

CHARTER PETITION

PRESENTED BY METHOD SCHOOLS TO ACTON AGUA DULCE
UNIFIED SCHOOL DISTRICT

Submitted:

MARCH 2019

Term: July 1, 2019 – June 30, 2024

WE'RE ON A MISSION

To develop effective tools and educational practices that promote growth for every stakeholder. Through the continuous advancement of self-created systems and processes, Method Schools aims to cultivate a culture of growth throughout every facet of the organization, including all students, staff and community members.

School Wide Learner Results
Ongoing Growth & Development
Open to Challenges & New Ideas
Critical Thinking & Problem Solving
Character & Citizenship



Method Schools LA | info@methodschools.org | www.method.la

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

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

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

- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves Method Schools without completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Method Schools will follow any and all other federal, state, and local laws and regulations that apply to our charter school including but not limited to:
 - > Method Schools shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - > Method Schools shall comply with any jurisdictional limitations to locations of its facilities.
 - > Method Schools shall comply with all applicable portions of the No Child Left Behind Act.
 - > Method Schools shall comply with the Public Records Act.
 - > Method Schools shall comply with the Family Educational Rights and Privacy Act.
 - > Method Schools shall meet or exceed the legally required minimum of school days.
 - > Method Schools will promptly respond to all reasonable inquiries, including inquiries regarding its financial records.
 - > Method Schools shall comply with all laws regarding services to students with disabilities as contained in IDEA.



Dr. Jessica Spallino
Lead Petitioner

3/14/2019

Date

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

1. Educational Program

A. Targeted School Populations

Age, grade levels and number of students

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

Method Schools 5-year ADA

School Year	Grades TK-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
2015-16	2.59	11.85	4.16	9.43	28.03
2016-17	4.55	9.43	8.52	73.54	96.04
2017-18	4.71	8.98	7.45	225.88	247.02
2018-19 ¹	8.00	8.00	9.00	375.00	400.00
2019-20 ¹	10.00	10.00	12.00	450.00	482.00

Method Schools has steadily grown in ADA throughout the first four years of operation and plans to continue this trajectory. Through a significant increase in relationships established with schools and districts throughout Southern California in providing a rigorous and personalized summer school program along with enhanced program differentiation, Method Schools ADA has grown and will continue to do so moving forward as projected in the above chart.

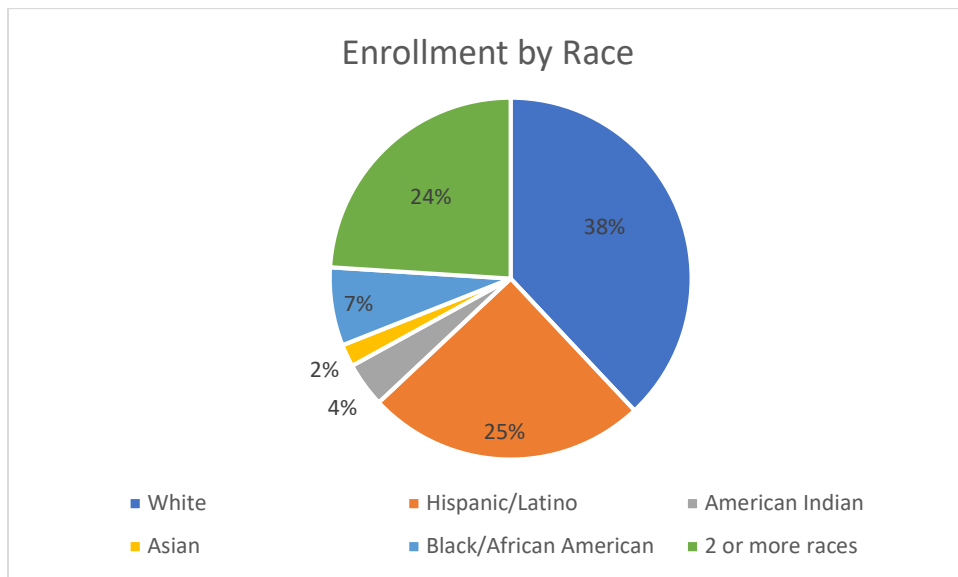
Targeted Student Population

Students who would be a good fit for Method Schools are those who learn at an alternative pace than can be provided for in a traditional public school. Regardless of age, race, or ability, Method Schools seeks out students who need a more self-paced option while also being able to function independently at a high level. Method takes measures to ensure the makeup of the school's student body that is diverse in ethnic background and academic

¹ Projected

ability through marketing efforts that span all contiguous counties and marketing collateral that demonstrates students and families of all races.

Enrollment by Race



Method Schools Mission

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

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

Further focus areas include:

- Create learning practices and instruction that will support the teaching and learning of 21st century skill outcomes.
- Support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into instructional practice.
- Enable students to learn in relevant, real world 21st century contexts (e.g. through project-based or other applied work).
- Allow equitable access to quality learning tools, technologies and resources.
- Provide 21st century architectural and interior designs for group, team, and individual learning.
- Support expanded community involvement in learning, both face-to-face and online.

- Focus on content knowledge and expertise.
- Build understanding across and among core subjects.
- Emphasize deep understanding rather than surface knowledge.
- Engage students with the real-world data, tools, and experts they will encounter in college, on the job, and in life.
- Allow for multiple measures of mastery.

Schoolwide Learner Results

Method Schools is committed to educating the entire child and appealing to all learning styles and modalities. Method Schools believes that each student should develop the following traits and skills by the time of graduation:

Problem Solving

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

Critical Thinking

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

Character & Citizenship

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

Life-Long Learner

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

School Day

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

School Year

Method Schools offers two school year tracks. Board approved calendar for both tracks for the 2018-2019 School year are included as Appendix item B in Appendices.

Two School Year Tracks

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

Track A Highlights

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

100+

Partnerships with
schools and districts
over the summer term

Track B Highlights

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

Track A, Method Summer

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

As stated, Track A is intended for students entering grades 9-12 in Los Angeles and contiguous counties. One of the original goals of this track was to serve as an enrollment pipeline for Track B, Method’s traditional school year track. However, it quickly became evident that Track A had other benefits, including new and enhanced relationships with school districts and other charters, more opportunities for R&D of Method-developed courseware and systems, and, perhaps most importantly, being able to increase graduation rates across Southern California.

Track A can be broken down into three distinct phases, each with unique systems and service delivery requirements:

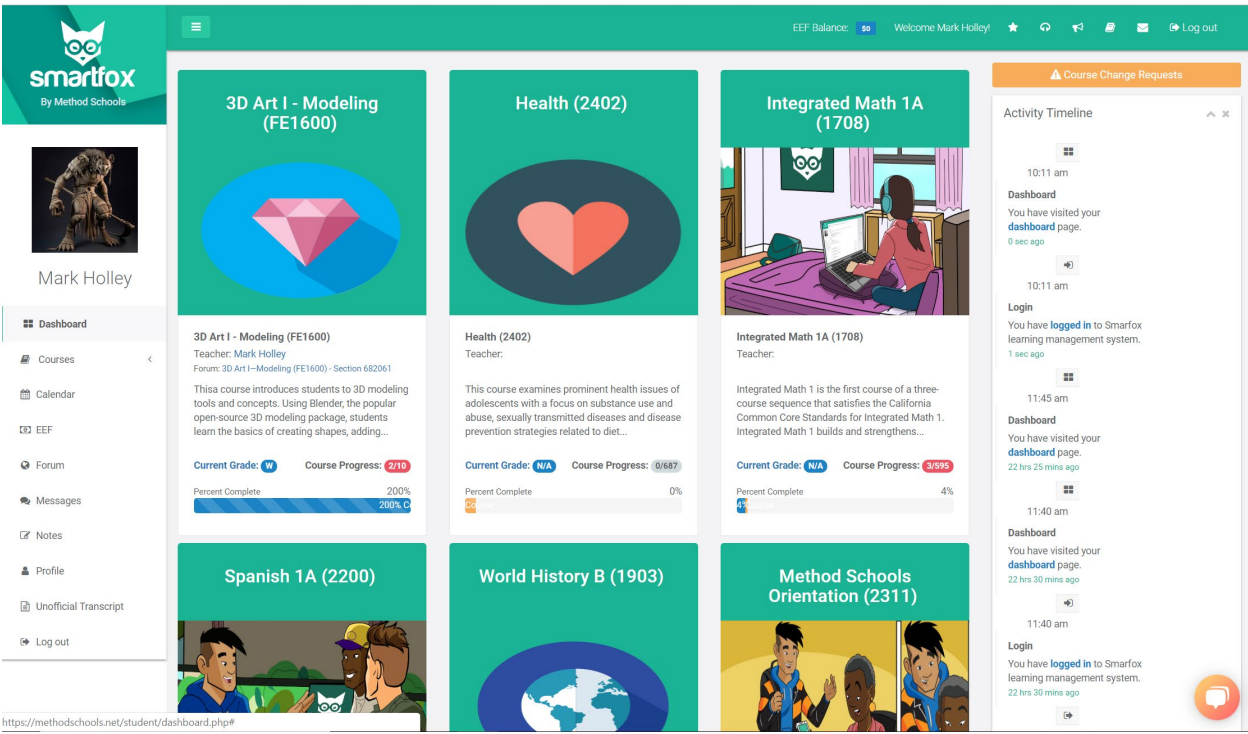
- Onboarding
- Instructional Delivery
- Offboarding

The **onboarding** phase begins as early as the last week of January prior to the upcoming summer. By this time, many students already have specific course and grade improvement needs, and allowing them to register early provides them, their parents, and their counselors with a credit recovery road map. This provides peace of mind and helps them focus on the winter/spring semester.

Method leadership and staff spend countless hours in meetings during the school year working with schools and districts to help recruit schools to participate. Much of these meetings focuses on what improvements can happen to ensure student success. These months of outreach provide an essential opportunity to not only improve Track A, but Method Schools in general.

For students, MMethod has developed a unique and intuitive online enrollment portal, working on any device and making registration simple and painless, which is critical for these students who are stressed about their grades and the **impacts** of graduation. Method’s enrollment portal uses proprietary Method-built workflows and software to route students from all over Southern California to the right place. The enrollment system can automatically enroll thousands of students per day. While those kinds of numbers aren’t necessary, it shows the lengths the school has gone to in order to automate this process, allowing more staff resources to be allocated to curriculum development and instructional roles.

The enrollment portal automatically enrolls them in the correct courses, sections, and, if possible, the correct teacher. They are also provided with orientation videos and access to their own dashboard:



Method has also provided their counselors with their own dashboard where they can view enrollments, make course enrollment changes, print unofficial transcripts, and even chat with other counselors – and Method employees – about Track A (see following image).

smartfox
MethodSchools Partners

Welcome Phuong An. Log out

Total Enrollments: 222

New Enrollments: 0 (Total This Week: 0%)

Active Enrollments: 11

Total Course Enrollments: 306

Students

All School Year | All Grades | All Counselors | All Status

Show 25 entries | Search: | CSV | Excel | PDF | Print

Actions	ID	Profile Pic	First Name	Last Name	Email	Phone	Grade
Actions	103	N/A	Marco	Chenorhavorian	marcobball10@gmail.com	N/A	10
Actions	118	N/A	Eric	Caamano	29331@students.ausd.net	N/A	12
Actions	349	N/A	Melanie	Hayashida	melaniehayashida@gmail.com	N/A	12
Actions	424	N/A	Taylor	Woo	20829@students.ausd.net	N/A	12
Actions	459	N/A	Rekha	Liyanage	32850@students.ausd.net	N/A	9
Actions	474	N/A	Julius	Kwan	julius.kwan168@gmail.com	N/A	12
Actions	527	N/A	Tara	Hardiman	22354@students.ausd.net	N/A	12

Quick Links

- Course List (View / Set)
- Transcripts (View)
- Video Library (View)
- Forum (View)

Activity Timeline

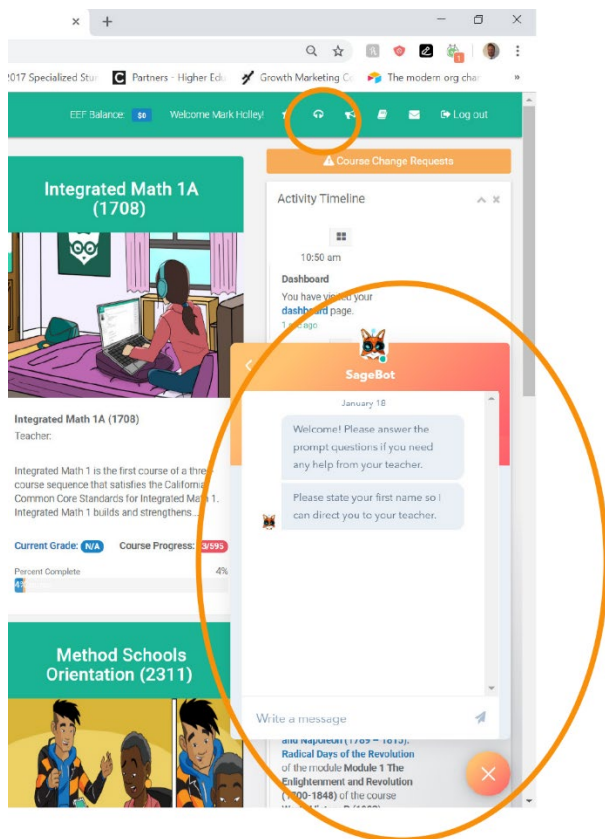
- 10:11 am: Dashboard (You have visited your dashboard page. 0 sec ago)
- 10:11 am: Login (You have logged in to Smartfox learning management system. 1 sec ago)
- 7:37 pm: Dashboard (You have visited your dashboard page.)

The **Instruction Delivery** phase is the curriculum and instruction session of Track A. Method’s online Track A program features a comprehensive UC a-g and NCAA approved course catalog. Curriculum is primarily built by professional curriculum developers at Method. The curriculum (online courseware) and systems (Student Information System and Learning Management System) are called SmartFox. Core courses are UC a-g and NCAA and are designed to mimic the actual learning pace of each student. The courses work across multiple devices, including desktops, laptops, tablets, and smartphones. The Track A program has introduced a level of enrollment volume not possible using just Track B, which has not only sped up development, but refined and enhanced it as well.

Course duration varies depending on the individual student and the school they typically attend. Method works with each school and district to set a schedule that considers the instructional needs of the student and the date where they are expected back at their traditional school.

The most important feature of Method’s Track A is regular and extensive interaction between teacher and student; it’s the single biggest determinant of student success. However, it’s also the biggest challenge faced by Method. Scaling up temporary staffing made up of qualified California teachers is a challenge in and of itself. However, the teachers must also be comfortable with non-traditional instruction and technology-based communication tools. It takes approximately 5 months to “staff up” Track A. Some teachers inquire about working at Method full-time after Track A ends, and it’s one of the ways the school finds extraordinary instructional talent.

Regarding teacher/student interaction, as mentioned technology plays a critical role. Instructional support is delivered through Zoom web conferencing, and chat, SmartFox curriculum features multiple outlets for students to contact teachers for help. Here’s an example of a button to submit feedback or concerns (top circled icon), and a chat box (bottom circle):



In addition to certified CA teachers who are adept at independent study instruction, Method also hires other layers of support, including Student Success Managers (SSM) and Enrollment Specialists (ES). An SSM works with a small group of teachers and their students, specifically focused on students who appear to be falling behind, not logging in, etc. Method hires anywhere between 20 and 30 SSMs for Track A. ES staff is also critical for student success. These staff members work closely with students on transcript issues, login trouble, etc.

The **offboarding** phase is complex and condensed. Months of onboarding and instructional work needs to be wrapped up in a matter of days so that students can transition back to their traditional schools. Grading must be accurate and completed – no small task when most of the teachers themselves need to be back at their traditional teaching jobs themselves. Transcripts must be generated and sent out to students at well over one hundred schools. In order to make this level of work happen as seamlessly as possible, and with limited disruption to students, parents, and counselors, Method has developed several transcript options available to students in their portals. Students can “self-print” their own unofficial transcripts, as can their counselors. Counselors can also request digital copies of official transcripts to expedite student entry back into traditional schools. And, finally, thousands of hard copy, official transcripts must be mailed out to thousands of students and hundreds of schools across Southern California.

Impacts:

Track A benefits Method, students, and schools throughout Southern California. Below are some of the most impactful benefits resulting from Track A:

- Increased enrollment at Method, including a pipeline for certain students to enter Method full-time. This helps ensure Method grows and is in a solid financial position. Even though the scale up is dramatic,

no loans or receivable selling is used. Method 100% self-funds Track A, even though revenues aren't seen for up to seven months after Track A ends.

- Enhanced relationships with high schools, school districts, and other charter schools. It's no secret that school choice has caused territorial concerns, legal challenges and general discord in California. This negatively impacts students as attention and resources are diverted away from their instruction. Method has specifically developed Track A as a relationship building bridge between the school and other schools and districts. This places the emphasis back where it belongs – on the student. Some schools in Los Angeles county have even started using Method's SmartFox curriculum on their own.
- Improved graduation rates at Method and schools across Southern California. The high school graduation rate is a critical metric in the economy and society at large. California has rightfully made this a priority, and by helping thousands of students catch up or get ahead, the school is a key player in making the region better educated and better prepared for college and career.
- Continuous improvement is a focus at Method, and Track A provides accelerated resources and case studies to improve the school's curriculum, systems, and overall instructional delivery. As a result of Track A, Method has an extensive research and development program with the overall goal of making a continuously better school. Track A not only exposes issues and expedites fixes, it generates additional R&D benefits as other schools and districts choose to use SmartFox curriculum, which Method provides for free.

Track B, Home School, Independent Study & Online Learning

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

Track B students participate in the following primary pillars of the overall program at Method Schools: community service and character education through volunteering, tile extension course, including a focus on STEM, a culture of expectation through an enhanced on academic and overall student growth, field trips and community events, career and college exploration and internally developed systems, interventions and curriculum. Each pillar is described in more detail throughout this document.

Track B Supplementary Info

In an effort to streamline the onboarding process, an enrollment team works together to onboard each student with personalized attention and care to ensure they are placed in the curriculum, interventions and pillars of the program that best suit their needs and interests. During their onboarding phase, they complete a virtually proctored diagnostic assessment in reading and an initial read on where they stand academically. From there, they are assigned to teachers that are the best fit for their needs and interests and are then supported daily to fulfill their growth goals in all areas.

B. Attendance Requirements

As a California independent study public charter school, students work primarily at home with the guidance and support of Method Schools credentialed teachers and an assigned Learning Coach (usually the parent). Each student that enrolls at Method Schools must have an assigned Learning Coach that signs the Master Agreement, committing to monitor the student's progress while working from home. The Learning Coach works closely with the student and the Method Schools teachers to ensure the student's success.

Student to Teacher One-on-One Check-Ins

In order to be responsive to our students' learning needs, students are expected to meet with their teacher one-on-one weekly for 30 minutes. At these meetings, students and teachers are expected to:

- Review weekly attendance in their online courses as well as instructional sessions they are assigned to including Test Prep, Targeted Direct Instruction, and Tiles
- Review the course progress in all courses
- Check for understanding in their courses providing instruction to remediate missed concepts or extend mastered skills
- Review next week's work with the student and work expectations for the following week.

In addition to general maintenance of student's records and coursework, this one-on-one meeting is a means to build a connection between the student and the school. Students are made aware of upcoming service learning opportunities, community building events, and important announcements so students stay in the loop.

