



## **Board Policy Manual Outline**

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- 0020-Nondiscrimination Policy
- 0030-Charter Authorizations
- 0040-Comprehensive Safety Plan
- 0050-Local Control and Accountability Plan
- 0060-School Accountability Report Card

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*\*DENOTES NEWLY ADDED OR MODIFIED POLICY FOR REVIEW*





## **Vision & Philosophy**

Method Schools believe students should be active participants and decision-makers in their educational process. As often as possible, the curriculum and instruction should be personalized not only to a student's abilities but to his interests as well. The curriculum and educational practices should inspire creativity and innovation and promote critical thinking and problem solving along with providing consistent opportunities for communication and collaboration. Tools and practices utilized should be technologically reflective of the environment in which students live and in alignment to the 21st Century Skills that focus on Life and Career Skills, Learning and Innovation Skills, Core Subjects, and Information, Media and Technology Skills.



## **Method Schools Board Policy BP 9.1**

### **Discrimination Policy**

The Board of Directors of Method Schools recognizes that it is responsible for complying with applicable laws and regulations governing educational programs.

It is the policy and commitment of Method Schools to not discriminate on the basis of race, age, color, sex, national origin, physical or mental disability, or religion. Equal Employment Opportunity, Method Schools is an organization is committed to a policy of equal employment opportunity and does not discriminate in the terms, conditions, or privileges of employment on account of race, age, color, sex, national origin, physical or mental disability, or religion or otherwise as may be prohibited by federal and state law.

Any employee, board member, volunteer or client who believes that s/he or any other affiliate of Method Schools has been discriminated against is strongly encouraged to report this concern promptly to the Executive Director. Discriminatory, harassment, or intimidation of a client, staff person or guest because of that person's race, age, color, sex, national origin, physical or mental disability, or religion is specifically prohibited and may be grounds for termination. Harassment and intimidation includes abusive, foul or threatening language or behavior. Method Schools is committed to maintaining a workplace that is free of any such harassment and will not tolerate discrimination against staff members, volunteers or agency clients. Issues of discriminatory treatment, harassment, or intimidation on any of these bases should immediately be reported to the Executive Director or immediate supervisor and, if substantiated, prompt action will be taken.



# Charter Petition to DEHESA SCHOOL DISTRICT

June 2018

# Contents

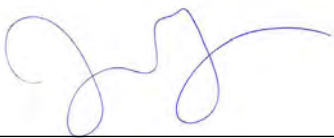
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# Required Affirmations (Education Code 47605(d)(1))

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

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

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



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Dr. Jessica Spallino  
Lead Petitioner

6/20/2018

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Date

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

## 1. Educational Program

### A. Targeted School Populations

#### Age, grade levels and number of students

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

#### Method Schools 5y ADA

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

<sup>p</sup>Projected

#### Targeted Student Population

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

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

## School Day

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


## School Year

Method Schools offers two school year tracks.

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



### Track 1 (July start) 2018-19 Calendar



# Track 1 (July start) 2018-19 Calendar

JULY 2018						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST 2018						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER 2018						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER 2018						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER 2018						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER 2018						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY 2019						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2019						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARCH 2019						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2019						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2019						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2019						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

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





## Track 2 (Traditional School Year) 2018-19 Calendar

SEPTEMBER 2018						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER 2018						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JULY 2018						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST 2018						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2019						
Su	M	T	W	Th	F	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2019						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARCH 2019						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2019						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2019						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2019						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

School Days in Orange	
First day of school:	8/22/18
Last day of school:	6/7/19
Instructional Days:	180

### Method Schools Mission

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

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



*Further focus areas include:*

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

### **Schoolwide Learner Results**

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

#### **Problem Solving**

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

#### **Character & Citizenship**

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

#### **Critical Thinking**

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

#### **Life-Long Learner**

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

## Two School Year Tracks

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

### Track A Highlights

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

### Track B Highlights

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

100+

Partnerships with  
schools and districts  
over the summer term

### Track A, Method Summer

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

### Track B Smart Home School & Independent Study

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

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

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



## B. Attendance Requirements

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

## C. Description of How Learning Best Occurs

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

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

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

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.
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**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.
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### Instructional Design

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

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

Method Schools overall program includes the following components:

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

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

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

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

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



### Service Learning and Character Education

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

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

### Project-Based Learning

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

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

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

### Engineering

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

### Field Trips

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

### Career and Technical Education

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

### Innovation

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

### Role of the Learning Coach

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

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

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

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

### Homeschool Coordinator

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

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

### **Homeschool/Online Events**

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

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

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

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

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

### **Core Curriculum**

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

#### **Language Arts/English/Reading**

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

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

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

### Mathematics

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

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

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

### Science

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

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

### History/Social Science

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



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

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

### World Language

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

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

### Visual and Performing Arts

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

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

### STEM: Science, Technology, Engineering and Mathematics

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

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

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



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

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

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

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

### **Student Personalized Plan**

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

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

### **Data Driven Practices/Test Prep**

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

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

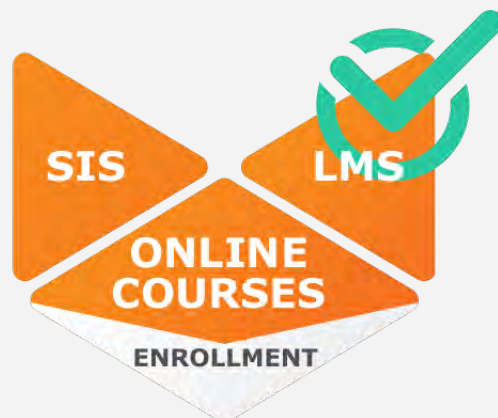
- K-12: Monthly administered diagnostic assessments with auto parent notifications and developed growth incentives
- Monthly data reviews between Method Schools staff and administration along with monthly data reviews between Method Schools staff and students where monthly performance goals are set

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

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

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

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



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

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

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

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

### **High Academically Achieving Students**

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

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

## **Students Below Grade Level**

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

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

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

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

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

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

Method Schools reserves the right to contract with professionals outside the district. The School will initially be a member of the District Special Education Local Plan Area (SELPA). The school will not discriminate on the basis of special education needs and the District will ensure that the student's needs are being addressed. The District will provide special education services for the School's special education pupils to the extent of the law.

The School reserves the right to act as its own Local Education Agency (LEA) for the purposes of special education and will make appropriate notification to the District before such plans are made. To the extent the school opts for District delivery of special education services, it will support the District's implementation of these services and will make facilities available in a manner consistent with the District's need to provide Method Schools services to all special education students. The School will develop a Memorandum of Understanding (MOU) with the District as to how it will provide evaluation and related services (for example, speech and language, occupational therapy, or physical therapy) that could include third party service providers.

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

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

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

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

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

Should the student not qualify for special education services or should the SST decide against formal evaluation, the SST or the parent may request that a 504 Plan meeting be scheduled. At the meeting, if it is determined that the learning process is being limited by a physical or mental condition, a 504 Plan will be developed including instructional and curricular modifications to provide the student with full access to academic programs. This plan will be implemented by the teachers and will be reviewed annually.

### **ELL Students**

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

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

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

In addition, English Language Learners specifically:

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

Method Schools may provide English Language Learners' families with:

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

How students will be monitored:

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

All credentialed teachers will be trained and licensed in:

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

## Ongoing staff development to address English Learner challenges

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

## Informing through Continuous Student Monitoring

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

## E. Transferability of Courses

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

## F. WASC Accreditation

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

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

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

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

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

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

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



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

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

## 2. Measurable Student Outcomes - Exit Outcomes/ Graduation Standards

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

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

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

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

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

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

Exit outcomes for each student includes:

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

**Method Schools Expected Outcomes**

Method Schools partners with students of diverse racial and cultural backgrounds to develop skills that closely align to deeper learning and beyond. We’re committed to a collaborative approach with students to create and provide meaningful educational experiences that not only reflect the real world in which they live, but challenge their ability to creatively problem solve and apply skill sets from one discipline to another. Students are provided with the supportive space to become self-directed learners and develop the skills to master academic core content, critically think, problem solve, collaborate, and effectively communicate to ultimately prepare them for a meaningful college experience and career. Through student driven collaborative projects and self-paced academic content, students participate in activities that promote self-discovery of personal and academic knowledge and interests, which will refine their path to college and beyond.

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

**Problem Solving**

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

**Character & Citizenship**

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

**Critical Thinking**

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

**Life-Long Learner**

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

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

### 3. The Methods by Which Pupil Progress Will Be Measured

Method Schools utilizes the following assessment and reporting tools:

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

#### **Common Core State Standards (CCSS)**

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

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

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

## 4. Governance Structure of School

### Parent Involvement in Governance

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

### Board of Directors

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

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

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

### The Method Board of Directors:

#### Shannon Clark, Experienced Homeschool Parent

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

### Steve Dorsey, Director at Los Angeles County Office of Education

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

### Tyler Roberts, Marketing Director at T-Mobile USA

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

### Gloria Vargas, Girl Scouts of America, San Diego Chapter

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

### Carolyn Andrews, Account General Manager, Pearson

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

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

### Board Delegation of Duties and Director Responsibilities

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



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

### **Board Meetings**

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

### **Board Trainings**

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

### **Legal Status & Bylaws**

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

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

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

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

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



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

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

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

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

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

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

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

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

### **Executive Director Qualifications**

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

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

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

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

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

#### **Business Director (CBO) ualifications**

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

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

#### **Mark Holley, Chief Business Officer of Method Schools**

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

## Lead Teacher Qualifications

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

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

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

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

## Teacher Qualifications

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- Must be CLAD certified.
- Must support the vision and educational program of the charter.
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- Must be willing to work as a team member of a learning community.
- Must be willing to fulfill all paperwork requirements of independent study programs.
- Must be willing to perform various clerical duties required in a virtual program.
- Must be willing to attend all mandatory professional development training.

### **Instructional Aide Qualifications**

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

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

## 6. Health and Safety Procedures

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

### Procedures for Background Checks

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

### Role of Staff as Mandated Child Abuse Reporters

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

### TB Testing

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

### Requirements

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

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

The Method admission policy includes:

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

## 7. Means to Achieve a Reflective Racial and Ethnic Balance

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

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

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

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

### Specific marketing actions

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

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

## 8. Admissions Requirements

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

All enrollment is managed internally by Method Schools. Based on the experience of the founding team this is preferable when the school has the ability to handle it correctly. Whether outsourced or managed internally, prior to enrollment families are informed of our admissions requirements. If enrollment exceeds a number the school can accommodate, students will be

selected through a randomized lottery. In this case, parents will need to attend a virtual information session which will be held a minimum of two different days and times per month, during enrollment months.

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

**Method reaches potential students through:**

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

[www.methodschools.org](http://www.methodschools.org) by the numbers

**166,476**

Website visits  
during past year

**77,320**

Blog views  
during past year

**37,258**

Views of most  
popular blog (so far)

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



## 9. Financial Audit

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

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

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

## 10. Pupil Suspension and Expulsion

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

Discipline includes but is not limited to:

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

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

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

### Grounds for Suspension and Expulsion of Students

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

### Enumerated Offenses

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

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

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

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

### **Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

### Who May Suspend

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

### Conference

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

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

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

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

### Notice to Parents/Guardians

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

### Suspension Time Limits/Recommendation for Placement/Expulsion

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

### Authority to Expel

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

## Expulsion Procedures

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

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

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

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

## Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

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

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

### **Record of Hearing**

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

### **Presentation of Evidence**

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

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



### **Written Notice to Expel**

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

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

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

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

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

### **Disciplinary Records**

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

### **No Right to Appeal**

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

### **Expelled Pupils/Alternative Education**

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

### **Rehabilitation Plans**

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

### **Readmission**

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



## 11. Staff Retirement System

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

Method Schools may revise its retirement system at any time.

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

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

## 12. Attendance Alternatives

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

## 13. Description of Employee Rights

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

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

## 14. Dispute Resolution Process

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

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

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

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

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

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

## 15. Labor Relations

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

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

## 16. Closure Procedures and Transfer of Records

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

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

## Required Supplemental Information (Education Code 47605 (g))

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

## Miscellaneous Information

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

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

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

### Graduation Requirements

220 Credits

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

# Miscellaneous Information: Method Courses as of 2018

## K-8 COURSES

### LANGUAGE ARTS

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

### SCIENCE

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

### MATH

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

### SOCIAL STUDIES

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

## HIGH SCHOOL COURSES

### LANGUAGE ARTS

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

### MATH

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

### SCIENCE

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

### SOCIAL SCIENCES

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

### WORLD LANGUAGES

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

### PE & HEALTH

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

### FINE ARTS

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

### ELECTIVES

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

### CAREER

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

### AP/HONORS

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

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

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

*This charter school uses the following basis of accounting:*

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

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

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



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

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

# 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



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## APPENDICES

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**Appendix B: School Calendar**

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**Appendix E: Board Members**

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**Appendix H: Parent Handbook**

**Appendix I: Articles of Incorporation**

**Appendix J: Conflict of Interest Code**

**Appendix K: Insurance**

**Appendix L: Five Year Budget Projections and Assumptions**

**Appendix M: Cash Flow**

**Appendix N: Memorandum of Understanding Method K-8**

**Appendix O: Memorandum of Understanding Method HS**

**Appendix P: Method Summer School Flyer**



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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.




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Dr. Jessica Spallino  
Lead Petitioner

3/14/2019

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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 <sup>1</sup>	8.00	8.00	9.00	375.00	400.00
2019-20 <sup>1</sup>	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.

