

Method

**LOCAL CONTROL &
ACCOUNTABILITY PLAN**

Year: 2015-16

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Method Contact: Jessica Venezia, Executive Director, jessica@methodschools.org, (760) 224-0758 LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01, community members, local bargaining units, LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involveent Process

As a newly operating charter school in 2014, Method Schools plans to integrate key stakeholders in the entire data collection and analysis process. In fact, one Board member has been assigned to act as liaison between the school and the school community at large in assessment and performance analysis and reporting.

Impact on LCAP

In developing the LCAP, the Method Board of Directors conducted two board meetings to go over the LCAP and to develop a plan to involve the Method community. A committed community and parent involvement is an essential part of the Method model. Method can't be successful without this constant, meaningful interaction, and this was especially true in developing the LCAP. It's critical that the community-at-large have ample opportunities to provide feedback and guidance for the taxpayer-funded school. Method founders have spent the past year meeting with parents of potential Method students in an effort to build the optimal school, and we followed a similar – although condensed – process in disseminating information about the Method LCAP.

The following are key initiatives and projects that have been undertaken, or will be, that will help guide the planning, design, and implementation of the school. This same process has been – or will be – done in developing the LCAP. It will also be used to refine the Method LCAP in coming years.

- Implementation Team (IT): Early on, Method's founders formed an Implementation Team (IT). This team, made up of school and business leaders, potential Method parents, and the founders, has reached out to parents, students, and community and school leaders in an effort to build a school that truly fills a need in Southern California. The team meets regularly, and will continue to do so, as the school launch date approaches. This team will be a regular part of the Method

leadership plan after launch.

- Research: Regular surveys for parents, student and the overall Method community are planned. These surveys will be designed to provide an outlet for direct feedback and also as a tool to optimize the school. Other research opportunities will be routinely sought out in an effort to improve school performance and service delivery.
- Representative Governing Board: substantial efforts have been undertaken to ensure a robust and varied board has been selected that represents the communities Method serves. This Board, which is also part of the Implementation Team, is made up of highly-skilled and service-minded individuals who have future Method students' best interests in mind.
- Website: www.methodschools.org includes regular LCAP updates. The website is posted with several social media platforms to broaden reach and interaction opportunities.

After implementation, ongoing parental involvement is a necessity for Method to grow each year. We'll pattern LCAP refinements after this model of ongoing and intensive family and community involvement. Families who have remarkable experiences will help spread the word. Regular and meaningful involvement is one way to make certain this happens. Parents are already helping form the foundation of Method, and in the future they'll be counted on to provide continual lift and inspiration. LCAP provides a formal document to build goals around.

Annual Update

Method Schools used the following sources for retrieving and reporting pertinent school and student performance data:

Student Information System- CALPADS, CBEDS, P1, P2, and annual expenditure reports and required state reports.

Administration and teaching staff will annually review Smarter Balanced Assessment Consortium (SBAC) results to identify strengths and weaknesses at the school and departmental levels and set new performance targets at both the school and departmental levels.

Adaptive diagnostic or benchmark assessment data will be regularly reviewed by administration and teachers to refine instructional practices and educational model. Growth results were generated for each student that was enrolled with us for the Fall and Spring assessment windows.

For next school year, As part of Method Schools' Response to Intervention program, quarterly diagnostic assessments are administered for students within the urgent intervention or intervention categories. Those students classified within the on-watch or at/or above benchmark categories will take the diagnostic assessment three times a year.

A data analysis plan will be developed with an annual timeline for gathering and analyzing various student achievement data including SBAC results, diagnostic and benchmark assessment data, course evaluations, and the annual writing assessment. Teachers will reflect on and discuss student achievement data, determine what modifications to instruction are necessary, and what new goals to set for student achievement.

Performance of at-risk and low achieving students will be ongoing throughout the year and will be

aligned to a RTI model to guide the implementation of interventions.

Administration, teachers, students and parents have continuous access to student's current performance in all course enrollments through the learning management systems in which the curriculum and performance are stored. As parents are traditionally the Learning Coach for the student, their child's overall grade is always available to them.

