (Education Code Section 48900).
- (5) Materials or instruction concerning human reproduction and venereal disease. This matter may not be distributed because state law prohibits students from receiving such information in the schools without first having written approval of their parents/guardians. (Education Code Sections 51550, 51551, 51820; Procedure 4188.)

(6) Libel or slander: Matter, disseminated either in writing or verbally, that defames a person or, in some cases, a private organization. (Civil Code Sections 44 et seq.)

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

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

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

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

a. School-sponsored materials.

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

(1) School official(s) designated by the Superintendent as authorized to receive and review written materials submitted pursuant to this procedure shall be specifically identified. The office to which such materials shall be submitted also shall be specifically identified.

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

(3) A review of written materials submitted hereunder shall not be construed to mean that the school necessarily agrees with or approves of the views contained in material distributed.

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

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

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

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

(1) Time of such activity shall be limited to periods before school, after dismissal, and during established lunch periods as deemed feasible by the Superintendent.

(2) Place of the activity shall be reasonably restricted to permit normal flow of traffic within the school, in lunch locations, and at exterior doors, and to avoid interference with school programs.

(3) Manner of conducting such activity shall be restricted to prevent coercion and undue levels of noise.

(4) School shall require that all printed matter distributed or circulated on school property be identified with the name of sponsoring organizations or individuals, both school-connected and non-school-connected.

- (5) School may require that the individual(s) or group(s) distributing materials assume responsibility for cleanup of those materials that contribute to littering.
- d. Buttons, badges, armbands, flags, and other items of symbolic speech bearing slogans, sayings, or symbols are permitted as another form of expression, provided the message or symbol does not violate provisions of this procedure. Only American and California State flags may be flown from the main (school) flag pole. A flag other than American or California State flags may be flown from a portable stand at a time, place, and manner specified by the Superintendent in accordance with C.6.f. Permanent structures may not be installed without permission of the Superintendent.
- e. Bulletin boards and the posting of publicity. School authorities may restrict the use of certain bulletin boards and display areas to school announcements. Additional bulletin board and/or display space shall be provided for use of students and student organizations.

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

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

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

g. Public expression on school grounds (outside the classroom). Students have the right to engage in speech or other communication that, when engaged in off campus, is protected under the First Amendment (Education Code Section 48950). A student shall have the right, either publicly or privately, to express opinions, to take stands, and to support causes. There shall be no limitations to this right except as specified below:

- (1) An area for speaking to mass groups of students shall be set aside by the Superintendent.
- (2) Time of such expressions shall be limited to periods before school begins, after dismissal, and during established lunch periods as deemed feasible by the Superintendent.



(3) Manner of such expression shall be such as to prevent undue noise, substantial disorder, or infringement upon the rights of others not to listen. Therefore, electronic sound-amplification systems or devices of any kind are prohibited for this purpose unless allowed by school the Superintendent.

(4) Such expression must be in compliance with C.5.

(5) Violations. Acts in violation of any of the above limitations and rules constitute defiance of school regulations and can result in suspension or other appropriate disciplinary action.

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

#### D. IMPLEMENTATION

1. To establish specific written school guidelines and procedures, the CEO:
  - a. May develop specific written school regulations and guidelines consistent with this procedure. In doing so, Superintendent may consult with faculty, students, and other interested parties.
  - b. May designate other administrator, teacher, or group(s) to function as his/her designee in carrying out all or part of function of reviewing materials submitted for compliance with school policy and procedure.
  - c. May communicate accepted school guidelines and procedures, as well as school guidelines and limitations, as deemed necessary, to all students, staff, and parents. (Student handbook, faculty handbook, and parent newsletter may be used.) Guidelines include time, place, manner, penalties for violation, and “prior submission” review procedure for school-sponsored materials.
  
2. Prior to printing and/or distribution
  - a. Student
    - (1) Prepares or obtains printed materials, petitions, buttons, badges, armbands, and flags.
    - (2) Identifies all written material with name of student or organization that sponsored/prepared it.

- (3) Checks for compliance with provisions of local school regulations.
- (4) Submits, at his/her option, school-sponsored materials to Superintendent or designee for review as provided in C.6.a.
- (5) Includes Superintendent's office in distribution of non-school- sponsored materials.
- b. Superintendent or designee
  - (1) Reviews materials only on the basis of established limitations and guidelines.
  - (2) Expresses his/her views as to applicability of such established limitations and guidelines to school-sponsored materials. Consults with Legal Counsel as appropriate.
  - (3) Notifies student(s) of his/her views on school-sponsored materials. Provides student with written notice of noncompliance with this procedure if such is the case.
- c. Appeal from declaration of noncompliance by Superintendent or designee
  - (1) Student may appeal to appropriate instructional leader having jurisdiction over school in which student is enrolled.
  - (2) Instructional leader shall make his/her decision on the appeal within a reasonable period of time and communicate decision to student.
  - (3) Nothing herein shall preclude a student from further appealing instructional leader's decision to the LPS Board of Trustees.

#### **California student free expression law (1977)**

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

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

48907(a) Pupils of the public schools, including charter schools, shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other

means of expression are supported financially by the school or by use of school facilities, except that expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

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

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

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

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

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

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

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

**2024-25 Student/Parent Handbook**  
Acknowledgement of Receipt

Please indicate that you **have reviewed and agree to abide by the Method Schools Student/Parent Handbook for the year 2024-25.**

And that you have **reviewed and acknowledge receipt of the 2023-2024 Annual Notifications via Method Schools** by completing the acknowledgement of receipt linked below.

[2024-2025 Acknowledgement of Student Parent Handbook](#)



**Public Records Act  
BP 1340**

The Governing Board recognizes the right of citizens to have access to public records of the district. The Board intends the district to provide any person reasonable access to the public records of the schools and district during normal business hours and within the requirements of law. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other state or federal law.

- (cf. 3553 - Free and Reduced Price Meals)
- (cf. 3580 - District Records)
- (cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
- (cf. 4112.6/4212.6/4312.6 - Personnel Files)
- (cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
- (cf. 5020 - Parent Rights and Responsibilities)
- (cf. 5125 - Student Records)
- (cf. 5125.1 - Release of Directory Information)
- (cf. 6162.5 - Student Assessment)
- (cf. 9011 - Disclosure of Confidential/Privileged Information)
- (cf. 9321 - Closed Session Purposes and Agendas)

In response to a public records request, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or Board member's personal device or account.

The district may charge for copies of public records or other materials requested by individuals or groups. The charge shall be based on actual costs of duplication, as determined by the Superintendent or designee and as specified in administrative regulation.

In order to help maintain the security of district records, members of the public granted access shall examine records in the presence of a district staff member.

# Calendar

## 2024-25 Academic Calendar

Month	Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
July	↓	1	2	3	H	4	W	W	5	6	7	8	9	W	W	10	11	12	13	14	W	W	15	16	17	18	19	W	W	20	21	22
August		23	24	W	W	25	26	27	28	29	W	W	30	N	N	N	N	W	W	31	32	33	34	35	W	W	36	37	38	39	40	W
September		W	H	41	42	43	44	W	W	45	46	47	48	49	W	W	50	51	52	53	54	W	W	55	56	57	58	59	W	W	60	
October		61	62	63	64	W	W	65	66	67	68	69	W	W	70	71	72	73	74	W	W	75	76	77	78	79	W	W	80	81	82	83
November		84	W	W	85	86	87	88	89	W	W	H	90	91	92	93	W	W	N	N	N	N	N	W	W	N	N	N	H	N	W	
December		W	94	95	96	97	98	W	W	99	100	101	102	103	W	W	N	N	N	N	N	N	W	W	N	H	H	N	N	W	N	H
January		H	N	N	W	W	104	105	106	107	108	W	W	109	110	111	112	113	W	W	H	114	115	116	117	W	W	118	119	120	121	122
February		W	W	123	124	125	126	127	W	W	128	129	130	131	132	W	W	H	133	134	135	136	W	W	137	138	139	140	141			
March		W	W	142	143	144	145	146	W	W	147	148	149	150	151	W	W	N	N	N	N	N	W	W	152	153	154	155	156	W	W	157
April		158	159	160	161	W	W	162	163	164	165	166	W	W	167	168	169	170	171	W	W	172	173	174	175	176	W	W	177	178	179	
May		180	181	W	W	182	183	184	185	186	W	W	187	188	189	190	191	W	W	192	193	194	195	196	W	W	H	197	198	199	200	W
June		W	201	202	203	204	205	W	W	206	N	N	N	N	N	W	W	N	N	N	H	N	W	W	N	N	N	N	W	W	N	

<b>KEY</b>	<b>Important Dates</b>
W Weekend	July 1: First Day of School Year
N Non School Day	July 4: Independence Day
H Holiday	August 19: First Day for non July 1 start students
1 School Day	September 2: Labor Day
1 Start Date	November 11: Veteran's Day
	November 18-29: Thanksgiving Break
	December 16-January 3: Winter Break
	January 20: MLK Day
	February 17: President's Day
	March 17-March 21: Spring Break
	May 26: Memorial Day
	June 9: Last day of school

## 2024-25 DMSA Academic Calendar

Month	Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
July	↓	N	N	N	H	N	W	W	N	N	N	N	N	W	W	N	N	N	N	N	N	W	W	N	N	N	N	N	N	N	N	
August		N	N	W	N	N	N	N	N	W	W	N	N	N	N	N	N	W	W	1	2	3	4	5	W	W	6	7	8	9	10	W
September		W	H	11	12	13	14	W	W	15	16	17	18	19	W	W	20	21	22	23	24	W	W	25	26	27	28	29	W	W	30	
October		31	32	33	34	W	W	35	36	37	38	39	W	W	40	41	42	43	44	W	W	45	46	47	48	49	W	W	50	51	52	53
November		54	W	W	55	56	57	58	59	W	W	H	60	61	62	63	W	W	64	65	66	67	68	W	W	N	N	N	H	N	W	
December		W	69	70	71	72	73	W	W	74	75	76	77	78	W	W	79	80	81	82	83	W	W	N	H	H	N	N	W	W	N	H
January		H	N	N	W	W	84	85	86	87	88	W	W	89	90	91	92	93	W	W	H	94	95	96	97	W	W	98	99	100	101	102
February		W	W	103	104	105	106	107	W	W	108	109	110	111	112	W	W	H	113	114	115	116	W	W	117	118	119	120	121			
March		W	W	122	123	124	125	126	W	W	127	128	129	130	131	W	W	N	N	N	N	N	W	W	132	133	134	135	136	W	W	137
April		138	139	140	141	W	W	142	143	144	145	146	W	W	147	148	149	150	151	W	W	152	153	154	155	156	W	W	157	158	159	
May		160	161	W	W	162	163	164	165	166	W	W	167	168	169	170	171	W	W	172	173	174	175	176	W	W	H	177	178	179	180	W
June		W	N	N	N	N	N	W	W	N	N	N	N	N	N	W	W	N	N	N	H	N	W	W	N	N	N	N	N	W	W	N

<b>Key:</b>	<b>Key Dates:</b>
W Weekend	August 19: First Day of School Year
N Non School Day	July 4: Independence Day
H Holiday	September 2: Labor Day
1 School Day	November 11: Veteran's Day
1 Start Date	November 25-29: Thanksgiving Break
	December 23-January 3: Winter Break
	January 20: MLK Day
	February 17: President's Day
	March 17-March 21: Spring Break
	May 26: Memorial Day
	May 30: Last day of school

**Method Schools**  
**RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college or school district, county office of education, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education



Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Method Schools.
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Method Schools has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 13th, 2024.