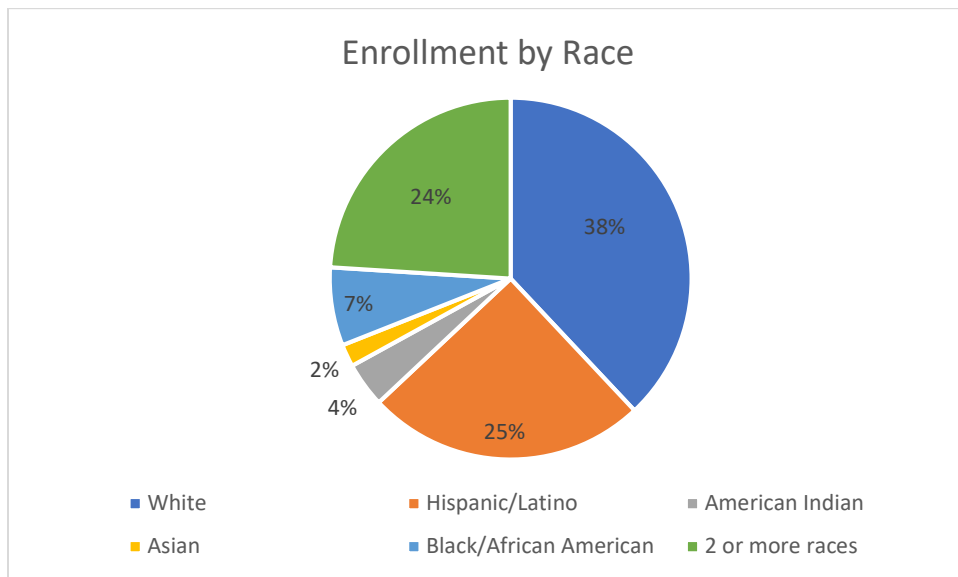
#### Targeted Student Population

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

<sup>1</sup> 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:

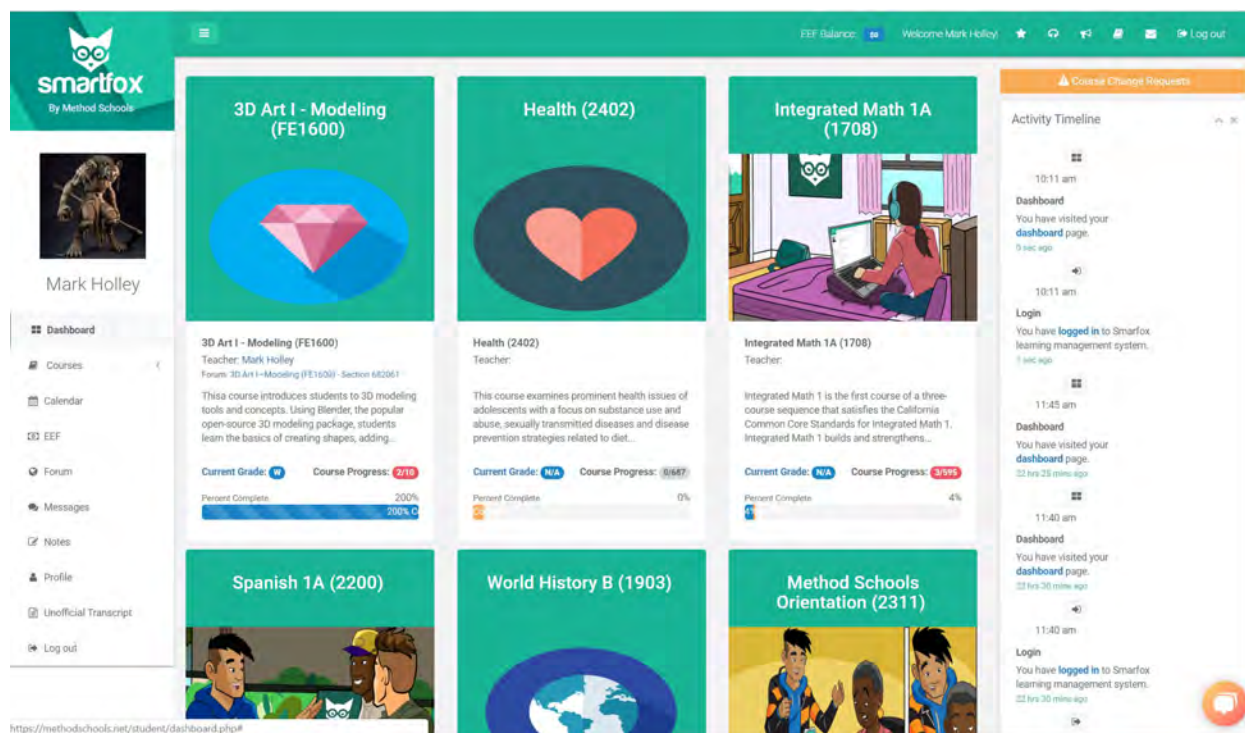
- Onboarding
- Instructional Delivery
- Offboarding

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.

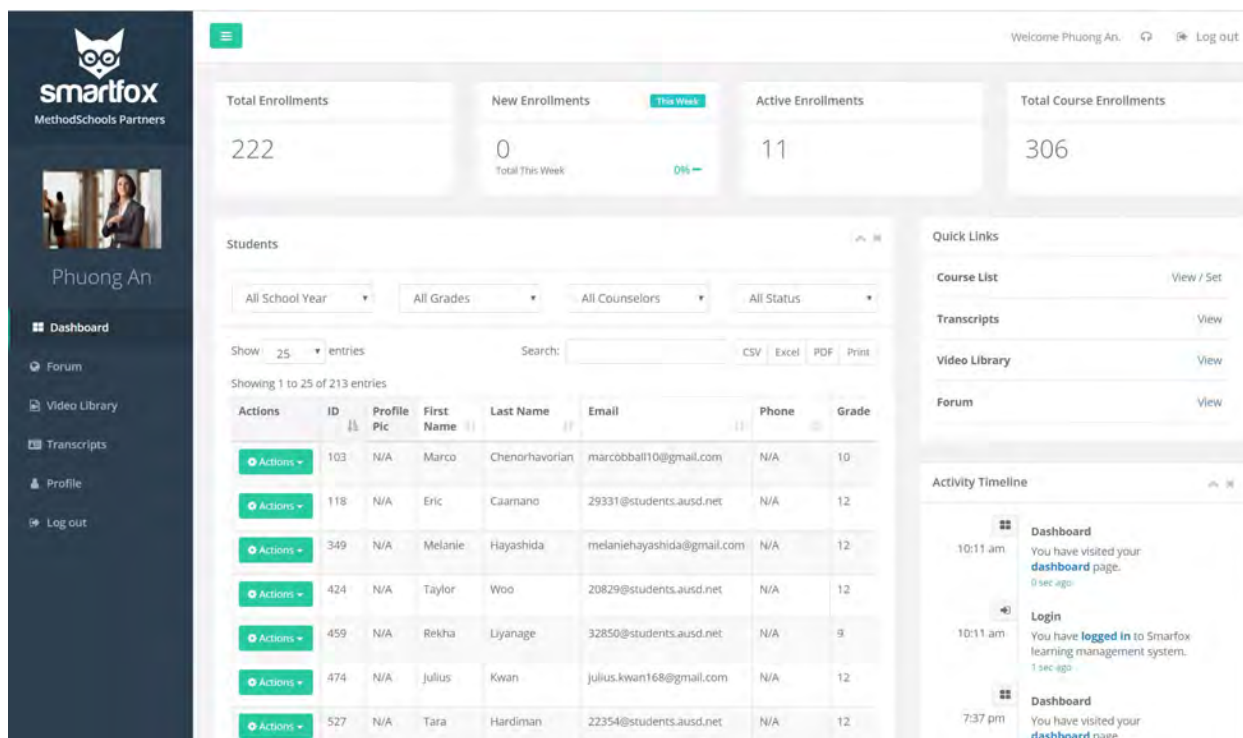
Method leadership and staff spend countless hours in meetings during the school year working with schools and districts to help recruit schools to participate. Much of these meetings focuses on what improvements can happen to ensure student success. These months of outreach provide an essential opportunity 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).

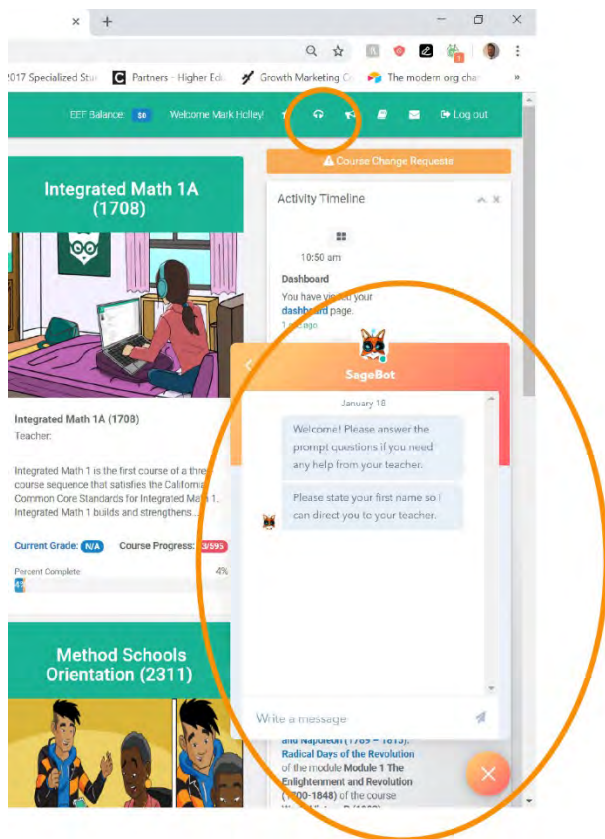


The **Instruction Delivery** phase is the curriculum and instruction session of Track A. Method's online Track A program features a comprehensive UC a-g and NCAA approved course catalog. Curriculum is primarily built by professional curriculum developers at Method. The curriculum (online courseware) 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

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**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.

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**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.

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**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.

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**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.

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**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.
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**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.
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**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.

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**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.

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**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.

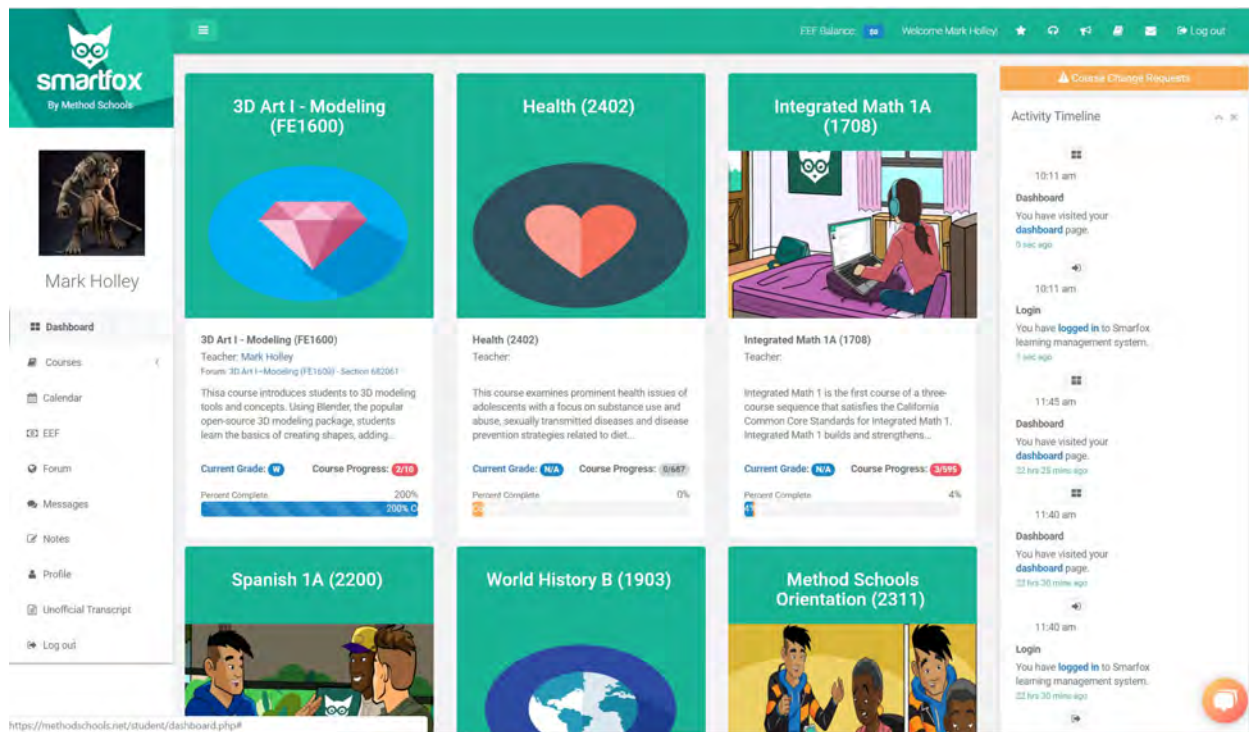
**First Lego League:** One day a week Lego League meets at the local library to learn about applied sciences and practical mathematics, including art and design, robotics and coding. Parents are welcome to stay and even help out.

**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 12<sup>th</sup> 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 12<sup>th</sup> 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.

<b>Level 4</b>			
<b>Intervention</b>	<b>Who</b>	<b>Frequency</b>	<b>Program</b>
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.

<b>Level 2</b>			
<b>Intervention</b>	<b>Who</b>	<b>Frequency</b>	<b>Program</b>
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 1973 ("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