Portfolio of Learning

The one-on-one meeting is also an opportunity for teachers to coach their students to become lifelong, growth-mindset learners. At one meeting per month, the students add to their portfolio of learning by completing an activity from the school-wide "Portfolio of Learning" digital workbook. This Portfolio of Learning is a means to nurture and teach the learner within each student as well as encourage students to take a step and recognize the growth that they are making. The activities in the Portfolio of Learning include: defining reflective learning, setting goals, progress report card reflections, preparing students attitudes for state testing, and end of the school year reflection.

In order to encourage independent reading, students are expected to quarterly write about their choice book that they are reading within the portfolio. Students are assessed on their independent reading through the responses to the questions and teachers discuss the book with the student to maintain a positive connection toward reading.

Every student will demonstrate ongoing academic progress as monitored and evaluated by a credentialed teacher to ensure qualification for continuous enrollment. Teacher will monitor and evaluate student course progress on a weekly basis that demonstrates anticipated completion of each course by the assigned term.

Method Schools overall program includes the following components:

- Students complete their coursework at home with the guidance of their learning coach and Method Schools CA credentialed teacher. Students complete an introductory assignment that helps to prepare them for independent study and online learning.

- Students can create their own schedules with the guidance of their teachers and the pacing guides generated by the online platform. Students are required to log in to their accounts every day unless it is a school holiday. They work approximately four to six hours a day on their coursework.
- Students and Learning Coach are required to meet with their Method Schools teachers virtually by web conference every week to turn in coursework, receive guidance and instructional support, and participate in an assessments conducted by their teacher on the course content they covered the previous two to three weeks.
- Students have access to their Method Schools teacher through email, web messaging, or phone every school day.
- Students meet with their teachers weekly virtually, via web conference tool, Zoom. Students also attend weekly virtual instructional sessions via Zoom, where they receive targeted instructional sessions based on identified strands they did not master on a monthly diagnostic assessment in both Reading and Math. Additionally, students meet via Zoom to receive weekly Test Prep instruction, in preparation for the annual SBAC and meet with teachers via Zoom for proctored final exams.
- The School may develop additional tracks to offer year-round enrollment access for students.

C. Description of How Learning Best Occurs

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

All Method teachers are either Learning Edge certified or in the process of receiving the online and blended learning certification. Additionally, Method Schools will be pursuing an AdvancEd accreditation during the 2019-20 school year as a superior school in online learning.

In alignment to Method Schools' LCAP goal to enhance and improve student engagement online and improve online citizenship, all teachers and students are required to practice within the below online standards. All teachers are continuously trained and observed in online instruction and all are going through the online teaching certification process over the next few years.

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

- The online teacher knows and understands the current best practices and strategies for online teaching and learning and their implementation in online education.
- The online teacher is able to apply the current best practices and strategies in online teaching to create rich and meaningful experiences for students.
- The online teacher knows and understands the role of online learning in preparing students for the global community they live in, both now and in the future.
- The online teacher is able to build learner capacity for collaboration in face-to-face, blended, and online environments and encourages students to participate as global citizens.
- The online teacher knows and understands the instructional delivery continuum (e.g., fully online to blended to face to-face).
- The online teacher knows and understands the need for continuing to update academic knowledge, pedagogy, and skills.

- The online teacher is able to meet the state’s professional teaching standards or has academic credentials in the field in which he or she is teaching.
- The online teacher knows and understands the subject area and age group they are teaching.
- The online teacher is able to provide evidence of credentials in the field of study to be taught.
- The online teacher knows and understands the professional responsibility to contribute to the effectiveness, vitality, and self- renewal of the teaching profession, as well as to their online school and community

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

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

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

- The online teacher knows and understands the techniques and applications of online instructional strategies, based on current research and practice (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).
- The online teacher is able to use student-centered instructional strategies that are connected to real-world applications to engage students in learning (e.g., peer-based learning, inquiry-based activities, collaborative learning, discussion groups, self-directed learning, case studies, small group work, and guided design).
- The online teacher knows and understands the process for facilitating, monitoring, and establishing expectations for appropriate interaction among students.
- The online teacher is able to facilitate and monitor appropriate interaction among students.
- The online teacher knows and understands the techniques for developing a community among the participants.
- The online teacher is able to apply effective facilitation skills by creating a relationship of trust; establish consistent and reliable expectations; and support and encourage independence and creativity that promotes the development of a sense of community among the participants.

- The online teacher knows and understands the process for facilitating and monitoring online instruction groups that are goal-oriented, focused, project-based, and inquiry-oriented to promote learning through group interaction.
- The online teacher is able to facilitate and monitor online instruction groups to promote learning through higher-order thinking and group interaction.
- The online teacher knows and understands techniques to adjust communications to diverse perspectives.
- The online teacher is able to respond appropriately to the diverse backgrounds and learning needs of the students.
- The online teacher knows and understands differentiated instruction based on students' learning styles.
- The online teacher is able to use differentiated strategies in conveying ideas and information and is able to assist students in assimilating information to gain understanding and knowledge.
- The online teacher knows and understands techniques to create an environment that will engage, welcome, and reach each individual learner.
- The online teacher is able to apply strategies for engagement in online learning environments, e.g., asking questions to stimulate discussion.
- The online teacher knows and understands the participation in an online course from a student-centered approach.
- The online teacher is able to apply experiences as an online student and/or group to demonstrate the development and implementation of successful strategies for online teaching environments and to anticipate challenges and problems in the online classroom.
- The online teacher knows and understands the need to establish and maintain ongoing and frequent teacher-student interaction, student-student interaction, teacher-parent interaction, and teacher-mentor interaction.
- The online teacher is able to provide a variety of ongoing and frequent teacher-student interaction, student-student interaction, and teacher-parent interaction, and teacher-mentor interaction opportunities.

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

- The online teacher knows and understands techniques to maintain strong and regular communication with students, using a variety of tools.
- The online teacher is able to use effective communication skills with students.
- The online teacher knows and understands techniques for using appropriate communications in support of student engagement through prompt and regular feedback and setting and communicating high expectations.
- The online teacher is able to provide prompt feedback, communicate high expectations, and respect diverse talents and learning styles.
- The online teacher knows and understands the need to create and explain objectives, concepts, and learning outcomes in a clearly written, concise format and to explain the course organization to students.
- The online teacher is able to provide clear definitions of objectives, concepts, and learning outcomes and the course organization to students.
- The online teacher knows and understands the need to define the terms of class interaction for both teacher and students.
- The online teacher is able to establish and provide clear expectations of class interaction for both teacher and students.
- The online teacher knows and understands the need to define the assessment criteria for the course.

- The online teacher is able to provide a clear explanation of the assessment criteria for the course to students.
- The online teacher knows and understands the need to provide clear expectations for teacher response time to student queries.
- The online teacher is able to provide a clear explanation of the expectations of teacher response time to student queries.
- The online teacher knows and understands the need to establish criteria for appropriate online behavior for both teacher and students.
- The online teacher is able to establish and implement criteria for appropriate online behavior for both teacher and students.
- The online teacher knows and understands the need for timely, constructive, personalized feedback to students about assignments and questions.
- The online teacher is able to use student data to inform instruction, guide and monitor students' management of their time, monitor learner progress with available tools, and develop an intervention plan for unsuccessful learners. The online teacher knows and understands a variety of methods and tools to reach and engage students who are struggling.
- The online teacher is able to use a variety of methods and tools to reach and engage students who are struggling.
- The online teacher knows and understands the process for aligning teacher and student expectations for the course, in general.
- The online teacher is able to orient students to teacher's instructional methods and goals and invite students to provide feedback on their perceptions of how they are learning in a course.

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

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

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

- The online teacher knows and understands legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act, and Section 508 or other similar guidelines/requirements for accessibility.
- The online teacher is able to monitor student progress and apply activities and tools that are relevant to the needs of all students, including those with learning or physical disabilities, in collaboration with appropriate staff or resources.
- The online teacher knows and understands that students have varied talents and skills and make appropriate accommodations designed to include all students.
- The online teacher is able to address learning styles, needs for accommodations, and create multiple paths to address diverse learning styles and abilities.
- The online teacher knows and understands appropriate tools and technologies to make accommodations to meet student needs.
- The online teacher is able to use appropriate tools and technologies to make accommodations to meet student needs.
- The online teacher knows and understands how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.
- The online teacher is able to apply adaptive and assistive technologies in the online classroom where appropriate in the instruction to meet student needs.
- The online teacher knows and understands options to expand student thinking, address styles of learning, and provide avenues for enrichment or intervention.
- The online teacher is able to identify students who are struggling with various learning obstacles, such as ELL or literacy issues, and apply appropriate strategies to support student thinking, address styles of learning, and provide avenues for enrichment or intervention when needed.
- The online teacher knows and understands the process for connecting with local support personnel to verify student's IEP requirements or 504 accommodations needed for student success.
- The online teacher is able to communicate with the appropriate school staff regarding specific accommodations, modifications, or needs as listed in a student's IEP or 504 accommodations, and work in collaboration with others to address student needs.
- The online teacher knows and understands the diversity of student learning needs, languages, and backgrounds.
- The online teacher is able to demonstrate awareness of different learning preferences, diversity, and universal design principles.

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

- The online teacher knows and understands adequate and appropriate assessment instruments to measure online learning that reflect sufficient content validity (i.e., that adequately cover the content they are designed to measure), reliability, and consistency over time.
- The online teacher is able to create and implement assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures.

- The online teacher knows and understands the implementation of online assessment measures and materials in ways that ensure instrument validity and reliability.
 - The online teacher is able to develop and deliver assessments, projects, and assignments that meet standards-based learning goals and assess learning progress by measuring student achievement of learning goals.
 - The online teacher knows and understands multiple strategies for ensuring the security of online student assessments, academic integrity, and assessment data.
 - The online teacher is able to implement a variety of assessments that ensure the security of student assessment data and accurate measures of student ability.
-

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

- The online teacher knows and understands the reach of authentic assessments (i.e., the opportunity to demonstrate understanding of acquired knowledge and skills, as opposed to testing isolated skills or retained facts) are part of the evaluation process.
The online teacher is able to apply authentic assessments as part of the evaluation process, assess student knowledge in a forum beyond traditional assessments, and monitor academic integrity with assessments.
The online teacher knows and understands the process of continuous evaluation of students to include formative and summative assessments and student feedback, including polls and surveys that reflect student learning progress throughout the course.
 - The online teacher can create or select and implement a variety of formative and summative assessments that assess student learning progress and utilize student feedback to improve the online learning experience.
 - The online teacher knows and understands the relationships between the assignments, assessments, and standards-based learning goals.
 - The online teacher is able to create, select, and organize the appropriate assignments and assessments, and align curricular content with associated and standards-based learning goals.
-

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

- The online teacher knows and understands techniques to plan individualized instruction incorporating student data.
- The online teacher is able to use student data to plan instruction.
- The online teacher knows and understands how data is used to modify the content, instruction, and assessment to meet student needs.
- The online teacher is able to use observational data (e.g., tracking data in electronic courses, Web logs, e-mail) to monitor course progress and effectiveness.
- The online teacher knows and understands how instruction is based on assessment data.

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

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

- The online teacher knows and understands the need for professional activity and collaboration beyond school (e.g., professional learning communities) to update academic skills and knowledge and collaborate with other educators.
- The online teacher is able to engage in professional development activities and collaboration beyond school.

- The online teacher knows and understands the need to coordinate learning experiences with other adults involved in providing support to the student (e.g., parents, local school contacts, mentors) to support student learning.
- The online teacher is able to provide ongoing communication with parents or guardians concerning student learning.

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

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

Instructional Design

Method Schools overall program includes the following **Key Instructional Program Components**:

- Students complete their coursework at home with the guidance of their learning coach and Method Schools CA credentialed teacher. Students complete an introductory assignment that helps to prepare them for independent study and online learning.
- Students can create their own schedules with the guidance of their teachers and the pacing guides generated by the online platform. Students are required to log in to their accounts every day unless it is a school holiday. They work approximately four to six hours a day on their coursework.
- Students and Learning Coach are required to meet with their Method Schools teachers virtually by web conference every week to turn in coursework, receive guidance and instructional support and participate in assessments conducted by their teacher on the course content they covered the previous two to three weeks.
- Students have access to their Method Schools teacher through email, web messaging, or phone every school day.
- Students meet with their teachers weekly virtually, via web conference tool, Zoom. Students also attend weekly virtual instructional sessions via Zoom, where they receive targeted instructional sessions based on identified strands they did not master on a monthly diagnostic assessment in both Reading and Math. Additionally, students meet via Zoom to receive weekly Test Prep instruction, in preparation for the annual SBAC and meet with teachers via Zoom for proctored final exams.

- The School may develop additional tracks to offer year-round enrollment access for students.

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

- Flexible, open enrollment
- Variety of program options
- TDI: Targeted Direct Instruction
- Test Prep
- Small class size
- Personalized instructional support for each student
- Personalized and data-driven curriculum and instruction
- Tile Extension Courses that focus on a variety of topics from engineering, to guitar, to comic book writing
- Focus on Character Ed and service learning
- Field Trips
- Personality assessment and Career Exploration courses
- Culture of community and collaboration for all stakeholders

Test Prep

In preparation for state testing, students are required to attend grade level weekly sessions virtually with a reading and math teacher. In these sessions, students participate in lessons that cover grade level academic standards that extend learning in their online curriculum or reteaches missed concepts. Through analysis of regularly-administered diagnostic testing, instructors focus on key skills students are lacking as a group. Regarding teacher/student interaction, as mentioned technology plays a critical role.



In addition to the weekly instructional sessions, students complete online Test Prep courses throughout the school year. As part of the Smartfox, Method Schools developed Learning Management System and course catalog, test prep courses have been created for each testing grade level: grades 3-8 and 11 in both Language Arts and Math. Students work in these courses on an ongoing basis throughout the school year, simultaneously with their core courses. These test prep courses are built with a variety of adaptive intervention tools that provide content at a student's instructional level, alerts to the teacher on unmastered concepts and automated guided direction to refined content and instructional videos if they have not passed an assessment.

Additionally, a curriculum bot feature, which uses artificial intelligence is included within the courses that provides an immediate response to key questions within the content of the course and provides an immediate chat feature to contact their teacher immediately for any questions the curriculum bot couldn't answer.

Method Schools also administers practice SBAC testing 2-3 times throughout the school year and utilizes a variety of resources that mimic the format and functionality of the SBAC assessment, including Freckle and SBAC practice resources generated from the CAASP resource library.

Targeted Direct Instruction

Students that fall below benchmark based on testing data and teacher observation are placed in weekly Targeted Direct Instruction sessions in reading, math, or both. These sessions are designed to meet a student scoring below grade level where they are academically and fill in learning gaps.

Instruction is based on planning reports generated through testing data and enrollment is meant to be fluid. As students improve, the TDI support is removed from their personalized plan or vice versa.

Primary Pillars of Method Schools

Method Schools aims to serve and nurture the whole student and all components that contribute to overall growth, mastery and overall success. Method Schools offers a variety of extra-curricular activities and refined focus areas to further engage students in the overall program, appeal to the interests of the students, and develop a strong sense of mastery, growth, community and culture. The following are refined focus areas and extra-curricular activities that serve as primary pillars of the overall program at Method Schools:



Community Service, Volunteering and Character Education

Students are encouraged to become involved in the community, locally and globally. Students identify problems and determine ways they can give back to the community. This includes fundraisers, donations, and volunteer opportunities where students collaborate and participate in serving others. Character Education is offered as a Tile course and couples well with the volunteer aspect of the program that helps students to be better citizens and globally aware.

The following are examples of volunteering opportunities students are able to participate in each month:

October – Students, Staff, Families, and public are invited to participate in a local beach cleanup.

November – Toy drive for Southern California foster children. This year's goal is to provide gift bags, and one special gift to 44 children.

December – We will celebrate the spirit of giving, by gathering together to assemble gift bags, wrap gifts, and deliver gifts to a local foster agency.

January – Working with local food banks and/or soup kitchens, Method students, parents, and staff will assist in duties such as food preparation and packing food for delivery to local families in need.

February – Students will visit a local elder care facility, to play games, read and simply spend time with patients.

March – Partnering with Solutions for Change, Method students, parents and staff, will prepare and serve dinner to approximately 20-50 residents (adults and children). This takes place on a monthly basis and includes the entire Method Schools community.

April – Students will visit a local memory care facility to socialize with residents; playing games, reading, listening to stories, doing make up and nails, etc.

May – Students will volunteer time at a local animal shelter or private animal care facility. Activities may include feeding, food preparation, walking and or playing with animals.

Tile Extension Courses

Virtual enrichment tiles are hour long virtual meetings for students that are focused on engaging in social interactions, communication, and critical thinking skills. Students sign up for virtual tiles before a new quarter based on a list and description. They are given a zoom link and scheduled time for the tiles. Students are encouraged to sign up for at least one to try and commit to the 9 weeks tile period. The tiles are hosted by a Method Schools staff member and specifically created around certain grade groups.

Enrichment tiles vary from topics such as reading club where the teacher and students delve into a book choice and analyze plot, characters, and story twists. Students share and are guided by the teacher through positive communication and sharing. Some enrichment tiles focus on topics such as Anime and Japanese Culture where students share their favorite Anime, view clip of traditional anime and discuss the intricacies of Japanese culture that influence Anime. Other enrichment tiles focus on more technical forms such as Web Tools in which the tile teacher demonstrates tools such as Google Slides and how to create a presentation and even using the web to safely research topics differentiate between primary and secondary sources.

In alignment to Method Schools LCAP goal to focus and implement Career & College Readiness Skills for all students, additional career exploration Tile courses have been developed and will continue to be implemented. Virtual tiles enhance academics in a fun and social platform connecting students and teachers to one another while encouraging an undercurrent of academics. Tiles currently offered include:

- Reading Club: Middle School
- Growth Mindset: Middle School/High School
- Anime: Middle School/ High School
- Social Media Slam: Middle School/ High School
- Web Tools: Elementary/Middle School
- Comic Book Conquers: Middle School/ Elementary
- Guitar: High School
- Men of Honor: High School
- Career Exploration & Entrepreneurship: Problem Based Learning
- Play the Market
- Robotics
- Coding
- Character Education



Enhanced Focus on STEM

Students participate in engineering activities and projects on a regular basis throughout the school year. Topics such as coding and robotics provide students with hands-on experiences that teach them critical engineering concepts within the NGSS standards. These activities are held at local libraries, rental facilities and public stem/engineering events throughout the community.

Method Schools also has a Lego League robotics team that participates in tournaments held throughout the year. The First Lego League focus is on cooperation, problem solving, communication, and innovation through the lens of coding and robotics.

Culture of Expectation though Enhanced Focus on Academic Growth

Method Schools incorporates a culture of expectation throughout all elements of the academic program to promote growth for all students. A growth mindset is practiced and taught by all instructional, support and administrative staff and permeates every facet of the Method Schools program.

High expectations are placed on the founders to continue to grow and differentiate the overall organizational focus. High expectations are also placed on all staff to continue to reflect upon and grow their practice and elements of the program to which they oversee. These same high expectations are placed on all students to commit to growth in all areas that contribute to their overall success. These areas primarily include academics and Method Schools has implemented a variety of curriculum, instructional and intervention tools from TDI, Test Prep, ongoing assessment and data-driven refinements along with internally developed curriculum to help students achieve established growth goals. Additionally, the Method Schools community contributes to overall growth for all students through opportunities for collaboration, community building and problem solving. Method Schools is committed to a culture of expectation in order to foster continual growth for all its community members.

Field Trips & Community Events

Field trips align to content, as do projects so that students can apply learned concepts to real life. Field trips are scheduled quarterly to enhance student learning. As an example, students visited the NASA Jet Propulsion Laboratory in Pasadena.