The learning management system used for the curriculum will provide a variety of student performance data, including, but not limited to: overall performance in the course, individual assignment and assessment scores for each course, time spent in each course each day and overall course performance reports.

Parents and guardians review student achievement data when they meet with their child's teacher biweekly

Parents will receive reports on SBACa and CAHSEE testing by mail.

The School Accountability Report Card (SARC) will be published annually prior to the April deadline.

The District receives data on student achievement through School reports and/or presentations to the District's Board of Education. These reports and/or presentations occur at least twice during the School's initial five-year charter period and include formative and summative data to demonstrate that the School is meeting state performance standards.

Further strategies to assess and evaluate Impact on student achievement

Method's academic program is standards-based and data driven. Student achievement is evaluated through the following:

- Diagnostic assessment completed by every student three times per school year to assist in course placement and monitoring academic growth.
 - Benchmark assessment completed quarterly and as necessary to track progress in specific skills and standards.
 - Student Personalized Plan (SPP) reviewed and adjusted weekly to refine students' academic path and assigned interventions.
 - RTI model utilized for every student based on student's National Percentile Rating (NPR) score
1. All Method students are provided an equitable floor of opportunity, and then customized solutions are built from there based on specific student needs. Basic opportunities granted to all students include: highly-qualified, certified teachers. Online and offline text that meet current state common core requirements. Safe, modern facilities that improve learning environments.

2. All students are provided curriculum aligned to Common Core State Standards.

3. Students are given broad learning materials and courseware choices that prepare them for 4-year college and university.

4. As written in the fourth outcome, Method student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are "college and career ready," the percentage of English learners who are reclassified as fluent in English, the share of high school students who pass Advanced Placement course exams with a score of at least a 3 out of 5, and other measures.

5. Method provides students with tutoring that can help them prepare effectively for college entrance exams.
6. Method actively tracks on-site and online attendance to guard against absenteeism.
7. Method parents participate in key decision-making areas, and have ample access to volunteer opportunities. Board meetings are regularly published well in advance to give all stakeholders an opportunity to attend.
8. Method makes efforts to adhere to local school district policies when it comes to attendance and other critical policies.

Annual Update

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- Research: Regular surveys for parents, student and the overall Method community are planned. These surveys will be designed to provide an outlet for direct feedback and also as a tool to optimize the school. Other research opportunities will be routinely sought out in an effort to improve school performance and service delivery.
- Representative Governing Board: substantial efforts have been undertaken to ensure a robust and varied board has been selected that represents the communities Method serves. This Board, which is also part of the Implementation Team, is made up of highly-skilled and service-minded individuals who have future Method students' best interests in mind.
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who have remarkable experiences will help spread the word. Regular and meaningful involvement is one way to make certain this happens. Parents are already helping form the foundation of Method, and in the future they'll be counted on to provide continual lift and inspiration. LCAP provides a formal document to build goals around.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions: All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal. When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and /or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data, used to identify the need(s).

Schools: Identify the schools sites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high

schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL”.

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?

- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL: Goals

Related State and/or Local Priorities: 1, 2, 7, 4, 8, 3, 5, 6

NEED: Need

Schools: All

Applicable Pupil Subgroup(s): Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth

LCAP YEAR 1: 2015-16

Expected Annual Measurable Outcomes:

Change

ACTION:

N/A

Scope of Service:

Pupils to be served: ALL

Budgeted Expenditures: N/A - Value(\$0.00)

Funding Sources: LCFF Basic (0000) - \$1.00

LCAP YEAR 2: 2016-17

Expected Annual Measurable Outcomes:

Change

LCAP YEAR 3: 2017-18

Expected Annual Measurable Outcomes:

GOAL: 1-1.5 Years of annual growth in Common Core State Standards in Math and ELA

Related State and/or Local Priorities: 1, 2, 7, 4, 8, 3, 5, 6

NEED: To ensure effectiveness of the Method Schools educational program, each student is expected to demonstrate 1-1.5 years of academic growth in English Language Arts and Math each school year. Every student will take a diagnostic assessment upon enrollment to acquire initial data and ensure accurate course placement. Students will take the assessment again at the end of the school year to chart growth in specific areas. This enables Method Schools to acquire growth in student performance independent of the Smarter Balanced assessment data. Students will also take the annual Smarter Balanced assessment and that data will be analyzed when results are received. The data acquired will be used to develop and refine instructional practices.