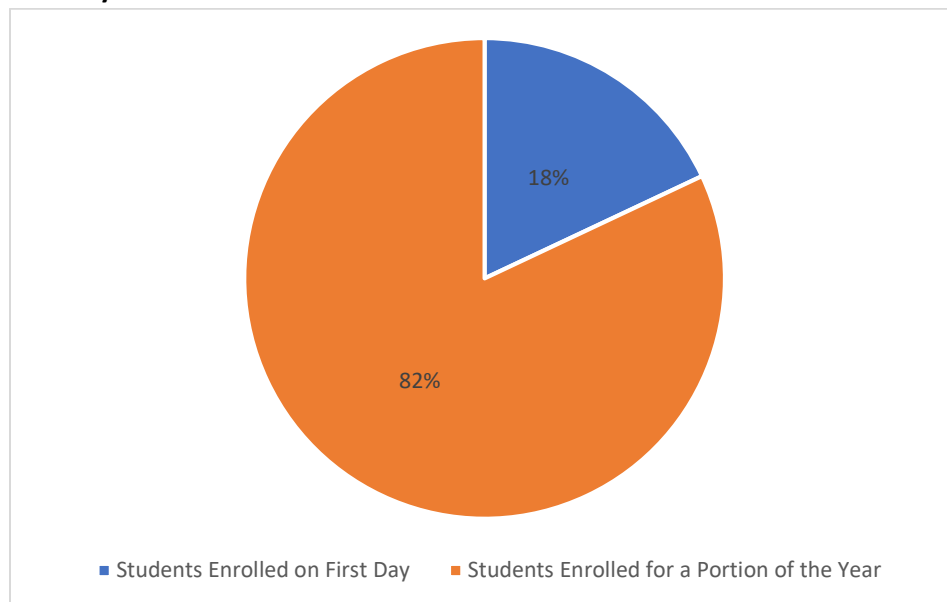
### **Mobility Rate**

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**

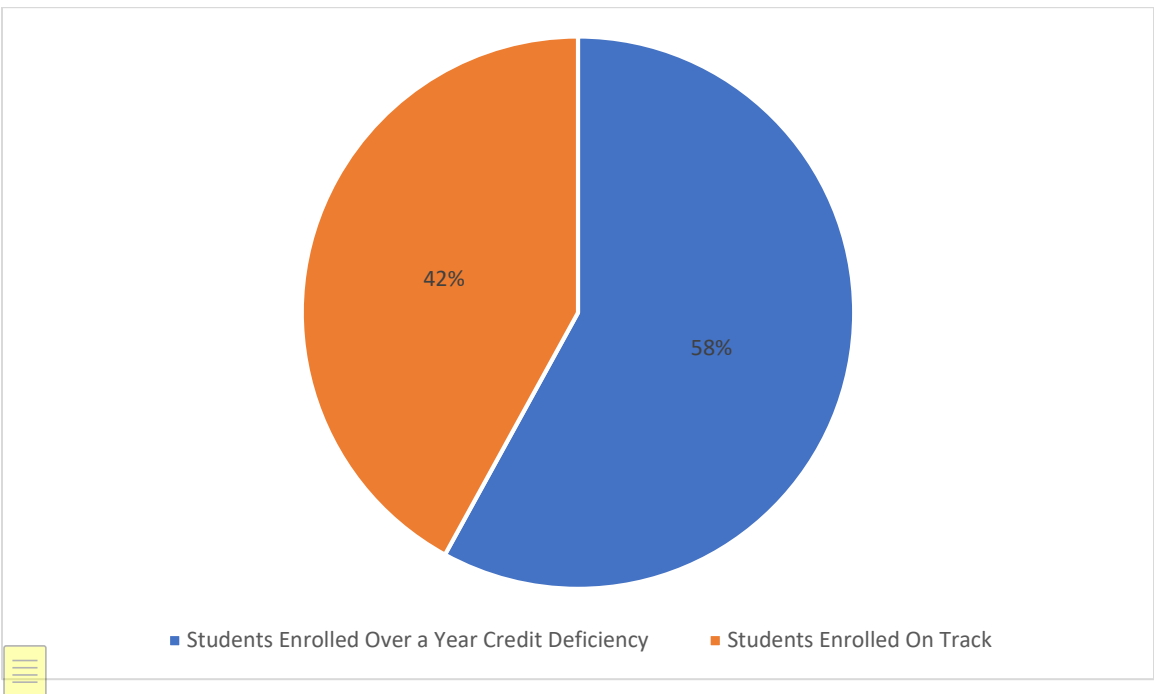


#### **Student Enrollment with Credit Deficiency**

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

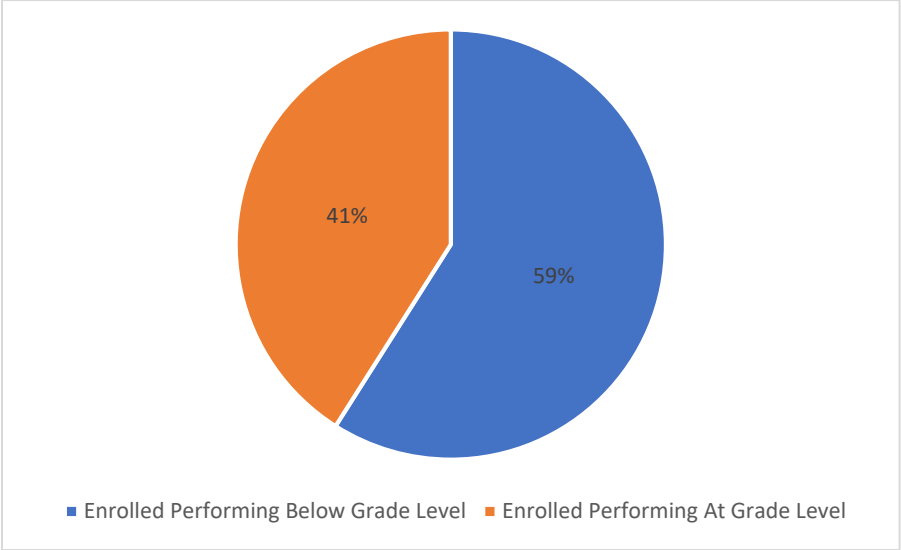


### Student Enrollment Below Grade Level

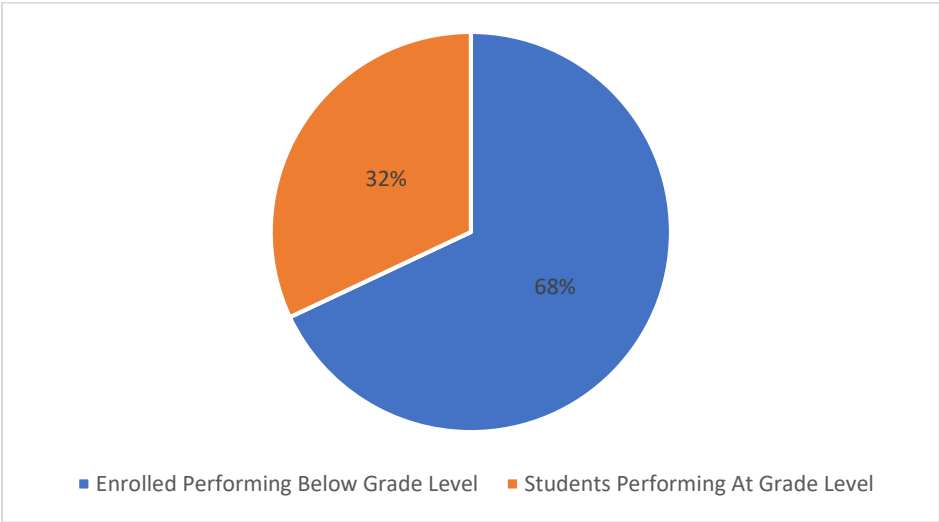
Upon enrollment at Method Schools, each student is required to complete the Ren/STAR diagnostic assessment in both reading and math to provide instructional, support and administrative staff to provide curriculum and support at the student's instructional level. Additionally, this initial data helps 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 12<sup>th</sup> 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 90<sup>th</sup> 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.

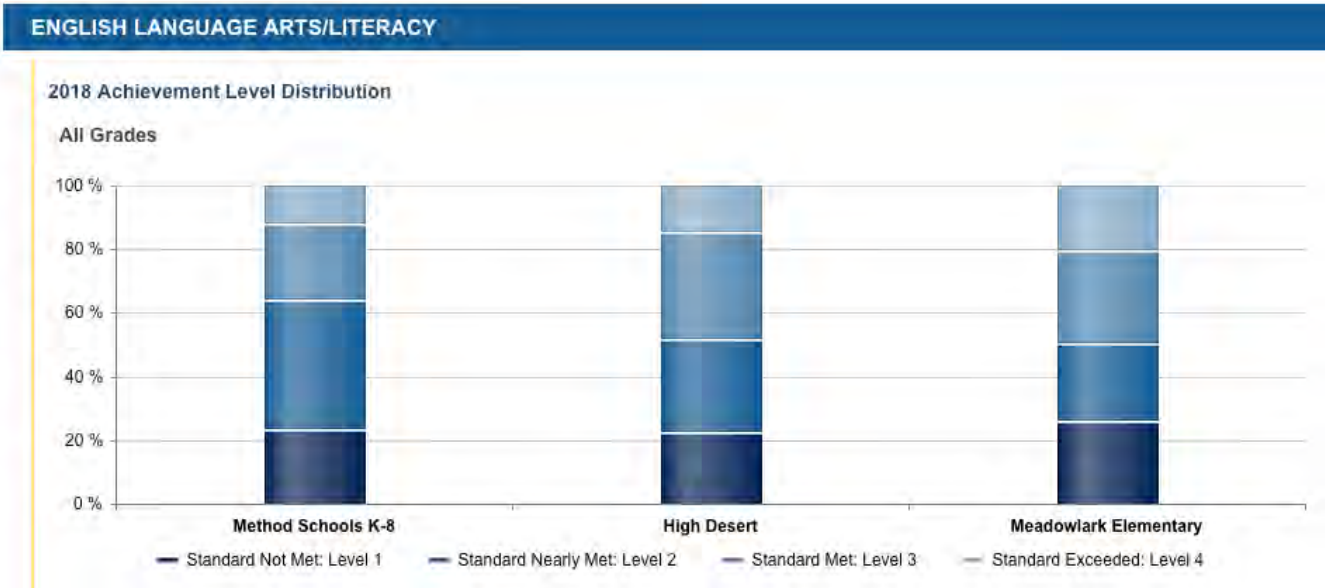
### SBAC Data

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

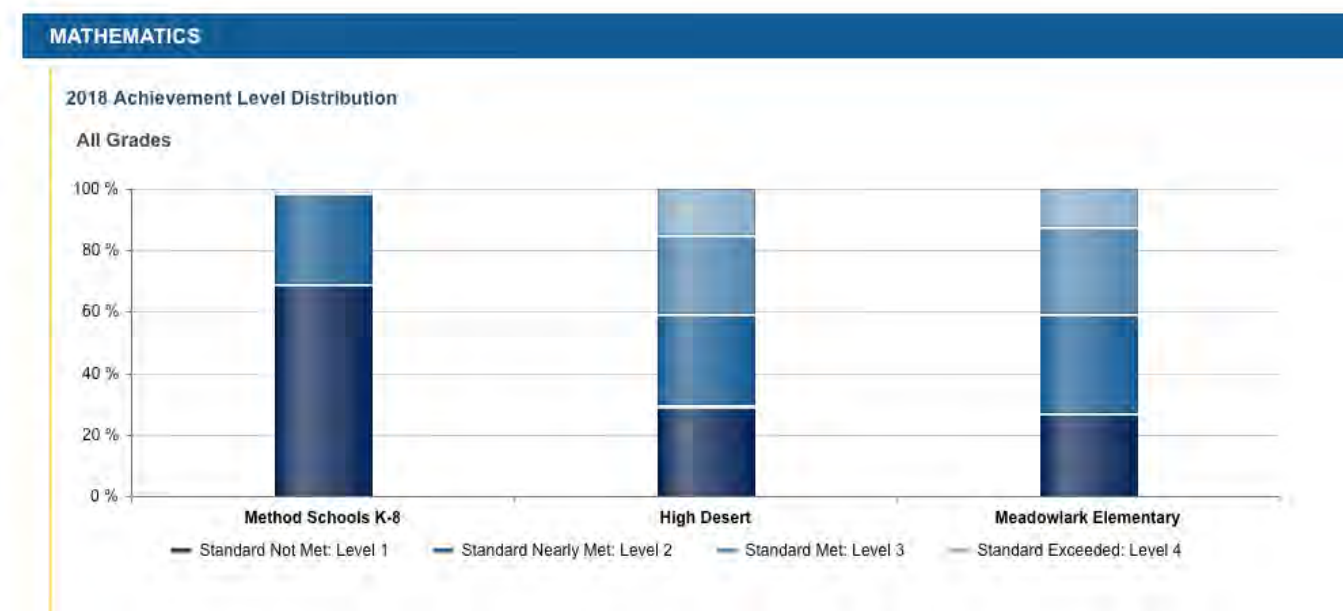
#### AADUSD/ and Method Schools, K8 English Language Arts Literacy Comparative SBAC Data



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.

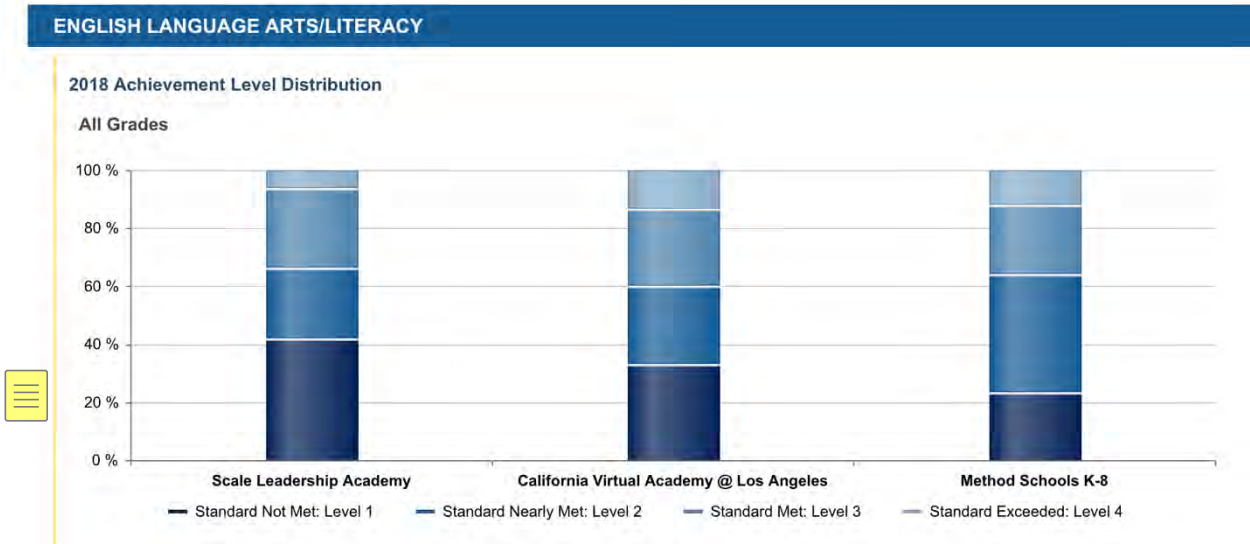
In response to deficits in English and Math as compared to Acton-Agua Dulce, Method Schools analyzed student data to find a higher percentage of students coming to Method far below their grade-level or with existing Individualized Education Plans (IEPs) especially in Grade 4, 5, and 7. Based on this, 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 11<sup>th</sup> 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.

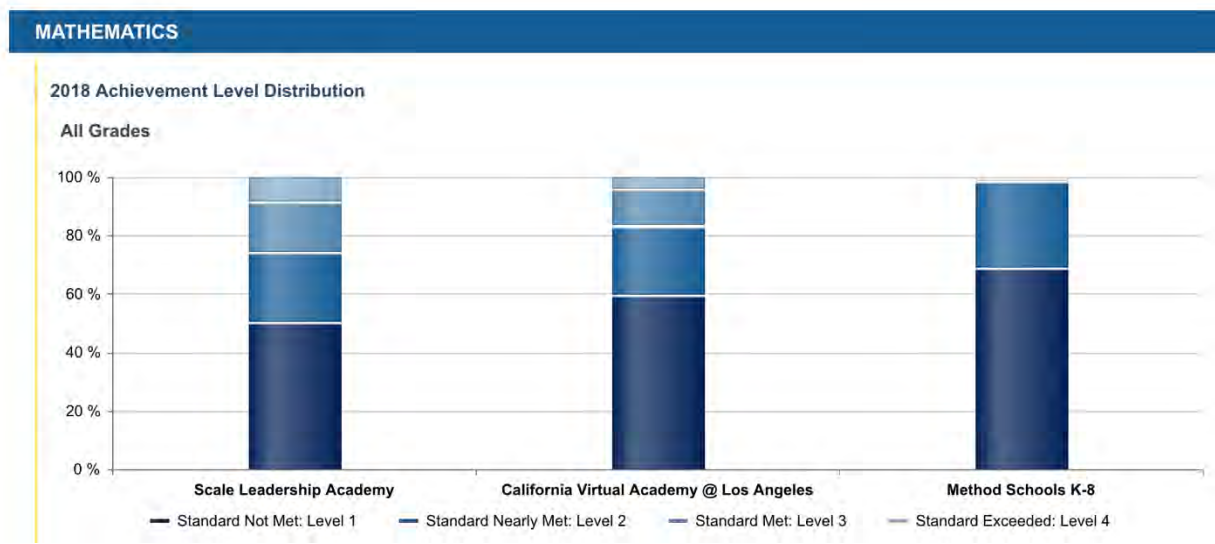
Method Schools is actively working on growing high school enrollment, retaining high school students currently served, and improving overall academic performance.