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

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Board Member

\_\_\_\_\_  
Board Member

**Method Schools****Final Expenditures through: June 30, 2024****Resource 1400 Education Protection Account**

<b>Description</b>	<b>Object Codes</b>	<b>Amount</b>
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Local Control Funding Formula Sources	8010-8099	109,308.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	109,308.00
<b>TOTAL AVAILABLE</b>		
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
Certificated Salaries	1000-1999	109,308.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	0.00
	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	109,308.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>

**Method Schools LA**  
**RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college or school district, county office of education, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Method Schools LA.
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Method Schools LA has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 13th, 2024.

\_\_\_\_\_  
Board Member

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Board Member

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Board Member

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Board Member

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Board Member

**Method Schools LA****Final Expenditures through: June 30, 2024****Resource 1400 Education Protection Account**

<b>Description</b>	<b>Object Codes</b>	<b>Amount</b>
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Local Control Funding Formula Sources	8010-8099	114,338.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	114,338.00
<b>TOTAL AVAILABLE</b>		
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
Certificated Salaries	1000-1999	114,338.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	0.00
	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	114,338.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>

**Method Schools**  
**RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

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2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Method Schools has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 13th, 2024.

\_\_\_\_\_  
Board Member

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Board Member

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Board Member

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Board Member

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Board Member

**Method Schools****Projected Expenditures through: June 30, 2025****Resource 1400 Education Protection Account**

<b>Description</b>	<b>Object Codes</b>	<b>Amount</b>
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Local Control Funding Formula Sources	8010-8099	113,000.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		113,000.00
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
Certificated Salaries	1000-1999	113,000.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	0.00
	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	113,000.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		0.00

**Method Schools LA**  
**RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

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2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Method Schools LA has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 13th, 2024.

\_\_\_\_\_  
Board Member

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Board Member

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Board Member

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Board Member

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Board Member

**Method Schools LA****Preliminary Expenditures through: June 30, 2025****Resource 1400 Education Protection Account**

<b>Description</b>	<b>Object Codes</b>	<b>Amount</b>
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Local Control Funding Formula Sources	8010-8099	116,000.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
<b>TOTAL AVAILABLE</b>		<b>116,000.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
Certificated Salaries	1000-1999	116,000.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	0.00
	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	116,000.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>116,000.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>

## 2023-24 Method Schools – Proposition 28 – Arts and Music Plan

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023–24.

The legislation allocates 1 percent of the kindergarten through grade twelve (K–12) portion of the Proposition 98 funding guarantee provided in the prior fiscal year, excluding funding appropriated for the AMS education program. Local educational agencies (LEAs) with 500 or more students are required to ensure that at least 80 percent of AMS funds to be expended are used to employ certificated or classified employees to provide arts education program instruction. The remaining funds must be used for training, supplies and materials, and arts educational partnership programs, with no more than 1 percent of funds received to be used for an LEA’s administrative expenses. The full text of the statute is available here: [Chapter 5.1 of Part 6 of Division 1 of Title 1 of the Education Code](#) (Section 8820 et seq.).

For the 2023-24 Fiscal Year, Method Schools will receive \$48,458 in funding from Proposition 28.

Method Schools will plan to allocate approximately ½ of Proposition 28 Funds in the following manner:

- 1.) 1000 Level – Certificated Teacher Elective Art Courses - \$20,000
- 2.) 4000 Level – Supplemental Art & Digital Media Course Work - \$4,000

Total Cost - \$24,000

Total Carryover into 2024-25 - \$24,458

Listed below is additional information on Method School’s 2023-24 Prop 28 Plan

- a. Detail on the type of arts/music program(s) being offered: General Art & Digital Media
- b. Number of contracted staff supporting the students for this program: 0.5 FTE
- c. Number of pupils being served in the Arts and Music Program: 546 Students
- d. Number of school sites providing Arts Education: 1 LEA (Method Schools)

## 2023-24 Method Schools LA – Proposition 28 – Arts and Music Plan

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023–24.

The legislation allocates 1 percent of the kindergarten through grade twelve (K–12) portion of the Proposition 98 funding guarantee provided in the prior fiscal year, excluding funding appropriated for the AMS education program. Local educational agencies (LEAs) with 500 or more students are required to ensure that at least 80 percent of AMS funds to be expended are used to employ certificated or classified employees to provide arts education program instruction. The remaining funds must be used for training, supplies and materials, and arts educational partnership programs, with no more than 1 percent of funds received to be used for an LEA’s administrative expenses. The full text of the statute is available here: [Chapter 5.1 of Part 6 of Division 1 of Title 1 of the Education Code](#) (Section 8820 et seq.).

For the 2023-24 Fiscal Year, Method Schools LA will receive \$30,143 in funding from Proposition 28.

Method Schools LA will plan to allocate approximately ½ of Proposition 28 Funds in the following manner:

- 1.) 1000 Level – Certificated Teacher Elective Art Courses - \$15,000
- 2.) 4000 Level – Supplemental Art & Digital Media Course Work - \$4,000

Total Cost - \$19,000

Total Carryover into 2024-25 - \$11,143

Listed below is additional information on Method School’s LA 2023-24 Prop 28 Plan

- a. Detail on the type of arts/music program(s) being offered: General Art & Digital Media
- b. Number of contracted staff supporting the students for this program: 0.5 FTE
- c. Number of pupils being served in the Arts and Music Program: 571 Students
- d. Number of school sites providing Arts Education: 1 LEA (Method Schools LA)



**CreativeBackOffice**

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## 2024-25 Method Schools Adopted Budget Narrative

### State of California Factors for Consideration

- California Facing \$73 billion budget “problem” for 2024-25
- 2024-25 Forecasted COLA - 3.94% at 2023-24 Adopted Budget in June
  - o 2024-25 Governor’s January Forecasted COLA - 0.76%
  - o 2024-25 Governor’s May Revise COLA - 1.07%
- No Cuts to Newly Implemented Programs...Yet - Community Schools, ELOP, Safe Schools, Equity Multiplier, Pathways to Education Sparred for Now
  - o Previously Cuts to 2022-23 One-Time Block Grants gave nearly \$2 billion back to CA
- Cost Pressures
  - o *Increased STRS & PERS Contributions*
  - o *Increased Health Insurance Costs*
  - o *Increased Minimum wage*
  - o *SDUSD, LAUSD, SFUSD Union Contracts*
- Next Year is not a Funding Determination Test Year for either Method San Diego or Method Los Angeles



**CreativeBackOffice**

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92101

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**2024-25 Projected ADA & Revenues**

Projected ADA Method San Diego - 565

Projected ADA Method Los Angeles - 580

Total 2024-25 Projected ADA - 1145

\* 2023-24 P-2 ADA: 1,117

**Reoccurring Revenues**

- State Aid LCFF / EPA /Property Tax Revenues: \$15,360,777 (\$13,415 per student)
- Special Education (Federal): \$90,560
- Special Education & MH (State): \$1,097,700
- State Lottery: \$271,365
- Mandate Block Grant: \$52,497
- Prop 28: \$78,601

**New and One-Time Revenue Sources**

- \$0.00 \* Method is not dependent on any new funding sources or relying on one-time COVID Related Funds

**Misc. and Local Revenue Sources**

- Interest Income: \$500,000

**Total Projected Revenue - \$17,451,500**

**Method San Diego Revenue - \$8,542,427**

**Method Los Angeles Revenue - \$8,909,073**



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**2024-25 Core Projected Expenditures****Staffing & Benefits Cost**

- Certificated Salaries: \$6,963,800
- Classified Salaries: \$2,161,716
- Health Benefits: \$867,336
- 403b Retirement Contributions: \$452,118
- Social Security & Medicare Taxes: \$698,102
- Unemployment Insurance: \$80,000
- Workers Compensation: \$91,256

**Curriculum & Instructional Programs**

- Core Curriculum: \$410,000
- Supplemental Curriculum: \$525,000
- Materials & Instructional Supplies: \$100,000
- Computers & Equipment: \$180,000
- Student Athletics & Field Trips: \$64,000
- Special Education Services: \$330,000
- Student Information Systems & IT Support: \$205,000
- Professional Development: \$150,000

**Administrative Costs**

- Audit & Tax Return: \$39,000
- District Oversight: 314,203
- Business Services: \$90,000
- Marketing: \$200,000
- Banking, Payroll & Personnel Fees: \$40,000
- Phone, Internet & Hosting Fees: \$200,000

**Total Projected Expenditures - \$14,586,528**

**Method San Diego Expenditures - \$7,346,973**

**Method Los Angeles Expenditures - \$7,239,555**



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**2024-25 Budget Summary - Combined**

**Total Revenue:** \$17,451,5000

**Total Expenditures:** \$14,586,528

**Projected Surplus (Deficit):** \$2,864,972

**Method San Diego**

**Total Revenue:** \$8,542,427

**Total Expenditures:** \$7,346,973

**Projected Surplus (Deficit):** \$1,195,454

2023-24 Projected Ending Fund Balance: \$10,966,950

+2024-25 Operating Surplus: \$1,195,454

2024-25 Projected Ending Fund Balance: \$12,162,405

**Method Los Angeles**

**Total Revenue:** \$8,909,073

**Total Expenditures:** \$7,239,557

**Projected Surplus (Deficit):** \$1,669,516

2023-24 Projected Ending Fund Balance: \$18,592,173

+2024-25 Operating Surplus: \$1,669,515

2024-25 Projected Ending Fund Balance: \$20,261,689



**CHARTER SCHOOL PRELIMINARY BUDGET  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2024 to June 30, 2025**

**Charter School Certification**

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

For information regarding this report, please contact:

<u>For Approving Entity:</u>	<u>For Charter School:</u>
_____	Stefanie Bryant
Name	Name
_____	CFO
Title	Title
_____	801.360.9819
Telephone	Telephone
_____	<a href="mailto:sbryant@methodschools.org">sbryant@methodschools.org</a>
E-mail address	E-mail address

To the entity that approved the charter school:

  x  ) 2024-25 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Printed Name: Stefanie Bryant Title: CFO

To the Dehesa Elementary School District

  x  ) 2024-25 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

To the Superintendent of Public Instruction:

  x  ) 2024-25 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
County Superintendent/Designee  
(Original signature required)

**CHARTER SCHOOL PRELIMINARY BUDGET  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2024 to June 30, 2025**

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

This charter school uses the following basis of accounting:

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

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

Description	Object Code	2023-24 Estimated Actuals (A)	2024-25 Preliminary Budget Unrestricted (B)	2024-25 Preliminary Budget Restricted (C)	2024-25 Preliminary Budget Total (D)	Difference (Col A & D)
<b>A. REVENUES</b>						
1. LCFF Sources						
State Aid - Current Year	8011	6,757,135.00	7,059,814.00		7,059,814.00	302,679
Education Protection Account - Current Year	8012	109,308.00	113,000.00		113,000.00	3,692
State Aid - Prior Years	8019		0.00		0.00	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	153,031.00	158,200.00		158,200.00	5,169
Other LCFF Transfers	8091, 8097		0.00		0.00	0
<b>Total, LCFF Sources</b>		<b>7,019,474.00</b>	<b>7,331,014.00</b>		<b>7,331,014.00</b>	<b>311,540</b>
2. Federal Revenues (see NOTE on last page)						
No Child Left Behind	8290	0.00		0.00	0.00	0
Special Education - Federal	8181, 8182	44,460.00		57,760.00	57,760.00	13,300
Child Nutrition - Federal	8220	0.00		0.00	0.00	0
Other Federal Revenues	8290	184,488.00	0.00	0.00	0.00	(184,488)
<b>Total, Federal Revenues</b>		<b>228,948.00</b>	<b>0.00</b>	<b>57,760.00</b>	<b>57,760.00</b>	<b>(171,188)</b>
3. Other State Revenues						
Special Education - State	StateRevSE	541,112.00		546,240.00	546,240.00	5,128
Child Nutrition Programs	8520			0.00	0.00	0
Mandated Costs Reimbursements	8550	20,782.00	25,050.00		25,050.00	4,268
Lottery - Unrestricted and Instructional Materials	8560	132,483.00	96,050.00	37,855.00	133,905.00	1,422
Low Performing Student Block Grant	8590		0.00		0.00	0
All Other State Revenues	StateRevAO	558,840.00		48,458.00	48,458.00	(510,382)
<b>Total, Other State Revenues</b>		<b>1,253,217.00</b>	<b>121,100.00</b>	<b>632,553.00</b>	<b>753,653.00</b>	<b>(499,564)</b>
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0.00	0.00		0.00	0
All Other Local Revenues	LocalRevAO	345,000.00	400,000.00	0.00	400,000.00	55,000
<b>Total, Local Revenues</b>		<b>345,000.00</b>	<b>400,000.00</b>	<b>0.00</b>	<b>400,000.00</b>	<b>55,000</b>
<b>5. TOTAL REVENUES</b>		<b>8,846,639.00</b>	<b>7,852,114.00</b>	<b>690,313.00</b>	<b>8,542,427.00</b>	<b>(304,212)</b>
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Teachers' Salaries	1100	2,755,500.00	2,775,508.00	225,000.00	3,000,508.00	245,008
Certificated Pupil Support Salaries	1200	0.00		0.00	0.00	0
Certificated Supervisors' and Administrators' Salaries	1300	337,878.00	456,392.00	25,000.00	481,392.00	143,514
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0
<b>Total, Certificated Salaries</b>		<b>3,093,378.00</b>	<b>3,231,900.00</b>	<b>250,000.00</b>	<b>3,481,900.00</b>	<b>388,522</b>
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	222,935.00	86,296.00	60,000.00	146,296.00	(76,639)
Non-certificated Support Salaries	2200	69,261.00	70,823.00	0.00	70,823.00	1,562
Non-certificated Supervisors' and Administrators' Sal.	2300	270,140.00	423,355.00	0.00	423,355.00	153,215
Clerical and Office Salaries	2400	456,000.00	440,384.00	0.00	440,384.00	(15,616)
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0
<b>Total, Non-certificated Salaries</b>		<b>1,018,336.00</b>	<b>1,020,858.00</b>	<b>60,000.00</b>	<b>1,080,858.00</b>	<b>62,522</b>

Description	Object Code	2022-23 Estimated Actuals (A)	2023-24 Preliminary Budget Unrestricted (B)	2023-24 Preliminary Budget Restricted (C)	2023-24 Preliminary Budget Total (D)	Difference (Col A & D)
<b>3. Employee Benefits</b>						
STRS	3101-3102	0.00	0.00	0.00	0.00	0
PERS	3201-3202	0.00	0.00	0.00	0.00	0
OASDI / Medicare / Alternative	3301-3302	317,000.00	325,336.00	23,715.00	349,051.00	32,051
Health and Welfare Benefits	3401-3402	383,000.00	403,668.00	30,000.00	433,668.00	50,668
Unemployment Insurance	3501-3502	38,333.00	37,855.00	2,145.00	40,000.00	1,667
Workers' Compensation Insurance	3601-3602	23,000.00	44,228.00	1,400.00	45,628.00	22,628
Retiree Benefits	3701-3702	0.00	0.00		0.00	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00		0.00	0
Other Employee Benefits	3901-3902	149,000.00	211,058.00	15,000.00	226,058.00	77,058
<b>Total, Employee Benefits</b>		<b>910,333.00</b>	<b>1,022,145.00</b>	<b>72,260.00</b>	<b>1,094,405.00</b>	<b>184,072</b>
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	175,000.00	144,887.00	60,113.00	205,000.00	30,000
Books and Other Reference Materials	4200	375,000.00	400,000.00		400,000.00	25,000
Materials and Supplies	4300	45,000.00	12,145.00	37,855.00	50,000.00	5,000
Noncapitalized Equipment	4400	86,500.00	90,000.00		90,000.00	3,500
Food	4700	0.00	0.00		0.00	0
<b>Total, Books and Supplies</b>		<b>681,500.00</b>	<b>647,032.00</b>	<b>97,968.00</b>	<b>745,000.00</b>	<b>63,500</b>
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00		0.00	0
Travel and Conferences	5200	80,500.00	110,000.00	0.00	110,000.00	29,500
Dues and Memberships	5300	6,800.00	7,500.00		7,500.00	700
Insurance	5400	35,000.00	40,000.00		40,000.00	5,000
Operations and Housekeeping Services	5500	4,800.00	13,000.00		13,000.00	8,200
Rentals, Leases, Repairs, and Noncap. Improvements	5600	66,000.00	83,000.00		83,000.00	17,000
Professional/Consulting Services and Operating Expend.	5800	540,933.00	366,224.00	210,085.00	576,309.00	35,376
Communications	5900	105,000.00	115,000.00		115,000.00	10,000
<b>Total, Services and Other Operating Expenditures</b>		<b>839,033.00</b>	<b>734,724.00</b>	<b>210,085.00</b>	<b>944,809.00</b>	<b>105,776</b>
<b>6. Capital Outlay</b>						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0
Equipment	6400	0.00	0.00	0.00	0.00	0
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0
Depreciation Expense (for accrual basis only)	6900	45,000.00	0.00	0.00	0.00	(45,000)
<b>Total, Capital Outlay</b>		<b>45,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>(45,000)</b>
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0
<b>Total, Other Outgo</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>
<b>8. TOTAL EXPENDITURES</b>		<b>6,587,580.00</b>	<b>6,656,659.00</b>	<b>690,313.00</b>	<b>7,346,972.00</b>	<b>759,392</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		2,259,059.00	1,195,455.00	0.00	1,195,455.00	

Description	Object Code	2022-23 Estimated Actuals (A)	2023-24 Preliminary Budget Unrestricted (B)	2023-24 Preliminary Budget Restricted (C)	2023-24 Preliminary Budget Total (D)	Difference (Col A & D)
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		<b>2,259,059.00</b>	<b>1,195,455.00</b>	<b>0.00</b>	<b>1,195,455.00</b>	<b>0</b>
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	8,707,891.00	10,966,950.00		10,966,950.00	2,259,059
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00			0.00	0
c. Adjusted Beginning Balance		8,707,891.00	10,966,950.00	0.00	10,966,950.00	
2. <b>Ending Fund Balance, Oct 31 (E + F.1.c.)</b>		<b>10,966,950.00</b>	<b>12,162,405.00</b>	<b>0.00</b>	<b>12,162,405.00</b>	<b>1,195,455</b>
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	
Reserve for Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	
All Others	9719	0.00	0.00	0.00	0.00	
Legally Restricted Balance	9740	0.00		0.00	0.00	
Designated for Economic Uncertainties	9770	329,380.00	332,832.00		332,832.00	
Other Designations	9775, 9780	0.00	0.00	0.00	0.00	
Net Investment in Capital Assests (Accrual Basis Only)	9796	0.00	0.00	0.00	0.00	
<b>Undesignated / Unappropriated Amount</b>	<b>9790</b>	<b>10,637,570.00</b>	<b>11,829,573.00</b>	<b>0.00</b>	<b>11,829,573.00</b>	<b>1,195,455</b>



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

Charter School Name: Method Schools  
 CDS #: 37-68049-0129221  
 Charter Approving Entity: Dehesa Elementary  
 County: San Diego  
 Charter #: 1617  
 Fiscal Year: 2024-25

Description	Object Code	2024-25 (populated from Alternative Form Tab)			Totals for 2025-26	Totals for 2026-27
		Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total		
<b>A. REVENUES</b>						
1. LCFF Sources						
State Aid - Current Year	8011	7,059,814.00		7,059,814.00	7,257,332.00	7,489,202.00
Education Protection Account - Current Year	8012	113,000.00		113,000.00	113,000.00	113,000.00
State Aid - Prior Years	8019			0.00		
Transfer of Charter Schools in Lieu of Property Taxes	8096	158,200.00		158,200.00	158,200.00	158,200.00
Other LCFF Transfers	8091, 8097	0.00		0.00	0.00	0.00
<b>Total, LCFF Sources</b>		<b>7,331,014.00</b>		<b>7,331,014.00</b>	<b>7,528,532.00</b>	<b>7,760,402.00</b>
2. Federal Revenues						
No Child Left Behind	8290		0.00	0.00	0.00	0.00
Special Education - Federal	8181, 8182		57,760.00	57,760.00	57,760.00	57,760.00
Child Nutrition - Federal	8220		0.00	0.00	0.00	0.00
Other Federal Revenues	8290	0.00	0.00	0.00	0.00	0.00
<b>Total, Federal Revenues</b>		<b>0.00</b>	<b>57,760.00</b>	<b>57,760.00</b>	<b>57,760.00</b>	<b>57,760.00</b>
3. Other State Revenues						
Special Education - State	StateRevSE		546,240.00	546,240.00	546,240.00	546,240.00
Child Nutrition Programs	8520		0.00	0.00		
Mandated Costs Reimbursements	8550	25,050.00		25,050.00	25,050.00	25,050.00
Lottery - Unrestricted and Instructional Materials	8560	96,050.00	37,855.00	133,905.00	133,905.00	133,905.00
Low Performing Student Block Grant	8590	0.00		0.00		
All Other State Revenues	StateRevAO		48,458.00	48,458.00	48,458.00	48,458.00
<b>Total, Other State Revenues</b>		<b>121,100.00</b>	<b>632,553.00</b>	<b>753,653.00</b>	<b>753,653.00</b>	<b>753,653.00</b>
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0.00		0.00	0.00	0.00
All Other Local Revenues	LocalRevAO	400,000.00	0.00	400,000.00	400,000.00	400,000.00
<b>Total, Local Revenues</b>		<b>400,000.00</b>	<b>0.00</b>	<b>400,000.00</b>	<b>400,000.00</b>	<b>400,000.00</b>
<b>5. TOTAL REVENUES</b>		<b>7,852,114.00</b>	<b>690,313.00</b>	<b>8,542,427.00</b>	<b>8,739,945.00</b>	<b>8,971,815.00</b>
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Teachers' Salaries	1100	2,775,508.00	225,000.00	3,000,508.00	3,065,476.00	3,130,439.00
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	456,392.00	25,000.00	481,392.00	492,210.00	503,027.00
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
<b>Total, Certificated Salaries</b>		<b>3,231,900.00</b>	<b>250,000.00</b>	<b>3,481,900.00</b>	<b>3,557,686.00</b>	<b>3,633,466.00</b>
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	86,296.00	60,000.00	146,296.00	150,557.00	154,819.00
Non-certificated Support Salaries	2200	70,823.00	0.00	70,823.00	72,886.00	74,949.00
Non-certificated Supervisors' and Administrators' Sal.	2300	423,355.00	0.00	423,355.00	435,686.00	448,016.00
Clerical and Office Salaries	2400	440,384.00	0.00	440,384.00	453,212.00	466,038.00
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00
<b>Total, Non-certificated Salaries</b>		<b>1,020,858.00</b>	<b>60,000.00</b>	<b>1,080,858.00</b>	<b>1,112,341.00</b>	<b>1,143,822.00</b>