Play Days

Method Play Days are focused on celebrating student success beyond the grade book. Students are recognized beyond the traditional academic categories of perfect attendance, honor roll, and achievement awards. These play days occur quarterly and encourage a culture of expectation in academics, social awareness, and community engagement. A Method Play Day involves an activity that encourages social interaction between students and staff with a theme that encourages positive thinking. Climb Higher is a Method Play Days scheduled for a rock climbing location and Be A Star is a movie day that has students dressing up and walking a “red carpet” for end of semester recognition.

Using data and teacher recommendations, students are nominated for awards in different categories. Categories include attendance in which, students are recognized for attending classes, logging in and working, and actively engaging during class. Other categories involve subject specific focus such as Science, Math Masters, the struggling hard-working student, such as The GRIT award, and volunteering.

Career & College Exploration

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

Systems, Intervention & Curriculum Development

Method Schools aims to leverage the latest and most innovative tools to maximize personalization and customization for a superior academic path that is geared for a student's individual abilities. During year two, Method Schools began the development of its own Student Information System (SIS) and Learning Management System (LMS) along with proprietary online curriculum that is UC/a-g and NCAA approved. Today, Method Schools is currently completely functional utilizing our personally built SIS, LMS and comprehensive catalog of online courses. We have named the comprehensive system SmartFox and offered its use to either of our authorizers.

Role of the Learning Coach

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

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

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

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

Homeschool Coordinator

The goal of the Homeschool Coordinator is to provide a place of connection, support, and learning so students excel not just in academics, but in life in general. Method Schools' program allows students to learn at their own pace, be encouraged and inspired with quality courses and caring teachers. Though the

homeschool/online program is geared for students to work at home, Method Schools believes it is critical to provide extra measures to inspire the student, provide opportunities for socialization and community building and provide support for the student and parent.

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

Homeschool/Online Events

Method Schools offers a variety of community building events and enrichment opportunities. Below are examples of opportunities consistently available to families:

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

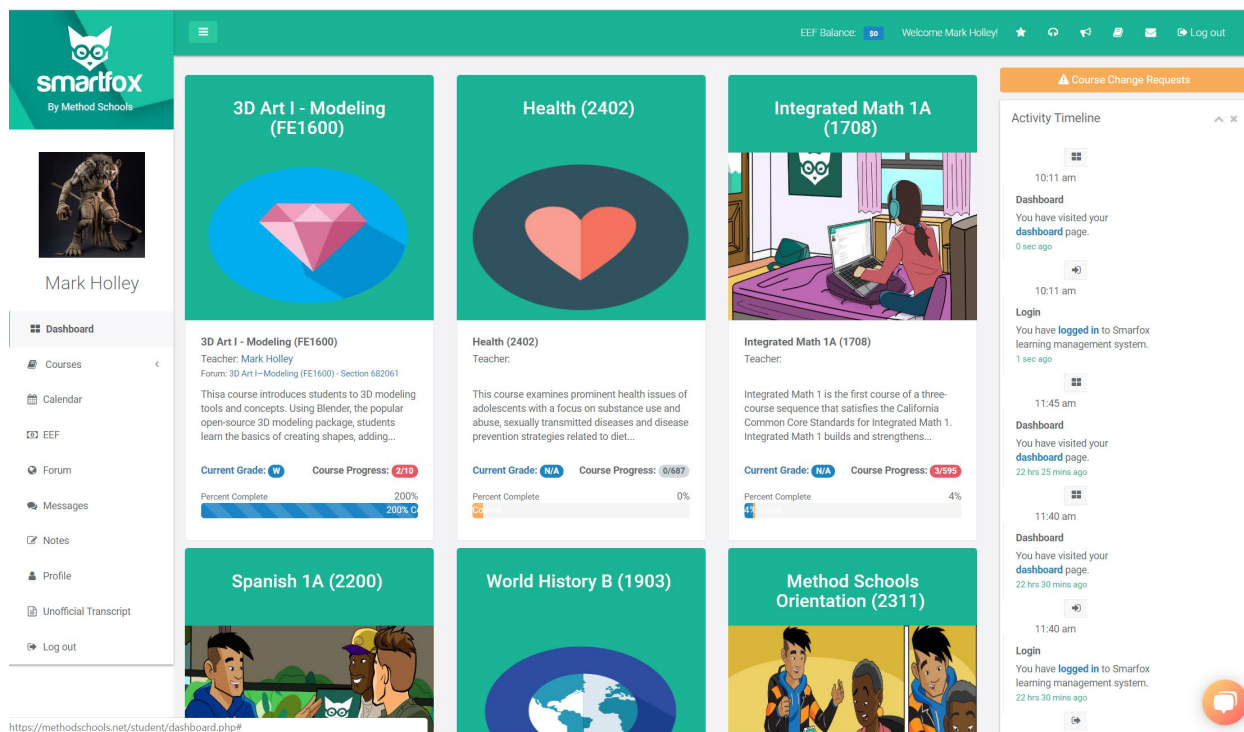
First Lego League: One day a week Lego League meets at the local library to learn about applied sciences and practical mathematics, including art and design, robotics and coding. Parents are welcome to stay and even help out.

Field Trips: A variety of field trips are quarterly for all families. Students are able to apply most of the trips are local to areas in Los Angeles and adjacent counties.

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

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

SmartFox SIS, LMS and Online Courses



Comprehensive online courses that are customizable, all on a mobile-friendly platform SmartFox was developed by professional curriculum developers as a solution to fit Method’s growing enrollment base more effectively. Method Schools believes curriculum is a core competency of any school and outsourcing a core competency dilutes not only the effectiveness of the school, but the brand as well.

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

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

SmartFox provides an effective solution for students at all levels; either gifted or working to perform at grade level and offers tools for students at all levels of Method Schools comprehensive Multi-tiered Support System described in detail later in this document. The SmartFox platform is built with a variety of adaptive intervention tools that provide content at a student’s instructional level, alerts to the teacher on unmastered concepts and automated guided direction to refined content and instructional videos if they have not passed an assessment.

Additionally, a curriculum bot feature is included within the courses that provides an immediate response to key questions within the content of the course and provides an immediate chat feature to contact their teacher immediately for any questions the curriculum bot couldn't answer.

In addition to the adaptive and intervention-based platform, average instructional sessions are held within a lower student to teacher ratio. For example, most Targeted Direct Instruction sessions serve eight to ten students and Test Prep sessions average at ten students per session. Students' weekly sessions with their assigned homeroom teacher are one-on-one to ensure personalized attention and support. Student's Learning Coach and Method Schools teachers should also play an essential role in facilitating an educational delivery that is paced for their needs.

SmartFox Core Curriculum Developed by Method Schools

Method Schools provides students with rigorous, standard aligned online curriculum developed by our own staff of instructional and content experts. As part of an overall system branded as SmartFox, a comprehensive course catalog has been researched, written and implemented all within Method Schools own developed Learning Management System that is integrated with our own developed Student Information System. High School core courses have been UC and NCAA approved and all courses provide adaptive and automated interventions to serve students at all learning capacities. The Method Schools developed SmartFox course list is below. For a description of each course, see the SmartFox Course Prospectus in the appendices.

SmartFox Courses Developed by Method Schools



2018-2019 Course Catalog

MATH

Course	UC/a-g	NCAA	Credits
Algebra 1	✓	✓	10
Algebra 2	✓	✓	10
Geometry	✓	✓	10
Precalculus	✓	✓	10
Integrated Math 1	✓	✓	10
Integrated Math 2	✓	✓	10
Integrated Math 3	✓	✓	10
Honors Algebra 1	✓	✓	10
Honors Algebra 2	✓	✓	10
Honors Geometry	✓	✓	10
AP Calculus AB	✓	✓	10
AP Calculus BC	✓	✓	10
AP Statistics	✓	✓	10
Algebra Foundations			10

LANGUAGE ARTS

Course	UC/a-g	NCAA	Credits
English 9	✓	✓	10
English 10	✓	✓	10
English 11	✓	✓	10
English 12	✓	✓	10
Honors English 9	✓	✓	10
Honors English 10	✓	✓	10
Honors English 11	✓	✓	10
Honors English 12	✓	✓	10
AP Language & Comp	✓	✓	10
AP Literature & Comp	✓	✓	10
English Foundations			10

SOCIAL SCIENCE

Course	UC/a-g	NCAA	Credits
U.S. History	✓	✓	10
World History	✓	✓	10
American Government	✓	✓	5
Economics	✓	✓	5
Honors U.S. History	✓	✓	10
Honors U.S. History	✓	✓	10
AP U.S. History	✓	✓	10
AP World History	✓	✓	10
AP Government	✓	✓	10
AP Macroeconomics	✓	✓	5
AP Microeconomics	✓	✓	5

SCIENCE

Course	UC/a-g	NCAA	Credits
Biology	✓	✓	10
Engineering	✓	✓	10
Earth Science	✓	✓	10
Physical Science	✓	✓	10
AP Environment Science	✓	✓	10

VISUAL & PERFORMING ARTS

Course	UC/a-g	NCAA	Credits
Art Appreciation	✓	✓	10
Music Appreciation	✓	✓	10

HEALTH & PE

Course	UC/a-g	NCAA	Credits
Health			
PE 1			5
PE 2			5

WORLD LANGUAGE

Course	UC/a-g	NCAA	Credits
Spanish 1	✓	✓	10
Spanish 2	✓	✓	10

Spanish 3	✓	✓	10
Spanish 4	✓	✓	10
French 1	✓	✓	10
French 2	✓	✓	10
French 3	✓	✓	10
French 4	✓	✓	10

ELECTIVES

Course	UC/a-g	NCAA	Credits
AP Psychology	✓		5
Advanced Business	✓		10
Computer Literacy	✓		5
Early Childhood Ed			10
Entrepreneurship	✓		10
Forensic Science	✓		10
Game Design 1	✓		10
Game Design 2			10
Intro to Teaching	✓		10
Marketing 1	✓		10
Marketing 2	✓		10
Personal Finance	✓		5
Psychology	✓		5
Study Skills	✓		10
Sustainable Energy			10
Web Design	✓		5

TEST PREP

Course	UC/a-g	NCAA	Credits
SAT Prep			10
Test Prep- 11			10

MIDDLE SCHOOL

MATH

Course	Sem
Math 6	2
Math 7	2
Math 8	2

LANGUAGE ARTS

Course	Sem
Language Arts 6	2
Language Arts 7	2
Language Arts 8	2

SCIENCE

Course	Sem
Science 6	2
Science 7	2

Science 8	2
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SOCIAL SCIENCE

Course	Sem
Social Science 6	2
Social Science 7	2
Social Science 8	2

TEST PREP

Course	Sem
Test Prep 6	2
Test Prep 7	2
Test Prep 8	2

ELEMENTARY

MATH

Course	Sem
Math 5	2
Math 4	2
Math 3	2
Math 2	2
Math 1	2
Math K	2

LANGUAGE ARTS

Course	Sem
Language Arts 5	2
Language Arts 4	2
Language Arts 3	2
Language Arts 2	2
Language Arts 1	2
Language Arts K	2

SCIENCE

Course	Sem
Science 5	2
Science 4	2
Science 3	2
Science 2	2
Science 1	2
Science K	2

SOCIAL SCIENCE

Course	Sem
Social Science 5	2
Social Science 4	2

Social Science 3	2
Social Science 2	2
Social Science 1	2
Social Science K	2

TEST PREP

Course	Sem
Test Prep 5	2
Test Prep 4	2
Test Prep 3	2

Language Arts/English/Reading

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

- Mastery of the Common Core Standards through data-driven practices
- Annual growth in English Language Arts, based on monthly administered diagnostic assessments and applied interventions
- Writing daily using journals and portfolios
- Developing students' talents in creative writing which will aid in their self-expression in other academic areas
- Building students reading comprehension through the use of discussions on reading topics
- Connecting the experience of writers and fictitious characters to their own life to demonstrate human connection across cultures

Mathematics

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

Science

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

- Mastery of the Next Generation Science Standards
- Using students' innate curiosity about the world around them as a resource for motivating the study of science.

- Emphasizing the role of science as a process of asking and answering questions about how the world works and encouraging students to ask their own scientific questions.
- Making students more aware of the natural world and developing skills of connecting more abstract scientific concepts to tangible things that can be directly observed in one's daily life.
- Emphasizing ecological thinking and systems thinking as a way to understand complex systems.

History/Social Science

History and Social Science are an integral part to understanding present perspectives in the world. Students will learn about history and social science through comprehensive understanding of each critical time period. Students will be encouraged to use critical thinking in their history and social science studies to inquire into the nature of global happenings. Students will study the geography, economic and agricultural resources available to different regions and how those resources shape the culture of each region. History and Social Science curriculum will focus on:

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

World Language

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

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

Visual and Performing Arts

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

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

STEM: Science, Technology, Engineering and Mathematics

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

STEM is heavily emphasized at Method Schools due to the following global and economic factors:

- Global competition
- Technology driven economy
- Rapidly changing world
- College and career readiness
- Common Core Initiative and State Standards
- Academic benefits and student performance
- Lagging U.S. competitiveness in science and quantitative fields

The STEM curriculum, which is heavily “offline,” focuses on the below. All “offline” activities are held at meeting locations throughout the county for students to meet and further their skills in STEM.

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

Electives

Method Schools has developed a variety of electives for SmartFox that appeal to students’ interests and represent a diverse set of fields and areas of study. A majority of these courses are rigorous and are UC a-g approved. As part of the growing SmartFox course offerings and adaptive tools, additional electives and career courses continue to be developed based on industry standards and student interest.

Test Prep

As part of the SmartFox course catalog, Method Schools developed Learning Management System and course catalog, test prep courses have been created for each testing grade level (Grades 3-8 and 11) in both Language Arts and Math. Grades 5, 8, and 11 also participate in science test prep through self-paced lessons provided and monitored by the science teacher. Students work in these courses on an ongoing basis throughout the school year, simultaneously with their core courses. These test prep courses are built with a variety of adaptive intervention tools that provide content at a student’s instructional level, alerts to the teacher on unmastered concepts and automated guided direction to refined content and instructional videos if they have not passed an assessment.

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

Student Personalized Plan

Method Schools is committed to providing a personalized educational path for every student. The Student Personalized Plan (SPP) officially begins with a Master Agreement signed by the student, Learning Coach and Method Schools teacher. The Master Agreement serves as an independent study contract to ensure that students are mastering the California State Standards on a daily basis. The SPP is an extensive document stored in the Smartfox Student Information System and is developed at the beginning of the school year by the Method Schools credentialed teacher, the student and the student’s parent/guardians and updated and refined on a continuous basis throughout the school year. The SPP is developed from a combination of the

adaptive diagnostic assessment required upon enrollment, California Standards Test data, course performance history, and information gathered from the parents and student.

This is all compiled to generate a list of standard strands, courses, assigned interventions, benchmark assessments, and skills needed to be completed by the student throughout the school year. The SPP will then guide the Method Schools teacher, Learning Coach and student as they progress through the school year and through the California Content and Common Core Standards. The Method Schools teacher, Learning Coach, and student utilize the SPP as a guide at their regularly scheduled meetings to ensure the student is completing necessary curriculum and interventions required for success. The benchmark assessments will assist in continuing to refine the SPP and may be assigned at any time throughout the school year when the Method Schools teacher deems necessary.

Data Driven Practices

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

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

- TK-12: Monthly administered diagnostic assessments with auto parent notifications and developed growth incentives
- Monthly data reviews between Method Schools staff and administration along with monthly data reviews between Method Schools staff and students where monthly performance goals are set
- TK-12: Additional TDI sessions administered per week
- TK-12: SBAC practice testing administered four times per year
- Daily SBAC test prep instruction per grade level
- Daily participation in SBAC prep and math online programs
- One on one meetings/progress monitoring with students on a weekly basis
- Weekly benchmark assessments based on common grade level deficiencies
- High School: Required SAT prep courses

Multi-Tiered System of Support (MTSS)

Method Schools provides immediate intervention structure to students with individualized assistance to attain grade level skill against state standards embedded in the state standard aligned curriculum. Based upon the Renaissance Star monthly assessments, students are placed into a fluid Multi-tiered System of Support (MTSS) chart to organize individual instructional and supportive academic plan. The data-driven tiers are designated into 4 different academic categories of instructional support and/or Response to Intervention including Positive Behavioral Intervention. Method Schools is dedicated to providing a comprehensive solution of curriculum to successfully serve all level learners.

Method Schools complies with all state and federal laws for special education Individualized Evaluation Plan (IEP) students, 504 students and English Learner (EL) students. Within Levels 3 and 4 students weekly meet with a Test Preparation (TP) instructor at grade level to enrich learning within Reading/Math subject areas. Within levels 1 and 2 students receive interventions, Target Direct Instruction (TDI) and TP weekly instruction

within both Reading/Math subject areas. Intensive intervention students weekly meet with Academic Improvement Manager and/or are monitored weekly by a Student Success Manager (SSM).

Role of the Academic Improvement Manager

There are two key roles within the Multi-Tiered Support System – the Academic Improvement Manager and the Student Success Manager. The Academic Improvement Manager (AIM) is responsible for the overall academic and behavioral school wide interventions as well as challenge above mastery level students. AIM closely monitors instructional tools and benchmark assessments for Test Preparation (TP) and Target Direct Instruction (TDI) aligned to the CAASPP/Smarter Balanced Assessment. The AIM presents teachers with data driven instructional target state standard strands during TP and TDI for all grade levels.

The Academic Improvement Manager oversees the Multi-tiered Systems of Support (MTSS) according to the Renaissance Star monthly assessments in Language Arts and Math and identifies students who are below mastery tier range in Math and/or Language Arts and are in need of academic intervention sessions known as TDI added to their weekly schedule.

The AIM manages intensive intervention for students in kindergarten through 12th grade who are in need of a Student Success Team meeting (SST), 504 students and students who have an IEP. The AIM modifies pacing guides, monitors attendance to attend interventions, plans weekly check ins for students and closely works with parents to develop teaching coach, set to monitor student learning progress. AIM works closely with the Student Success Manager to ensure students are in compliance to school wide academic policies. The AIM safeguards student IEP goals to align instructional learning in targeted subject areas.

Role of the Student Success Manager

The Student Success Manager (SSM) is another integral role within the Multi-Tiered Support System and is designated to monitor student progress through collaboration with teacher and teaching coaches (guardian/parent). The SSM tracks student progress in learning using attendance records and percentage of work course completion. The SSM checks in twice weekly with students to ensure they are engaged in their learning. The SSM works closely with the AIM to apply multiple individualized interventions for intensive intervention students in kindergarten through 12th grade. The SSM and AIM set academic pacing guides for students to follow to sustain positive work habits in learning. The SSM communicates regularly to coordinate supporting application of interventions for students and closely monitors school wide policies are followed by students of all grade levels. The SSM also orchestrates SST meetings with student, parent and administrative staff.

MTSS Levels

Method uses a multi-tiered system of support to personalize learning for all students using the below guidelines to determine a student's level and prescribe the appropriate supports and interventions to foster academic growth.

Level 4

Gifted or at benchmark students within level 4 have scored at or above mastery level on the Renaissance Star monthly assessments in Reading/Math. Students have the opportunity to receive at or above grade

level curriculum to successfully support on going learning with healthy academic challenge. The program is flexible with the individualized learner through different exceptional programs such as Renaissance Star, Compass, California Assessment of Student Performance and Progress (CAASPP) Smarter Balance Digital Library, and Moby Max. Through the support of homeroom and Test Preparation teachers, students thrive in small group virtual learning settings. Level 4 group students experience customized learning guides to work at their own pace.