**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 11<sup>th</sup> 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**

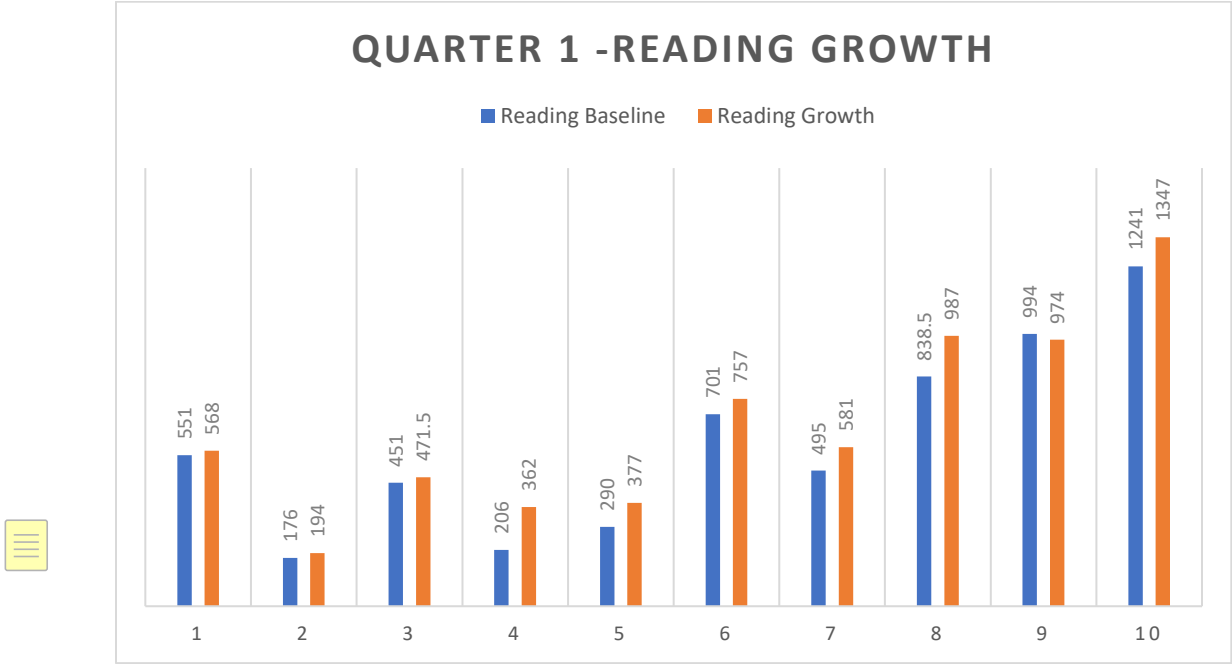
Method Schools utilizes Renaissance Learning, STAR adaptive diagnostic and benchmark assessments to generate student performance data that is regularly reviewed by instructional, support and administrative staff to guide and refine instructional practices and allocation of resources. Method Schools also 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

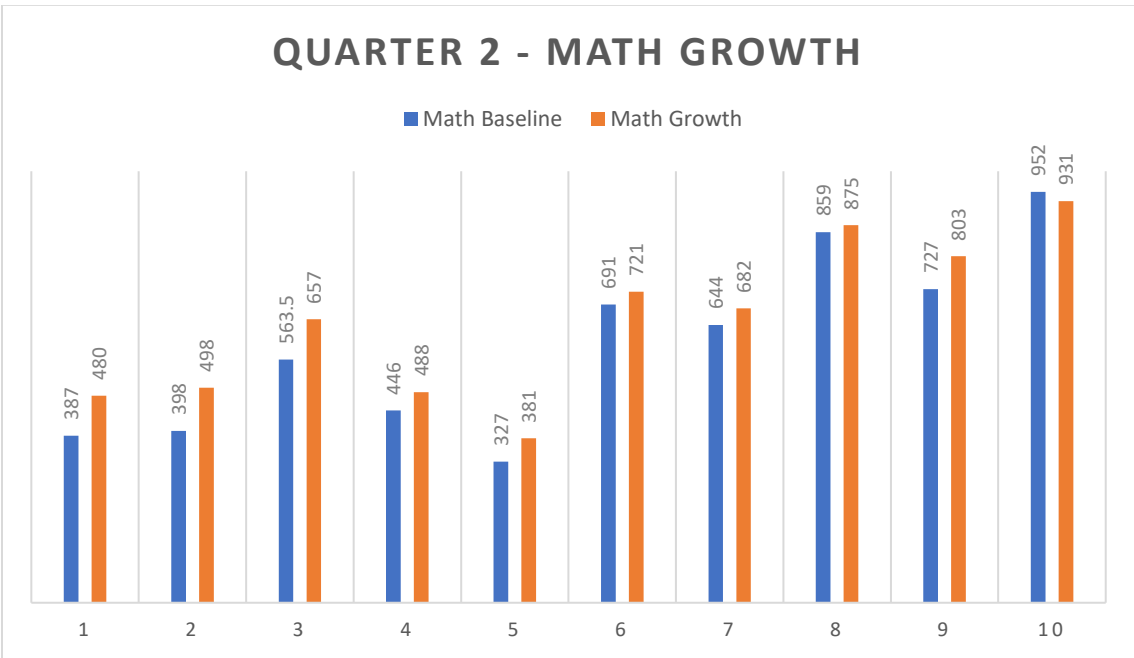
Within the first quarter of these changes, students across the board showed marked improvement in reading and math. With a growth expectation of 33-36 scaled score points in Reading and Math during the first quarter, nearly all grade groups met or exceeded the expectations for growth. Through increased 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 12<sup>th</sup> 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**

	<b>Parents</b>	<b>Students</b>	<b>Overall</b>
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 in 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
- 21<sup>st</sup> 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

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*“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.



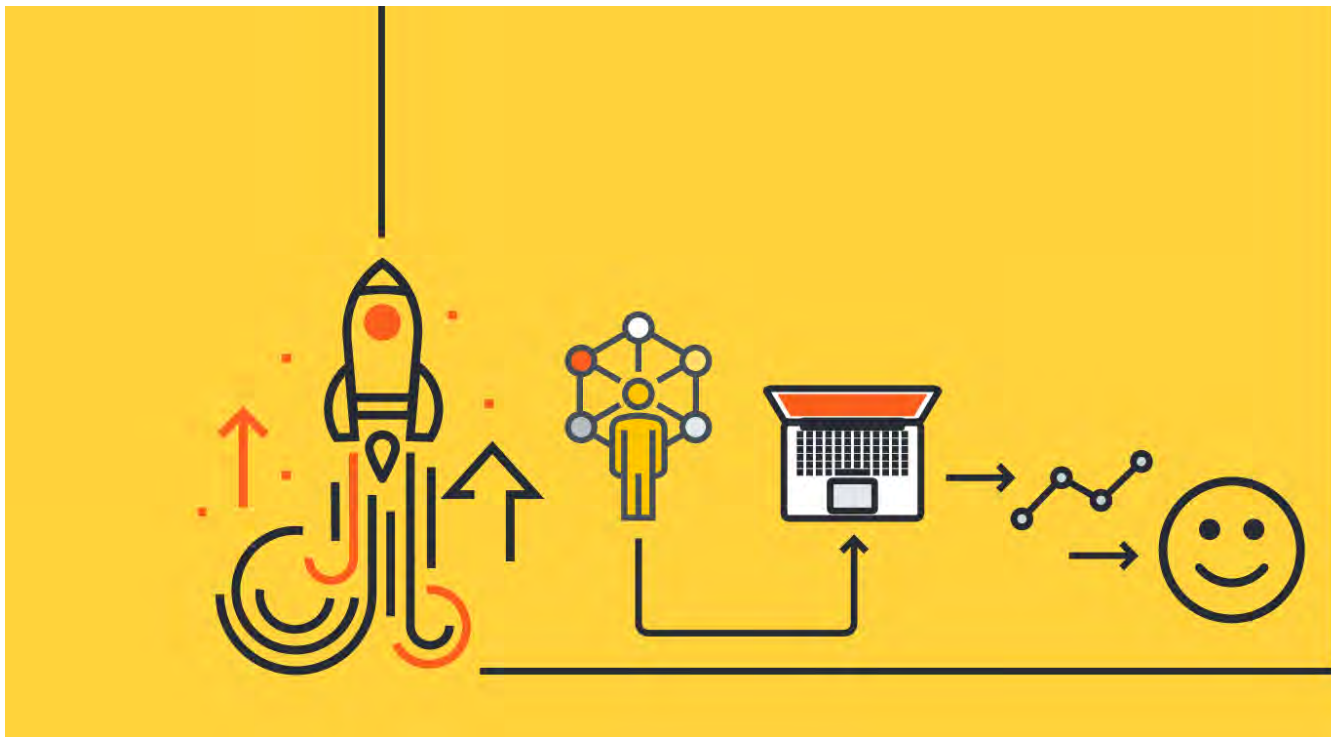
## Miscellaneous Information

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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.



# **Method Schools**

## **Comprehensive School Safety Plan**

**January 2016**

Method Schools  
24620 Jefferson Avenue Suite C  
Murrieta, CA 92562

Board Approved: 1/13/15

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# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 1: General Information – School Safety
Part 1: School Commitment to School Safety

Method Schools is committed to ensuring that students enrolled in this School, and all employees attend campuses that are safe and secure. The School believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school within the School. The School intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement. The school site committee will review these safe school plans on an annual basis and proposed changes will be submitted to the Board for approval.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 1: General Information – School Safety
Part 2: Legislative Requirements

The California Education Code (sections 35294-35294.9) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

This requirement was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 187/SB 334 to contain the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Sexual harassment policies
- Schoolwide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline

The Comprehensive School Safety Plan will be reviewed and updated by March 1<sup>st</sup> every year.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 1: General Information – School Safety
Part 3: Maintaining a Safe and Orderly Environment

It is a priority of the administration and staff at Method Schools that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

Method Schools promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution (California Education Code Sections 32230-32239, 35160, 35160.1, 44806).

Method Schools remains in compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 2: Child Abuse Reporting
Part 1: Child Abuse Reporting Procedures

Child abuse reporting law (Penal Code Section 11166) requires that Method Schools employee who has reason to believe that a child has been subjected to abuse, report the incident to the proper authorities.

At Method Schools, protecting children from child abuse is a major priority. Each year the Director/Principal sets aside time to meet with staff to discuss child abuse indicators and to remind teachers of the procedures to follow when abuse is suspected.

Employees of Method Schools are familiar with Penal Code Section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to the Director/Principal or to Children's Protective Services by telephone. They are aware that a call must be followed within at least 36 hours by a written report to the child protective agency.

All staff is aware of the location of a Child Abuse Information Folder that is kept on file in the school office and updated regularly. It includes informational literature, guidelines for recognizing abuse and specific directions for reporting it.

The determination as to who should be contacted will depend greatly upon the situation at hand. The Murrieta Police Department will dispatch a unit to the school as soon as possible. Children's services may take much longer to respond. School personnel should always take into consideration the severity of the abuse and the extent to which the student's safety is at risk. If in doubt, it is better to err to the side of caution by calling the Murrieta Police Department.

Method Schools' employees report suspected child abuse to the local Child Protective Services for the county in which it resides.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 2: Child Abuse Reporting
Part 1: Child Abuse Reporting Procedures

The requirements of school personnel and the identification and reporting of known or suspected child abuse to a protective agency is mandated by the State of California Penal Code. In fact, failure to do so on the part of school personnel could lead to penalties which might be imposed on these individuals. Method Schools aligns its child abuse reporting policies to the continually updated California Penal Code Section 11166 and Child Abuse Neglect Reporting Act (CANRA). Excerpts from the California Penal Code are presented below.

From California Penal Code Section 11166

...any child care custodian, health practitioner, or employee of a child protective agency who has knowledge or observes a child in his or her professional capacity within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

## Method Schools Policy– Child Abuse Prevention Programs

Recognizing that our responsibility to students includes the protection of their physical and mental well-being, the Governing Board desires to provide whatever opportunities or resources may be available for the prevention of child abuse.

The Board agrees with the Legislature that:

1. Child abuse and neglect is a severe and increasing problem in California.
2. School Schools and preschools are able to provide an environment for training of children, parents, and all school School staff.
3. Primary prevention programs in the school Schools are an effective and cost-efficient method of reducing the incidence of child abuse and neglect and for promoting healthy family environments.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 2: Child Abuse Reporting
Part 1: Child Abuse Reporting Procedures

## Method Schools Board Policy BP 1.1: Child Abuse Reporting

### Child Abuse and Neglect

#### Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six hours. The reporting duties are individual and cannot be delegated to another individual.

#### Definitions

1. “Child Abuse,” as defined by law, pursuant to Penal Code 273 and 11165, and for purposes of this regulation includes the following:
  - a. Physical abuse resulting in a non-accidental physical injury.
  - b. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
  - c. Sexual abuse including both sexual assault and sexual exploitation.
  - d. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
  - e. Severe corporal punishment.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
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Section 2: Child Abuse Reporting
----------------------------------

Part 1: Child Abuse Reporting Procedures
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## Child Abuse and Neglect (Continued)

2. “Mandated Reporters” are those people defined by law as “child care custodian,” “medical practitioners” and non-medical practitioners” and include virtually all school employees. The following school personnel are required to report:

Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, employees of a child care institution, head start teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.

3. “Child Protective Agencies” are those law enforcements and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.
4. “Reasonable Suspicion” means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (California Penal Code 11166)

### Reporting Procedures

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. The verbal report will include:

- a. The name of the person making the report.
- b. The name of the child.
- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.



# Comprehensive School Safety Plan

Method Schools Murrieta, CA
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Section 2: Child Abuse Reporting
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Part 1: Child Abuse Reporting Procedures
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## Child Abuse and Neglect (Continued)

At the time the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Within thirty-six (36) hours of making the telephone report, the mandated reporter will complete and mail a written report to the local child protective agency.

The written report shall include completion of the required standard Department of Justice form (DOJ SS 8572).

The mandated reporter may request and receive copies of the appropriate form either from the school or directly from the local child protective agency.

Detailed instructions for completion of the form are on the back sheet of the form. Reporters may request assistance from the site administrator in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. The site administration, when notified, shall inform the Director.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and School regulations. If requested by the mandated reporter, the Director/Principal may assist in the completion and filing of these forms.

### Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
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Section 2: Child Abuse Reporting
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Part 1: Child Abuse Reporting Procedures
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## Child Abuse and Neglect (Continued)

2. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six (6) months or by a fine of not more than one thousand dollars (\$1,000) or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.
3. When two (2) or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Director and/or Director/Principal shall not notify the parent or guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent or guardian.

It is the responsibility of the peace officer to notify the parent or guardian of the situation. Peace officers will be asked to sign an appropriate release or acceptance of responsibility form (cf. 5145.11 – Questioning and Apprehension).

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
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Section 2: Child Abuse Reporting
----------------------------------

Part 1: Child Abuse Reporting Procedures
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## Child Abuse and Neglect (Continued)

### When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parent/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting.

Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with School policies, regulations and/or collective bargaining agreements. The Director or designee should consult with legal counsel in implementing either suspension or dismissal.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
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Section 3: Disaster Procedures
--------------------------------

Part 1: General Information - Disaster
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Method Schools will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The following sections of this plan outline basic responsibilities for all staff for specific incidents

Method Schools has developed a Standardized Emergency Management System (SEMS) Plan that outlines in more detail, specific responsibilities for Emergency Response Teams at each school.

# Comprehensive School Safety Plan

Method Schools
Murrieta, CA
Section 3: Disaster Procedures
Part 2: Biological/Chemical Weapons Assault

## Section 3: Disaster Procedures

### Part 2: Biological/Chemical Weapons Assault

Biological and chemical weapons are unconventional warfare tactics that can be deployed upon the public with little or no notice. Such weapons typically involve microscopic materials that may be organic or synthetically manufactured in laboratories. Biological or chemical weapons can be in powder form, liquid, or vaporous. Agents used in biological/chemical attacks include, but are not limited to: anthrax, smallpox, other harmful viruses, various forms of nerve gas, tear gas, and other vaporous irritants. Pranks using stink bombs should also be considered a chemical weapons attack.

There are several possible dispersion techniques to deliver biological and chemical agents. The following procedures should be utilized in the event of an assault involving biological or chemical weapons.

Any possible biological/chemical weapons assault should be reported immediately to the Director/Principal .

Method Schools staff should notify law enforcement authorities and other staff members immediately.

If the agent is delivered via aircraft:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Director/Principal , Director/Principal 's designee or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Director/Principal , Director/Principal 's designee or officers of emergency response agencies.