Description	Object Code	Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total	Totals for 2025-26	Totals for 2026-27
<b>3. Employee Benefits</b>						
STRS	3101-3102	0.00	0.00	0.00	0.00	0.00
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	325,336.00	23,715.00	349,051.00	357,257.00	365,462.00
Health and Welfare Benefits	3401-3402	403,668.00	30,000.00	433,668.00	446,678.00	460,078.00
Unemployment Insurance	3501-3502	37,855.00	2,145.00	40,000.00	40,000.00	40,000.00
Workers' Compensation Insurance	3601-3602	44,228.00	1,400.00	45,628.00	46,700.00	47,773.00
Retiree Benefits	3701-3702	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	211,058.00	15,000.00	226,058.00	232,154.00	238,249.00
<b>Total, Employee Benefits</b>		<b>1,022,145.00</b>	<b>72,260.00</b>	<b>1,094,405.00</b>	<b>1,122,789.00</b>	<b>1,151,562.00</b>
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	144,887.00	60,113.00	205,000.00	216,275.00	228,170.00
Books and Other Reference Materials	4200	400,000.00	0.00	400,000.00	422,000.00	445,210.00
Materials and Supplies	4300	12,145.00	37,855.00	50,000.00	52,750.00	55,651.00
Noncapitalized Equipment	4400	90,000.00	0.00	90,000.00	94,950.00	100,172.00
Food	4700	0.00	0.00	0.00	0.00	0.00
<b>Total, Books and Supplies</b>		<b>647,032.00</b>	<b>97,968.00</b>	<b>745,000.00</b>	<b>785,975.00</b>	<b>829,203.00</b>
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	110,000.00	0.00	110,000.00	116,050.00	122,433.00
Dues and Memberships	5300	7,500.00	0.00	7,500.00	7,913.00	8,348.00
Insurance	5400	40,000.00	0.00	40,000.00	42,200.00	44,521.00
Operations and Housekeeping Services	5500	13,000.00	0.00	13,000.00	13,715.00	14,469.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	83,000.00	0.00	83,000.00	87,565.00	92,381.00
Professional/Consulting Services and Operating Expend.	5800	366,224.00	210,085.00	576,309.00	605,950.00	637,456.00
Communications	5900	115,000.00	0.00	115,000.00	121,325.00	127,998.00
<b>Total, Services and Other Operating Expenditures</b>		<b>734,724.00</b>	<b>210,085.00</b>	<b>944,809.00</b>	<b>994,718.00</b>	<b>1,047,606.00</b>
<b>6. Capital Outlay</b>						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0.00
<b>Total, Capital Outlay</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
<b>Total, Other Outgo</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>8. TOTAL EXPENDITURES</b>		<b>6,656,659.00</b>	<b>690,313.00</b>	<b>7,346,972.00</b>	<b>7,573,509.00</b>	<b>7,805,659.00</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>1,195,455.00</b>	<b>0.00</b>	<b>1,195,455.00</b>	<b>1,166,436.00</b>	<b>1,166,156.00</b>

Description	Object Code	Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total	Totals for 2025-26	Totals for 2026-27
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		<b>1,195,455.00</b>	<b>0.00</b>	<b>1,195,455.00</b>	<b>1,166,436.00</b>	<b>1,166,156.00</b>
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance			0.00			
a. As of July 1	9791	10,966,950.00	0.00	10,966,950.00	12,162,405.00	13,328,841.00
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00	0.00	0.00	0.00
c. Adjusted Beginning Balance		10,966,950.00	0.00	10,966,950.00	12,162,405.00	13,328,841.00
<b>2. Ending Fund Balance, Oct 31 (E + F.1.c.)</b>		<b>12,162,405.00</b>	<b>0.00</b>	<b>12,162,405.00</b>	<b>13,328,841.00</b>	<b>14,494,997.00</b>
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Reserve for Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
Legally Restricted Balance	9740		0.00	0.00	0.00	0.00
Designated for Economic Uncertainties	9770	332,832.00		332,832.00	378,675.00	390,282.00
Other Designations	9775, 9780	0.00	0.00	0.00	0.00	0.00
Net Investment in Capital Assets (Accrual Basis Only)	9796	0.00	0.00	0.00	0.00	0.00
Undesignated / Unappropriated Amount	9790		0.00		12,950,166.00	14,104,715.00

**CHARTER SCHOOL PRELIMINARY BUDGET  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2024 to June 30, 2025**

**Charter School Certification**

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

For information regarding this report, please contact:

For Approving Entity:

\_\_\_\_\_  
 Name  
 \_\_\_\_\_  
 Title  
 \_\_\_\_\_  
 Telephone  
 \_\_\_\_\_  
 E-mail address

For Charter School:

Stefanie Bryant  
 \_\_\_\_\_  
 Name  
 \_\_\_\_\_  
 CFO  
 \_\_\_\_\_  
 Title  
 \_\_\_\_\_  
 801.360.9819  
 \_\_\_\_\_  
 Telephone  
[sbryant@methodschools.org](mailto:sbryant@methodschools.org)  
 \_\_\_\_\_  
 E-mail address

To the entity that approved the charter school:

x ) 2024-25 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 Charter School Official  
 (Original signature required)

Printed Name: Stefanie Bryant Title: CFO

To the Acton-Agua Dulce Unified School District

x ) 2024-25 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 Authorized Representative of  
 Charter Approving Entity  
 (Original signature required)

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

To the Superintendent of Public Instruction:

x ) 2024-25 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 County Superintendent/Designee  
 (Original signature required)

**CHARTER SCHOOL PRELIMINARY BUDGET  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2024 to June 30, 2025**

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

This charter school uses the following basis of accounting:

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

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

Description	Object Code	2023-24 Estimated Actuals (A)	2024-25 Preliminary Budget Unrestricted (B)	2024-25 Preliminary Budget Restricted (C)	2024-25 Preliminary Budget Total (D)	Difference (Col A & D)
<b>A. REVENUES</b>						
1. LCFF Sources						
State Aid - Current Year	8011	7,333,611.00	7,619,123.00		7,619,123.00	285,512
Education Protection Account - Current Year	8012	114,338.00	116,000.00		116,000.00	1,662
State Aid - Prior Years	8019				0.00	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	290,419.00	294,640.00		294,640.00	4,221
Other LCFF Transfers	8091, 8097		0.00		0.00	0
<b>Total, LCFF Sources</b>		<b>7,738,368.00</b>	<b>8,029,763.00</b>		<b>8,029,763.00</b>	<b>291,395</b>
2. Federal Revenues (see NOTE on last page)						
No Child Left Behind	8290	0.00		0.00	0.00	0
Special Education - Federal	8181, 8182	25,220.00		32,800.00	32,800.00	7,580
Child Nutrition - Federal	8220	0.00		0.00	0.00	0
Other Federal Revenues	8290	87,598.00	0.00	0.00	0.00	(87,598)
<b>Total, Federal Revenues</b>		<b>112,818.00</b>	<b>0.00</b>	<b>32,800.00</b>	<b>32,800.00</b>	<b>(80,018)</b>
3. Other State Revenues						
Special Education - State	StateRevSE	497,552.00		551,460.00	551,460.00	53,908
Child Nutrition Programs	8520			0.00	0.00	0
Mandated Costs Reimbursements	8550	23,313.00	27,447.00		27,447.00	4,134
Lottery - Unrestricted and Instructional Materials	8560	122,268.00	98,600.00	38,860.00	137,460.00	15,192
Low Performing Student Block Grant	8590	0.00	0.00		0.00	0
All Other State Revenues	StateRevAO	215,840.00		30,143.00	30,143.00	(185,697)
<b>Total, Other State Revenues</b>		<b>858,973.00</b>	<b>126,047.00</b>	<b>620,463.00</b>	<b>746,510.00</b>	<b>(112,463)</b>
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0.00	0.00		0.00	0
All Other Local Revenues	LocalRevAO	10,000.00	100,000.00	0.00	100,000.00	90,000
<b>Total, Local Revenues</b>		<b>10,000.00</b>	<b>100,000.00</b>	<b>0.00</b>	<b>100,000.00</b>	<b>90,000</b>
<b>5. TOTAL REVENUES</b>		<b>8,720,159.00</b>	<b>8,255,810.00</b>	<b>653,263.00</b>	<b>8,909,073.00</b>	<b>188,914</b>
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Teachers' Salaries	1100	2,708,500.00	2,775,508.00	225,000.00	3,000,508.00	292,008
Certificated Pupil Support Salaries	1200	0.00		0.00	0.00	0
Certificated Supervisors' and Administrators' Salaries	1300	337,878.00	456,392.00	25,000.00	481,392.00	143,514
Other Certificated Salaries	1900		0.00	0.00	0.00	0
<b>Total, Certificated Salaries</b>		<b>3,046,378.00</b>	<b>3,231,900.00</b>	<b>250,000.00</b>	<b>3,481,900.00</b>	<b>435,522</b>
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	150,735.00	86,296.00	60,000.00	146,296.00	(4,439)
Non-certificated Support Salaries	2200	69,261.00	70,823.00	0.00	70,823.00	1,562
Non-certificated Supervisors' and Administrators' Sal.	2300	270,140.00	423,355.00	0.00	423,355.00	153,215
Clerical and Office Salaries	2400	456,000.00	440,384.00	0.00	440,384.00	(15,616)
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0
<b>Total, Non-certificated Salaries</b>		<b>946,136.00</b>	<b>1,020,858.00</b>	<b>60,000.00</b>	<b>1,080,858.00</b>	<b>134,722</b>