Level 4			
Intervention	Who	Frequency	Program
SMART goals for academic achievement	Student and teacher	Post-Renaissance Star assessment	Renaissance Star
Teacher provide at or above grade level academic challenge	Homeroom/Test Prep	Weekly	
Teacher assigned learning enrichment program for (ELA and/or Math) drill and practice targeting standard.	Homeroom/Test Prep	Weekly	SmartFox and/or Moby Max
Math enrichment practice and drill	Homeroom/Test Prep	Weekly	Math
Measure mastery via ICA after each presented unit to ensure on track learning.	Homeroom	By unit in homeroom and TP	Smarter Balanced Digital Library
Meet with Interventionist after monthly REN Star assessment: Revisit set goals or add another goal.	Student and Teacher	Monthly	Renaissance Star
Moby Max	Student	Reward Basis	Moby Max

Level 4 students will utilize all the general education curriculum, tools, and procedures. These may include but not limited to:

- Monthly Diagnostic and weekly Benchmark Assessments: Renaissance Star
- Course differentiation
- Curriculum course options: AP, Honors, Comprehensive, CORE, Remediation
- Career Courses
- Course Assessments
- Zoom Meetings one on one with homeroom teacher
- Small group Test Preparation within Zoom Meetings
- A-G Coursework
- College Guidance Program
- Virtual Office hours
- Mission and goals
- Monthly calendar pacing guide
- Cooperative learning online
- Virtual Instructional Support

- Parent/teacher conferences

High Achiever Students

High achieving students are identified by their CAASPP Smart Balance assessment, Renaissance Star assessment, SmartFox course performance and teacher/parent observation. High achievers include but not limited to:

- Advanced course options
- Opportunities for leadership and acquisition of mentoring skills
- Flexible scheduling to allow for learning extensions outside the school
- A variety of learning activities above grade level
- Participation in enrichment activities beyond the assigned curriculum

Level 3

Method Schools identify students who are working at mastery level with potential to demonstrate academic growth based upon Renaissance Star and CAASPP assessment results and parent/teacher observations. Students meet regularly, one on one, with the Academic Improvement Manager to set attainable SMART goals post Renaissance Star Assessments. Weekly, the homeroom teachers closely monitor progress in learning within core curriculum and offer any extra academic support, and Test Preparation (TP) instructors provide, data driven instruction, drill and practice to the specific deficient strands in order to improve gaps in learning in hopes to increase mastery level in specific subject area. Each small group lesson given, Reading and/or Math, contain an exit ticket of the benchmark embedded in the lesson to ensure student have attained learning strands.

Level 3			
Intervention	Who	Frequency	Program
1:1 Goal Setting Session with Interventionist to establish SMART goals	Student and AIM	Post- Renaissance Star assessment	Renaissance Star
Closely monitor and differentiates lessons to assist student's understanding	Homeroom/Test Prep	Weekly	
Teacher assigned learning enrichment program (ELA and/or Math) drill and practice targeting standard. Bridging foundational gaps in learning	Homeroom/Test Prep	Weekly	
Math enrichment practice and drill	Homeroom/Test Prep	Weekly	Math
Measure mastery via ICA after each presented unit to ensure on track learning.	Homeroom	By unit in homeroom and TDI	Smarter balance
Meet with Interventionist after	Student and AIM	Monthly	Renaissance Star

monthly REN Star assessment: Revisit set goals or add another goal.			
Moby Max	Student	Reward Basis	Moby Max

Level 3 students will utilize all the general education curriculum, tools, and procedures. These may include but not limited to:

- Monthly Diagnostic and weekly Benchmark Assessments: Renaissance Star
- Course differentiation
- Course Assessments
- Zoom Meetings one on one with homeroom teacher
- Small group Test Preparation within Zoom Meetings
- A-G Coursework
- College Guidance Program
- Virtual Office hours
- Parent/teacher conferences
- Mission and goals
- Monthly calendar pacing guide
- Cooperative learning online
- Virtual Instructional Support

Level 2

Method Schools identify below mastery level students through a variety of student data, which include the following: CAASPP assessment results, Renaissance Star monthly assessment, course performance and parent/teacher observations.

Students within below mastery level range are required to attend a mandatory intervention Math and/or Reading class called Targeted Direct Instruction (TDI). The TDI instructor creates lessons specifically to target foundational strands in their learning delivered in a small virtual group setting. This is a virtual zoom meeting with an instructor target specific state standards in subject area of English and/or Math with an exit ticket to ensure attainment of state standards.

Most students within level 2 are referred to a Student Success Team (SST) meeting which include the following team: teacher, parent, student, and administrator. The SST team follows a traditional format in screening of all students with behavioral and academic challenges before a student is referred to special education. A comprehensive referral form develops modified learning plan to ensure student to redeem progress in learning. Follow up SST meetings for each student are conducted and scheduled intervals established in the prior SST meeting. Students are closely monitored for participation in all course work, and virtual zoom meetings with homeroom, TP and TDI teachers.

Academic Improvement Manager meets with students who struggle with consistent routine and expectations of virtual learning. The Academic Improvement Manager (AIM) and Student Success Manager

(SSM) collaborates with RSP teacher, parent and student to hold all stake holders accountable to the academic plan.

Monthly, students will revisit set academic goals and accountability to learning with AIM. The SSM instructor develop weekly check in to ensure students are participating in their personalized academic plan.

Level 2			
Intervention	Who	Frequency	Program
1:1 Goal Setting Session with Interventionist. Interventionist and teacher conference on the attainable goal set for student. Parent notified of the goal. Customize teaching strategies and the amount of time with checking in, TDI or one-on-one tutoring with student.	Student, Teacher, and AIM	Post- Renaissance Star assessment	Renaissance Star
Closely monitor and differentiates lessons to assist student's understanding	Homeroom/Test Prep	Weekly	
Teacher assigned learning enrichment program (ELA and/or Math) drill and practice targeting standard. Bridging foundational gaps in learning	Homeroom/Test Prep	Weekly	
Math enrichment practice and drill	Homeroom/Test Prep	Weekly	Math
Measure mastery via ICA after each presented unit to ensure on track learning.	Homeroom & TDI	By unit in homeroom and TDI	Smarter balance
TDI: Targeting set goal. Teacher requests sample work and addresses corrections. Models the standard in a lesson. Student required to display full comprehension of skill required to attain standard or benchmark	TDI Instructor	Weekly	
Moby Max	Student	Reward Basis	Moby Max
Meet with AIM after monthly REN Star assessment: Revisit set goals or add another goal.	Student, Parent, and AIM	Monthly	Renaissance Star
Parent/Student meeting to revisit the level of commitment with virtual	Student, Parent, and AIM	As needed	

learning.			
SSM Instructor develop individualized academic plan	Student, Parent, and SSM	Weekly	SmartFox, Renaissance Star

Level 2 students will utilize many of the developed interventions within the MTSS. Before progressing to full evaluation for special education, the will be implemented for a period of time determined in the SST. Below Mastery students include, but are not limited to:

- Monthly Diagnostic and weekly Benchmark Assessments: Renaissance Star
- Course Differentiation
- Individualized learning plan
- Mandatory TDI course in Math and/or Reading
- Test Preparation
- SST Meeting to ensure academic plan
- Extended time with course pacing
- Virtual Instructional support
- One on one meetings with Academic Improvement Manager
- Supplemental online course curriculum to bridge learning gaps
- SMART plan implementation
- TDI, TP and homeroom teacher collaborate academic strategies for individual students
- SSM develop a customized academic plan

Level 1

Level 1 students are identified as Far Below Basic level range based upon the following data indicators: CAASPP Smarter Balance data, monthly Renaissance Star assessment, course performance, and teacher/parent observation. A Level 1 student receives an intensive intervention program to ensure progress in learning in addition to bridging gaps in learning through different program platforms. Intensive intervention students are required to attend “Double TDI” in place of their Test Preparation class. Weekly, students meet with TDI groups, both Math and Reading, lower grade levels to receive the foundational learning of state standard strands in order to progress in their current grade level.

If a student has an IEP, administrators and AIM collaborate with Resource Specialist Provider (RSP) teachers to comply with current IEP plan and goals set for student.

If student has an active 504 plan, school representatives monitor closely goals and modifications needed to ensure success in learning. Intense student monitoring by all teachers and AIM are mandatory to hold student accountable in learning.

Method Schools is dedicated to compliance with Special Education Local Plan Area (SELPA) and district policies on special education. Method Schools holds the responsibility to identify students who may qualify for special education services, to make referrals for evaluation, hold Individualized Education Plan (IEP) meetings, provide appropriate location for the special education teacher to work with special education students and to ensure that the TP, homeroom and TDI teachers are in compliance to the IEP set goals and plan for the student.

Level 1			
Intervention	Who	Frequency	Program
1:1 Goal Setting Session with Interventionist. Interventionist and teacher conference on the attainable goal set for student. Parent/student immediate conference with Interventionist. Customize teaching strategies and the amount of time with checking in, TDI or one-on-one with student.	Student, Teacher, Parent, and AIM	Post- Renaissance Star assessment	Renaissance Star
Closely monitor and differentiates lessons to assist student's understanding	Homeroom/Test Prep	Weekly	
Teacher assigned learning enrichment program (ELA and/or Math) drill and practice targeting standard. Bridging foundational gaps in learning	Homeroom/Test Prep	Weekly	
Math enrichment practice and drill	Homeroom/Test Prep	Weekly	Math
Measure mastery , after each presented unit to ensure on track learning.	Homeroom & TDI Instruction	By unit in homeroom and TDI	Smarter Balance
TDI: Targeting set goal. Teacher requests sample work and addresses corrections. Models the standard in a lesson. Student required to display full comprehension of skill required to attain standard or benchmark	TDI Instructor	Weekly	
Moby Max	Student	Reward Basis	Moby Max
Meet with AIM after monthly	Student, Parent,	Monthly	Renaissance Star
REN Star assessment: Revisit set goals or add another goal.	And AIM	Biweekly	SmartFox
Parent/Student meeting to revisit the level of commitment of online classes.	Student, Parent, and AIM	As needed	
Student meets with SSM	SSM, Student, and Parent	Weekly	SmartFox, Renaissance Star

Level 1 students will be served with following accommodations and intensive intervention structure:

- Alternate Curriculum
- Individualized Educational Plan (IEP)
- Weekly Zoom Meetings with Homeroom teacher
- Double TDI for intensive intervention for learning gaps
- RSP teacher Instructional Support as determined by IEP
- Extended time for work completion and course performance
- Customized pacing guides
- Teachers available for virtual tutorial
- Student Success Team (SST)
- Weekly meetings with the SSM (Student Success Manager)

Behavioral Interventions

Behavioral assessments may be conducted if the area of concern for a student is behavioral. This assessment assists in developing a comprehensive intervention plan for the student. During this assessment qualitative and quantitative data is compiled to ensure the developed plan addresses the whole student and all of his needs. Counseling or therapeutic services may be prescribed.

Evaluations for Special Education

Multi-Tiered System of Support (MTSS) is designed to be a systematic and effective tiered intervention framework to address academic, social, emotional, and behavioral concerns for all learners. This system is also used to identify strengths and weaknesses and to provide data and documentation of interventions for students who are being assessed for eligibility of Specific Learning Disability (SLD) or suspected other Health Impairment (e.g., Attention Deficit Disorder and Tourette Syndrome); Emotional Disturbance; Autism (e.g., Asperger's or High Functioning Autism); Speech-Language Impairments (Language or speech disorders); Intellectual Disability (ID); or Physical Disabilities and Section 504 American with Disabilities Act (ADA) eligibility.

The special education referral process is guided by an ongoing review of academic and behavioral data of learners who are suspected of having special needs and show potential signs of needing special education and related services. Method School's primary internal method for referral for assessment is based on key components of the multi-tiered system of support and usually involves a Student Success Team meeting. If a parent/guardian believes her child may have a disability, the parent may notify Method Schools instructional staff or administration to arrange for an evaluation. The parent request for special education testing and evaluation will trigger legal timelines, and Method Schools follows all legal mandates for a timely response. After a student is referred for evaluation of any learning disability, Method Schools will provide the student's parent or guardian with a plan for evaluation within 15 days of the referral and ensure the parent or guardian understands that he related services will be provided at no cost to them. From there, Method Schools will acquire written consent from the parent or guardian and before conducting the evaluation, which will take place within the legal 60-day timeline from the original request.

Method Schools' staff and special education department will be responsible for distributing all information to determine the student's disability, eligibility for services and determining the required services. An interpreter will be provided if necessary.

The types of assessments that may be used for determining eligibility for specialized instruction and services are determined by Method Schools staff, special education department, and any contracted

service providers. These assessments will generally be performed by a qualified school psychologist, academic consultant and a nurse if applicable.

The assessments could include, but are not limited to:

- Individual academic testing
- Interviews or facilitator observations
- Review of school records, progress reports, work samples and course progress
- Parent reports

Method Schools aligns to the following evaluation guidelines, unless in conflict with SBE, CDE, or SELPA policies and procedures, in which case, those policies will apply:

- The student is evaluated in all areas related to the suspected disability
- Parents or guardians of any student referred for evaluation are given their written consent for the school to conduct the evaluation
- A professional with expertise of the suspected disability conducts the evaluation
- All necessary multiple assessments are delivered by qualified professionals to measure the student's strengths and needs
- Evaluations will be delivered without cultural, racial or gender bias
- Evaluation results will be delivered to the parent/guardian in their primary language, and an interpreter will be provided if needed
- Evaluations will be adapted as needed for students with impaired sensory, physical or speaking skills and a multidisciplinary team will be assigned to evaluate the student

Once the evaluation is complete, Method Schools holds a meeting to review all results of the evaluation and determine whether the student is eligible for special education by meeting the criteria for one or more of 13 disabling conditions. Method Schools will then conduct an initial IEP meeting for the student to

Enrollments with an Existing IEP

When a student enrolls at Method Schools with an active IEP, an IEP meeting is held within 30 days to review the existing IEP, discuss the student's current performance and needs, and offer necessary placement and services. Unless a new IEP is needed, Method Schools aims to implement the existing IEP or as agreed upon by the parent or guardian.

Within Method Schools' Multi-Tiered System of Support, a variety of interventions and strategies are provided to the student. Interventions are outlined above, but can include:

- Skill targeted, adaptive curriculum
- Moby Max reading and math skill practice
- Targeted Direct Instruction based on specific skill deficiencies identified on an ongoing basis per diagnostic assessment
- One on one tutoring with subject area teachers
- Alternative assignments that reinforce critical concepts
- Benchmark assessments to assess specific skills and help guide instructional sessions
- Small group instructional sessions

Plan for Students with Disabilities

Method Schools continues to build on and refine the implementation of a wide variety of accommodations for students with disabilities. All Method Schools staff that support special education students receive ongoing professional development including updates to policies, latest strategies on working with disabled

learners and instructional practices that support students with diverse learning styles and abilities. All Method Schools instructional, support and administrative staff participate in the ongoing professional development sessions to comply with state and federal special education laws, including those sponsored by Method Schools or Method Schools' Special Education Local Plan Area (SELPA), Antelope Valley SELPA. Professional development topics include but are not limited to: early identification and indicators of learning disabilities within students, instructional accommodations for observed deficiencies and behaviors and the steps to follow if it is suspected that a student has a learning disability.

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 1990 ("Section 504"), Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights ("OCR"). Additionally, 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.

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 Antelope Valley 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

Modified Inclusion Model

Method Schools aims to provide the variety of options specified in Education Code Section 56361 through participation in special education programs and services in the same manner of other public schools within the SELPA. Method Schools works to provide special education services within a modified inclusion model, for students with exceptional needs for whom Method Schools educational program is qualified as the least restrictive environment. Appropriate and most effective instructional and related services are provided, consistent with the student's Individualized Education Plan (IEP). All instructional, support and administrative staff work closely together to ensure that appropriate and the most effective accommodations are provided and that the learning environment and curriculum are modified in alignment with each student's IEP. Method Schools closely monitors student progress toward all goals specified in the IEP and the IEP team will formally review goals and progress towards goals on an annual and triennial basis.

Development, Implementation, And Review Of IEP

Method Schools collaborates with Special Education Assistance and Technical Support, Inc. (SEATS) in providing a comprehensive Special Education program for students. SEATS assists Method Schools instructional, support and administrative staff in administering IEP meetings, evaluating potential IEP students and coordinating support services.

As part of the IEP process, every student who has been evaluated and identified as special needs by the school has an IEP that includes evaluation results and eligibility determination for special education services. The IEP also includes modifications and accommodations within the general education environment and Method Schools ensures that students with IEP's are supported in the Least Restrictive Environment, yet if the student's IEP team determines that the student requires an alternative placement; the school will work with the student's home District to ensure an appropriate placement and services.

Each student with an IEP is assigned an IEP team that facilitates the development of the IEP, implementation and progress of the student. Additional attendees may be invited to the meeting based on providing pertinent feedback or progress on the student. The team accommodates the needs of the parent in scheduling the meeting to ensure it fits his schedule and needs. All decisions regarding the student's special education program are made by the IEP team. Method Schools' IEP is comprised of the following individuals:

- Director or designee
- Parent or guardian of the student for whom the IEP was developed
- Student, if appropriate

- Method Schools teacher assigned to the student
- All specialists providing special education services to the student
- Appropriate professional with evaluation results

Upon completion of the meeting, a copy of the IEP is provided to the parent in accordance with state law, District and SELPA policies, as applicable and based on the parent or guardian's written consent, Method Schools implements the IEP, including all required elements.

The IEP includes:

- Statement of the learner's present levels of academic performance
- Clear rationale for placement decisions
- All services the learner will receive, based on the team's evaluation
- Clear description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Measurable annual goals for the student
- Detailed description of how the student's progress will be measured and monitored
- Explanation of the extent, if any, to which the student will not participate in the general education program
- Any accommodations necessary to measure the academic achievement of the student on state and district assessments
- Any pertinent transition goals for work-related skills.

IEP meetings adhere to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- Upon completion of a formal assessment or reassessment
- If the parent or facilitator feels that the student has made significant educational growth or a lack of anticipated progress
- When an Individual Transition Plan is ("ITP") required at the appropriate age
- If the student has been suspended or exhibited a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior
- Prior to the expulsion of a learner with an IEP, to determine if the learner's misconduct was a manifestation of his/her disability
- If the parent or guardian, Method Schools instructional, support or administrative staff, the SELPA, contracted service providers, or the student has communicated a concern about the student's progress

The IEP team conducts a formal review at least once a year of each IEP to determine if the IEP is meeting the student's needs and may make modifications to the plan. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, where the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or any IEP team member believes the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year by submitting a written notice addressed to the school. Once the request is received, the IEP Team will have thirty days, not including school vacations greater than five days, to hold the IEP meeting. The school encourages open

communication between the parents and the SELPA for any items related to the special education services. Method Schools students with IEP's continue to participate in the educational program, unless the IEP recommends otherwise.

The student's progress towards meeting the annual goals are communicated to the parents on a quarterly basis throughout the school year. This progress report provides documentation of the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review and address any reasons the student did not meet the goal.

Strategies for Instruction and Services for Student's with IEPs

Method Schools' Multi-Tiered System of Support provides a highly personalized, data driven and systematic intervention plan for students of all abilities, including those with learning challenges. Method Schools complies with the federal mandate of the least restrictive environment (LRE) and mainstreams students as much as possible in accordance to their established IEP. Because each IEP requires different modifications for instruction and services, Method Schools instructional, support and administrative staff personalizes interventions applied per student, based on their needs and goals identified in the IEP, in addition to the student's assigned services.

Some of these interventions may include: Targeted and personalized instruction either one on one or in small groups, Education Specialist may provide support services in the classroom or in a small group, additional support from contracted support professional such as nurses, speech language pathologists, school psychologists, Adaptive Physical Education Facilitator (APE), autism behavioral or occupational therapists or counselors. Method Schools monitors and evaluates all special education staffing, service providers, methods, and strategies on a continuous basis to assure that all services provided are effective and of the highest quality. Method Schools exercises the option to employ a high-quality Special Education service provider who can coordinate the special education related services and instruction for our IEP students.