Schools:All

Applicable Pupil Subgroup(s):Low Income, English Learner (EL), Hispanic or Latino

LCAP YEAR 1: 2015-16

Expected Annual Measurable Outcomes:

Every student is expected to demonstrate 1-1.5 years of annual growth in Common Core standards in Math and English Language Arts per an internal assessment tool and annual state testing.

ACTION:

1-1.5 Years of annual growth in Common Core State Standards in Math and ELA Addressing the needs of every student is provided through the following practices: - Common Core aligned curriculum - Comprehensive Response to Intervention (RTI) program for students of all abilities - Student Personalized Plans to ensure monitored progress through academic program - Regularly scheduled meetings with parents for consistent communication and partnership in ensuring student success Major expenditures associated with this goal: • Adaptive online content from K12, Edgenuity, Aventa, Fuel Ed • College & Career Readiness platform from Naviance • Brainhoney dashboard • Technology equipment from Apple and Dell

Scope of Service:

Pupils to be served: Low Income pupils, English Learners, Hispanic or Latino

Budgeted Expenditures: Major expenditures associated with this goal: • Adaptive online content from K12, Edgenuity, Aventa, Fuel Ed • College & Career Readiness platform from Naviance • Brainhoney dashboard • Technology equipment from Apple and Dell - Value(\$0.00)

Funding Sources: LCFF Basic (0000) - \$1.00, LCFF Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00

LCAP YEAR 2: 2016-17

Expected Annual Measurable Outcomes:

Every student is expected to demonstrate 1-1.5 years of annual growth in Common Core standards in Math and English Language Arts per an internal assessment tool and annual state testing.

LCAP YEAR 3: 2017-18

Expected Annual Measurable Outcomes:

GOAL: 1-1.5 Years of annual growth on standardized benchmark tests in preparation for state assessments

Related State and/or Local Priorities: 1, 2, 7, 4, 8, 3, 5, 6

NEED: To ensure effectiveness of the Method Schools educational program, each student is expected to demonstrate 1-1.5 years of academic growth on standardized benchmark tests each school year. Every student will take prescribed benchmark assessments as part of the Response to Intervention (RTI) program throughout the school year. These assessments are based on standard deficiencies in course and diagnostic assessments and act as a means to measure mastery in specific standards after refined instructional practices have been delivered..

Schools:All

Applicable Pupil Subgroup(s):Low Income, English Learner (EL), Hispanic or Latino

LCAP YEAR 1: 2015-16

Expected Annual Measurable Outcomes:

Every student is expected to demonstrate 1-1.5 years of annual growth on standardized benchmark assessments.

ACTION:

1-1.5 Years of annual growth on standardized benchmark tests in preparation for state assessments

Ensuring academic progress for every student is achieved in the following ways:

- Required diagnostic assessments for each student to assist in effective course placement and instructional support
- Ongoing benchmark assessments to monitor student progress and refine instructional practices
- Provide small group instruction based on student assessment deficiencies

Scope of Service:

Pupils to be served: Low Income pupils, English Learners, Hispanic or Latino

Budgeted Expenditures: Major expenditures associated with this goal:

- College & Career Readiness platform from Naviance
- Diagnostic and benchmark assessment tool from Scantron
- Technology equipment from Apple and Dell

College & Career Readiness Platform

Year 1: \$3,000

Year 2: \$3,000

Diagnostic & Benchmark Assessment Tool

Included In Curriculum Cost

Year 1: \$3,000

Year 2: \$3,000

Technology Equipment from Apple/Dell

Year 1: \$60,000

Year 2: \$21,000 - Value(\$0.00)

Funding Sources: LCFF Basic (0000) - \$1.00, LCFF Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00, Other - \$1.00

LCAP YEAR 2: 2016-17

Expected Annual Measurable Outcomes:

Every student is expected to demonstrate 1-1.5 years of annual growth on standardized benchmark assessments.