Description	Object Code	2022-23 Estimated Actuals (A)	2023-24 Preliminary Budget Unrestricted (B)	2023-24 Preliminary Budget Restricted (C)	2023-24 Preliminary Budget Total (D)	Difference (Col A & D)
<b>3. Employee Benefits</b>						
STRS	3101-3102	0.00	0.00	0.00	0.00	0
PERS	3201-3202	0.00	0.00	0.00	0.00	0
OASDI / Medicare / Alternative	3301-3302	317,000.00	325,336.00	23,715.00	349,051.00	32,051
Health and Welfare Benefits	3401-3402	383,000.00	403,668.00	30,000.00	433,668.00	50,668
Unemployment Insurance	3501-3502	38,333.00	37,855.00	2,145.00	40,000.00	1,667
Workers' Compensation Insurance	3601-3602	23,000.00	44,228.00	1,400.00	45,628.00	22,628
Retiree Benefits	3701-3702	0.00	0.00		0.00	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00		0.00	0
Other Employee Benefits	3901-3902	149,000.00	211,059.00	15,000.00	226,059.00	77,059
<b>Total, Employee Benefits</b>		<b>910,333.00</b>	<b>1,022,146.00</b>	<b>72,260.00</b>	<b>1,094,406.00</b>	<b>184,073</b>
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	175,000.00	174,857.00	30,143.00	205,000.00	30,000
Books and Other Reference Materials	4200	100,000.00	125,000.00		125,000.00	25,000
Materials and Supplies	4300	45,000.00	11,140.00	38,860.00	50,000.00	5,000
Noncapitalized Equipment	4400	86,500.00	90,000.00		90,000.00	3,500
Food	4700	0.00	0.00		0.00	0
<b>Total, Books and Supplies</b>		<b>406,500.00</b>	<b>400,997.00</b>	<b>69,003.00</b>	<b>470,000.00</b>	<b>63,500</b>
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00		0.00	0
Travel and Conferences	5200	80,500.00	110,000.00	0.00	110,000.00	29,500
Dues and Memberships	5300	6,800.00	7,500.00		7,500.00	700
Insurance	5400	35,000.00	40,000.00		40,000.00	5,000
Operations and Housekeeping Services	5500	4,800.00	13,000.00		13,000.00	8,200
Rentals, Leases, Repairs, and Noncap. Improvements	5600	66,000.00	83,000.00		83,000.00	17,000
Professional/Consulting Services and Operating Expend.	5800	578,000.00	541,893.00	202,000.00	743,893.00	165,893
Communications	5900	105,000.00	115,000.00		115,000.00	10,000
<b>Total, Services and Other Operating Expenditures</b>		<b>876,100.00</b>	<b>910,393.00</b>	<b>202,000.00</b>	<b>1,112,393.00</b>	<b>236,293</b>
<b>6. Capital Outlay</b>						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0
Equipment	6400	0.00	0.00	0.00	0.00	0
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0
<b>Total, Capital Outlay</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0
<b>Total, Other Outgo</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>
<b>8. TOTAL EXPENDITURES</b>		<b>6,185,447.00</b>	<b>6,586,294.00</b>	<b>653,263.00</b>	<b>7,239,557.00</b>	<b>1,054,110</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		2,534,712.00	1,669,516.00	0.00	1,669,516.00	

Description	Object Code	2022-23 Estimated Actuals (A)	2023-24 Preliminary Budget Unrestricted (B)	2023-24 Preliminary Budget Restricted (C)	2023-24 Preliminary Budget Total (D)	Difference (Col A & D)
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		<b>2,534,712.00</b>	<b>1,669,516.00</b>	<b>0.00</b>	<b>1,669,516.00</b>	<b>0</b>
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	16,057,461.00	18,592,173.00		18,592,173.00	2,534,712
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00			0.00	0
c. Adjusted Beginning Balance		16,057,461.00	18,592,173.00	0.00	18,592,173.00	
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		<b>18,592,173.00</b>	<b>20,261,689.00</b>	<b>0.00</b>	<b>20,261,689.00</b>	1,669,516
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	
Reserve for Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	
All Others	9719	0.00	0.00	0.00	0.00	
Legally Restricted Balance	9740	0.00		0.00	0.00	
Designated for Economic Uncertainties	9770	309,275.00	361,977.00		361,977.00	
Other Designations	9775, 9780	0.00	0.00	0.00	0.00	
Net Investment in Capital Assets (Accrual Basis Only)	9796	0.00	0.00	0.00	0.00	
<b>Undesignated / Unappropriated Amount</b>	<b>9790</b>	<b>18,282,898.00</b>	<b>19,899,712.00</b>	<b>0.00</b>	<b>19,899,712.00</b>	<b>1,669,516</b>

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

Charter School Name: Method Schools Los Angeles  
 CDS #: 19-175309-0137703  
 Charter Approving Entity: Acton-Agua Dulce Unified School Dsistrict  
 County: Los Angeles  
 Charter #: 1697  
 Fiscal Year: 2024-25

Description	Object Code	2024-25 (populated from Alternative Form Tab)			Totals for 2025-26	Totals for 2026-27
		Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total		
<b>A. REVENUES</b>						
1. LCFF Sources						
State Aid - Current Year	8011	7,619,123.00		7,619,123.00	7,861,173.00	8,115,944.00
Education Protection Account - Current Year	8012	116,000.00		116,000.00	116,000.00	116,000.00
State Aid - Prior Years	8019			0.00		
Transfer of Charter Schools in Lieu of Property Taxes	8096	294,640.00		294,640.00	294,640.00	294,640.00
Other LCFF Transfers	8091, 8097	0.00		0.00	0.00	0.00
<b>Total, LCFF Sources</b>		<b>8,029,763.00</b>		<b>8,029,763.00</b>	<b>8,271,813.00</b>	<b>8,526,584.00</b>
2. Federal Revenues						
No Child Left Behind	8290		0.00	0.00	0.00	0.00
Special Education - Federal	8181, 8182		32,800.00	32,800.00	32,800.00	32,800.00
Child Nutrition - Federal	8220		0.00	0.00	0.00	0.00
Other Federal Revenues	8290	0.00	0.00	0.00	0.00	0.00
<b>Total, Federal Revenues</b>		<b>0.00</b>	<b>32,800.00</b>	<b>32,800.00</b>	<b>32,800.00</b>	<b>32,800.00</b>
3. Other State Revenues						
Special Education - State	StateRevSE		551,460.00	551,460.00	551,460.00	551,460.00
Child Nutrition Programs	8520		0.00	0.00		
Mandated Costs Reimbursements	8550	27,447.00		27,447.00	27,447.00	27,447.00
Lottery - Unrestricted and Instructional Materials	8560	98,600.00	38,860.00	137,460.00	137,460.00	137,460.00
Low Performing Student Block Grant	8590	0.00		0.00		
All Other State Revenues	StateRevAO		30,143.00	30,143.00	30,143.00	30,143.00
<b>Total, Other State Revenues</b>		<b>126,047.00</b>	<b>620,463.00</b>	<b>746,510.00</b>	<b>746,510.00</b>	<b>746,510.00</b>
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0.00		0.00	0.00	0.00
All Other Local Revenues	LocalRevAO	100,000.00	0.00	100,000.00	100,000.00	100,000.00
<b>Total, Local Revenues</b>		<b>100,000.00</b>	<b>0.00</b>	<b>100,000.00</b>	<b>100,000.00</b>	<b>100,000.00</b>
<b>5. TOTAL REVENUES</b>		<b>8,255,810.00</b>	<b>653,263.00</b>	<b>8,909,073.00</b>	<b>9,151,123.00</b>	<b>9,405,894.00</b>
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Teachers' Salaries	1100	2,775,508.00	225,000.00	3,000,508.00	3,065,476.00	3,130,439.00
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	456,392.00	25,000.00	481,392.00	492,210.00	503,027.00
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
<b>Total, Certificated Salaries</b>		<b>3,231,900.00</b>	<b>250,000.00</b>	<b>3,481,900.00</b>	<b>3,557,686.00</b>	<b>3,633,466.00</b>
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	86,296.00	60,000.00	146,296.00	150,557.00	154,819.00
Non-certificated Support Salaries	2200	70,823.00	0.00	70,823.00	72,886.00	74,949.00
Non-certificated Supervisors' and Administrators' Sal.	2300	423,355.00	0.00	423,355.00	435,686.00	448,016.00
Clerical and Office Salaries	2400	440,384.00	0.00	440,384.00	453,212.00	466,038.00
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00
<b>Total, Non-certificated Salaries</b>		<b>1,020,858.00</b>	<b>60,000.00</b>	<b>1,080,858.00</b>	<b>1,112,341.00</b>	<b>1,143,822.00</b>



Description	Object Code	Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total	Totals for 2025-26	Totals for 2026-27
<b>3. Employee Benefits</b>						
STRS	3101-3102	0.00	0.00	0.00	0.00	0.00
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	325,336.00	23,715.00	349,051.00	357,257.00	365,462.00
Health and Welfare Benefits	3401-3402	403,668.00	30,000.00	433,668.00	446,678.00	460,078.00
Unemployment Insurance	3501-3502	37,855.00	2,145.00	40,000.00	40,000.00	40,000.00
Workers' Compensation Insurance	3601-3602	44,228.00	1,400.00	45,628.00	46,700.00	47,773.00
Retiree Benefits	3701-3702	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	211,059.00	15,000.00	226,059.00	232,154.00	238,249.00
<b>Total, Employee Benefits</b>		<b>1,022,146.00</b>	<b>72,260.00</b>	<b>1,094,406.00</b>	<b>1,122,789.00</b>	<b>1,151,562.00</b>
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	174,857.00	30,143.00	205,000.00	216,275.00	228,170.00
Books and Other Reference Materials	4200	125,000.00	0.00	125,000.00	131,875.00	139,128.00
Materials and Supplies	4300	11,140.00	38,860.00	50,000.00	52,750.00	55,651.00
Noncapitalized Equipment	4400	90,000.00	0.00	90,000.00	94,950.00	100,172.00
Food	4700	0.00	0.00	0.00	0.00	0.00
<b>Total, Books and Supplies</b>		<b>400,997.00</b>	<b>69,003.00</b>	<b>470,000.00</b>	<b>495,850.00</b>	<b>523,121.00</b>
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	110,000.00	0.00	110,000.00	116,050.00	122,433.00
Dues and Memberships	5300	7,500.00	0.00	7,500.00	7,913.00	8,348.00
Insurance	5400	40,000.00	0.00	40,000.00	42,200.00	44,521.00
Operations and Housekeeping Services	5500	13,000.00	0.00	13,000.00	13,715.00	14,469.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	83,000.00	0.00	83,000.00	87,565.00	92,381.00
Professional/Consulting Services and Operating Expend.	5800	541,893.00	202,000.00	743,893.00	778,819.00	815,649.00
Communications	5900	115,000.00	0.00	115,000.00	121,325.00	127,998.00
<b>Total, Services and Other Operating Expenditures</b>		<b>910,393.00</b>	<b>202,000.00</b>	<b>1,112,393.00</b>	<b>1,167,587.00</b>	<b>1,225,799.00</b>
<b>6. Capital Outlay</b>						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0.00
<b>Total, Capital Outlay</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
<b>Total, Other Outgo</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>8. TOTAL EXPENDITURES</b>		<b>6,586,294.00</b>	<b>653,263.00</b>	<b>7,239,557.00</b>	<b>7,456,253.00</b>	<b>7,677,770.00</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>1,669,516.00</b>	<b>0.00</b>	<b>1,669,516.00</b>	<b>1,694,870.00</b>	<b>1,728,124.00</b>