These types of special education service providers include:

- Credentialed special education facilitators
- Resource specialists
- School psychologists
- Occupational therapists
- Physical therapists
- Speech language pathologists
- Psychologists
- School nurses
- Interpreters for students who are deaf or hard of hearing

Section 504 of The Rehabilitation Act

Method Schools adheres to its legal responsibility to ensure that no qualified student with a disability, based on the basis of the disability, shall be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any Method Schools program. Any student who has an objectively identified disability that substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school. For any such student, a 504 team is assembled by Method Schools and includes the Director or designee, parent or guardian, the student if appropriate, the assigned teacher and any other qualified persons knowledgeable about the student, the meaning of the

evaluation data, placement options, and accommodations. The 504 team reviews the student's current academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The evaluation shall be carried out by the 504 team who will evaluate the student's disability and the impact it may have on the student's education. This evaluation includes consideration of any behaviors that are obstacles to participation in the educational program. The 504 team may also consider the following information in its evaluation:

- Tests and any other evaluations administered by trained personnel
- Tests and any other evaluations that include those aimed to assess specific areas of educational need
- Tests and any other evaluations that include those aimed to assess specific areas
- Tests selected must accurately reflect the student's achievement level, rather than reflecting the learner's impaired sensory, manual or speaking skills, if those issues are present within the student

The 504 team makes the final determination of identified student disability and provides the parent with written notice in their native language and along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the learner for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team. If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining any accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). The 504 team shall consider all relevant information utilized during the evaluation of the student in developing the 504 plan and describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, Method Schools instructional, support and administrative staff and any other participants in the student's education, must have a copy of each learner's 504 Plan. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

Reporting/Due Process and Procedural Safeguards

Method Schools works closely with all service providers and the SELPA to collect and maintain the following information on disabled students as required by IDEA:

- All students with disabilities being provided special education services by age, grade, category of disability and the number of learners with disabilities who are English Learners
- All students provided with test modifications and the types and the number of learners exempted from assessments
- Settings in which students with disabilities receive services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom
- Students with disabilities suspended and length of suspensions
- Reason students with disabilities exited the Method Schools program

Method Schools assumes the responsibility to ensure confidential, accurate and timely reporting within a central location with all special education evaluation materials and IEP's. Currently all records are held within IDEA guidelines in a password protected portal provided to Method Schools by the SELPA.

Method Schools oversees access to all records and is responsible for ensuring that all providers responsible for the implementation of a learner's IEP have access to a copy of the IEP and are informed of their specific responsibilities in implementing the IEP. Parents or guardians of students with IEPs are required to give written consent for the evaluation and placement of their child, which will be included in the decision-making process when change in placement is under consideration and are an integral part of the team meetings in developing their child's IEP. If a student with an IEP is faced with a suspension for more than ten days or an expulsion, the IEP team will meet to determine if the student's misconduct was a reflection of his or her disability. Any concerns or disagreements raised by the parent will be addressed by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, the parent or guardian has the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Method Schools will provide the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions. In the event that a parent or guardian files a request for a due process hearing or request for mediation, Method Schools will work with the SELPA to defend the case. Parents or guardians also have the right to file a complaint with the District and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Plan for Each Subgroup of Pupils: English Learners

Method Schools meets all applicable legal requirements for English Learners ("EL") in regard to annual notification to parents, student identification, placement, program options, EL and core content instruction, facilitator qualifications and training, re-classification 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

Reclassification Procedures

Reclassification procedures accounts for a variety of factors in determining student reclassification and include the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the ELPAC.
- Participation of the student's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the student's academic growth and mastery.
- Parent input through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent/guardian opportunity to participate, and encouragement of the participation of parents/guardians in the School's reclassification procedure including seeking their input during the reclassification process.
- Comparison of the student's performance in basic skills against an established range of performance and basic skills based upon the SBAC and Ren/STAR performance of English proficient students of the same age that demonstrate that the student is sufficiently proficient in English to participate effectively in standard, grade level curriculum.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

English Learner Instructional Strategies and Curriculum

EL students receive additional English Language Development assistance from teachers. This assistance will include academic support in vocabulary development and comprehension outside of the student's core courses. Assistance may also include working with the core course instructor(s) to insure the students receive the help they need to increase their English language development and be successful in their courses. EL instructional support integrates SDAIE (Specially Designed Academic Instruction for English) strategies applicable to an independent study context, including the use of graphic organizers, reading logs, vocabulary cards, and small group or one on one teaching virtually. Method Schools utilizes the following curriculum, instruction and interventions to support EL students:

- Smartfox Foundations and Test Prep courses are provided to students who do not have a native foundation in the English language. Supplemental curriculum programs are utilized to strengthen students' fundamental skills in English Language Arts. Based on their ongoing Ren/STAR scores, they are placed in Moby Max and Compass Learning to work in alongside their core courses throughout the school year.
- Weekly attendance in Targeted Direct Instruction (TDI) sessions to address deficiencies in both English and Math skills.
- Using SDAIE strategies, homeroom teachers work with their students in weekly one-on-one sessions to address missed concepts, strengthen English speaking, listening, and writing skills, and monitor their overall progress in all courses.
- Additional instructional time may be scheduled with a Student Success Manager (SSM) to address further deficiencies.
- English Learner growth is monitored regularly within Method's internal diagnostic assessment tool as well as their overall coursework, and student's learning plan is modified accordingly as students' needs change.

Long-term English Learners

Method Schools has developed key focus areas of instruction and interventions to support those students who may be identified as Long-term English Language Learners (LTEs), or those that have been enrolled in school for

six years or more and are stalled in progressing towards English proficiency without having yet reached a threshold of adequate English skills.

Initially, Method Schools teachers aims to prevent any student from becoming a Long-term English Language Learner by instilling the following instructional practices:

- Know their students and work to identify their Long-term English Language Learners
- Emphasize oral language and active engagement
- Provide explicit instructions and models
- Consistently focus on the development of academic reading and writing skills
- Focus on key cognitive and language functions required for academic tasks and use graphic organizers to scaffold those functions
- Build background knowledge, scaffold key concepts, and teach vocabulary
- Make connections, build relevance, affirm language and culture, and maintain rigor
- Check for understanding and monitor progress

Additionally, Method Schools utilizes emerging practices that address language, literacy, and academic issues and the unique needs of Long-term English Language Learners. Method Schools instructional, support and administrative staff aim to provide the following practices specifically for LTELs:

- Focus urgently on accelerating LTEL progress towards attaining English proficiency and closing academic gaps.
- Recognize that the needs of LTELs are distinct and cannot adequately be addressed within a struggling reader paradigm or a generic ELL approach, but require an explicit and urgent LTEL approach
- Provide LTELs with language development, literacy development, and instructional strategies that address the academic gaps
- Affirm the critical role of home language in a student's life and learning, and provide home language development where possible
- Provide LTELs with rigorous and relevant curriculum and relationships with supportive teachers and support
- Provide maximum integration of LTELs into the overall program, without sacrificing access to LTEL supports
- Actively encourage and support LTELs in becoming active participants in their own education

Monitoring and Evaluation of Program Effectiveness

The Head of Schools evaluates the program effectiveness for ELs in the Charter School with the following guidelines:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level
- and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies
- based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.

Based on ELPAC results per student, support options for English Language Learners include, but are not limited to:

- Curriculum that includes a variety of ELL tools to support learning in a second language. Tools include and are not limited to audio support, pre-teaching of vocabulary, and graphic organizers.
- Alternate EL curriculum available based on student need.

- Teachers will make effective use of their CLAD training.
- Project Presentations that foster multi-modalities

In addition, English Language Learners specifically:

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

Method Schools may provide English Language Learners' families with:

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

How students will be monitored:

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

All credentialed teachers will be trained and licensed in:

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

Ongoing Staff Development to Address English Learner Challenges

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

Socioeconomically Disadvantaged Learners

Method Schools instructional, support and administrative staff all receive training on recognizing symptoms and behaviors that indicate a child's need for additional support or resources, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. If any Method Schools staff has concerns regarding a student's access to basic resources, they can submit a request for a Student Success Team (SST), where the issues can be safely discussed. During this meeting identification of an access to needed resources will be thoroughly discussed such as referrals to community service organizations.

E. Transferability of Courses

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

Method Schools Graduation Requirements

220 Credits

Subject	Credits	UC Requirements
English/Language Arts	40 Credits	4 years of English
Math (Geometry Required)	30 Credits	3 years of Math
Science	30 credits	2 years Lab Science
History/Social Science	30 Credits	2 years of Social Science
World Language	20 Credits	2 years in World Language (3 years recommended)
Visual and Performing Arts	10 Credits	1 year of Visual/Performing Arts
Health	5 Credits	N/A
Physical Education	20 Credits	N/A
Electives	35 Credits	1 year



UC Aligned Graduation Requirements

Method Schools offers a comprehensive course catalog aligned to UC graduation requirements which includes: four years of English, three years of math, two years of social science, two years of lab science, three years in the same foreign language, one year visual and performing arts and electives. These are not reflected on the dashboard as they were not properly set up in the CALPADS system but have been submitted and will be reflected on the dashboard for the 2019-20 school year.

F. WASC Accreditation

Method Schools received an initial three-year WASC accreditation upon opening in 2015. During the merge of Method Schools K8 and Method Schools High School, the CDE closed Method Schools K8 and utilized the existing charter number for Method Schools High School, forming the new Method Schools, LA that now serves TK-12. Based on that substantive change, WASC required Method Schools, LA to pursue a new school accreditation, which was granted and now Method Schools, LA is WASC accredited through June 30, 2022.

Additionally, Method Schools Executive Director serves as a Chairperson on visiting committees for WASC 1-2 times per year and selected staff serve on WASC visiting Committee Teams each school year for enhanced experience and development with the WASC accrediting process and guiding principles.

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

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

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

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

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

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

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

- Highlight ways to seize opportunities for integrating 21st century skills, tools and teaching strategies into their instructional practice and help them identify what activities they can replace/de-emphasize.

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

2. Measurable Student Outcomes - Exit Outcomes/Graduation Standards

Method Schools Expected Outcomes

Student academic and personal growth is the highest priority amongst all instructional, support and administrative staff at Method Schools. All established goals reflect support to all students and are aligned to Method Schools' mission and to all laws that explicitly apply to charter schools. Method Schools ensures all students, including all student subgroups, unduplicated students, and students with exceptional needs, are learning and demonstrating growth. As part of the developed Multi-Tiered Support System and LCAP goals, Method Schools is aligned to school-wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress are measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments (SBAC), as well as state priorities detailed in California Education Code § 52060(d).

The instructional, support and administrative staff 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 student driven collaborative projects and self-paced academic content, students participate in activities that promote self-discovery of personal and academic knowledge and interests, which will refine their path to college and beyond.

Method Schools is committed to educating the whole child and appealing to all learning styles and modalities. Method Schools believes that each student should develop the following traits and skills by the time of graduation:

Problem Solving

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

Character & Citizenship

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

Critical Thinking

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

Life-Long Learner

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

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

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

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

All Method Schools' High School teachers monitor students' progression through the graduation requirements, ensuring they are on track to graduate. More than half of the Method Schools' high school students enroll credit deficient. Upon enrollment, every high school student meets with a transcript evaluator/high school counselor, who in collaboration with their assigned credentialed teachers, places that student on a graduation plan, upon completion of each course, the student's graduation plan is automatically updated within the student's online profile and the student is counseled further accordingly. Students meet with their teachers weekly where they have the opportunity and support to modify and discuss their graduation and post-graduation plans. Students in grades 9-11 participate in the SAT and all students are enrolled in the SAT Prep course throughout the school year. Though all high school students default to a-g approved core courses, Method Schools high school course catalog is comprised of a variety of options to serve students at varying academic abilities, including foundations, core, honors, and AP courses.

Exit outcomes for each student include:

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

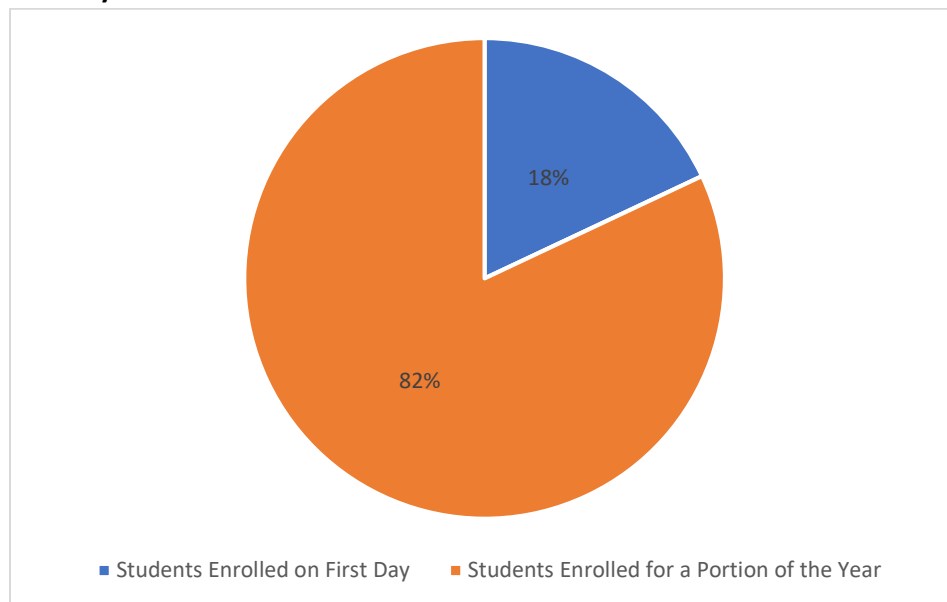
Mobility Rate

As an independent study/homeschool, Method Schools attracts a variety of students with diversified needs. Some may be may just need a different modality of learning in order for a more personalized experience, while others may have more specialized needs, or in some cases, temporary needs. Some of those the temporary needs may be due to an illness and need a modified setting for recovery, need to travel for a temporary amount of time, needs to recover credits at an individualized and monitored pace to try and catch up on credits, the

family has moved to the location temporarily and many other cases. Due to the wide variety of families' needs for an alternative educational setting, Method Schools is impacted by a significant mobility rate. During the 2017-2018 school year, 18% of enrollees were enrolled at Method Schools from the first day of school to the last. The other 82% of enrollees were enrolled with Method for just a portion of the school year. This can pose challenges to acquire longitudinal performance data for students and to maintain their enrollment long enough to implement the breadth of the program, including interventions, and to see the positive impact of those interventions and elements of the program.

Method Schools' approach to a highly mobile student population is to gather as much data on each student while they are enrolled and apply as many interventions and personalized support as possible while they are enrolled, ultimately promoting growth for each and every student. Method Schools consistently works on further development of offerings within the program, in order to retain students and keep them enrolled throughout the year and from year to year.

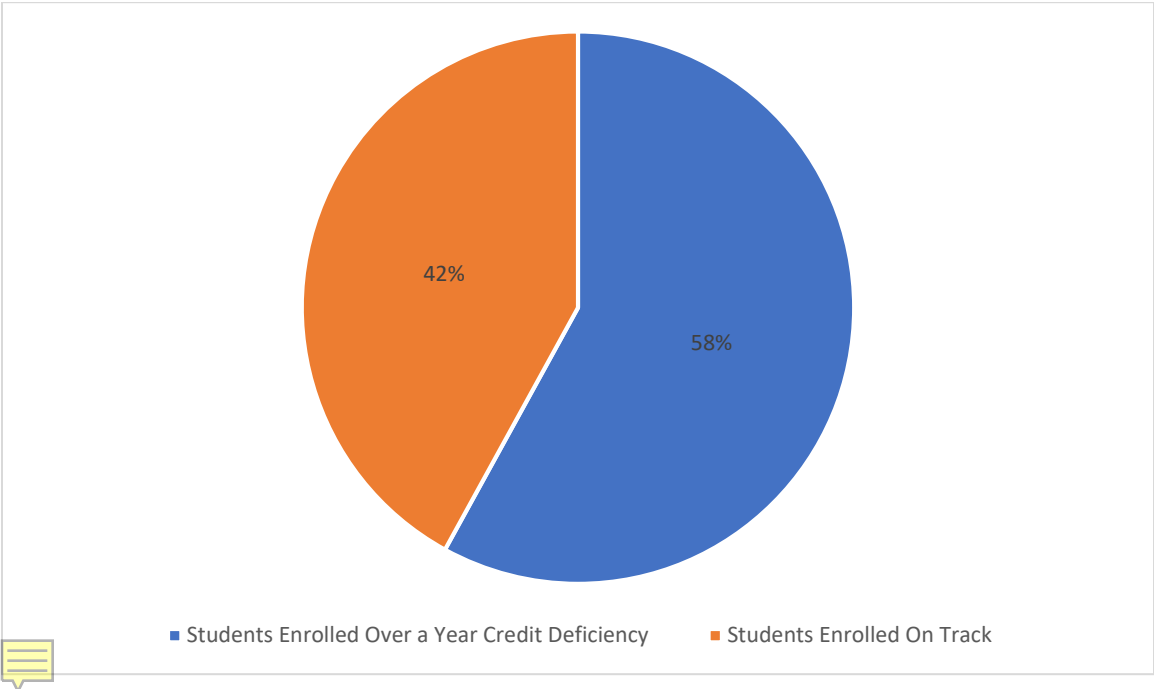
Mobility Rate 2017-2018



Student Enrollment with Credit Deficiency

During the 2017-2018 school year, 58% of the high school students that enrolled at Method Schools were over a year credit deficient towards graduation. Method Schools aims to support these students and get them on a track to graduation. Method Schools has implemented a variety of interventions to use within the Multi-Tiered Support System to assist these students in successfully gaining credits towards graduating, growing academically and exploring plans for post-graduation. Some of these interventions and program enhancements include: high school counseling, Student Success Team (SST) meetings. Targeted Direct Instruction (TDI), weekly one-on-one meetings with teachers, SmartFox credit recovery, foundations and study skills courses, and career and college exploration tile courses.