LCAP YEAR 3: 2017-18

Expected Annual Measurable Outcomes:

GOAL: Four-year cohort graduation rate of 92% for all retained students

Related State and/or Local Priorities: 1, 2, 7, 4, 8, 3, 5, 6

NEED: Method Schools is committed to supporting every student on a path towards graduation. This will be measured through a graduation tracking system that also generates post secondary pathways. Each student's completion of the graduation requirements will be regularly monitored and all students will closely tracked through their four years of high school at Method Schools. Each student will receive personalized support to achieve all requirements for graduation and an intervention program in place to assist those who need additional support.

Schools:All

Applicable Pupil Subgroup(s):Low Income, English Learner (EL), Hispanic or Latino

LCAP YEAR 1: 2015-16

Expected Annual Measurable Outcomes:

Four-year cohort graduation rate of 94% for all retained students.

ACTION:

3) 92%: Four-year cohort graduation rate for all retained students

Guiding each student on a path towards graduation through the following practices:

- Personalized support to achieve all requirements for graduation
- Intervention program in place to assist those who need additional support
- Variety of inventories used to place students on successful path to graduation and beyond

Scope of Service:

Pupils to be served: Low Income pupils, English Learners, Hispanic or Latino

Budgeted Expenditures:

Major expenditures associated with this goal:

- Adaptive online content from K12, Edgenuity, Aventa, Fuel Ed
- College & Career Readiness platform from Naviance
- Brainhoney dashboard
- Technology equipment from Apple and Dell
- Transportation costs for college tours
- Project based learning curriculum data base that connects high school to college projects

Adaptive Online Content from K12, Edgenuity, Aventa Fuel Ed

Year 1: \$95,000

Year 2: \$115,000

College & Career Readiness Platform

Year 1: \$3,000

Year 2: \$3,000

Brainhoney dashboard

Year 1: \$1,400

Year 2: \$1,400

Technology Equipment from Apple/Dell

Year 1: \$60,000

Year 2: \$21,000

- Value(\$0.00)

Funding Sources: LCFF Basic (0000) - \$1.00, LCFF Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00, Private - \$1.00, Other - \$1.00

LCAP YEAR 2: 2016-17

Expected Annual Measurable Outcomes:

Four-year cohort graduation rate of 96% for all retained students

LCAP YEAR 3: 2017-18

Expected Annual Measurable Outcomes:

GOAL: Postsecondary matriculation rate of 85%

Related State and/or Local Priorities: 1, 2, 7, 4, 8, 3, 5, 6

NEED: Method Schools is committed to supporting every student in developing and meeting post secondary goals. A college and career readiness program is used to generate personalized guidance for each student's college and career path and students are provided opportunities to explore colleges and careers of their choice through projects and field trips.

Method Schools will use the college and career readiness program and post graduation surveys to track each student's transition into college upon graduation.

Schools:All

Applicable Pupil Subgroup(s):Low Income, English Learner (EL), Hispanic or Latino

LCAP YEAR 1: 2015-16

Expected Annual Measurable Outcomes:

Postsecondary matriculation rate of 87%

ACTION:

85% Postsecondary matriculation rate

Each student will be provided the support and resources to meet their postsecondary goals

- Personalized graduation, college, and career paths are generated for each student to meet college and career goals
- Students are provided opportunities to explore colleges and careers of their choice through projects and field trips
- College and career readiness program is used to generate personalized guidance for each student's college and career path

Scope of Service:

Pupils to be served: Low Income pupils, English Learners, Hispanic or Latino

Budgeted Expenditures: Major expenditures associated with this goal:

- Adaptive online content from K12, Edgenuity, Aventa, Fuel Ed
- College & Career Readiness platform from Naviance
- Brainhoney dashboard
- Technology equipment from Apple and Dell
- Transportation costs for college tours
- Project based learning curriculum data base that connects high school to college projects