Description	Object Code	Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total	Totals for 2025-26	Totals for 2026-27
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		<b>1,669,516.00</b>	<b>0.00</b>	<b>1,669,516.00</b>	<b>1,694,870.00</b>	<b>1,728,124.00</b>
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance			0.00			
a. As of July 1	9791	18,592,173.00	0.00	18,592,173.00	20,261,689.00	21,956,559.00
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00	0.00	0.00	0.00
c. Adjusted Beginning Balance		18,592,173.00	0.00	18,592,173.00	20,261,689.00	21,956,559.00
<b>2. Ending Fund Balance, Oct 31 (E + F.1.c.)</b>		<b>20,261,689.00</b>	<b>0.00</b>	<b>20,261,689.00</b>	<b>21,956,559.00</b>	<b>23,684,683.00</b>
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Reserve for Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
Legally Restricted Balance	9740		0.00	0.00	0.00	0.00
Designated for Economic Uncertainties	9770	361,977.00		361,977.00	372,812.00	383,888.00
Other Designations	9775, 9780	0.00	0.00	0.00	0.00	0.00
Net Investment in Capital Assets (Accrual Basis Only)	9796	0.00	0.00	0.00	0.00	0.00
Undesignated / Unappropriated Amount	9790		0.00		21,583,747.00	23,300,795.00



# Method Schools Board of Directors POLICY

Board approved: 06/13/2024

## 3070 Lease Capitalization Policy

### Purpose:

This Lease Accounting Policy outlines the principles and procedures that Method Schools follows for recognizing, measuring, presenting, and disclosing leases in accordance with Generally Accepted Accounting Principles (GAAP). The policy is designed to ensure consistency and compliance with the relevant accounting standards.

### Scope:

This policy applies to leases entered into by Method Schools, with a term exceeding 12 months. And includes leases of property, plant, and equipment which exceed the determined capitalization threshold. The Entity considered its existing capitalization threshold for property, plant, and equipment of \$5,000 and a reasonable recognition threshold for lease liabilities that takes into account the effect of individual lease liabilities and in the aggregate and determined in accordance with ASC 842 an individual lease capitalization threshold of \$5,000/annual per identified lease.

### Definitions:

- Lease: A contract, or part of a contract, that conveys the right to use an asset for a period in exchange for consideration.
- Lessee: The entity that obtains the right to use the leased asset.
- Lessor: The entity that provides the leased asset.
- Lease Term: The non-cancellable period for which the lessee has the right to use the leased asset, including any options to extend or terminate the lease if it is reasonably certain that the option will be exercised.

### Recognition:

Lessees shall recognize a right-of-use asset and a lease liability at the commencement date of the lease. Lessors shall classify leases as either operating leases or finance leases and recognize income accordingly.

### Measurement:

- Lease Liability: The present value of the lease payments, discounted using the interest rate implicit in the lease or the lessee's incremental borrowing rate.
- Right-of-Use Asset: The initial measurement of the lease liability, plus any initial direct costs incurred by the lessee and any lease payments made at or before the commencement date, less any lease incentives received.
- Processes to Account for Leases: The Entity's elects to use a Microsoft Excel ® based

model to perform the necessary calculations to account for its leasing activity.

- **Discount Rate:** the Entity shall adopt a discount rate based on historic cost of capital during the Entity's organizational history, annual increases in lease payment terms, and the current market interest rate

**Financial Presentation:**

- Lessees shall present right-of-use assets within the same line item as owned assets of a similar nature. Lease liabilities shall be presented separately on the balance sheet.
- Lessors shall present lease receivables or leased assets within their respective asset categories on the balance sheet.

**Financial Disclosure:**

Lessees and lessors shall provide disclosures that enable users of the financial statements to assess the amount, timing, and uncertainty of cash flows arising from leases.

**Effective Date:**

- Method Schools shall apply the lease accounting policy for reporting periods beginning on or after July 1, 2023, with earlier application permitted.
- The transition approach and any practical expedients used shall be disclosed in the financial statements.

**Policy Review and Amendments:**

This policy shall be reviewed and amended as necessary to reflect changes in accounting standards or regulations.

# MINUTES (in Review)



## METHOD SCHOOLS- BOARD OF DIRECTORS MEETING

<b>Name:</b>	Method Schools Corporation
<b>Date:</b>	Tuesday, March 26, 2024
<b>Time:</b>	6:03 PM to 7:24 PM (PDT)
<b>Location:</b>	Default Location, 38750 Sky Canyon Drive, Murrieta, CA, USA
<b>Board Members:</b>	Carolyn Andrews, Gloria Vargas, Shannon Clark, Tyler Roberts
<b>Attendees:</b>	Jade Fernandez, Jessica Spallino, Mark Holley, Sarah Delawder, Tracy Robertson, Yvette Serratos, Sarah Avanesian
<b>Apologies:</b>	Stefanie Bryant, Steven Dorsey
<b>Guests/Notes:</b>	Method Staff- Amy Pinter, Method Staff- Austin Cipres, Method Representative- Cory Cavanah

### 1. Public Comment

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

No public comment.

### 2. Opening Meeting

#### 2.1 Roll Call

##### Board Members

Present:

1. Carolyn Andrews
2. Tyler Roberts
3. Gloria Vargas
4. Shannon Clark

Absent:

1. Steven Dorsey

##### Staff

1. Jade Fernandez
2. Jessica Spallino
3. Mark Holley
4. Yvette Serratos
5. Tracy Robertson
6. Sarah Delawder
7. Sarah Avanesian

8. Amy Pinter
9. Austin Cipres
10. Method Representative- Cory Cavanah

### 3. Management Reports

#### 3.1 CEO Report

- Jessica Spallino: Updates- we have a new Director of Instruction, Sarah Avanesian, and Amy Pinter is our new Principal. We're completing our third diagnostic of the year, exceeding 95% participation. We have started enrolling for our next school year. I conducted some staff interviews for feedback, and Jade Fernandez conducted parent interviews.
- OKR update- Objectives: 1) Development (we've met this at 100%), 2) Experience (94%), and 3) Academic (75%). We're doing well in all, but our focus is on academics. We'll have an end-of-year update in June.
- Sarah Avanesian: We want to make sure we're compliant and that our students have the best academic experience. We are working on: Phase 1) Clarifying roles and processes, Phase 2) Meeting with teams, and Phase 3) Method terms and acronyms list.

#### 3.2 CBO Report

- Mark Holley: Marketing update- 1) Method's NPS is 60 as of today, 2) we're at the highest we've ever been for enrollment (aside from the COVID year), 3) DMSA is at near capacity, 4) Method Academy, and 5) we're looking to expand our San Bernardino County connections.
- Finance update- Method's financial position has healthy reserves and has no debt. We're proposing a 3% COLA, a 403(b) match increase from 5% to 6% (in lieu of CalSTRS), no change in medical benefits aside from inflation, and an incentive pay up to 5%. We have diversified investment income.

#### 3.3 CAO Report

##### Student Highlights

- Jade Fernandez: Diagnostic Window 3 for iReady- we're at 99% participation rate for English and 92% for Math.
- Dehesa Oversight- they were impressed that we have a lot of initiatives in motion where it is needed.
- Dehesa Method Sports Academy- we have now grown to 53 students.

### 4. Major Decisions

#### 4.1 Edmentum Course Approval

- Sarah Delawder: We're temporarily wanting to shift to the Edmentum platform. The high school courses are A-G approved. These will replace UC Scout and SmartFox version 1 courses, until SmartFox version 2 high school courses are ready.



### Edmentum Course Approval

**4 Supported:** Carolyn Andrews, Gloria Vargas, Shannon Clark, Tyler Roberts

**0 Opposed:**

**0 Abstained:**

<b>Decision Date:</b>	Mar 26, 2024
<b>Mover:</b>	Shannon Clark
<b>Seconder:</b>	Gloria Vargas
<b>Outcome:</b>	Approved

## 4.2 CCAP Agreement with College of the Canyons

- Sarah Delawder: This is a partnership with College of the Canyons. It is dual enrollment, and we're asking to have a CCAP agreement with them. We are looking to brand it as the Method Academy. Our students would be the only ones enrolled in these courses, courses are online, there is no tuition, and they will get high school credit and college credit. There will be CTE pathways and IGETC pathways.



### CCAP Agreement with College of the Canyons

**4 Supported:** Carolyn Andrews, Gloria Vargas, Shannon Clark, Tyler Roberts

**0 Opposed:**

**0 Abstained:**

<b>Decision Date:</b>	Mar 26, 2024
<b>Mover:</b>	Gloria Vargas
<b>Seconder:</b>	Shannon Clark
<b>Outcome:</b>	Approved

## 4.3 Proposed Board Policy 5130: Graduation Requirements

- Sarah Delawder: This is about the A-G requirements, but we're not requiring a World Language or a Fine Arts. We are increasing our requirements a little, to better meet what other California high schools are requiring of their students.



### Proposed Board Policy 5130: Graduation Requirements

**4 Supported:** Carolyn Andrews, Gloria Vargas, Shannon Clark, Tyler Roberts

**0 Opposed:**

**0 Abstained:**

<b>Decision Date:</b>	Mar 26, 2024
<b>Mover:</b>	Tyler Roberts
<b>Seconder:</b>	Gloria Vargas
<b>Outcome:</b>	Approved

## 4.4 Dehesa Method Sports Academy Student-Parent Handbook

- Jade Fernandez: We only added more of the in-person, on campus behavior policy, to keep in line with Dehesa Elementary's policy.

**Dehesa Method Sports Academy Student-Parent Handbook**

**4 Supported:** Carolyn Andrews, Gloria Vargas, Shannon Clark, Tyler Roberts

**0 Opposed:**

**0 Abstained:**

<b>Decision Date:</b>	Mar 26, 2024
<b>Mover:</b>	Shannon Clark
<b>Seconder:</b>	Tyler Roberts
<b>Outcome:</b>	Approved

**4.5 Dehesa Method Sports Academy 2024-2025 Academic Calendar**

- Jade Fernandez: There are no changes from the current school year.