# Comprehensive School Safety Plan

Method Schools
Murrieta, CA
Section 3: Disaster Procedures
Part 2: Biological/Chemical Weapons Assault

## Section 3: Disaster Procedures

### Part 2: Biological/Chemical Weapons Assault

If the agent is delivered via dispersion device that is outdoors:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Director/Principal , Director/Principal 's designee or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Director/Principal , Director/Principal 's designee or officers of emergency response agencies.

If the agent is delivered via dispersion device that is indoors:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Role should be taken.
- Remain in this area until notified to leave by the Director/Principal , Director/Principal 's designee or officers of emergency response agencies.
- The HVAC system should be shut down.

If the agent is delivered via the school's HVAC system:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Role should be taken.
- Remain in this area until notified to leave by the Director/Principal , Director/Principal 's designee or officers of emergency response agencies.
- The HVAC system should be shut down.

In any situation involving biological or chemical weapons the Director/Principal and staff must follow all instructions given by officers of emergency response agencies. The School EOC will develop an action plan to handle telephone inquiries, rumor control, media relations, public information, employee/student crisis counseling, and facility damage assessment/control

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 3: Disaster Procedures
Part 3: Bomb Threat Procedures

If you observe a suspicious object or potential bomb on property, DO NOT HANDLE THE OBJECT, IMMEDIATELY NOTIFY 9-1-1.

## 1. Receiving the Call

Make every attempt to keep the caller on the phone as long as possible to gain information. Try if possible, to determine the gender and age of caller. Try if possible, to get the caller to tell you the exact location of the bomb and the time of threatened detonation.

## 2. Notification Procedures

School Site, communicate the above information to the following in this order:

- School site Director/Principal /Administrator
- Operations Manager
- Lead Teacher

The Director/Principal /administrator will notify local law enforcement.

Strictly follow the above notification procedures and do not discuss or notify others of the bomb threat since this may create an unwarranted panic response at the facility.

## 3. Action Plan Procedures

If required to develop an action plan, the Director/Principal /administrator may consult with the following: other administrators, head counselor, head custodian utilizing their expertise.

If the location of the bomb is not specifically designated, students will be kept in the classroom.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 3: Disaster Procedures
Part 3: Bomb Threat Procedures

The Director/Principal will make the decision to evacuate the building. However, if possible, this decision should be made in conjunction with law enforcement authorities after they arrive at the site.

The decision to search the building will be made in conjunction with law enforcement authorities and performed by them.

Reoccupation of an evacuated building will be authorized by the Director/Principal only after consulting with law enforcement authorities.



# Comprehensive School Safety Plan

Method Schools Murrieta, CA
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Section 3: Disaster Procedures
--------------------------------

Part 4: Chemical or Hazardous Material Incident
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If a hazardous material incident occurs off site, stay indoors and close all doors and windows (referred to as taking “Shelter in Place”).

Notify 9-1-1 of the Chemical or Hazardous Material Incident.

If possible, determine the location of the spill in relation to facility buildings and wind direction.

Do not evacuate buildings until you are sure you will not be evacuating into an area which may be more hazardous.

Follow all instructions given by the Fire Department when they arrive at the facility.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 3: Disaster Procedures
Part 5: Earthquake Procedures

## Indoors

DUCK, COVER, AND HOLD.

Get under desk or table. Move away from windows and objects that could fall. Stay under desk or table until shaking stops.

## Outdoors

Move away from building, utility poles and vehicles. Avoid all down wires or electrical lines. Do not run.

## In School Bus

Stop vehicle in safe location away from power lines, overpasses or large buildings. Stay in vehicle and establish radio contact with Transportation and/or School E.O.C.

## General

Be prepared for immediate aftershocks and ground motion

Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, broken electrical lines, wires etc.)

Evaluate immediate area (classroom, bus, etc.) for injuries or medical aid situations.

Call 9-1-1, if you have an immediate emergency such as a fire or serious injury.

Assist injured with First Aid treatment

Do not evacuate buildings or vehicles unless you have a hazard-related reason to do so.

Conduct a headcount to account for all personnel and students

Establish communications with your supervisor, Director/Principal or School EOC and follow emergency checklist and procedures.

Assist any police or fire units that respond to your location.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
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Section 3: Disaster Procedures
--------------------------------

Part 6: Explosion, Aircraft Crash or Similar Incident
---

If possible, Duck and Cover under a desk or table.

Notify 9-1-1 of the explosion or crash

Assist any injured requiring first aid treatment

If necessary because of fire, building damage etc., evacuate building

Assist any persons who would have physical problems evacuating the building.

Go to an outdoor evacuation/assembly area which is hazard free and not affected by the explosion or crash.

Keep fire lanes, streets and walkways open for emergency responders.

Stay in assembly area and account for all personnel and students.

Do not return to buildings until authorized by fire department or Director/Principal

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 3: Disaster Procedures
Part 7: Fire Procedures

Call 9-1-1 to report a fire, stay one line and give specific information (name, address of school or facility).

Utilize manual pull station to activate building alarm system and evacuate building when you hear an alarm.

In the event of a small fire, notify 9-1-1 and then use the nearest fire extinguisher to control the fire if you have been trained in their use.

Do not attempt to fight large fires, call 9-1-1 and evacuate building.

Assist students in building evacuation and proceed to outdoor school evacuation area or areas.

When evacuating buildings walk, do not run.

Do not use elevators for building evacuation or in an emergency.

If heavy smoke is present, crawl or stay near floor for breathable air.

Assist any individuals who would have physical problems evacuating the building.

Stay in the designated assembly area and account for all personnel and students.

Do not block fire lanes or areas used by the fire department

Do not reenter building until authorized by fire department or the Director/Principal .

If the fire is off site, wait for instructions from the Director/Principal or School EOC.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 3: Disaster Procedures
Part 8: Flood Procedures

If a flood warning is received by the site, notify the Director/Director/Principal /Operations Manager immediately.

Evacuation of the school or areas will be directed by the Director/Operations Manager in coordination with SEMS.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 3: Disaster Procedures
Part 9: Lockdown/Civil Unrest Procedures

Any threatening disturbance should be reported immediately to the Director/Principal /Administrator.

If the disturbance is affecting normal school or facility operations, the Director/Principal should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation by intercom, Site staff must follow the instructions below:

If you are inside:

- Close and lock all doors and windows immediately upon notification of situation
- Keep all students inside and take roll
- If feasible, move all students to a center point and keep low to the ground. Stay away from all doors and windows.
- Never open the door or window to anyone
- Keep students inside classroom, regardless of lunch or recess until you are told by the Director/Principal or Director/Principal 's designee that the situation has been resolved.

If you are outside:

- Immediately have students and staff seek shelter if it is safe to do so. Drill with students and staff to go to the nearest room to them.
- If shelter is not available, ensure students lie flat on the ground immediately.
- Children in restrooms should be instructed to stay there until directed to exit by the Director/Principal or Director/Principal 's designee.

If situation is violent and may include the use of firearms, the Director/Principal or Director/Principal 's designee should instruct all staff and students to lie face down on the floor and remain immobile.

Director/Principal and staff must follow all instructions given by responding law enforcement.

If the event is major, the Director will activate the School EOC to develop an Action Plan to deal with the situation as well as the following:

- A. Telephone inquiries and rumor control
- B. Media relations and public information
- C. Employee/Student crisis counseling
- D. Facility damage assessment/control

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 3: Disaster Procedures
Part 10: Severe Windstorm Procedures

If a severe wind warning is received at school or site, notify the Director/Principal immediately.

In general, if severe winds are affecting the school, employees and students should be moved to the interior core area of the building (inside wall on the ground floor) away from outside windows and doors.

Close all windows and blinds and avoid auditoriums, gymnasiums and other building locations that have large roof areas or spans.

Avoid all areas that have large concentrations of electrical equipment or power cables.

Evacuation of the school will be directed by the Director/Principal in coordination with SEMS.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 3: Disaster Procedures
Part 11: Suspicious Mail/Packages

All incoming mail and packages should be handled with caution.

Below are Indicators of suspicious mail and steps to take in the event that suspicious mail is received.

Mail that ...

- ... is unexpected or from an unfamiliar source
- ... has excessive postage
- ... is addressed to someone who no longer works in the School
- ... is addressed to a current employee but with the wrong title
- ... contains several misspelled words on the envelope
- ... marked with restrictive endorsements such as "Personal" or "Confidential"
- ... has no return address or an address that cannot be verified
- ... mail that is from a foreign country
- ... shows a city or state in the postmark that doesn't match the return address
- ... is lopsided, oddly shaped, or has an unusual weight, given its size
- ... has protruding wires, strange odors or stains
- ... has powdery substance on the outside
- ... has an unusual amount of tape on it
- ... is ticking or making unusual sounds

Not all mail comes perfectly packaged or with accurate information on it, so it is important that employees handling mail remain sensible in the screening of mail. However, prudent scrutiny conducted in a reasonable manner can greatly reduce the school's chances of becoming the victim of attack by mail.



# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 3: Disaster Procedures
Part 11: Suspicious Mail/Packages

What to do with suspicious mail (general response):

- Do not try to open the package or envelope.
- Do not sniff, taste or shake the package.
- Isolate the package.
- Evacuate the immediate area; close the door.
- Contact your supervisor and call 911.

Response to mail suspected of delivering biological/chemical agents in powder form:

- Do not open an envelope or package with powder on the outside.
- If powder is spilled from an envelope or package, do not try to clean up the powder.
- Cover the spilled contents immediately with anything (clothing, paper, trash can).
- Do not remove this cover.
- Leave the room and close the door or otherwise prevent access to the room.
- Wash your hands with soap and hot water.
- Ensure that everyone who had contact with the piece of mail washes his/her hands with soap and hot water.
- Notify your supervisor.
- Supervisor should immediately contact the local police (911) or the U.S. Postal Inspection Service (626-405-1200).
- Supervisor should notify the School Director's Office.
- Remove heavily contaminated clothing as soon as possible and place inside a plastic bag or some other container that can be sealed. This clothing should be given to the responding emergency response units.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- Make a list of all the people who were in the room or area, especially those who had contact with the envelope or package. Provide this list to the emergency response teams investigating the incident.
- Investigators will remove the envelope or package and conduct a thorough check of the area for contamination.
- If you are prescribed medicine as a result of this exposure, take it until instructed or until it runs out.

NOTE: Contacting the U.S. Postal Service is less likely to create a media event than the local police but their response may be slower.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 4: Notification of Dangerous Pupils
Part 1: Notifying Teachers of Dangerous Pupils

When the Director/Principal at Method Schools is aware that a student has caused or tried to cause another person serious bodily injury, or any injury that requires professional medical treatment, a separate and confidential file is created for that child. Information based upon written School records or records received from a law enforcement agency are contained in the file.

When such a student is assigned to a teacher's classroom, the Director/Principal shall provide the teacher with written notification. The teacher is asked to review the student's separate and confidential file in the office. Teachers are informed that such information is to be kept in strictest confidence and is to disseminate no further.

Excerpts from the California Education Code, the California Penal Code are presented below.

From California Education Code Section 49079

- (a) A school School shall inform the teacher of every student who has caused or who has attempted to cause serious bodily injury to another person, as defined in paragraphs (5) and (6) of subdivision (e) of Section 243 of the Penal Code, to another person. The School shall provide the information to the teacher based on any written records that the School maintains or receives from a law enforcement agency regarding a student described in this section.
- (b) No school School shall be liable for failure to comply with this section if, in a particular instance, it is demonstrated that the School has made a good faith effort to notify the teacher.
- (c) The information provided shall be from the previous three (3) school years.
- (d) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
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Section 4: Notification of Dangerous Pupils
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Part 1: Notifying Teachers of Dangerous Pupils
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From California Penal Code Section 243(e) – Paragraphs 5 and 6

- (5) ... “Injury” means any physical injury which requires professional medical treatment.
- (6) ... “Custodial Officer” means any person who has the responsibilities and duties and who is employed by a law enforcement agency of the city or county or who performs those duties as a volunteer.

## Notice Regarding Student Crimes and Offenses

The Director or designee shall inform the teacher of every student who has engaged in, or is reasonably suspected to have engaged in, any act during the previous three years which could constitute grounds for suspension or expulsion, with the exception of the possession or use of tobacco products. This information shall be based upon written School records or records received from a law enforcement agency. (California Education Code 49079).

When informed pursuant to Welfare and Institutions Code 828.1 that a student has committed crimes unrelated to school attendance which do not therefore constitute grounds for suspension or expulsion, the Director or designee may so inform any teacher, counselor or administrator whom he/she believes needs this information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from needless vulnerability. The Director or designee shall consult with the Director/Principal of the school which the student attends in order to identify staff that should be so informed. (California Welfare and Institutions Code 828.1).

Teachers shall receive the above information in confidence and disseminate it no further.  
(California Education Code 49079, California Welfare and Institutions Code 828.1).

The Director/Principal or designee shall maintain the above information in a separate confidential file for each student. When such a student is assigned to a class/program, the Director/Principal or designee shall notify the teacher in writing and ask the teacher to initial this notice, return it to the Director/Principal or designee, and review the student’s file in the school office. This notification shall not name or otherwise identify the student.

The Director/Principal or designee shall notify all certificated personnel who are likely to come into contact with the student, including the student’s homeroom or classroom teachers, special education teachers, coaches and counselors.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
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Section 4: Notification of Dangerous Pupils
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Part 1: Notifying Teachers of Dangerous Pupils
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The teacher shall initial the student's file when reviewing it in the school office. Once the school has made a good faith effort to comply with the notification requirement of Education Code 49079, a teacher's failure to review the file may be construed as a waiver of the school's liability.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 1: Definitions

From Method Schools Board Policy BP 2.1: Suspension & Expulsion

*Suspension* from school means removal of a student from ongoing instruction for adjustment purposes. However, “suspension” does not mean any of the following):

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the governing board for pupils of the same grade level.
2. Referral to a certificated employee designated by the Director/Principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the pupil to the Director/Principal or designee as provided in the California Education Code, Section 48910. Removal from a particular class shall not occur more than once every five school days.

*Expulsion* means removal of a student from the immediate supervision and control, or the general supervision, of school personnel.

*Day* means a calendar day unless otherwise specifically provided.

*School day* means a day upon which the schools of the School are in session or weekdays during summer recess.

*Student* includes a student’s parent/guardian or legal counsel.

*Director/Principal ’s designee* means any one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the Director/Principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the Director/Principal ’s primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the Director/Principal ’s office.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 2: Notice of Regulations

From Method Schools Board Policy BP 2.1: Suspension & Expulsion

Upon enrollment of the school, Method Schools' teachers ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion.

Notification shall include information about the availability of individual school rules and all school policies and regulations pertaining to student discipline.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 3: Grounds for Suspension and Expulsion

## From Method Schools Board Policy BP 2.1: Suspension & Expulsion

Students may be subject to suspension or expulsion for committing any of the acts listed below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
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 student 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 listed in the California Health and Safety Code, Section 11053-11058, alcoholic beverage, or an intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed as defined in Health and Safety Code, Section 11053-11058, an alcoholic beverage, or an intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. 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. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
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Section 5: Suspension and Expulsion/Due Process
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Part 3: Grounds for Suspension and Expulsion
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11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. 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.
14. 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.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.

Students in grades 4 through 12 are also subject to suspension or recommendation for expulsion for any of the acts listed below:

16. Committed sexual harassment as defined in Education Code 212.5.
17. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5.
18. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonable expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.



# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 3: Grounds for Suspension and Expulsion

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any School school or within any other school School, including but not limited to the following circumstances:

1. While on school grounds.
2. While going to or coming from school.
3. During lunch period.
4. During, going to, or coming from a school-sponsored activity

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

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 4: Removal from Class by a Teacher/Parental Attendance

A student removed from the school not be returned to class during the period of suspension without the approval of the teacher of the class and the Director/Principal .

A student removed from the school shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was suspended.

The teacher of any class from which a student is removed may require the suspended student to complete any assignments and tests missed during the suspension.

Pursuant to Board policy, a teacher may require the parent/guardian of a student whom the teacher has suspended to attend a portion of a school day in his/her child's classroom.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 5: Suspension by Director/Principal, or Director/Principal's Designee

The Director/Principal, or Director/Principal's designee may suspend a student from a school for not more than five consecutive school days unless the suspension is extended pending expulsion.

The Director/Principal or designee shall immediately suspend any student found at school or at a school activity to be:

1. Possessing, as verified by a School employee, or selling or otherwise furnishing a firearm, unless the student has obtained prior written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.
2. Brandishing a knife, as defined in Education Code 48915(g), at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.

Suspension also may be imposed upon a first offense if the Director/Principal or designee determines the student violated items (1)-(5) listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes danger to persons or property or threatens to disrupt the instructional process.

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

## 1. Informal Conference

Suspension shall be preceded by an informal conference conducted by the Director/Principal, designee or the Director with the student and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Director/Principal. At the conference, the student shall be informed of the reason for the disciplinary action and the

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 5: Suspension by Director/Principal , or Director/Principal 's Designee

evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense.

This conference may be omitted if the Director/Principal, 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. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school.

## 2. Administrative Actions

All requests for student suspension are to be processed by the Director/Principal or designee of the school in which the student is enrolled at the time of the misbehavior.

A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Director or designee.

## 3. Notice to Parents/Guardians

At the time of the suspension, a school employee 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.

This notice shall state the reasons for suspension and 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 also add that state law requires the parent/guardian to respond to such requests without delay.

## 4. Parent/Guardian Conference

Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matters.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 5: Suspension by Director/Principal, or Director/Principal 's Designee

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such conference. The student may not be denied readmission solely because the parent/guardian failed to attend.

## 5. Extension of Suspension

If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Director or designee may, in writing, extend the suspension until such time as the Board has made a decision.

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Director or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 6: Suspension by the Board

The Board may suspend a student for any of the acts listed in “Grounds for Suspension and Expulsion” above and within the limits specified in “Suspension by Director, Director/Principal , or Director/Principal ’s Designee” above.

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts enumerated in Education Code 48900 occurred. The suspension shall meet the requirements of Education Code 48915.

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it may hold closed sessions if a public hearing would lead to disclosure of information which would violate a student’s right to privacy under Education Code 49073-49079.

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board’s notice. However, any discussion that conflicts with any other student’s right to privacy still shall be held in closed session.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 7: On-Campus Suspension Program

Students for whom an action to expel has not been initiated and who pose no imminent danger or threat to the school, students or staff may be assigned to a separate, supervised suspension classroom for the entire period of suspension. The following conditions shall apply:

1. The supervised suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to a supervised suspension classroom, the Director/Principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 8: Authority to Expel

A student may be expelled only by the Board. The Board shall expel, as required by law, any student found to have committed certain offenses listed below under “Mandatory Recommendation and Mandatory Expulsion.”

The Board also may order a student expelled for any of the acts listed above under “Grounds for Suspension and Expulsion” upon recommendation by the Director/Principal , Director, hearing officer or administrative panel, based on finding either or both of the following:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.



# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 9: Mandatory Recommendation for Expulsion

Unless the Director/Principal or Director finds that expulsion is inappropriate due to particular circumstances, the Director/Principal, Director or designee shall recommend a student's expulsion for any of the following acts:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance, as listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 10: Mandatory Recommendation and Mandatory Expulsion

The Director/Principal , Director or designee shall recommend that the Board expel any student found at school or at a school activity to be:

1. Possessing, as verified by a School employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certified school employee, with the Director/Principal or designee's concurrence.
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.

Upon finding that the student committed any of these acts, the Board shall expel the student.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
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Section 5: Suspension and Expulsion/Due Process
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Part 11: Student's Right to Expulsion Hearing
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The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Director/Principal or Director or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred.

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion.

If the Board finds it impracticable to comply with these time requirements for conducting an expulsion hearing, the Director or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 12: Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental or emotional needs of a student who is the complaining witness.

Whenever the Director or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the School's suspension and expulsion policy and regulation and shall advise the witness of his/her right to all the following:

1. Receive five days notice of his/her scheduled testimony at the hearing.
2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies.
3. Have a closed hearing during the time he/she testifies.

Whenever any allegation of sexual assault or sexual battery is made, the Director or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 13: Written Notice of the Expulsion Hearing

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten calendar days before the date of the hearing. The notice shall include:

1. The date and place of the hearing.
2. A statement of the specific facts and charges upon which the proposed expulsion is based.
3. A copy of School disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the School to any other School in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a).
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel.
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.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
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Section 5: Suspension and Expulsion/Due Process
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Part 14: Conduct of Expulsion Hearing
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1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated.

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to determine if the student should be expelled. If the Board admits any other person to the closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session.

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television.

2. 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 written and complete transcription of the proceedings can be made.
3. Presentation of Evidence: While technical rules of evidence do not apply to such 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. The decision of the Board to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion."

Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of harm.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 14: Conduct of Expulsion Hearing

In cases where a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

4. Testimony by Complaining Witnesses: The following shall be observed when hearings involve allegations of sexual assault or sexual battery by a student:
  - a. Any complaining witness shall be given five days notice before being called to testify.
  - b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.
  - c. Before a complaining witness testifies, support persons shall be admonished that the hearing confidential.
  - d. The person presiding over the hearing may remove a support person who he/she finds disrupting the hearing.
  - e. If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.
  - f. Evidence of specific instances or prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 14: Conduct of Expulsion Hearing

- g. In order to facilitate a free and accurate statement of the experience of the complaining witness and to prevent discouragement of complaints, the School shall provide a nonthreatening environment.
  - (1) The School shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
  - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
  - (3) The person conducting the hearing may:
    - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness.
    - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
    - (c) Permit one of the support persons to accompany the complaining witness to the witness stand.
- 5. Decision Within Ten Days: The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed.
- 6. Decision Within 40 Days: If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed.



# Comprehensive School Safety Plan

Method Schools Murrieta, CA
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Section 5: Suspension and Expulsion/Due Process
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Part 15: Alternative Expulsion Hearing: Hearing Officer or Administrative Panel
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Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer, or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled.

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board as specified above in “Conduct of Expulsion Hearing.”

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion to the Board. If expulsion is not recommended, the student shall be immediately reinstated. (See “Final Action by the Board” below.)

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the finding of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order.

The hearing officer or administrative panel may recommend that the Board suspend the expulsion for a period of one year. (See “Suspension of Expulsion” below.)

The Board shall make its decision about the student’s expulsion within 40 school days after the date of the student’s removal from school unless the student requests in writing that the decision be postponed.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 16: Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel must be taken by the Board at a public meeting.

When the Board accepts a recommendation against expulsion or decides after the hearing not to expel, this decision is final and the student shall be reinstated immediately. The Director or designee shall place the student in any classroom program, other instructional program, rehabilitation program, or any combination of such programs after consulting with School personnel, including the teacher involved, and with the student's parent/guardian.

Upon ordering the expulsion, the Board shall set a date, no later than the last day of the semester following the semester in which the expulsion occurred, when the student may apply for readmission to a school within the School.

1. Periodic review as well as assessment of the student at the time of review for readmission.
2. Recommendation for improved academic performance, tutoring, special education assessments, job training, counseling, community service and other rehabilitative programs.

With parental consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 17: Written Notice to Expel

The Director or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian.
2. Notice of the right to appeal the expulsion to the County Board of Education.
3. Notice of the student's or parent/guardian's obligation to inform any new School in which the student seeks to enroll of the student's status with the expelling School, pursuant to Education Code 48915.1.
4. Notice of the alternative educational placements available to the student during the time of expulsion.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion/Due Process
Part 18: Suspension of Enforcement of the Expulsion

The Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for not more than one calendar year.

When deciding whether to suspend the enforcement of an expulsion, the Board shall take into account the following criteria:

1. The student's pattern of behavior.
2. The seriousness of the misconduct.
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

In cases of mandatory expulsion, the enforcement of an expulsion order shall not be suspended.

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on a probationary status.
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the School's rules and regulations governing student conduct.
4. When the suspension of expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
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Section 5: Suspension and Expulsion/Due Process
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Part 18: Suspension of Enforcement of the Expulsion
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5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a School school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings.
6. Suspension of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board of Education.
7. The Director or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the County Board.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion
Part 19: Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision to the County Board of Education. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion
Part 20: Post-Expulsion Assignments

The Board shall refer expelled students to a program of study that meets all the following conditions:

1. Is appropriately prepared to accommodate students who exhibit discipline problems.
2. Is not provided at a comprehensive middle, junior or senior high school or at [Enter School Name], unless the program is offered at a community day school established at such a site.
3. Is not housed at the school site attended by the student at the time of suspension.

When the placement described above is not available, and when the County Director of Schools so certifies, students expelled for acts described in items #6 through #15 under “Grounds for Suspension and Expulsion” may be instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion
Part 21: Readmission After Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it is ordered the expulsion. The School shall consider readmission of the student.
2. The Director or designee shall hold a conference with the parent/guardian and the student. At the conference the conditions for readmission shall be reviewed. The Director or designee shall verify that these conditions have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Director or designee shall transmit the request for readmission to the Board, along with his/her recommendation. The Board shall consider the request in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Director or designee shall notify the student and parent/guardian by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission if it finds that the student had not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other School students or employees.
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying remittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school School.



# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion
Part 22: Maintenance of Records

The Board shall maintain a record of each expulsion, including the cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls, within five days of a written request by the admitting school.

The Director or designee shall, within five working days, honor any other School's request for information about an expulsion from this School.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 5: Suspension and Expulsion
Part 23: Notifications to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the school Director/Principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245.

The Director/Principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10.

NOTE: It is important to note that Method Schools is classified as an independent study school, which allows staff to provide alternative disciplinary measures for students who violate rules of the school. Some may be required to work from home and not permitted to attend the site. This is all outlined on the behavior policy located in the Student Handbook.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
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Section 6: Sexual Harassment Policy
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Part 1: General Information
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The administration, teachers and staff at Method Schools actively strive to eliminate acts of sexual harassment at the school. All personnel are aware of the mandates from the State of California, the California Department of Education, and the Board of Education of the and support them fully. All personnel have received instruction regarding the recognition, prevention, and reporting of acts of sexual harassment. It is important that parents understand the provisions regarding sexual harassment and, in particular, student-to-student harassment. In recent years, this area of sexual harassment has been more clearly delineated in federal and state legislation as well as in our School's policies.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 6: Sexual Harassment Policy
Part 2: Sexual Harassment – All Personnel

## Method Schools Board Policy BP 3.1: Sexual Harassment

The Governing Board prohibits sexual harassment in the working environment of School employees or applicants by any person in any form.

Employees who permit or engage in such harassment may be subject to disciplinary action up to and including dismissal.

Any employee or applicant for employment who feels that he/she or another individual in the School is being sexually harassed should immediately contact his/her supervisor, Director/Principal, other School administrator, or the Director or designee in order to obtain procedures for reporting a complaint.

Any supervisor who receives a harassment complaint shall notify the Director or designee, who shall ensure that the complaint is appropriately investigated.

The School prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

## Method Schools Board Policy BP 3.1: Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting when:

1. Submission to the conduct is made either expressly or by implication in terms or condition of any individual's employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile, or offensive working or educational environment, or of adversely affecting the student or employee's performance, evaluation, advancement, assigned duties, or any other condition of education, employment or career development.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 6: Sexual Harassment Policy
Part 2: Sexual Harassment – All Personnel

4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Other examples of sexual harassment, whether committed by a supervisor or any other employee, are:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Touching an individual's body or clothes in a sexual way.
7. Cornering or blocking of normal movements.
8. Displaying sexually suggestive objects in the educational or work environment.
9. Any act of retaliation against an individual who reports a violation of the School's sexual harassment policy or who participates in the investigation of a sexual harassment.

Each Director/Principal and supervisor has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes and/or discussing the School's sexual harassment policy with his/her students and/or employees and assuring them that they are not required to endure sexually insulting, degrading, or exploitive treatment or any other form of sexual harassment.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 6: Sexual Harassment Policy
Part 2: Sexual Harassment – All Personnel

## Notifications

A copy of the School's policy on Harassment in Employment shall:

1. Be displayed in a prominent location near each school Director/Principal's office.
2. Be provided to each faculty member, all members of the support staff at the beginning of the first quarter or semester of the school year, or whenever a new employee is hired.
3. Appear in any school or School publication that sets forth the school or School's comprehensive rules, regulations, procedures, and standards of conduct.

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of School information sheets that contain, at a minimum, components on:

1. The illegality of sexual harassment.
2. The definition of sexual harassment under applicable state and federal law.
3. A description of sexual harassment with examples.
4. The School's complaint process available to the employee.
5. The legal remedies and complaint process available through the Fair Employment and Housing Department and Commission.
6. Direction on how to contact the Fair Employment and Housing Department and Commission.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
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Section 6: Sexual Harassment Policy
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Part 3: Sexual Harassment – Students
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## Method Schools Board Policy BP 3.1: Sexual Harassment

The Governing Board prohibits unlawful sexual harassment of or by any student by anyone in or from the School.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone in or from the School may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The Board expects students or staff to immediately report incidents of sexual harassment to the Director/Principal or designee or to another School administrator.

Any student who feels that he/she is being harassed should immediately contact the Director/Principal or designee or another School administrator in order to obtain a copy of AR 1312.3 – Uniform Complaint Procedures. Complaints of harassment can be filed in accordance with these procedures.

The School prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

## Method Schools Board Policy BP 3.1: Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 6: Sexual Harassment Policy
Part 3: Sexual Harassment – Students

3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Other types of conduct which are prohibited in the School and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the School's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.



# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 6: Sexual Harassment Policy
Part 3: Sexual Harassment – Students

## Notifications

A copy of the School's sexual harassment policy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year.
2. Be displayed in a prominent location near each school Director/Principal's office.
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session.
4. Appear in any school or School publication that sets forth the school or School's comprehensive rules, regulations, procedures, and standards of conduct.

## Enforcement

The Director/Principal or designee shall take appropriate actions to reinforce the School's sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti.
2. Providing staff in service and student instruction or counseling.
3. Taking appropriate disciplinary action as needed.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 7: School Dress and Grooming
Part 1: Method Schools Board Policy BP 4.1 Dress Code

## Method Schools Board Policy BP 4.1 Dress Code

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction, which would interfere with the educational process.

When gangs constitute a danger to students, the Director or designee may restrict student dress and grooming as necessary to comply with Board policy related to gang activity.

Students and parents/guardians shall be informed about the school dress code at the beginning of the school year and when revised. A student who violates the dress code shall be subject to appropriate disciplinary action.

The Board recognizes that, in order to promote student safety and discourage theft, peer rivalry and/or gang activity, the Director/Principal, staff and parents/guardians at a School school may wish to establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval.