2017-2018 Enrollment with Credit Deficiency

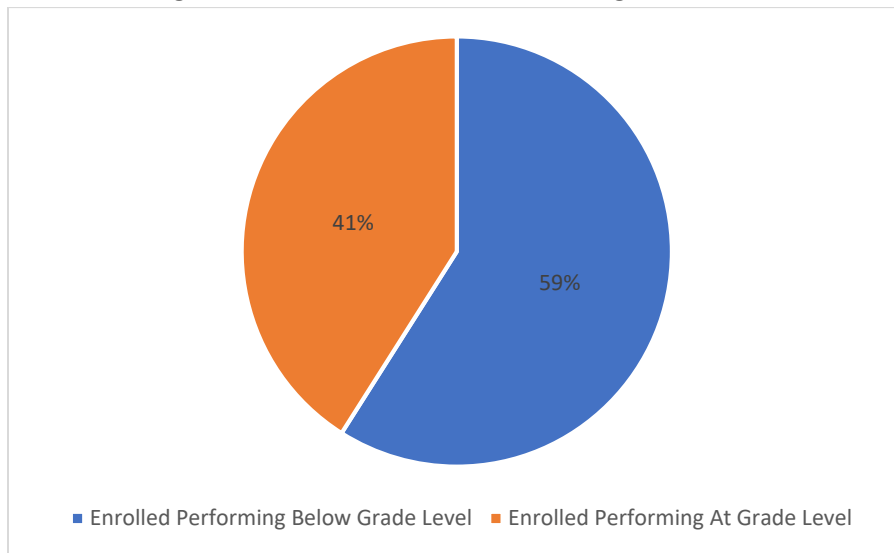


Student Enrollment Below Grade Level

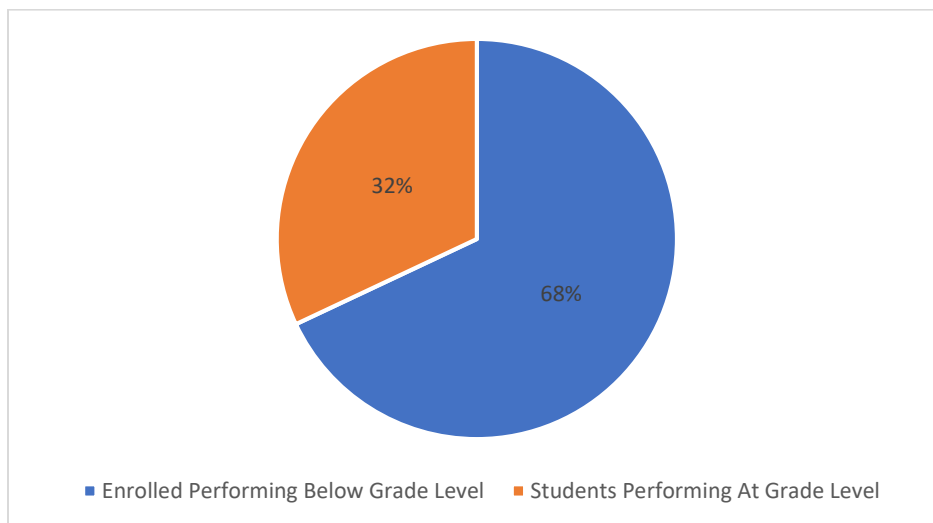
Upon enrollment at Method Schools, each student is required to complete the Ren/STAR diagnostic assessment in both reading and math to provide instructional, support and administrative staff to provide curriculum and support at the student’s instructional level. Additionally, this initial data helps Method Schools staff to identify areas of difficulty that may even reveal the need to evaluate the student more closely for deeper needs. Based on this incoming performance data upon enrollment, Method Schools has identified a trend that over 50% of the students that enroll at Method Schools, enroll performing at least a full grade below their current grade level. For the 2018-19 school year, 59% enrolled below grade level in reading and 68% enrolled below grade level in math.

Method Schools approach to the high number of students enrolling performing below grade level is closely guided by the Multi-tiered Support System. Method Schools instructional, support and administrative work urgently to compile all pertinent data for each student and apply appropriate interventions immediately. These interventions are outlined under the Multi-Tiered Support System within this document and aim to support every student to grow a minimum of a full grade level each year and ideally support each student to get as close to their current grade level as possible.

2018 Incoming Enrollment Performance in Reading



2018-2019 Incoming Enrollment Performance in Math



Graduation Rate

Method Schools is currently on its fourth year of operation and due to significantly high mobility rate, we do not have a cohort of students to track for full completion of our high school program and graduating. For the 2017-2018 school year, Method Schools successfully graduated the two 12th grade students that were enrolled. The graduation ceremony was held jointly with Method Schools other charter and its graduating seniors.

Method Schools is working on further differentiation and enhancements to the program to retain students for their entire high school careers.

SAT Data

Method Schools administered the SAT test for the first time during the 2017-2018 school year and had one single tester for the year and the student scored a 1300: 670 in Reading and Writing and 630 in Math, placing above the 90th percentile.

Method Schools plans to administer the test each year and continues to recruit additional students to participate moving forward. Method School content writers have developed a comprehensive SmartFox SAT Prep course that is delivered online and coupled with weekly virtual instructional sessions. This test prep course includes the same adaptive intervention tools as the SBAC test prep courses in that it provides content at a student's instructional level, alerts to the teacher on unmastered concepts and automated guided direction to refined content and instructional videos if they have not passed an assessment.

LCAP Academic Performance Goals and Data

Method Schools collaborates with all stakeholders each year in preparing a Local Control and Accountability Plan Update that sets goals for each of the eight state priorities identified in California Education Code § 52060(d), including specific annual actions for all instructional, support and administrative staff, students, and student subgroups to take in order to achieve each of the identified annual goals and fiscal allocations to support these actions. The following is each of the school's annual goals, pursuant to California Education Code § 52052:

- Goal #1: Raise/Improve the levels of all student performances to a high level of proficiency in CCCSS and 21st Century learning through specifically designed interventions, enrichment, differentiated instruction and parent education for all students in both ELA and Math, including all student subgroups.
- Goal #2: Enhance and improve student engagement, attendance, and achievement. Increase school connectivity, and overall physical/emotional wellness and resiliency for students. Increased support for a socially and emotionally safe and secure learning environment, free of emotional and digital harassment.
- Goal #3: Focus on and implement Career & College Readiness Skills for all students.

Per the comprehensive LCAP report included in the appendices, these goals are top priority to all stakeholders within the organization and are governed by the reported action items and financial resources earmarked to meet these specific goals.

CDE Dashboard

Some of the 2017-18 CDE dashboard for Method Schools is limited due to the local indicators not submitted for posting of the 2017-18 school year. Method Schools has since submitted all Local Indicators and they will be published for the 2019-20 school year. Additionally, due to high mobility rates, Method Schools did not have over 11 students enrolled in testing grade levels for the many measurements to be reportable. Method Schools has provided performance results based on individual performance in the data below.

College & Career

Method Schools offers a comprehensive course catalog aligned to UC graduation requirements which includes: four years of English, three years of math, two years of social science, two years of lab science, three years in the same foreign language, one year visual and performing arts and electives. These are not reflected on the dashboard as they were not properly set up in the CALPADS system but have been submitted and will be reflected on the dashboard for the 2019-20 school year.

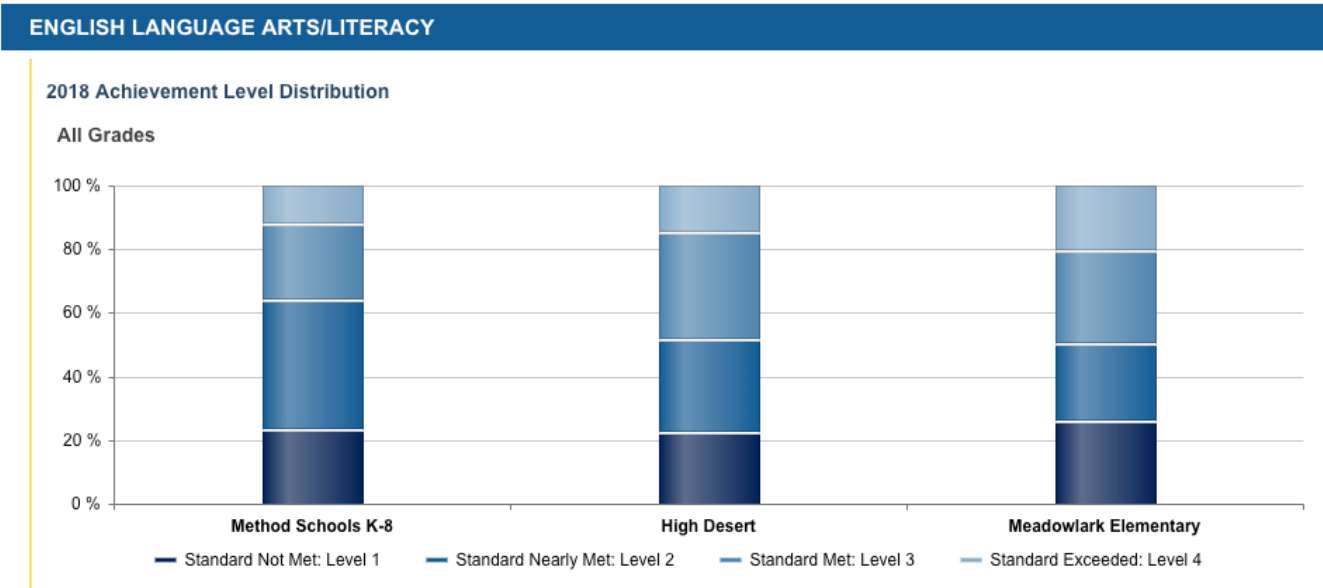
SBAC Data

Method participates in the Smarter Balanced Assessment Consortium as a primary measure of school success. The school implements policy and procedures to meet or exceed annual assessment goals and attains these goals by performing an analysis of the previous year’s scores and establishing target areas among sub-groups, including low-achieving students and English learners, and among curricular areas. The school staff then analyzes standards results in each subject and sets targets to raise an area that shows student deficiency. Method aligns financial and staff development resources with established target areas. Standards are further assessed by monitoring results on diagnostic or benchmark assessments, especially those within the target areas.

Due to low student enrollment numbers in certain grade levels that are required to take the SBAC, there is no published data for those grade levels, limiting the amount of available data. Method Schools relies heavily on our internal assessment tool to monitor students’ progress and to continue to enhance those assessment and intervention practices to better align to the SBAC assessment. Method Schools has made growth this school year within our internal assessment performance and will continue to enhance the Multi-Tiered Support System to meet our LCAP goals.

SBAC & Method Schools Comparative Data

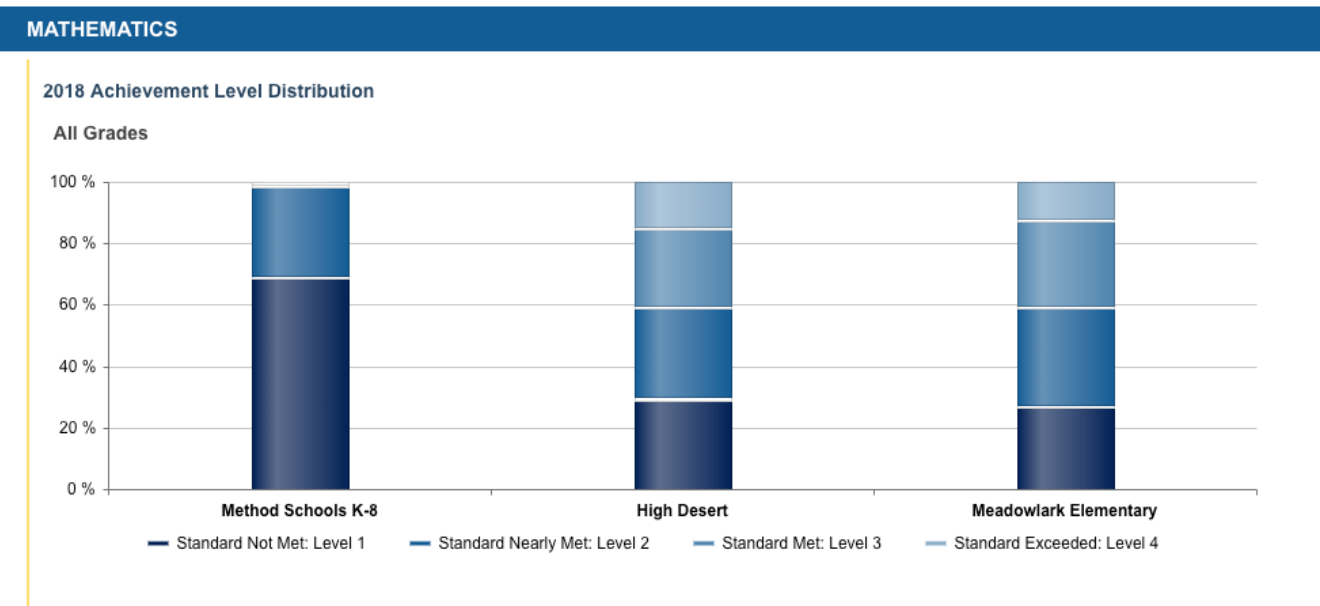
AADUSD/ and Method Schools, K8 English Language Arts Literacy Comparative SBAC Data



In the 2018 administration of the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts, Method Schools K-8 shared similar results to the Acton-Agua Dulce School District. Where 12% of Method Schools K-8 student population exceeded standard, 14% of High Desert’s population and 20% of Meadowlark scored in the same category. On the opposite end, 23% of Method students did not meet standard. High Desert and Meadowlark had a similar result with 23% and 27% of their students respectively scoring in the same category. Nearly 65% of Method students either nearly met or met the English standard.

63% of High Desert students and nearly 53% of Meadowlark Elementary students either nearly met or met the English standard.

AADUSD/ and Method Schools, K8 Math Comparative SBAC Data



In the 2018 administration of the CAASPP in Mathematics, Method Schools K-8 showed deficits in comparison to Acton-Agua Dulce School District. 71% of students did not meet standard, and 29% nearly met standards. Of students tested at High Desert, nearly 30% did not meet standard, 30% nearly met, nearly 26% met, and nearly 15% exceeded math standards for their grades. Similarly, at Meadowlark, 27% did not meet standard, about 32% nearly met, 28% met, and 12% exceeded standards for their grades.

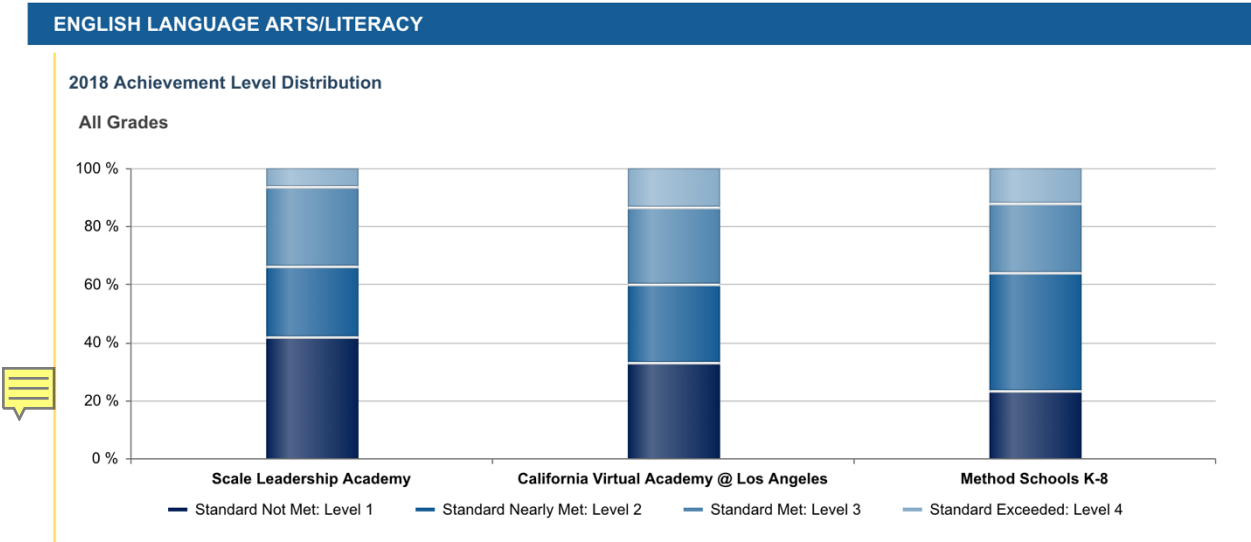
In response to deficits in English and Math as compared to Acton-Agua Dulce, Method Schools analyzed student data to find a higher percentage of students coming to Method far below their grade-level or with existing Individualized Education Plans (IEPs) especially in Grade 4, 5, and 7. Based on this, Method took several steps for improvement. Method Schools hired onto its staff an Academic Improvement Manager devoted to analyzing and improving student performance, a Student Success Manager who works closely with the Academic Improvement Manager to implement and see through interventions that might be applied to a student, and an additional math-credentialed teacher to provide additional instructional support in the form of added Targeted Direct Instruction (or TDI) and Test Prep sessions. Further, students identified with significant gaps in their learning were prescribed additional interventions as needed per student. Specifically, students were placed in additional TDI sessions, receive additional weekly check-ins each week with their mentor, and are closely monitored by the Academic Improvement Manager and Student Success Manager to ensure students are achieving academic growth.

AADUSD/ and Method Schools, High School Comparative SBAC Data

Due to a low number of 11th grade students enrolled at Method in its beginning years, a reasonable comparison cannot be made between Method Schools and Acton-Agua Dulce Unified School District.

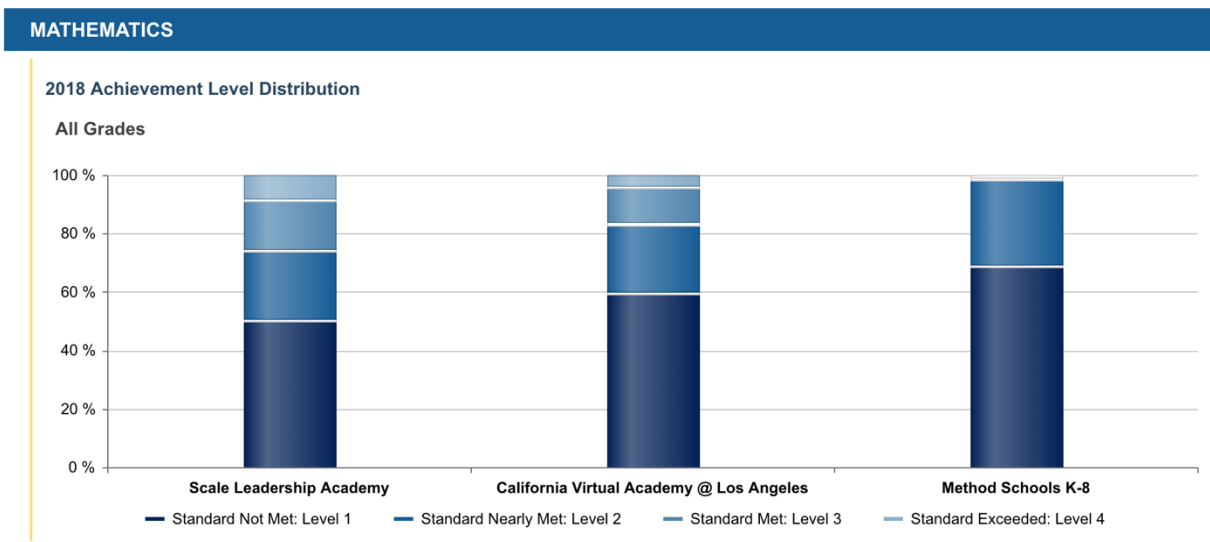
Method Schools is actively working on growing high school enrollment, retaining high school students currently served, and improving overall academic performance.

Method Schools, K8 English Language Arts Literacy Comparative SBAC Data



In the 2018 administration of the California Assessment of Student Performance and Progress, Method Schools, K-8 scores in English Language Arts were comparable to schools of a similar independent study model and serving similar grades. Where Scale Leadership and California Virtual Academy @ Los Angeles scored with 42.86% and 33.86% standard not met respectively, Method Schools K-8 only had 23.53% in the same category. Method also scored at the average with 35.29% of its students scoring at least met or exceeded in English Language Arts.

Method Schools, K8 Mathematics Comparative SBAC Data



In Mathematics, Method Schools, K-8 again had similar results to similar schools. Scale Leadership had the majority of its population (75.15%) score at nearly meeting standard or below and California Virtual Academy @ Los Angeles had 84.37 in the same category. Method Schools, K-8, 70.59% of students did not meet the standard where the remaining nearly met.

Method Schools, High School Comparative SBAC Data

Due to a low number of 11th grade students enrolled at Method in its beginning years, a reasonable comparison cannot be made between Method Schools and Acton-Agua Dulce Unified School District.

Method Schools is actively working on growing high school enrollment, retaining high school students currently served, and improving overall academic performance.

Subgroup SBAC Data

Subgroup SBAC data on the CDE dashboard for Method Schools is limited due to Method Schools not having over 11 students enrolled in each grade level or subgroup for the measurement to be reportable. Method Schools has provided performance results based on internally received student performance data, outlined below.