Adaptive Online Content from K12, Edgenuity, Aventa Fuel Ed

Year 1: \$95,000

Year 2: \$115,000

Brainhoney Dashboard:

Year 1: \$1,400

Year 2: \$1,400

College Transportation Tours

Year 1: \$3,000

Year 2: \$3,000

College & Career Reainess Platform

Year 1: \$3,000

Year 2: \$3,000

Technology Equipment from Apple/Dell

Year 1: \$60,000

Year 2: \$21,000

- Value(\$0.00)

Funding Sources: LCFF Basic (0000) - \$1.00, LCFF Supplemental (0000) - \$1.00, LCFF

Concentration (0000) - \$1.00, Lottery Instructional Materials (6300) - \$1.00, Private - \$1.00,

Other - \$1.00

LCAP YEAR 2: 2016-17

Expected Annual Measurable Outcomes:

Postsecondary matriculation rate of 89%

LCAP YEAR 3: 2017-18

Expected Annual Measurable Outcomes:

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Goals

GOAL: Goals

Related State and/or Local Priorities: 1,2,7,4,8,3,5,6

Schools: All

Applicable Pupil Subgroup(s): Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth

Expected Annual Measurable Outcomes:

Change

Actual Annual Measurable Outcomes:

LCAP YEAR: 2014-15

PLANNED ACTION / SERVICES:

N/A

Scope of Service:

Pupils to be served: ALL

Budgeted Expenditures: N/A - Value(\$0.00)

Funding Sources: LCFF Basic (0000) - \$1.00

ACTUAL ACTION / SERVICES:

Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.

Scope of Service:

Pupils to be served:

Estimated Actual Annual Expenditures:

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.

GOAL: 1-1.5 Years of annual growth in Common Core State Standards in Math and ELA

Related State and/or Local Priorities: 1,2,7,4,8,3,5,6

Schools: All

Applicable Pupil Subgroup(s): Low Income, English Learner (EL), Hispanic or Latino

Expected Annual Measurable Outcomes:

Every student is expected to demonstrate 1-1.5 years of annual growth in Common Core standards in Math and English Language Arts per an internal assessment tool and annual state testing.

Actual Annual Measurable Outcomes:

LCAP YEAR: 2014-15

PLANNED ACTION / SERVICES:

1-1.5 Years of annual growth in Common Core State Standards in Math and ELA Addressing the needs of every student is provided through the following practices: - Common Core aligned curriculum - Comprehensive Response to Intervention (RTI) program for students of all abilities - Student Personalized Plans to ensure monitored progress through academic program - Regularly scheduled meetings with parents for consistent communication and partnership in ensuring student success Major expenditures associated with this goal: • Adaptive online content from K12, Edgenuity, Aventa, Fuel Ed • College & Career Readiness platform from Naviance • Brainhoney dashboard • Technology equipment from Apple and Dell

Scope of Service:

Pupils to be served: Low Income pupils, English Learners, Hispanic or Latino

Budgeted Expenditures: Major expenditures associated with this goal: • Adaptive online content from K12, Edgenuity, Aventa, Fuel Ed • College & Career Readiness platform from Naviance • Brainhoney dashboard

• Technology equipment from Apple and Dell - Value(\$0.00)
Funding Sources: LCFF Basic (0000) - \$1.00, LCFF Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00

ACTUAL ACTION / SERVICES:

Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.

Scope of Service:

Pupils to be served:

Estimated Actual Annual Expenditures:

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.

GOAL: 1-1.5 Years of annual growth on standardized benchmark tests in preparation for state assessments

Related State and/or Local Priorities: 1,2,7,4,8,3,5,6

Schools: All

Applicable Pupil Subgroup(s): Low Income, English Learner (EL), Hispanic or Latino

Expected Annual Measurable Outcomes:

Every student is expected to demonstrate 1-1.5 years of annual growth on standardized benchmark assessments.