The Board shall approve such dress codes when it determines they are necessary for the health and safety of the school's students.

The Director or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from an adopted school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

The Director or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 7: School Dress and Grooming
Part 1: Method Schools Board Policy BP 4.1

## Method Schools Board Policy BP 4.1

Local law enforcement officials indicate that certain types of dress contribute to gang association and violence. Students wearing gang attire become targets for violence even though they are not gang members. In addition, the baggy, oversized clothing now identified as gang related, presents a safety hazard since it allows students to more readily conceal dangerous objects such as knives, and other weapons or provide hiding places for drugs and drug paraphernalia. Accordingly, the following types of clothing have been identified as gang related:

- Oversized, baggy pants
- Excessively large shirts and jackets
- Military style and/or steel-toed boots
- Oversized belts and/or initial on buckles
- Caps/hats
- Shirts depicting or promoting violence towards police and/or others and/or graffiti or “tagging”
- Clothing which features lewd or obscene language

### Uniforms

As gang attire changes, the Director or designee is authorized to delete and add items as deemed appropriate by the school staff and law enforcement agencies.

In schools where a schoolwide uniform is required, the Director/Principal , staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn.

The Director/Principal or designee shall give parents/guardians at least six months notice before a school uniform policy is implemented.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting.

The Director or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 8: Safe Ingress and Egress
Part 1: General Information

Method Schools takes pride in being part of a school that has a mission to provide a safe environment for all students, parents, and school employees. Method Schools will take measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies and the city of Murrieta to ensure that the school's immediate community is safe.

Through the joint efforts of the School office, site administrators, faculty, Safety Committee, PTSA, and other organizations, including consultants, Method Schools has developed a plan to ensure the safe arrival and departure of students, staff, and visitors. Method Schools encourages input from our community and reviews this plan on an annual basis.

Any problems associated with safe ingress and egress will be addressed immediately.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 8: Safe Ingress and Egress
Part 2: Safe Ingress and Egress

Method Schools has 2 entrances and exits on Jefferson Ave and 1 one Kalmia Street. Most students enter from the two entrances on Jefferson Avenue in front of the school and exit via Kalmia Street.

School hours of operation

8:30am

3:00pm

All adults are to enter from the front of the school with signs posted for office check in. All visitors to the school must check in at the front desk.

Whenever a safety issue is pending, all doors are locked immediately. For emergency situations, teachers have keys to lock or unlock doors closest to them.

At dismissal times, teachers are supervising student pick up at the rear of the building the back parking lot.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
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Section 9: Rules and Procedures of School Discipline
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Part 1: Specific Guidelines
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## Call Parent/Sent Home

Students that do not complete assignments may complete them during break, lunch break, or after school under your supervision. When students are sent to the office for disciplinary reasons, a note must accompany the student stating the infraction and other pertinent data.

Since we have very limited nursing services, we use our judgment in sending students home. For minor injuries, we use first aid kit; for minor complaints, try sending the student to drink water, or use the restroom, or rest for a while. If the complaint persists, we call a parent. Any child with an injury to the eyes, head, or private parts is evaluated for next step immediately. If there is an injury in the classroom or on the playground that is considered serious, the child is not moved until the Director/Principal arrives.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 9: Rules and Procedures of School Discipline
Part 1: Specific Guidelines

## DISCIPLINE

Method Schools uses the Behavior Policy included in the Student Handbook which is distributed to every student and signed by each student upon enrollment completion.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 9: Rules and Procedures of School Discipline
Part 2: School Standards for Pupils

In order to provide a positive, safe environment for children, the school and classroom must establish standards. The following standards are intended to keep our students safe and avoid problems.

1. Children are encouraged to arrive no earlier than 8:25 am.
2. When students are dismissed for the day, they are to leave the school grounds and go straight home. Students may not wait for older siblings that dismiss at a later time.
3. Children must play only in designated areas. Walkways are provided for walking to and from classes, they are not for running and playing.
4. Bicycles, roller skates, skateboards, etc are to be walked on and off the grounds and in front of the school. Riding bicycles on the walkways is not permitted.
5. Restrooms are to be used only as needed – not as a place to gather or to play.
6. Gum and candy are not appropriate in school, unless it is part of a sack lunch and then it is to be eaten during designated snack and lunch times.



# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 9: Rules and Procedures of School Discipline
Part 2: School Standards for Pupils

7. Toys, radios, tape recorders, or players are not to be brought to school. Knives of any kind, or any dangerous item, are to be confiscated and sent to the Director/Principal .  
  
Toys brought for sharing are not to be taken to the playground.
8. Pupils must comply with required classroom standards of behavior, courtesy and proper citizenship, as follows:
  - a) Students are to be punctual.
  - c) Stop immediately upon command of an adult or a whistle.
  - d) Students are to seek help from the adult on duty.
  - e) Students are to be respectful of all adults in authority.
  - f) Students are expected to be clean and neat in appearance.
  - g) Students must keep language free of profanity and vulgarity.
  - h) Students are expected to take pride in their books, school equipment, classrooms, buildings, and school.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 9: Rules and Procedures of School Discipline
Part 3: Method Schools Board Policy BP 6.1: Tobacco, Drugs, and Alcohol

## Method Schools Board Policy BP 6.1: Tobacco, Drugs, and Alcohol

### Drugs and Alcohol

It shall be the policy of the schools to take positive action through education, counseling, parental involvement, medical referral, and police referral in the handling of incidents in the schools involving the possession, sale, and/or use of behavior affecting substances and drug paraphernalia. These substances shall include but not be limited to marijuana, LSD, glue, alcohol, and barbiturates.

Students involved in the possession, sale and/or use of behavior affecting substances as stated above shall be subject to disciplinary procedures which may result in suspension or expulsion.

School properties may be inspected by school authorities in the interest of maintenance, health and safety. Inspections for the location of drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable purposes for inspection by school personnel; so long as such inspections are conducted in accordance with constitutional requirements of applicable state law relating to searches and seizures.

### Tobacco

The Board recognizes that smoking presents a health hazard which can have serious consequences both for the smoker and the non-smoker and is, therefore of concern to the Board.

Students shall not be allowed to smoke or possess tobacco on school property or during school hours. Students who violate this policy shall be subject to disciplinary procedures which may result in suspension from school.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 9: Rules and Procedures of School Discipline
Part 3: Drugs, Tobacco, Alcohol

## Drug Use and Abuse

The administration shall practice the following procedures relative to student drug use and abuse on school property or whenever the student is under the jurisdiction of the schools. Alcohol is a drug, illegal for use by minors. Cases involving alcohol shall be treated in the same manner as for other drugs.

### Use of Possession

1. No internal medication is to be administered to students by school personnel except as prescribed by a doctor.
2. Dangerous and narcotic drugs which a student has on prescription for ingestion as prescribed by a doctor must be in their original containers and kept in the nurse's or Director/Principal's office, whichever provides greater security.
3. Whenever any staff member has reason to believe that a student may be under drug influence, he/she shall immediately notify the Director/Principal. The Director/Principal, if in agreement, shall notify the parent to come for the student and to remove the student to his/her home, to the jurisdiction of the police, and/or the paramedics.
4. In severe cases, if the parents or the doctor cannot or will not come to the school, the Director/Principal is authorized to call an ambulance to remove the student to a hospital. Parents will be notified of this action and shall be responsible for the incurred expenses.
5. In any first offense in which students illegally use or possess prescription or non-prescription drugs, including alcohol, marijuana, or inhalants, at school or at school activities, the following will result:
  - a. Suspension from school for at least five (5) days.
  - b. Referral to the proper police authority.
  - c. A parent conference.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 9: Rules and Procedures of School Discipline
Part 3: Drugs, Tobacco, Alcohol

## Section 9: Rules and Procedures of School Discipline

### Part 3: Drugs, Tobacco, Alcohol

- d. A schedule of regular appointments with a school counselor or other school official.

In addition, the following action may be taken:

- a. Transfer to another school or alternative education program as appropriate.
  - b. Recommendation for expulsion.
6. A second incidence of use or possession of illegal drugs within one year at any school or school activity will result in a recommendation for expulsion as provided for in Education Code 48900.

#### Selling or Providing

When there is reason to believe that a student is selling or is in possession of drugs, the following procedures listed below will be followed:

1. The school administrator shall advise the local juvenile narcotics officer or law enforcement personnel. Juvenile authorities will make the decision as to whether they or the school will notify the parent.
2. The school administrator will escort the student to the school office and confront him/her with the suspicion. The administrator may notify the police before taking the student to the office. The student should be removed from a classroom by a school administrator or designee when there is reasonable cause.
3. For reasonable cause, a search for drugs may be made by the administrator. This may include searching the student's locker and/or other School-owned facilities such as science drawers, shop lockers, etc. Such search should be conducted by the administrator with at least one other certificated person as witness. No school staff member should search a student, but may ask student to volunteer for self-search. In cases when a personal search seems to be in order, the administrator should call for a law enforcement officer to make the search. Repeated attempts shall be made to notify the student's parent/guardian before the personal search is made.

# Comprehensive School Safety Plan

Method Schools

Murrieta, CA

## Section 9: Rules and Procedures of School Discipline

### Part 3: Drugs, Tobacco, Alcohol

4. The student may be interrogated by the school administrator without notifying the student of his/her rights, but if the administrator believes that a law has been broken, the police will be notified.

When there is good evidence that a student has actually used, sold or is in possession of narcotics or drug paraphernalia on or about school premises or at school-sponsored functions, the police must be notified. Regardless of any legal action taken by the police, the School must immediately suspend the student according to the provisions of BP/AR 5144.1 – Suspension and Expulsion/Due Process. The school administrator may, at his/her discretion, recommend expulsion to the Governing Board.

The Student Handbook which includes all shall be disseminated to student and parents through school newsletters, student handbooks, parent and student meetings, newspapers, radio, television, and other means of communications.

#### Tobacco Use

Possession or use of tobacco on school premises or at school sponsored events by students is a violation of law and Board policy and is not permitted. Students violating this policy will be subject to the following disciplinary procedure:

##### First Offense:

1. Parent notification.
2. Reprimand by Director/Principal or designee. A reprimand is written notification of unacceptable behavior.
3. Suspension (1 day)

##### Second Offense:

1. Parent notification.
2. Reprimand by Director/Principal or designee.
3. Suspension (2 days)
4. Disciplinary probation with behavior contract.

Disciplinary probation is a condition whereby a student must fulfill specific commitments or be denied certain privileges until his/her behavior improves. A behavioral contract is a written agreement among a student, his/her parent/guardian and an administrator. The contract states the conditions that must be met by the student for the period of

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
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Section 9: Rules and Procedures of School Discipline
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Part 3: Drugs, Tobacco, Alcohol
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Disciplinary probation. Failure to comply with the agreed upon terms may result in further disciplinary action against the student.

## Subsequent Offenses:

1. Parent notification/written notification of suspension to be sent by mail.
2. Student to be suspended for three (3) days.
3. Parent conference requested before returning to school.
4. Action per Behavioral Contract including possible assignment to an alternative program.

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of second-hand smoke. As required by law, the School provides instructional programs designed to discourage students from using tobacco products.

In the best interests of students, employees, and the general public, the Governing Board, therefore, prohibits the use of tobacco products at all times on School property and in School vehicles. This prohibition applies to all employees, students, visitors, and other persons at any school or school-sponsored activity or athletic event.

The Director or designee shall inform students, parents/guardians, employees and the public about this policy. All individuals on School premises share in the responsibility of adhering to this policy and informing appropriate school officials of any violations.

The Director or designee shall maintain a list of clinics and community resources which assist employees and students who wish to stop using tobacco products.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 9: Rules and Procedures of School Discipline
Part 3: Drugs, Tobacco, Alcohol

## Employee Notifications

The Director or designee shall notify employees of the School's tobacco-free policy. The notification shall also inform them of:

1. Their need to abide by School policy as a condition of employment.
2. The dangers of tobacco use in the workplace, including its threat to the health and safety of employees, students, and the public.
3. Available resources which may help employees stop using tobacco.
4. Possible disciplinary actions in accordance with Board policy, state law and applicable collective bargaining agreements.

Community members who smoke on School property shall be informed of the School's tobacco-free schools policy and asked to refrain from smoking. If the person fails to comply with this request, the following actions may ensue:

1. The matter may be referred to the Director or designee responsible for the area or the event.
2. If the person fails to refrain when so requested by the Director or designee, the Director or designee may direct him/her to leave school property.
3. If necessary, the Director or designee may request local law enforcement assistance in removing the person from school premises.
4. When individuals repeatedly violate the tobacco-free schools policy, the Director or designee may prohibit them from entering School property for a specified period of time.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
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Section 10: Crime Assessment
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Part 1: Crime Assessment
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In compliance with SB 187 and SB 334, Method Schools will compile statistics pertaining to school crime committed on school campuses and at school-related functions. The school will complete a *California Safe Schools Assessment – School Crime Reporting Form* for each incident that occurs on campus. Information obtained will assist the school and the School in developing programs to reduce the incidence of crime on campus.



# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 11: Bullying and Intimidation
Part 1: Method Schools Method Schools Board Policy BP 7.1: Bullying and Intimidation

## Section 11: Bullying and Intimidation

### Part 1: Method Schools Method Schools Board Policy BP 7.1: Bullying and Intimidation

#### Method Schools Board Policy BP 7.1: Bullying and Intimidation

The Board of Trustees believes that all students have a right to a safe and healthy school environment. To that end, the schools and community have an obligation to promote mutual respect, tolerance, and acceptance. Method Schools will not tolerate any act of intimidation including direct physical contact, gestures, comments, threats or actions, either written, verbal or physical, which cause, threaten to cause or are likely to cause bodily harm, social isolation, manipulation, or personal degradation at any school site, at any school activity whether on or off campus, while traveling to and from school or a school sponsored activity, or during the lunch period, whether on or off campus.

The consequences of these actions may include a broad range of disciplinary measures as appropriate; however, every effort will also be taken to provide or locate appropriate assistance for both the victim and the offender.

Bullying occurs when one or more students threaten, harass, or intimidate another student through words, or actions including continual direct physical contact such as hitting or shoving intentionally.

These incidents will be acted upon when they occur on the school grounds at any time, en route to and from school or a school-sponsored activity, during the lunch period whether on or off campus.

A “school-related” or “school-sponsored” activity is an activity that is approved by the Director/Principal or his/her designee and supervised by assigned school personnel.

For the purpose of this administrative regulation, bullying is, but is not limited to, making unsolicited and unwelcome written, verbal, physical and/or threatening visual gestures or contact.

Written – intimidating/threatening letters, notes, or messages

Verbal – intimidating/threatening comments, slurs, innuendos, teasing, jokes, or epithets

Visual – threatening gestures

Physical – hitting, slapping and/or pinching

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 11: Bullying and Intimidation
Part 1: Anti-Bullying

Making reprisals, threats or reprisal, engaging in coercive behavior to negatively control, influence or affect the health and well being of a student.

## Initial Response and Reporting Expectations

The

School expects all employees, if they observe or become aware of an act of intimidation, to take immediate, appropriate steps to intervene.

If, in the opinion of the employee, the matter has not been resolved, then the situation shall be reported to an administrator for further investigation.

The School encourages students, parents and other community members who observe or become aware of a serious act of intimidation to report this act to a school administrator for further investigation.