**Dehesa Method Sports Academy 2024-2025 Academic Calendar**

**4 Supported:** Carolyn Andrews, Gloria Vargas, Shannon Clark, Tyler Roberts

**0 Opposed:**

**0 Abstained:**

<b>Decision Date:</b>	Mar 26, 2024
<b>Mover:</b>	Gloria Vargas
<b>Seconder:</b>	Shannon Clark
<b>Outcome:</b>	Approved

**4.6 Auditor Contract- CLA**

- Mark Holley: It is the same firm as previously, they've done a thorough job, and the cost is \$29,140.

**Auditor Contract- CLA**

**4 Supported:** Carolyn Andrews, Gloria Vargas, Shannon Clark, Tyler Roberts

**0 Opposed:**

**0 Abstained:**

<b>Decision Date:</b>	Mar 26, 2024
<b>Mover:</b>	Shannon Clark
<b>Seconder:</b>	Tyler Roberts
<b>Outcome:</b>	Approved

**4.7 2nd Interim Budgets**

- Cory Cavanah: This is financials through 1/31, this is our second financial report of the year. We collectively came in at a little under 1,100 ADA. We're projecting just under \$17 million for both schools in total revenue for 2023-24.

**2nd Interim Budgets**

**4 Supported:** Carolyn Andrews, Gloria Vargas, Shannon Clark, Tyler Roberts

**0 Opposed:**

**0 Abstained:**



**Decision Date:** Mar 26, 2024  
**Mover:** Tyler Roberts  
**Seconder:** Gloria Vargas  
**Outcome:** Approved

#### 4.8 Medical Insurance Invoice Approval

- Tracy Robertson: This is to prevent invoices from sitting in SmartFox and delaying payment. We have two months of invoices for the remainder of the school year, around \$45,000 each. The 2024-25 annual amount will be provided at the June Board meeting.



##### Medical Insurance Invoice Approval

**4 Supported:** Carolyn Andrews, Gloria Vargas, Shannon Clark, Tyler Roberts

**0 Opposed:**

**0 Abstained:**

**Decision Date:** Mar 26, 2024  
**Mover:** Shannon Clark  
**Seconder:** Tyler Roberts  
**Outcome:** Approved

#### 4.9 2024-25 Staff Compensation- Proposed COLA

- Mark Holley: We're proposing a 3% COLA, a 403(b) match increase from 5% to 6% (in lieu of ClasSTRS), no change in medical benefits aside from inflation, and an incentive pay up to 5%.



##### 2024-25 Staff Compensation- Proposed COLA

**4 Supported:** Carolyn Andrews, Gloria Vargas, Shannon Clark, Tyler Roberts

**0 Opposed:**

**0 Abstained:**

**Decision Date:** Mar 26, 2024  
**Mover:** Gloria Vargas  
**Seconder:** Shannon Clark  
**Outcome:** Approved

#### 4.10 Annual Comprehensive Health & Safety Plan Updates

- Tracy Robertson: This is our annual generic update, but there are no big changes.



##### Annual Comprehensive Health & Safety Plan Updates

**4 Supported:** Carolyn Andrews, Gloria Vargas, Shannon Clark, Tyler Roberts

**0 Opposed:**

**0 Abstained:**

**Decision Date:** Mar 26, 2024  
**Mover:** Tyler Roberts  
**Seconder:** Gloria Vargas  
**Outcome:** Approved

## 5. Consent Items

### 5.1 Confirm Minutes- 12-12-2023

**Board of Directors Meeting Dec 12, 2023**, the minutes were confirmed as presented.



#### Approval of 12-12-2023 Board Meeting Minutes

**4 Supported:** Carolyn Andrews, Gloria Vargas, Shannon Clark, Tyler Roberts

**0 Opposed:**

**0 Abstained:**

**Decision Date:** Mar 26, 2024  
**Mover:** Shannon Clark  
**Seconder:** Tyler Roberts  
**Outcome:** Approved

### 5.2 Check Register- December 2023-February 2024



#### Approval of Check Register

**4 Supported:** Carolyn Andrews, Gloria Vargas, Shannon Clark, Tyler Roberts

**0 Opposed:**

**0 Abstained:**

**Decision Date:** Mar 26, 2024  
**Mover:** Shannon Clark  
**Seconder:** Tyler Roberts  
**Outcome:** Approved

## 6. Discussion

### 6.1 2024-25 LCAP Hearing-Method Schools & Method Schools, LA

- Jade Fernandez: Based on input, we've come up with three new goals.
- LCAP Goal 1) Academic Performance: we are measuring this by our diagnostic, CAASPP, A-G completion rate, graduation rate, and ELPAC development levels.
- Goal 2) to develop an inclusive and collaborative environment: we are measuring this by how we are engaging all of our stakeholders.
- Goal 3) refine and improve the implementation of a multi-tiered system of supports. We will measure this by student attendance, classroom observation data, leadership effectiveness, and professional development.

## 7. Close Meeting

### 7.1 Close the meeting

**Next meeting:** Method Schools Board of Directors Meeting - Jun 13, 2024, 5:30 PM

**3/26/2024 Board Meeting Recording**

**Link:** [https://methodschools.zoom.us/rec/play/AjBSVARIYGaZYKnSr-AdVlfG2yATWJHyp1jun8ULVNdFuiGw\\_J1Ji7F9t7zTaDpUt8jAuJ0Awl01lyq.61QgyrREyis-AYFS?canPlayFromShare=true&from=share\\_recording\\_detail&continueMode=true&componentName=rec-play&originRequestUrl=https%3A%2F%2Fmethodschools.zoom.us%2Frec%2Fshare%2F4E1xPjsuTlgWkLtSReRozw0nXmgvxc4rm\\_pJcHlgvfFYGKvGk3\\_yPR\\_jewk9411.oGPo\\_sdq4VIFOhvx](https://methodschools.zoom.us/rec/play/AjBSVARIYGaZYKnSr-AdVlfG2yATWJHyp1jun8ULVNdFuiGw_J1Ji7F9t7zTaDpUt8jAuJ0Awl01lyq.61QgyrREyis-AYFS?canPlayFromShare=true&from=share_recording_detail&continueMode=true&componentName=rec-play&originRequestUrl=https%3A%2F%2Fmethodschools.zoom.us%2Frec%2Fshare%2F4E1xPjsuTlgWkLtSReRozw0nXmgvxc4rm_pJcHlgvfFYGKvGk3_yPR_jewk9411.oGPo_sdq4VIFOhvx)

**Signature:** \_\_\_\_\_

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

## Method Schools Corporation

## Check Detail

March - May, 2024

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
9120-4 Checking #2						
03/05/2024	Bill Payment (Check)		UMB Bank - FBO PlanMember Services	Invoice no. # 803006558 - 2/29/24	R	- 22,361.22 - 22,361.22
03/06/2024	Bill Payment (Check)	7126	Creative Back Office		R	-6,250.00 -6,250.00
03/06/2024	Bill Payment (Check)	7122	Ariel Macon-Richard		R	-525.00 -525.00
03/06/2024	Bill Payment (Check)	7123	Rock Fitness		R	-340.00 -340.00
03/06/2024	Bill Payment (Check)	7124	Superhome LLC dba Superpower Academy		R	-32.98 -32.98
03/07/2024	Bill Payment (Check)		Louch & Langston Training, LLC ( The W Training Facility )	Invoice no. 30757	R	-4,200.00 -4,200.00
03/07/2024	Bill Payment (Check)		APA Benefits Inc.		R	-500.00 -500.00
03/07/2024	Bill Payment (Check)		Platinum Athletics Prep Academy		R	-4,800.00 -4,800.00
03/07/2024	Bill Payment (Check)		Carl Hudson		R	-300.00 -300.00
03/07/2024	Bill Payment (Check)		Carl Hudson		R	-1,000.00 -1,000.00
03/07/2024	Bill Payment (Check)		FAST Development		R	-1,275.00 -1,275.00

## Method Schools Corporation

## Check Detail

March - May, 2024

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
03/07/2024	Bill Payment (Check)		Riffs Music	Invoice no. 23/24 #6 Feb	R	-1,435.00 -1,435.00
03/07/2024	Bill Payment (Check)	7125	Creative Bar Acquisitions, LLC		R	-3,501.00 -3,501.00
03/08/2024	Bill Payment (Check)		Mohamed Noor (Top Ballers Training)	Invoice no. 2 2/1 - 2/29	R	-9,200.00 -9,200.00
03/11/2024	Bill Payment (Check)		Eat2Explore	Invoice no. 2299	R	-87.00 -87.00
03/11/2024	Bill Payment (Check)	7127	West Coast Krav Mag Temecula		C	-189.00 -189.00
03/12/2024	Bill Payment (Check)		Tabari Hines		R	-500.00 -500.00
03/12/2024	Bill Payment (Check)		Tabari Hines		R	-500.00 -500.00
03/12/2024	Bill Payment (Check)		Florida Virtual School	Invoice no. 202103-75651	R	-475.00 -475.00
03/12/2024	Bill Payment (Check)		Time4Learning	Invoice no. 7632589	R	-75.00 -75.00
03/12/2024	Bill Payment (Check)		Alpha Therapy Center Inc.	Invoice no. February 2024	R	- 35,893.75 - 35,893.75
03/14/2024	Bill Payment (Check)		Mubarak Abdi		R	-325.00 -325.00

## Method Schools Corporation

## Check Detail

March - May, 2024

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
03/14/2024	Bill Payment (Check)		Brainstorm Fitness	Invoice no. 7	R	-4,200.00
						-4,200.00
03/18/2024	Bill Payment (Check)	7128	Riverside County of Eduction		C	-126.88
						-126.88
03/18/2024	Bill Payment (Check)	7129	Drivers Ed Direct		C	-39.00
						-39.00
03/18/2024	Bill Payment (Check)	7130	RCM Technologies, Inc.		C	-926.25
						-926.25
03/18/2024	Bill Payment (Check)	7131	West Coast Krav Mag Temecula		C	-189.00
						-189.00
03/19/2024	Bill Payment (Check)		UMB Bank - FBO PlanMember Services	Invoice no. # 803006558 - 3/15/24	R	-
						23,027.26
						-
						23,027.26
03/25/2024	Bill Payment (Check)	7132	Raddish Kids		C	-853.64
						-853.64
03/25/2024	Bill Payment (Check)	7133	Carolyn Andrews		R	-500.00
						-500.00
03/25/2024	Bill Payment (Check)	7134	Gloria Vargas		R	-500.00
						-500.00
03/25/2024	Bill Payment (Check)	7135	Shannon Clark		C	-500.00
						-500.00
03/25/2024	Bill Payment (Check)	7136	Steve Dorsey		C	-500.00
						-500.00