SBAC Three-year Performance Data

State achievement data provides Method Schools with one of several forms of student data from which inform further academic programs and interventions for students. As highlighted, Method Schools enrolls a wide variety of students with many needs, that can impact overall achievement data. Due to limited participants, those enrolling below grade level performance and enrolling late in the school year, the data shows room for improvement.

ELA Percent Met or Exceeded Standard

*Under 3 participants

^SPED students qualified for the California Alternate Assessments. Percentages shown here indicate students who demonstrated foundational understanding of content area (Level 2 or above).

Grade Level	2015-16	2016-17	2017-18
Grade 3	100%*	50%*	0%*
Grade 4	0%	50%*	50%
Grade 5	66%	0%*	33%
Grade 6	33%	20%	0%*
Grade 7	0%*	0%*	66%
Grade 8	0%*	50%	33%
Grade 11	50%	100%	100%
SPED^	N/A	0%	50%
SED	43%	25%	46%
Hispanic	50%	25%	50%

Though performance in English Language Arts showed growth in in Grade 7 and amongst SED students and maintaining performance in Grades 4, 11 and amongst Hispanic students, there are clearly identified areas for growth in English Language Arts for all students. As part of the newly Multi-Tiered Support System (MTSS), new supports and interventions have been systemized for all students in order to not only see growth in the population for each grade level represented, but in performance for ever grade level as well.

Math Percent Met or Exceeded Standard

*Under 3 participants

^SPED students qualified for the California Alternate Assessments. Percentages shown here indicate students who demonstrated foundational understanding of content area (Level 2 or above).

Grade Level	2015-16	2016-17	2017-18
Grade 3	100%*	50%*	0%*
Grade 4	0%*	50%	0%*
Grade 5	17%	0%*	25%
Grade 6	33%	0%	0%*
Grade 7	0%*	20%	0%*

Grade 8	0%*	0%*	0%
Grade 11	0%*	33%	100%*
SPED^	N/A	0%	50%
SED	29%	0%	0%
Hispanic	25%	15%	0%

Math performance showed growth in Grades 5 and 11 and drops in performance in Grades 4 and 7. Method Schools has identified Math SBAC performance as the most critical area of focus within the MTSS for all students. Details of the interventions and plans to improve both the SBAC ELA and Math scores are outlined below and within the outline of the MTSS.

In addition to analyzing annual state achievement data, Method Schools captures additional student performance data so that interventions can be implemented immediately for each student and on an ongoing basis. These other forms of data are:

- Monthly diagnostic assessment performance
- Freckle assessment performance during TDI
- Weekly test prep practice activity performance
- Course assessment performance
- Presentation of Learning (POL) performance
- Interim SBAC assessment performance

SBAC Performance Response

In response to SBAC test results, Method Schools has set annual LCAP goals in addition to refining and implementing a robust intervention program, the Multi-Tiered Support System (MTSS) outlined above, which included hiring a new team devoted to solely analyzing data and developing a program of interventions that responds quickly to students who demonstrate below grade-level skills and expanding both the level of instruction for all students as well as the level of variety of interventions for those demonstrating below mastery.

Method Schools has identified the following SBAC performance challenges to address:

- Low student enrollment numbers in some grade levels that test, limiting viable testing data
- High mobility rate with many enrolling during 2nd semester and less time for test preparation
- Over 50% of students enrolled below grade level in Reading and Math
- Over 50% of students enrolled over a year credit deficient
- Over 50% of students enrolled during the second semester of the school year, limiting time devoted for academic interventions

Based on these challenges and as part of the developed Multi-Tiered Support System, Method Schools has implemented the following to urgently address SBAC performance:

- K-8: Weekly semester long Reading and Math instructional sessions
- High School: ELA and Math assigned for a full semester with semester long Reading and Math classes

- K-12: Monthly administered diagnostic assessments with auto parent notifications and developed growth incentives
- K-12: Use of Freckle assessments that mimic the format and delivery of the CAASPP for students in all grade levels
- K-12: Weekly administered benchmark assessments integrated in weekly TDI sessions
- K-12: Weekly test prep curriculum and instructional sessions
- K-12: Weekly TDI sessions and double weekly TDI sessions for those performing more than a grade level below
- Monthly data reviews between Method Schools staff and administration along with monthly data reviews between Method Schools staff and students where monthly performance goals are set
- Additional support for each subgroup: SPED, SED and Hispanic groups, including additional RSP services, academic interventions and supplemental programs for basic skill reinforcement
- K-12: CAASPP practice testing administered twice per year
- High School: Required SAT prep course
- Increased efforts to recruit new students
- Increased efforts to improve and differentiate the overall program for greater retention rates

As highlighted, data illustrate that the majority of students entering Method are below grade level. In response, Method has implemented additional interventions specifically for these grade levels and the individual students. Intervention include additional Targeted Direct Instruction sessions in both English Language Arts and Math, increased 1-on-1 weekly check-ins between teachers and individual students, and targeted instruction on specific academic standards that each grade level lacks as determined by Method's internal diagnostic and benchmark assessment tool.

Monthly Diagnostic and Benchmark Testing Performance Data

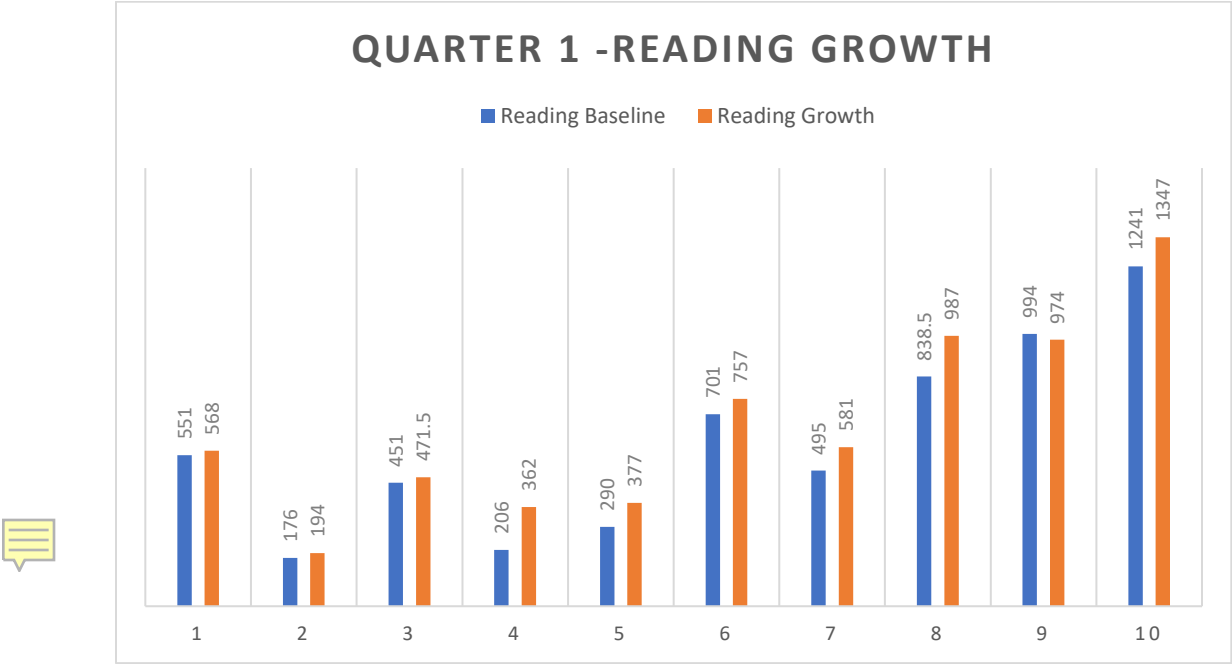
Method Schools utilizes Renaissance Learning, STAR adaptive diagnostic and benchmark assessments to generate student performance data that is regularly reviewed by instructional, support and administrative staff to guide and refine instructional practices and allocation of resources. Method Schools also utilizes Freckle, Moby Max and a variety of other assessment and intervention tools to provide as many sources of valuable data for each student's performance and academic standing. A data informed plan is developed with an annual timeline for gathering and analyzing various student achievement data and teachers discuss and act on behalf of the student achievement data, determine what modifications to instruction are necessary, and what new goals to set for student achievement. Monitoring performance of at-risk and low achieving students is ongoing throughout the year and is an integral part of the Multi-Tiered Support System, guiding the implementation of interventions. All assessment data is recorded in the student's SPP and regularly modified and aligned to interventions for optimal academic and instructional support.

In response to the SBAC performance data, Method Schools has identified the following goal for the 2018-2019 school year:

- Ren/STAR Reading Growth: 110 points per school year, average of 12-point growth per month, 36 points per quarter
- Ren/STAR Math Growth: 100 points per school year, average of 11-point growth per month, 33 points per quarter

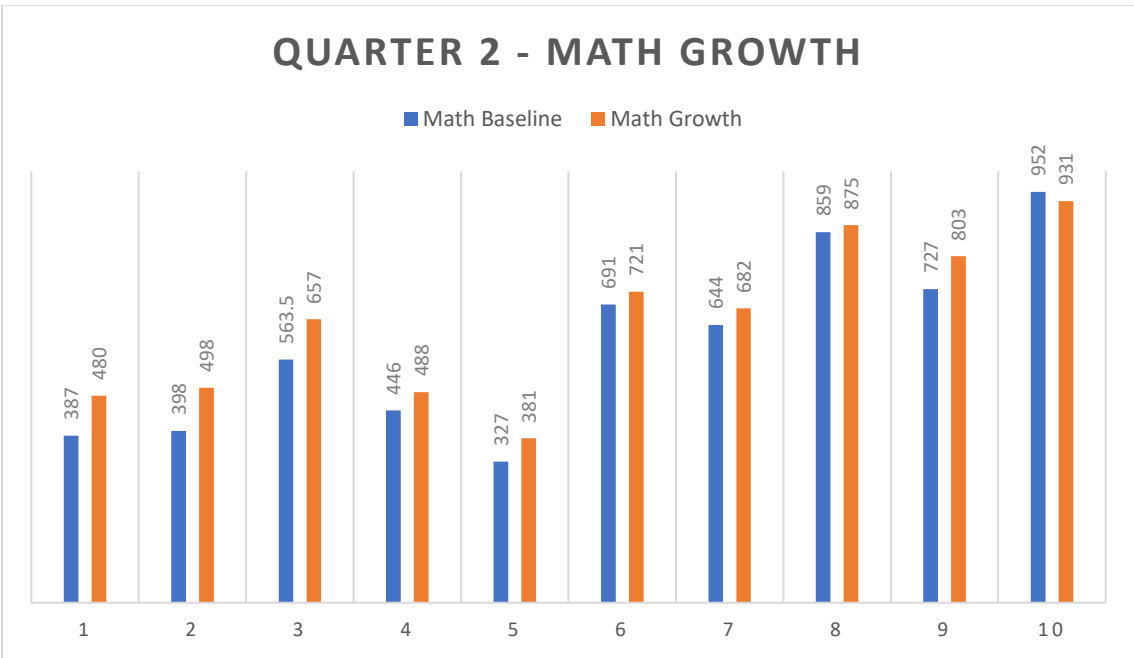
Within the first quarter of these changes, students across the board showed marked improvement in reading and math. With a growth expectation of 33-36 scaled score points in Reading and Math during the first quarter, nearly all grade groups met or exceeded the expectations for growth. Through increased efforts toward testing data and the implementation of interventions, nearly all grade levels showed the growth expectations based on Method’s assessment performance goals.

2018 Renaissance/STAR Reading Growth:



Every grade level exceeded the quarterly goal of 36 points growth in ELA, aside from Grades 1, 2, 3 and 9. Though Grades 1 and 2 do not participate in annual SBAC testing additional interventions such as extended TDI time and supplemental skill-based programs have been implemented to address deficiencies for those grade levels. All students in Grade 3 and 9 have been assigned to the Academic Improvement Manager (AIM) and Student Success Manager (SSM) to receive weekly targeted TDI and interventions to address deficiencies reflected in their assessment performance data.

Renaissance/STAR Math Growth:



Every grade level exceeded the quarterly goal of 36 points growth in ELA, aside from Grades 6, 8 and 10. Additional interventions such as extended TDI time and supplemental skill-based programs have been implemented to address deficiencies for those grade levels. Additionally, all students in Grades 6, 8 and 10 have been assigned to the AIM and SSMs to receive weekly targeted TDI and interventions to address deficiencies reflected in their assessment performance data.

Though there is room for additional growth, Method Schools has identified growth within the school year’s first quarter. With a growth expectation of 33-36 scaled score points in Reading and Math during the first quarter, most grade groups met or exceeded the expectations for growth. Through increased efforts toward testing data and the implementation of interventions, nearly all grade levels showed the growth expectations based on Method’s assessment performance goals.

Continued Interventions

Method leadership, teachers, support staff, 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 SmartFox learning management system provides 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 weekly meetings. The District receives data on student achievement through school reports and/or presentations to the District’s Board of Education. These reports and/or presentations occur at least twice during the School’s five-year charter period and include formative and summative data to demonstrate that the School is meeting state

performance standards. Method Schools will deliver the initial performance data report to the District's Board of Education at any time the District prefers.

Method Schools continues to apply interventions for each and every student and believes the below data reflects a potential for improved performance on the upcoming SBAC. Due to the numerous applied improvements and interventions, Method Schools is seeing growth in Reading and Math on the monthly administered diagnostic assessment per the data below. Within the first quarter of the 2018 school year, every grade level has shown growth in Reading and in Math, with the single exception of 12th grade Meth, which Method Schools Math teachers are addressing through multiple instructional and TDI sessions and additional Test Prep sessions. Method Schools believes SBAC performance will improve based on the performance growth on the ongoing Ren/STAR assessment results. Method Schools feel confident that the growth demonstrated in the Ren/STAR ongoing assessment performance will impact the annual SBAC scores and continues to refine the interventions applied for every student. Method Schools is always refining and improving the assessment and intervention process to ensure maximum success in student achievement.

LCAP Survey Perception Data

Method Schools administered surveys and focus groups for all stakeholders, including Board and staff members as well as parents and students. Results of the student and parent surveys are below and reflect percentages of participants that agreed or were neutral on the effectiveness of each identified subject area below:

Parent and Student Perception

	Parents	Students	Overall
Purpose/Direction	94%	96%	95%
Academic Value	90%	80%	83%
Instructional Support	92%	88%	84%
Culture	90%	88%	89%
Resources/Safety	100%	82%	91%
Communication	88%	88%	88%

These results show a need for enhancements in following key areas: Communication, perception of academic value and instructional support. There was feedback from parents and students that there was not enough communication on updates and upcoming events, student's current academic status, and enough praise when a student did well. Method Schools has since refined the website for updates on vital information and have increased email messaging on updates and critical information, along with ongoing virtual info sessions and recorded videos to help to answer questions and provide updated information. Additionally, each parent has an account created in the internal diagnostic assessment and curriculum portals and has the ability to log in at any time for current progress and performance data for their child. Each student's monthly diagnostic assessment results are reviewed with their teacher so that they are aware of their progress, celebrate their success, and set goals for growth. Students expressed that their time spent online can feel lengthy at times, so Method Schools has diversified the program and each element to better balance the daily academic and instructional activities.

Board of Directors and Staff Perception

Focus and interview groups were held with Method Schools in 2017 with Method Schools' staff and Board of Directors and key areas of perception per group are described in the following.

Board of Directors Perception

Method Schools Board of Directors expressed a level of confidence and transparency they have in the Administration and expressed a high level of comfort with their roles as Board members individually and as a whole in ensuring the ongoing delivery of the Method Schools mission and vision. The Board also expressed their pride in the diverse levels of experience they each bring to the Board and their ability to govern and not micromanage, due to their established and trusting relationships with Method Schools' administration. The Board shared that they feel confident in the ongoing communication and meeting procedures in alignment to the Brown Act and expressed interest on additional trainings, which they did participate in during June, 2017. Boards did express concern over the security of charter schools during changing political climates and are committed in collaborating with Method Schools administration to closely monitor changes in policy and legislation.

Staff Perception

Method Schools' staff expressed an overall belief in the effectiveness of the academic program along with their value of independent study as an educational model. They further expressed that the model not only allows for personalization, but also works well in teaching 21st Century skills to all students. Staff did express that it can be challenging to instructionally support all students who are all at potentially different places in the curriculum and that they appreciate TDI as it gives them the opportunity to address student deficiencies in a direct instructional modality, giving them more confidence that the student is not only given the personalized care needed, but retaining critical concepts as well.

Staff also expressed that they feel supported and empowered by administration to further develop elements of the program that they are most invested in and appreciate the innovative nature of the program overall. Staff shared concern that not enough time or resources were put towards students who were gifted or far ahead as most of their time was devoted to projects or applying interventions. Staff also shared the desire for aligned curriculum systems to make student progress more streamlined and available to students and parents on an ongoing basis. Staff would like to see more instructional time devoted to Character Ed to improve student daily interaction and concerted awareness of others. The teachers complimented the high character, culture, and atmosphere at Method Schools and administration has created an environment where new ideas, approaches, and strategies for student learning are not only accepted, but also encouraged. Staff did express interest in a more comprehensive teacher evaluation process.

3. The Methods by Which Pupil Progress Will Be Measured

Method Schools has developed a comprehensive, data driven, academic and intervention program aligned to the mission of creating educational practices that maximize personalization and empower students. Method Schools has developed our own Student Information System, Learning Management System and comprehensive, UC and NCAA approved online course catalog that also aligns to Method School's mission of creating innovative tools to maximize student success and outcomes. Our comprehensive program provides students with effective tools to impact student performance.

The following assessment and reporting tools are used as part of our data driven, academic and intervention program:

- STAR Renaissance diagnostic and benchmark assessments
- Freckle assessment and instructional differentiation platform
- Moby Max assessment and skill specific platform
- SmartFox intervention assessments and test prep adaptive assessments
- Smarter Balanced Assessment Consortium to measure academic achievement
- Targeted Direct Instruction
- CAST is used to assess students in Science courses
- CAA when applicable for SPED
- 21st Century skills are measured through student performance in online courses, Tile extension courses and extension assignments
- Adaptive diagnostic assessments are used to assist with course placement, diagnosis of instructional needs, and measurement of student gains across monthly and quarterly reporting periods.
- Benchmark assessments are used to aggregate and disaggregate data by selected criteria to better inform instruction.
- An ongoing school-wide performance accountability system (Ed Code, 47601) using assessments based on the California standards and blueprints for Language Arts and Math.
- Course lesson and unit assessments to measure achievement and confidence in the subject area.
- An annual Physical Fitness assessment for 5th, 7th and 9th grade students.
- ELPAC to measure progress for ELL students.
- Presentation and project rubrics created by teachers to measure success on student presentations and group and individual projects.

Common Core State Standards (CCSS)

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

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

Additional Standards

Method Schools also aligns its curriculum, program and practices to the following standards to ensure proper adherence to latest standards and support for students of all abilities:

- Next Generation Science Standards (NGSS)
- California Science Test (CAST)
- California Alternate Assessments (CAA)

4. Governance Structure of School

Parent Involvement in Governance

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

Board of Directors

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

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

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

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

Board Delegation of Duties and Director Responsibilities

The first duty and responsibility of the Method Schools Board is to promote and uphold the mission and vision of the School. The Method Schools Board of Trustees shall exercise final authority on all matters concerning the School. The Method Schools Board of Trustees' major roles and responsibilities include approving all major educational and operational policies, approving all major contracts, approving the school's annual budget,

overseeing the school's fiscal and legal affairs, hiring and evaluating the Director, monitor learner performance, progress toward school-wide goals, objectives, academic achievements/learner progress and financial status, and assessing any need for redirection, receive reports from, and providing recommendations to, the School Director and staff, execute all applicable responsibilities provided for in the California Corporations Code, participate in the dispute resolution procedure and complaint procedures when necessary and ensure the long-term viability of the School. The Method Schools Executive Director has the authority and responsibility of managing the day-to-day operations of the School including the selection of administrative, certificated, and classified personnel. Both the Executive Director and Business Director shall be responsible for ensuring that all funds generated by the School are expended to support the purposes and operations of the Charter, and shall, in every case, be invoiced and/or receipted according to Generally Accepted Accounting Principles (GAAP). The Executive Director and Business Director reports to the Board and attend Board meetings.