Actual Annual Measurable Outcomes:

LCAP YEAR: 2014-15

PLANNED ACTION / SERVICES:

1-1.5 Years of annual growth on standardized benchmark tests in preparation for state assessments

Ensuring academic progress for every student is achieved in the following ways:

- Required diagnostic assessments for each student to assist in effective course placement and instructional support
- Ongoing benchmark assessments to monitor student progress and refine instructional practices
- Provide small group instruction based on student assessment deficiencies

Scope of Service:

Pupils to be served: Low Income pupils, English Learners, Hispanic or Latino

Budgeted Expenditures: Major expenditures associated with this goal:

- College & Career Readiness platform from Naviance
- Diagnostic and benchmark assessment tool from Scantron
- Technology equipment from Apple and Dell

College & Career Readiness Platform

Year 1: \$3,000

Year 2: \$3,000

Diagnostic & Benchmark Assessment Tool

Included In Curriculum Cost

Year 1: \$3,000

Year 2: \$3,000

Technology Equipment from Apple/Dell

Year 1: \$60,000

Year 2: \$21,000 - Value(\$0.00)

Funding Sources: LCFF Basic (0000) - \$1.00, LCFF Supplemental (0000) - \$1.00, LCFF

Concentration (0000) - \$1.00, Other - \$1.00

ACTUAL ACTION / SERVICES:

Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.

Scope of Service:

Pupils to be served:

Estimated Actual Annual Expenditures:

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.

GOAL: Four-year cohort graduation rate of 92% for all retained students

Related State and/or Local Priorities: 1,2,7,4,8,3,5,6

Schools: All

Applicable Pupil Subgroup(s): Low Income, English Learner (EL), Hispanic or Latino

Expected Annual Measurable Outcomes:

Four-year cohort graduation rate of 92% for all retained students.

Actual Annual Measurable Outcomes:

LCAP YEAR: 2014-15

PLANNED ACTION / SERVICES:

3) 92%: Four-year cohort graduation rate for all retained students

Guiding each student on a path towards graduation through the following practices:

- Personalized support to achieve all requirements for graduation
- Intervention program in place to assist those who need additional support
- Variety of inventories used to place students on successful path to graduation and beyond

Scope of Service:

Pupils to be served: Low Income pupils, English Learners, Hispanic or Latino

Budgeted Expenditures: Major expenditures associated with this goal:

- Adaptive online content from K12, Edgenuity, Aventa, Fuel Ed
- College & Career Readiness platform from Naviance
- Brainhoney dashboard
- Technology equipment from Apple and Dell
- Transportation costs for college tours
- Project based learning curriculum data base that connects high school to college projects

Adaptive Online Content from K12, Edgenuity, Aventa Fuel Ed

Year 1: \$95,000

Year 2: \$115,000

College & Career Readiness Platform

Year 1: \$3,000

Year 2: \$3,000

Brainhoney dashboard

Year 1: \$1,400
Year 2: \$1,400

Technology Equipment from Apple/Dell

Year 1: \$60,000
Year 2: \$21,000
- Value(\$0.00)

Funding Sources: LCFF Basic (0000) - \$1.00, LCFF Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00, Private - \$1.00, Other - \$1.00

ACTUAL ACTION / SERVICES:

Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.

Scope of Service:

Pupils to be served:

Estimated Actual Annual Expenditures:

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.

GOAL: Postsecondary matriculation rate of 85%

Related State and/or Local Priorities: 1,2,7,4,8,3,5,6

Schools: All

Applicable Pupil Subgroup(s): Low Income, English Learner (EL), Hispanic or Latino

Expected Annual Measurable Outcomes:

Postsecondary matriculation rate of 85%

Actual Annual Measurable Outcomes:

LCAP YEAR: 2014-15

PLANNED ACTION / SERVICES:

85% Postsecondary matriculation rate
Each student will be provided the support and resources to meet their postsecondary goals
- Personalized graduation, college, and career paths are generated for each student to meet college and career goals
- Students are provided opportunities to explore colleges and careers of their choice through projects and field trips
- College and career readiness program is used to generate personalized guidance for each

student's college and career path

Scope of Service:

Pupils to be served: Low Income pupils, English Learners, Hispanic or Latino

Budgeted Expenditures: Major expenditures associated with this goal:

- Adaptive online content from K12, Edgenuity, Aventa, Fuel Ed
- College & Career Readiness platform from Naviance
- Brainhoney dashboard
- Technology equipment from Apple and Dell
- Transportation costs for college tours
- Project based learning curriculum data base that connects high school to college projects

Adaptive Online Content from K12, Edgenuity, Aventa Fuel Ed

Year 1: \$95,000

Year 2: \$115,000

Brainhoney Dashboard:

Year 1: \$1,400

Year 2: \$1,400

College Transportation Tours

Year 1: \$3,000

Year 2: \$3,000

College & Career Reiness Platform

Year 1: \$3,000

Year 2: \$3,000

Technology Equipment from Apple/Dell

Year 1: \$60,000

Year 2: \$21,000

- Value(\$0.00)

Funding Sources: LCFF Basic (0000) - \$1.00, LCFF Supplemental (0000) - \$1.00, LCFF Concentration (0000) - \$1.00, Lottery Instructional Materials (6300) - \$1.00, Private - \$1.00, Other - \$1.00

ACTUAL ACTION / SERVICES:

Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.

Scope of Service:

Pupils to be served:

Estimated Actual Annual Expenditures:

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated: \$15,764.00

These funds are used to enhance opportunities for targeted low income and EL students. Method uses weekly math tutoring as one way to get critical one-one time delivered to the right students at the right time. Method also uses a rotational model that brings low class sizes to all students. In addition to this, Method uses the limited funds mentioned above to help fund part of an instructional assistant position. This position is primarily focused on students at-risk of failing.

To ensure academic growth and content mastery for low SES and English Learners in English Language Arts and Math, Method Schools will invest LCAP funds into the following:

- Adaptive online content from K12, FuelEd, and Compass
- Brightspace LMS
- Technology equipment from Apple and Dell
- Diagnostic and benchmark assessment tool from Scantron
- Technology equipment from Apple and Dell
- Expanded course catalog that adapts to targeted subgroups
- Enhanced project based learning, options for EL students
- Comprehensive curriculum for EL learners
- Improved data analytics reporting across subgroups using third party dashboard
- Extended world language platform for English language
- Diagnostic and benchmark assessment tool that drives the Response to Intervention (RTI) program
- Transportation costs for college tours
- Project based learning curriculum data base that connects high school to college projects

N/A Method Schools is an independent study charter school.

- B. Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Proportionality Percentage: N/A

Method projects between 9.5% and 11% in LCFF model funding compared to what would have been generated under the previous funding model. Based on enrollment figures in ELL, foster youth, and low income subgroups remaining static from pre-LCFF funding to the new model. Based on these assumptions, Method has budgeted a commensurate increase in funding to reach these subgroups, specifically:

Adaptive online content from K12, Edgenuity, Aventa, Fuel Ed
College & Career Readiness platform from Naviance
Brainhoney dashboard
Technology equipment from Apple and Dell
Diagnostic and benchmark assessment tool from Scantron
Technology equipment from Apple and Dell
Expanded course catalog that adapts to targeted subgroups
Enhanced project based learning, options for ELL students
Comprehensive curriculum for EL learners
Improved data analytics reporting across subgroups using third party dashboard
Extended world language platform for English language
Diagnostic and benchmark assessment tool that drives the Response to Intervention (RTI) program
Transportation costs for college tours
The increase in funds based on the LCFF model, compared to the previously funded model (assuming that Method Schools was in operation before the implementation of LCFF and assuming static subgroup population levels), generates between 9.5 and 11% in additional funding. Based on the 11% increase in funds have been budgeted to reach targeted subgroups. We anticipate this figure to remain the same or slightly increase for Year 2 for the LCFF model. As identified in previous questions, Method Schools will be investing in a variety of instructional programs to support EL learners such as technological devices, enriched curriculum, and intervention programs. Method Schools will also invest in resources to ensure equitable access to for all students to technology, curriculum, instructional support and intervention programs.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rat" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 - June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 - June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July - June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 - June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled

during the academic year (July 1 - June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 - June 30).

(3) Divide (1) by (2).

8-22-14 [California Department of Education]