## Method Schools Corporation

## Check Detail

March - May, 2024

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
03/25/2024	Bill Payment (Check)	7137	Tyler Roberts		C	-500.00
						-500.00
03/26/2024	Bill Payment (Check)		Limitless Fitness Training LLC	Invoice no. 231824	R	-
						13,800.00
						-
						13,800.00
03/26/2024	Bill Payment (Check)		Legends Athletic Performance	Invoice no. 5	R	-300.00
						-300.00
03/26/2024	Bill Payment (Check)		Grattan Holdings, Inc.	Invoice no. Apr 24 Rent	R	-5,102.00
						-5,102.00
04/01/2024	Bill Payment (Check)	7138	Creative Bar Acquisitions, LLC		C	-3,501.00
						-3,501.00
04/01/2024	Bill Payment (Check)	7139	Creative Back Office		C	-6,250.00
						-6,250.00
04/02/2024	Bill Payment (Check)		K12 Management	Invoice no. INV44211	C	-3,300.00
						-3,300.00
04/03/2024	Bill Payment (Check)	7140	Shannon Clark		C	-43.10
						-43.10
04/03/2024	Bill Payment (Check)	7141	Gloria Vargas		C	-51.06
						-51.06
04/03/2024	Bill Payment (Check)	7142	CodeWizardsHQ		C	-447.00
						-447.00
04/04/2024	Bill Payment (Check)		APA Benefits Inc.	Invoice no. JSHankApr2024	C	-500.00
						-500.00

## Method Schools Corporation

## Check Detail

March - May, 2024

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
04/04/2024	Bill Payment (Check)		Marsh & McLennan Agency	Invoice no. 2584207	C	-3,936.00 -3,936.00
04/04/2024	Bill Payment (Check)		Riffs Music	Invoice no. 23/24 #7 Mar	C	-1,470.00 -1,470.00
04/09/2024	Bill Payment (Check)	7143	Fox Banquet and Events(Fox Event Center)		C	-4,160.00 -4,160.00
04/11/2024	Bill Payment (Check)	7144	Accrediting Commission For Schools		C	-1,190.00 -1,190.00
04/11/2024	Bill Payment (Check)	7145	Carolyn Andrews		C	-76.12 -76.12
04/11/2024	Bill Payment (Check)	7146	Rock Fitness		C	-340.00 -340.00
04/11/2024	Bill Payment (Check)	7147	Law Offices of Young, Minney & Corr LLP		C	-485.00 -485.00
04/11/2024	Bill Payment (Check)	7148	RCM Technologies, Inc.			-1,306.25 -1,306.25
04/12/2024	Bill Payment (Check)		Tabari Hines	Invoice no. 11	C	-500.00 -500.00
04/12/2024	Bill Payment (Check)		Louch & Langston Training, LLC ( The W Training Facility )	Invoice no. 31600	C	-3,900.00 -3,900.00
04/12/2024	Bill Payment (Check)		Platinum Athletics Prep Academy	Invoice no. 324	C	-4,800.00 -4,800.00



## Method Schools Corporation

## Check Detail

March - May, 2024

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
04/12/2024	Bill Payment (Check)		Carl Hudson	Invoice no. Invoice #5 3/4 - 3/29	C	-1,500.00 -1,500.00
04/12/2024	Bill Payment (Check)		FAST Development	Invoice no. 5	C	-1,500.00 -1,500.00
04/12/2024	Bill Payment (Check)		Legends Athletic Performance	Invoice no. 6	C	-300.00 -300.00
04/12/2024	Bill Payment (Check)		Alpha Therapy Center Inc.	Invoice no. March 2024	C	- 28,076.25 - 28,076.25
04/15/2024	Bill Payment (Check)	7149	Old Town San Diego State Historic Park		C	-175.00 -175.00
04/15/2024	Bill Payment (Check)	7150	California Department of Education		C	- 58,629.00 - 58,629.00
04/15/2024	Bill Payment (Check)	7151	Florida Virtual School		C	-950.00 -950.00
04/16/2024	Bill Payment (Check)		UMB Bank - FBO PlanMember Services	Invoice no. # 803006558 - 3/29/24	C	- 22,726.88 - 22,726.88
04/16/2024	Bill Payment (Check)		UMB Bank - FBO PlanMember Services	Invoice no. # 803006558 - 4/15/24	C	- 23,161.60 - 23,161.60
04/19/2024	Bill Payment (Check)		Eat2Explore	Invoice no. 2811	C	-87.00 -87.00
04/19/2024	Bill Payment		Little Global Citizens LLC	Invoice no. 1174	C	-134.85

## Method Schools Corporation

## Check Detail

March - May, 2024

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
	(Check)					-134.85
04/19/2024	Bill Payment (Check)		Mohamed Noor (Top Ballers Training)	Invoice no. 3	C	-8,525.00
						-8,525.00
04/19/2024	Bill Payment (Check)		Mubarak Abdi		C	-625.00
						-625.00
04/19/2024	Bill Payment (Check)	7153	BSN Sports		C	-1,819.14
						-1,819.14
04/19/2024	Bill Payment (Check)		Brainstorm Fitness	Invoice no. 7 - March 24	C	-3,900.00
						-3,900.00
04/22/2024	Bill Payment (Check)	7154	Tyler Roberts		C	-550.71
						-550.71
04/22/2024	Bill Payment (Check)	7155	Linda Shook		C	-147.61
						-147.61
04/22/2024	Bill Payment (Check)	7156	CodeWizardsHQ		C	-846.00
						-846.00
04/24/2024	Bill Payment (Check)	7157	Carolyn Andrews		C	-500.00
						-500.00
04/24/2024	Bill Payment (Check)	7158	Gloria Vargas		C	-500.00
						-500.00
04/24/2024	Bill Payment (Check)	7159	Shannon Clark		C	-500.00
						-500.00
04/24/2024	Bill Payment (Check)	7160	Tyler Roberts		C	-500.00

## Method Schools Corporation

## Check Detail

March - May, 2024

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
						-500.00
04/24/2024	Bill Payment (Check)	7161	Steve Dorsey		C	-500.00
						-500.00
04/29/2024	Bill Payment (Check)		Grattan Holdings, Inc.	Invoice no. May 24 Rent	C	-5,102.00
						-5,102.00
05/01/2024	Bill Payment (Check)		Limitless Fitness Training LLC	Invoice no. 231911	C	-
						14,400.00
						-
						14,400.00
05/02/2024	Bill Payment (Check)	7162	Creative Back Office		C	-6,250.00
						-6,250.00
05/03/2024	Bill Payment (Check)		Gympass	Invoice no. INUS_28716	C	-5,338.52
						-5,338.52
05/03/2024	Bill Payment (Check)		Gympass	Invoice no. INUS_29922	C	-2,698.96
						-2,698.96
05/03/2024	Bill Payment (Check)		Gympass	Invoice no. INUS_31144	C	-2,698.96
						-2,698.96
05/07/2024	Bill Payment (Check)	7163	Melissa Marshall		C	-372.45
						-372.45
05/13/2024	Bill Payment (Check)	7164	TalkBox.Mom, Inc.		C	-123.92
						-123.92
05/13/2024	Bill Payment (Check)	7165	Drivers Ed Direct			-39.00
						-39.00
05/14/2024	Bill Payment (Check)		Brainstorm Fitness	Invoice no. 8	C	-5,200.00

## Method Schools Corporation

## Check Detail

March - May, 2024

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
						-5,200.00
05/14/2024	Bill Payment (Check)		Louch & Langston Training, LLC ( The W Training Facility )	Invoice no. 31603	C	-3,900.00
						-3,900.00
05/14/2024	Bill Payment (Check)		Tabari Hines		C	-450.00
						-450.00
05/14/2024	Bill Payment (Check)		Tabari Hines		C	-600.00
						-600.00
05/14/2024	Bill Payment (Check)		K12 Management	Invoice no. INV-44211	C	-3,300.00
						-3,300.00
05/14/2024	Bill Payment (Check)		Platinum Athletics Prep Academy	Invoice no. 424	C	-4,800.00
						-4,800.00
05/14/2024	Bill Payment (Check)		Carl Hudson	Invoice no. 5	C	-2,250.00
						-2,250.00
05/14/2024	Bill Payment (Check)		FAST Development	Invoice no. 6	C	-2,800.00
						-2,800.00
05/14/2024	Bill Payment (Check)	7166	BSN Sports		C	-1,436.77
						-1,436.77
05/15/2024	Bill Payment (Check)	7167	Rock Fitness		C	-340.00
						-340.00
05/15/2024	Bill Payment (Check)	7168	Drivers Ed Direct			-39.00
						-39.00
05/17/2024	Bill Payment (Check)		Riffs Music	Invoice no. 23/24 #8	C	-2,030.00
						-2,030.00

## Method Schools Corporation

## Check Detail

March - May, 2024

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
05/21/2024	Bill Payment (Check)	7169	Creative Bar Acquisitions, LLC		C	-3,501.00
						-3,501.00
05/28/2024	Bill Payment (Check)	7170	Carolyn Andrews			-500.00
						-500.00
05/28/2024	Bill Payment (Check)	7171	Gloria Vargas		C	-500.00
						-500.00
05/28/2024	Bill Payment (Check)	7172	Shannon Clark			-500.00
						-500.00
05/28/2024	Bill Payment (Check)	7173	Steve Dorsey			-500.00
						-500.00
05/28/2024	Bill Payment (Check)	7174	Tyler Roberts			-500.00
						-500.00
05/28/2024	Bill Payment (Check)	7175	Temecula Valley Driving School (Cavco Enterprises)			-1,537.00
						-1,537.00
05/28/2024	Bill Payment (Check)	7176	Temecula Valley Driving School (Cavco Enterprises)			-1,318.00
						-1,318.00
05/28/2024	Bill Payment (Check)	7177	Creative Bar Acquisitions, LLC			-3,501.00
						-3,501.00
05/29/2024	Bill Payment (Check)	7178	Melissa Marshall			-5,250.00
						-5,250.00
05/29/2024	Bill Payment (Check)	7179	West Coast Krav Mag Temecula			-756.00
						-756.00

# Method Schools Corporation

## Check Detail

March - May, 2024

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DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
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# 90 Day Investment Results

Investment Account	Account Balance at 5/31	90 day Earnings	YTD Earnings	Current Annual Yield
Fidelity Money Market	\$2,281,106.57	\$26,950.92	\$31,106.57	4.77%
San Diego Treasury	\$19,578,725.72	\$217,083.89	\$436,670.47	3.5%
Bank of America Flex CD	\$1,011,454.57	\$5,790.86	\$11,454.57	3.51%

# Cash Accounts

Account	Account Balance at 5/31	90 day Earnings	YTD Earnings	Current Annual Yield
Bank of America Savings	\$7,915,681.26	\$201.62	\$276.82	0.01%
Bank of America Checking	\$557,787.34	N/A	N/A	N/A
AMEX cash	\$170,783.43	\$361.22	913.16	0.1097%