Board Meetings

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

Board Trainings

Board members may attend a variety of trainings throughout the school year to better support the entire Board and the School. Method Schools will extend the offer the Acton Agua Dulce Unified School District Board members the opportunity to attend Board trainings scheduled for Method Schools Board members.

Legal Status & Bylaws

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

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

The District will not be liable for any actions taken by the School. Method Schools will purchase and maintain, as necessary, general liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of the District's insurance programs or its own insurance program. If the school purchases its own insurance, it shall be equivalent to the District's program with respect to limits and

coverage. The School will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Administration shall maintain comprehensive range of insurance coverage, commensurate with that of other public schools and/ or nonprofit organizations of similar type and size, to protect both itself and the District. Details of this policy will be outlined in a Memorandum of Understanding (“MOU”) between the School and the District and a copy of this policy will be available to the District upon request. Education Code Section 47604 (c) provides that “an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school”. As an independent corporate entity, the petitioners anticipate that the civil liability effects of the operations of the School on the District will be minimal. The governance team shall be properly indemnified and the school intends to secure, as noted in the charter, appropriate insurance coverage to protect the school’s assets, staff, etc.

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



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

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

Method Schools provides excellent salaries and benefits to attract highly qualified teachers. Method Schools makes intensive efforts to recruit qualified teachers from charter school employment fairs, the teaching programs at local universities, charter organizations, and through the use of Ed-Join, LinkedIn or similar online tools. Strong content knowledge, familiarity with the target populations, innovative and create thinkers, problem solvers, and willingness to support the goals of the charter are underscored in the hiring process.

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

- SIS training
- Curriculum platform training
- Assessment preparation training
- Virtual teaching training
- RTI training
- Governance training
- SPED and special services training
- Data-driven instructional training
- Compliance training
- Charter School development

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

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

The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined by this charter petition. Method Schools checks all credentials prior to hiring any certificated personnel. Method Schools annually checks credentials and/or transcripts to ensure that they meet all state requirements to remain active.

Executive Director Qualifications



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

- Strong communication and community-building skills
- Deep knowledge of curriculum development and program design
- Commitment in carrying out the school's vision.
- The ability to build a professional learning community and the willingness to seek continuous improvement in student learning.
- An understanding of budget development and tracking.
- Sufficient understanding of charter school operations to monitor all "back office" operations.
- Sufficient understanding of charter school regulations to advise the governing board.
- The ability to use assessment data in analyzing school performance.
- A minimum of two years of teaching experience.
- The ability to advise, support, and inspire teachers, staff, students and parents
- Promoting a noncompetitive environment.
- Create the opportunity for staff to express ideas.
- Executive Director will hold, at minimum, a Master's Degree

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

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

Business Director (CBO) Qualifications

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

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

- Business Director will hold, at minimum, a Bachelor's Degree in Business, Finance, or Marketing (MBA preferred)

Mark Holley, Chief Business Officer of Method Schools

Mark Holley began his career 20 years ago, working in operations, marketing and finance within the TK-12 education space. He holds a B.S. in Business/Marketing, and an MBA where he specialized in entrepreneurship. Ever since he was a small child Mark found meaning in building things that helped others. Over the past few years, Mark has helped market some of the fastest-growing blended learning TK-12 schools in the western U.S. The ability to effectively market Method is an essential component of a truly scalable school model, and Mark's expertise in this area is relied upon. He also has experience working in school financial operations, managing a \$130 million dollar budget for Provo School District in Utah.

Head of Schools Qualifications

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

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

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

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

Teacher Qualifications

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

- Must hold a California Multiple-Subject or Single Credential for the teaching available teaching position.
- Must be CLAD certified.
- Must support the vision and educational program of the charter.
- Must demonstrate the ability to work with the target populations.

- Must be committed to student success and willing to take responsibility for student learning.
- Must have an understanding of virtual curriculum, environments, and support academic content virtually and in person.
- Must be reflective in their practice and willing to adapt instruction to the needs of the students using assessment data.
- Must be willing to work as a team member of a learning community.
- Must be willing to fulfill all paperwork requirements of independent study programs.
- Must be willing to perform various clerical duties required in a virtual program.
- Must be willing to attend all mandatory professional development training.

Special Education Teacher Qualifications

- Must hold a valid Special Education Teaching Credential or be enrolled in a University Internship program.
- Must support the vision and educational program of the charter.
- Must demonstrate the ability to work with the target populations of Special Education student.
- Must be committed to student success and willing to take responsibility for student learning.
- Must have an understanding of virtual curriculum, environments, and support academic content virtually and in person.



- Must be reflective in their practice and willing to adapt instruction to the needs of the students using assessment data.
- Must be willing to work as a team member of a learning community.
- Must be willing to fulfill all paperwork requirements of independent study programs.
- Must be willing to perform various clerical duties required in a virtual program.

Special Education Support Staff Qualifications

- Must hold a valid credential or certification in specialized area of SPED service
- Must support the vision and educational program of the charter.
- Must demonstrate the ability to work with the target populations of Special Education student.
- Must be committed to student success and willing to take responsibility for student learning.
- Must have an understanding of virtual curriculum, environments, and support academic content virtually and in person.
- Must be reflective in their practice and willing to adapt instruction to the needs of the students using assessment data.
- Must be willing to work as a team member of a learning community.
- Must be willing to fulfill all paperwork requirements of independent study programs.
- Must be willing to perform various clerical duties required in a virtual program.

Instructional Aide Qualifications

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

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

6. Health and Safety Procedures

Method Schools shall comply with all applicable federal, state and local requirements related to school and student health, safety, and emergency preparedness.

In order to provide safety for all students and staff, Method Schools has full health and safety procedures and risk management policies at the work place in consultation with its insurance carriers and risk management experts. These policies shall be incorporated as appropriate into the student and staff handbooks and shall be reviewed on an ongoing basis. These health and safety policies and procedures shall be made available to the District upon request.

Procedures for Background Checks

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

Method Schools requires every vendor to go through a thorough vetting process for approval and requires completed background checks of all staff members that regularly interact with students at any time.

Role of Staff as Mandated Child Abuse Reporters

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

TB Testing

Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students.

7. Means to Achieve a Reflective Racial and Ethnic Balance

In alignment to California Education Code Section 47605 (b)(5)(G), Method Schools will use a student recruiting strategy that includes but is not necessarily limited to the following elements or strategies to seek to achieve a racial and ethnic balance among students that is reflective of the authorizing District's boundaries:

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

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

Method Schools plans to participate in the annual ADDUSD hosted School Choice Fair and to provide updates and reports to AADUSD as frequently as desired.

Specific Marketing Actions

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

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

8. Admissions Requirements

Method Schools admissions process are available to all families to enable the school to have a diverse student body. All students are admitted, space permitting, and not determined according to the place of

residence of the pupil or of his or her parent or guardian. The School is non-sectarian in its programs, admission policies, employment practices, and all other operations, and does not charge tuition or discriminate against any student based on ethnicity, national origin, gender, sexual orientation, disability or any other reason disallowed by law.

Method Schools shall maintain complete and accurate records of its annual admissions and enrollment processes. Available to the district upon request. Whether outsourced or managed internally, prior to enrollment families are informed of our admissions requirements. If enrollment exceeds a number the school can accommodate, students will be selected through a randomized lottery. In this case, parents will need to attend a virtual information session which will be held a minimum of two different days and times per month, during enrollment months.

The Method admission policy includes:

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

Method makes efforts to ensure that the school attracts and enrolls a diverse population that is representative of the overall demographics of Acton Agua Dulce Unified School District, which is situated in the largest and one

of the most diverse counties in the United States. As a school authorized in Los Angeles County, it is essential to continually modify the marketing and recruiting process based on updated data. This includes the necessity to attract students who are classified as lower performers. In fact, many of these students are only performing at a lower level than their peers because they would benefit from an alternative environment and more self-pacing.

Method reaches potential students through:

- Partnerships with school districts
- Partnerships with athlete groups, dance clubs, acting groups, etc.
- School website (278,000+ views during past year), including live chat
- The Method blog (95,000+ views during past year)
- Social media
- Events, open houses and conferences
- Email marketing

278,000+

Website visits in 2018

95,000+

Blog views in 2018

The Method website had more than 278,000 views in 2018. In addition to being a primary tool for recruiting students, involving parents and students, and sharing school information, the website has become an important publishing tool which allows the school to build a strong brand while becoming a reputable K-12 thought leader.

Homeless and Foster Youth

Method Schools shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Method Schools shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Method Schools is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Method Schools shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Method Schools shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

9. Financial Audit

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

- The audit is supervised by the Director and is shared with all appropriate District staff and additional entities. All exceptions and/or deficiencies and their resolutions are communicated to the District in a timely manner. The Method Schools Board resolves any audit exceptions and deficiencies in a timely fashion and follow the dispute resolution process if exceptions and deficiencies cannot be resolved.
- Each year the school hires an independent firm to audit the operational and educational performance of the school. The findings of this audit are shared with the Method Schools Board of Trustees as well as the District's Charter School Office Method Schools receives funding pursuant to provisions of the

California Education Code and will opt to receive its funding directly from the state. Any funds due to the school that flow through the District shall be forwarded to the School in a timely fashion. During the term of this charter petition, the School and the District will negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

- The District shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessary for the implementation of this charter for a fee not to exceed one percent of the average daily attendance funds provided to Method Schools, or not to exceed three percent, pursuant to the terms of the Charter School Act.
- The District agrees to allow Method Schools to separately purchase Administrative or other goods or services from the District or other vendors. The specific terms and cost of administrative or other goods or services purchased from the District shall be contained in the Memorandum of Understanding. To the extent required by law, Method Schools agrees to cooperate with the District in order to facilitate compliance with the Public Records Act (Government Code Section 6250, et al.) and the Brown Act (Government Code Section 54950, et al.)
- Method Schools will promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the District, the County Office of Education ("COE"), and/or from the Superintendent of Public Instruction and shall consult with the District, COE, and/or the Superintendent of Public Instruction regarding any inquiries. The School will provide the District with present and future line item budgets for the School as required by the District and will meet all other financial reporting requirements as outlined in the Memorandum of Understanding including the following financial reporting requirements:
 - On or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.
 - On or before December 15, an interim financial report. This report shall reflect changes through October 31.
 - On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
 - On or before September 15, a final unaudited report for the full prior year.
- Method Schools shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records unless disclosure to the District of such records is prohibited by law; the charter school shall promptly comply with all such reasonable request; and the records of the charter school are public records under the Public Records Act (Gov. Code section 6250 et seq.)
- Method Schools will comply with all laws establishing minimum age for public school attendance.
- Method Schools shall maintain written contemporaneous records that document all pupil attendance and will make these records available for audit and inspection. (Ed Code Sec. 47612.5(a)(2))

Method Schools is a non-site based school by SB740 standards but when independent study is provided, the School will comply with all state laws relating to independent study as set forth in Education Code § 47612.5. Method Schools offers, at a minimum, the same number of minutes of instruction set forth in the Education Code section 46201(a)(3) and 47612.5(a)(1).

10. Pupil Suspension and Expulsion

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

Discipline includes but is not limited to:

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

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

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.

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

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Who May Suspend

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

Conference

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

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

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

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

Notice to Parents/Guardians

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

Suspension Time Limits/Recommendation for Placement/Expulsion

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

Authority to Expel

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


Expulsion Procedures

Only the Director (Principal) or the Director's designee may recommend expulsion of a student or refer a student for an expulsion hearing. Students recommended for expulsion are entitled to a hearing to determine whether the student

should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

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

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

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-day's notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Method Schools must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support

person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, Method Schools must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

The decision of the Administrative Panel shall be made based on findings of facts in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final

decision by the Board shall be based on the written findings of facts and shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

Written Notice to Expel

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

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

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

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

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

Disciplinary Records

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

No Right to Appeal

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

Expelled Pupils/Alternative Education

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

Rehabilitation Plans

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

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Method Schools Board following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a

recommendation to the Method Schools Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Learner with Disabilities Services During Suspension

Learners suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the learner to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of learner conduct, an IEP team meeting shall be called. During that meeting, Method Schools, the parent, and relevant members of the IEP Team shall review all relevant information in the learner's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If Method Schools, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If Method Schools, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and Method Schools agree to a change of placement as part of the modification of the behavioral intervention plan.

If Method Schools, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the learner's disability and that the conduct in question was not a result of the failure to implement the IEP, then Method Schools may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to learners without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Method Schools believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special

Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the learner or the manifestation determination has been requested by either the parent or the Charter school, the learner shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Method Schools agree otherwise.

Special Circumstances

Method Schools personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of learner conduct.

The School Director or designee may remove a learner to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the learner's disability in cases where a learner:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The learner's interim alternative educational setting shall be determined by the learner's IEP team.

Procedures for Learners Not Yet Eligible for Special Education Services

A learner who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the school's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Method Schools had knowledge that the learner was disabled before the behavior occurred.

Method Schools shall be deemed to have knowledge that the learner had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Method Schools supervisory or administrative personnel, or to one of the child's teachers, that the learner is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's facilitator, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If Method Schools knew or should have known the learner had a disability under any of the three (3) circumstances described above, the learner may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If Method Schools had no basis for knowledge of the learner's disability, it shall proceed with the proposed discipline. Method Schools shall conduct an expedited evaluation if requested by the parents; however, the learner shall remain

in the education placement determined by Method Schools pending the results of the evaluation.

Method Schools shall not be deemed to have knowledge of that the learner had a disability if the parent has not allowed an evaluation, refused services, or if the learner has been evaluated and determined to not be eligible.

11. Staff Retirement System

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

Method Schools may revise its retirement system at any time.

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

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

12. Attendance Alternatives

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

13. Description of Employee Rights

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

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

14. Dispute Resolution Process

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

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

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

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

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

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

Internal Disputes

Method School has adopted policies and procedures resolving disputes within the school community. The District agrees to refer all complaints regarding the operations of Method Schools to the School Director for resolution in accordance with the school's policies and procedures.

15. Closure Procedures and Transfer of Records

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

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

Required Supplemental Information (Education Code 47605 (g))

A. Exclusive Public Employer

“A declaration whether or not the charter school shall be deemed the exclusive public-school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” California Education Code §4765(b)(5)(O).

Method School Charter School is deemed the exclusive public-school employer of all employees of the charter school. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from AADUSD.

B . Budget and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. – California Education Code Section 47605(g)

Method Schools has included the following financial documents:

- 5 Year Comprehensive Petition Budget, Cash Flow and Narrative Notes
- 5 Year Petition Budget LCFF Calculator
- 5 Year Petition Projected Enrollment & ADA

Method School shall provide reports to the District in accordance with Education Code Section 47604.33 as follows and may provide additional fiscal reports as requested by the District:

- On or before July 1, a preliminary budget.
- On or before July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5
- On or before December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Method School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, the State Controller, California Department of Education and County Superintendent of Schools
- On or before March 15, a second interim financial report for the current fiscal year reflecting changes through January 31
- On or before September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all Method School’s receipts and expenditures for the preceding fiscal year
- Any additional financial or other reporting requirements will be agreed upon mutually, by both parties, annually on or before July 1

Method School shall provide reporting to the District as required by law and as requested by the District including but not limited to the following: California Basic Educational Data Systems (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605 (m), the School Accountability Report Card (SARC), and the LCAP.

Pursuant to Education Code Section 47604.3, Method School shall promptly respond to all reasonable inquiries

including, but not limited to, inquiries regarding its financial records from the District.

Method School shall maintain a number of internal financial controls and bookkeeping practices and policies. Internal controls shall be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. Method School shall maintain its own accounting system. It shall establish and maintain its own funds to account for resources segregated according to the purpose for which they are used. Method School shall ensure a high level of fiscal accountability. Method shall adopt an annual budget prior to July 1 of each year. Method School shall prepare appropriate interim financial statements and reports of financial position, operating results, and other pertinent information to facilitate management control of financial operations, legislative oversight, and for external reporting purposes.

C. Insurance Requirements

Method School shall acquire and finance general liability, worker's compensation, and other necessary minimum insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by Method School's insurer. The District shall be named as an additional insured on all policies of Method School.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

Evidence of Insurance

Method School shall furnish to the District upon request renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier.

D. Hold Harmless/Indemnification Provision

Pursuant to Education Code Section 47604, the District shall not be liable for the debts or obligations of Method School. Method School shall hold harmless, defend, and indemnify the District, their officers and employees, from every liability, claim, or demand that may be made by reason of: (1) any injury to volunteer; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the District, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

E. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g)

Method School shall procure its own administrative services, including but not limited to budget management, accounts payable, accounts receivable, payroll, human resources, and instructional program development through employees of the Charter School or an appropriately qualified vendor. Method School will comply with Education Code section 47604, as amended from time to time.

Method School may discuss the possibility of purchasing some of these or other services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between Method School and the District and subject to District availability and willingness to provide such services.

F. Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

Method School plans to operate the following resource centers:

Method Schools will not operate any resource centers. However, back office support will be located at:

Creative Back Office

1480 Broadway #2312 San Diego CA 92101

Method School shall comply with all geographic and site limitations and related requirements set forth in Education Code Sections 47605.1 and 47605(a), as well as the *Anderson Unified School District v. Shasta Secondary Home School* case. Method School will comply with any applicable facilities use agreements with the District. All office facilities will comply with all applicable building codes, standards, and regulations adopted by the city and/or county agencies responsible for building and safety standards where the office is located, federal and state accessibility requirements (including the Americans with Disabilities Act and Section 504), and all other applicable fire, health, and structural safety and access requirements. Method School shall maintain on file readily accessible records that document facilities compliance and shall provide such documentation to the District upon request.

Pursuant to Education Code Section 47604, the District shall not be liable for the debts or obligations of Method School or for claims arising from the performance of acts, errors, or omissions by the charter school.

G. Transportation

Method School does not plan, at this time, to provide home to school transportation to its learners except as may be required under the Individuals with Disabilities in Education Improvement Act for students with disabilities as required by an IEP. If the need for transportation arises, the school will consider it at that time.

H. Food Service

Method School does not offer a comprehensive food service or school lunch to its learners due to the nature of virtual independent study. However, Method will fully comply with AB 1871 (2018) regarding meals for needy learners who attend any activities of two or more hours at any meeting space sponsored by the school.

Method School follows their Board approved Student Wellness Policy. Method School has adopted a wellness policy that is in line with the federal requirements and that promotes lifelong wellness. Method School is committed to creating a healthy school environment that allow learners to take full advantage of the educational programs offered.

I. Attendance Reporting

Method School has implemented an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

J. Oversight

Pursuant to California law, the District shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests.

K. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

Method School shall be operated as a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including, for example, monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the School.

Further, School and District shall enter into a memorandum of understanding, wherein the Method School shall indemnify District for the actions of the School under this charter.



Miscellaneous Information

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

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

AUDITOR: Method Schools is working with Wade McMullen, CPA, Partner at Vicenti, Lloyd, & Stutzman LLP as auditor for the 2018-19 school year.