## Investigation and Response

Any incident, which may constitute an act of intimidation and is reported to the Director/Principal, shall be thoroughly investigated by the site administrator or designee. Consequences shall be commensurate with the results of the investigation. This may include, but is not limited to, counseling, parent conference, detention, involuntary transfer, a formal suspension and/or expulsion of the offender. The parent or guardian shall be contacted and may be asked to attend a conference with school officials.

If the parent or guardian does not attend the conference, the site administrator shall send a letter informing the parent of the actions under consideration and notifying parent of all data pertinent to the action.

Depending on the severity of the incident, the administrator shall take appropriate steps to insure campus safety. This may include any or all of the following: Implement an immediate safety plan; isolate and supervise involved students; provide staff support for involved students as necessary; report incident to law enforcement if appropriate; notify the parents/guardians of both the offender and the victim and develop supervision plan with parents.

If the act of intimidation is deemed to warrant a suspension, expulsion, or involuntary transfer to another school, then the matter will be processed in accordance with the board policies and pertaining to the suspension/expulsion due process.

# Comprehensive School Safety Plan

Method Schools Murrieta, CA
Section 11: Bullying and Intimidation
Part 1: Anti-Bullying

## Assessment and Intervention

An administrative contact will be made with the victim and offender prior to resuming regular schedule of classes. If deemed necessary, the administrator or designee may convene a multidisciplinary team to further assess and determine the need for ongoing support for the victim of the offender.

Depending upon the severity of the intimidation, an investigation may include a review of school records, identification of parent/family issues, and interview with students, parents, and school staff. A multi-disciplinary team consisting of school staff, counselor/psychologist, parent, student, and other agency personnel as appropriate, shall develop a behavior support plan.

The support plan may include any or all of the following: a case manager (special education staff), counseling services (site, and/or community resources), parenting skills classes, and other additional support services as deemed appropriate. The case manager will maintain a record of the services provided.

Each site will identify community resources to be used before, during and after incidents of intimidation.

## School Follow-up

The case manager has a responsibility to follow up and evaluate the behavior support plan. The case manager will compile a report to the site administrator on the process, resources used, and the follow up procedure involving the victim and the offender.

A copy of the behavior plan and follow-up report will then be forwarded to the Coordinator of Pupil Services.

## Retaliation Prohibited

Retaliation against a student who reports or witnesses bullying is strictly prohibited and is ground for discipline.

## Mandated Notification

At the beginning of the school year, each student shall receive Student Handbook that includes language prohibiting intimidation.

LCAP Year

☐ 2017–18 ☐ 2018–19 ☒ 2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Method Schools

Contact Name  
and Title

Jessica Spallino

Email  
and  
Phone

[Jessica@methodschools.org](mailto:Jessica@methodschools.org)  
(760) – 244-0758

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Method Schools is a charter school in Southern California chartered through Dehesa Elementary School District in San Diego County. Established in 2014, Method is a non-classroom based program that serves students through a highly differentiated instructional program. Method students participate in a rich, independent study project based experiential learning environment. Method Schools is an independent study program that offers a blended environment that combines online curriculum with on-site and virtual teacher instruction.

The overall model contains the following components:

- Students complete some of their coursework at home with the guidance of their learning coach and Method Schools CA highly-qualified, credentialed teacher. <sup>(L)</sup><sub>(SEP)</sub>
- Students can create their own schedules, but need 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. <sup>(L)</sup><sub>(SEP)</sub>
- Students and their Learning Coach are required to meet with their Method Schools teachers every week virtually or on site to turn in hard copy and project based coursework, take any required assessments on site, etc. <sup>(L)</sup><sub>(SEP)</sub>
- Students have access to their Method Schools teacher through email or phone and can arrange for onsite instructional support in a one-on-one format or in an instructional aide computer lab. <sup>(L)</sup><sub>(SEP)</sub>
- Students may also come to the site for a teacher led scheduled workshop, project work, or intervention. <sup>(L)</sup><sub>(SEP)</sub>

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. Instructional support may be in the following formats:

- Live, virtual meeting via web conference tool with shared whiteboard and internet <sup>[L]</sup><sub>[SEP]</sub>
- On-site instructional support <sup>[L]</sup><sub>[SEP]</sub> in one on one or group tutoring settings
- Supplemental and enrichment courses in key subject areas, such as technology and <sup>[L]</sup><sub>[SEP]</sub> entrepreneurship

## LCAP HIGHLIGHTS

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

Method's 2017-18 thru 2019-20 LCAP was developed as a direct result of the input and comments received from the student, parent and staff engagement. As outlined above, through the targeted surveys and individualized focus group, we were able to gain an enhanced understanding of our stakeholder's priorities. Beginning with our engagement in developing the 2017-18 LCAP (done in FY 2016-17) there has been consistent information flow between the school and stakeholder groups.

Stakeholder participation throughout the entire LCAP process allowed for greater understanding and alignment of student, staff and parent needs. By designing our surveys to include a small set of duplicate questions for each targeted group, we were able to see common themes and LCAP focus areas emerge in collected data.

These include common focus areas include increased parent communication, development of additional enrichment opportunities for students, increased emphasis on student citizenship and personal (behavioral) development, extracurricular activity developing including STEM, Career & Technical Skills and visual and performing arts, and increased parent communication.

Staff data included the need for additional support in the implementation of CCCSS, Science, use of current technology tools, and technology integration. In addition, priorities were also developed based upon the common themes listed above along with new data from the district wide benchmark assessments showing a lack of student proficiency in CCCSS across the grade levels, current district goals and the state priority areas.

## REVIEW OF PERFORMANCE

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

## **GREATEST PROGRESS**

We feel our greatest progress made during the 2018-19 academic year was the continued development of Method's own Learning Management System (/ Student Information System (LMS/SIS) and own curriculum. Both of these items were designed for and made specifically for Method Schools and will directly enhance our teachers' effectiveness and students' ability to learn. Both the curriculum and LMS were designed specifically to align with how Method administers student assessments and gauges student performance.

Across all student groups Method declined 8.3 below Level 3 in ELA Comprehension, however, our Socioeconomically Disadvantaged students increased by 21.2 points. In Math comprehension Method declined 6.1 points, however, our Socioeconomically Disadvantaged students increased by 28.6 points.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **GREATEST NEEDS**

In reviewing the CA Dashboard for Fall 2018 – which is based off of Method's 2017-18 Spring testing, our greatest need comes improving our student scores in both ELA and Mathematics. For this dashboard release, our students scored in the "Orange" percentile - 39.8 points below Level 3 in ELA and 93.1 points below Level 3 in Mathematics. This was a decline of 13.8 points and 15.2 points in ELA and Mathematics respectively. For 2019-20 Method's primary focus will be bridging the achievement gap and improve student scores across the board on Smarter Balance Assessments and CAASPP Assessments in both ELA and Math.

To help streamline and accelerate this academic improvement, Method has added the following positions: Curriculum Director and will be implementing the following positions: Academic Improvement Manager and Data Analyst. The goal of each of these positions is to provide increased, multi-tiered academic support for all of our students and bridge the existing achievement gaps in ELA and Math.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## **PERFORMANCE GAPS**

In reviewing the CA Dashboard for Fall 2018 – which is based off Method's 2017-18 Spring testing, we experienced a significant performance gap between our Hispanic students in both ELA at 79.8 below standard (versus 29.6 below standard for White students) and Math comprehension, at 111.5 points below standard (versus 82.5 points below for White students) .

To help streamline and accelerate this academic improvement, Method will add the following positions: Academic Improvement Manager and Data Analyst. The goal of each of these positions is to provide increased, multi-tiered academic support for all our students and continue to bridge the existing achievement gaps in ELA and Math.

## INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Although not a significant percentage of our current student population, Method Schools is committed to the vision and mission it has set for all students and recognize the (additional) support our EL, Low-Income and Foster Youth students may need. This LCAP provides a program for all students, design such that every student becomes college and career ready by the time they exit Method. In order to ensure that our EL, Low-Income and Foster Youth students are provided with opportunities achieve at high levels, school supports have been incorporated throughout the LCAP. As a result, funds have been specifically allocated for personnel, instructional materials, technological equipment and other supplemental resources.

These supports include (specifically designated) certificated staff to support targeted instruction, opportunities for full parent involvement, and access to technological resources both at home and at school. For 2017-18 thru 2019-20, Method is planning to develop an Academic Improvement Manager position to provide further targeted instruction. The goal of this position is designed to provide additional support for our EL, Low-Income and Foster Youth students in an effort to help bridge the achievement gap that these students may face. This Academic Improvement Manager position will work in a pull out and push in capacity, utilizing online classroom resources as well as supplemental resources to provide support for these students. This intervention strategy, called Targeted Direct Instruction (T.D.I.), is already a key component of Method's instructional model. For 2017-18 thru 2019-20 we will be enhancing and tailoring this component specifically for our EL, Low-Income and Foster Youth students.

Moreover, virtual summer school courses have been developed and will be offered for our EL, Low-Income and Foster Youth students that are behind in core subject comprehension. These additional courses are designed to provide supplemental instructional time for our targeted students outside of the traditional school year as we strive to bring all students to grade level comprehension. Furthermore, a variety of interactive digital resources will continue to be provided to support the individual needs of the EL, Low-Income and Foster Youth students in achieving the Common Core and 21st Century Skills requirements.

Method Schools will continue to analyze and adjust the supplemental offerings provided to our EL, Low-Income and Foster Youth based on assessments and increases in student achievement in upcoming LCAP years.

## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

### DESCRIPTION

### AMOUNT



Total General Fund Budget Expenditures for LCAP Year	\$4,156,487
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Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,350,000.00
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The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

During the 2018-19 fiscal year, we were able to strategically allocate all of our funds outlined in the LCAP for Planned Actions / Services as well as allocate General Fund Expenditures on projects that will help Method School years into the future. During 2018-19, Method was able to use LCFF Revenues to continue to fund the develop of internal LMS and SIS systems. Additionally, Method was able to allocate significant general fund revenues towards development of internal curriculum content for grades K-12. The development of these two internal projects for Method will allow the school operate autonomously from curriculum and SIS/LMS providers allowing the school both financial and operational flexibility.

\$3,853,159
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Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

By 6/01/2019, 80% of Method Schools students will perform at grade level on site-developed / identified common formative assessments in Language Arts and Math.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8  
COE ☐ 9 ☐ 10  
LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

CAASP & Local Assessments - Close Level 3 gap by 10 points in ELA and 30 points in Math.	Based on the Fall 2018 Dashboard, Method students fell by 8.3 points and 6.1 points in ELA and Mathematics respectively.
Adopted Teacher Evaluations System - 85% of Teachers will not have "Needs Improvement" on Teacher Evaluation regarding CA Standards.	Method implemented enhanced teacher and administrator evaluation system and carried out evaluations in a timely and effective manner.
CA State Highly Qualified Rating Sheet - 100% of Teachers classified as highly qualified.	In 2018-19, 83% of teachers at Method Schools met the qualifications of "highly qualified" under the ESSA requirements and guidelines.

#### ACTUAL

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1	
Actions/Services	<p>PLANNED</p> <p>Student assessments conducted through RenStar assessment program a total of nine (9) assessments during the year.</p> <p>Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.</p> <p>Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.</p>	<p>ACTUAL</p> <p>During the 2018-19 school year Method carried out targeted student assessments (6) times during the academic year</p> <p>Method continued to further improve upon and conduct our Targeted Direct Instruction (T.D.I.) for student interventions. T.D.I. at Method consists of pulling out students for direct instruction in target areas in either small groups or one-on-one instruction.</p> <p>Method teachers attended a wide variety of Professional Development seminars and conferences focused on IS Learning, Integrating Technology, PBIS, &amp; Digital Literacy.</p>
Expenditures	<p>BUDGETED</p> <p>\$222,750 – Per Submitted LCAP.</p>	<p>ESTIMATED ACTUAL</p> <p>\$250,000.00</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>During the 2018-19 school year Method carried out this goal, to an even greater extent than as it was outlined in our LCAP. Method carried out targeted student assessments frequently during the academic year for a total of (6) times during the academic year. For 2019-20 Method will continue to analyze our internal assessments and align these assessments to preparing our students for the Smarter Balance and CAASSP assessments. Method continued to further improve upon and conduct our Targeted Direct Instruction (T.D.I.) for student interventions.</p>
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T.D.I. at Method consists of pulling out students for direct instruction in target areas in either small groups or one-on-one instruction.

Method teachers attended a wide variety of Professional Development seminars and conferences focused on IS Learning, Integrating Technology, PBIS, & Digital Literacy.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We feel both the RenStar program (and subsequent assessment schedule) and T.D.I intervention model are very effective in each of their designed scopes. By testing students for comprehension at the very start of the year, we are able to accurately gauge and measure progress during the year because we chart precisely where the students started. Moreover, by conducting assessments each month we are able to monitor continual progress vs. expected progress; which then guides our T.D.I. interventions. For 2019-20 Method will continue to analyze our internal assessments and aligned these assessments to preparing our students for the Smarter Balance and CAASSP assessments.

Furthermore, we feel our T.D.I. intervention model is quite effective because it is correlated to our RenStar assessments. Through the data our staff receives from RenStar we are able to accurately identify student comprehensive levels, which allows us to delivery effective, accurately directed T.D.I. for both our higher and lower achieving students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not have a material difference between Budgeted Expenditures and Actual Expenditures. During the 2018-19 year, we were able to successfully carry out, from an expenditure standpoint, the actions and services we intended to. Careful planning and strategic timing allowed Method to implement programs, carry out assessments, and attending trainings and developments as scheduled.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no material changes made to this goal as it was originally outlined in our 2018-19 LCAP. As we continued to gain alignment and experience with our RenStar assessment program, we gained better understanding of how to better carry out our T.D.I and better prepare out students for Smarter Balance and CASSP Assessments in English Language Arts and Math.

## 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 emotional and digital harassment.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Service Learning Activity Logs - Target Student Participation Rate – 70%

Student Information System Attendance Logs - Target ADA Percentage – 98%

Professional Development Calendar and Teacher Attendance Logs - Create and Adopt Professional Development Calendar with 2 Offerings and 100% Teacher Attendance

#### ACTUAL

During 2018-19, Method did not implement the Service Learning Logs, but we did have notable student participation in our Service Learning Campaigns for: The Pepsi Recycling Rally, Koinonia Donation event, Solutions for Change, and independent student campaigns.

With our Track B students Method was able to obtain 98% student attendance.

During 2018-19, each Method staff member was awarded the opportunity to attend as many Professional Development modules/seminars as needed and we had 100% staff participation, with multiple staff members attending 2-3 Professional Development Seminars/Conferences.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	2	
	PLANNED	ACTUAL
Actions/Services	Implement curriculum components for Digital Literacy and Global Citizenship to increase student social and emotional intelligence.	Based on a format change to 100% online delivery, individual student mentors now counsel students in cases of character education and proper online etiquette and behavior in online forums and classes. Method also offered tile courses such as Men of Honor, Growth Mindset, and Changemakers to increase student social/emotional intelligence.
	Professional development modules on Digital Literacy and student engagement for increased student social and emotional intelligence.	Based on overall testing data from 17-18, the majority of PD, both on- and offsite was dedicated to overall student performance as well as teacher and administration development in order to achieve this goal.
	Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.	2018-19 Service Learning Campaigns for: The Pepsi Recycling Rally, Koinonia, Fox in Socks, Deck the Halls, and Solutions for Change charitable events, as well as independent student campaigns were highlights of Method's Service Learning Program.
Expenditures	BUDGETED \$140,250 – per submitted LCAP.	ESTIMATED ACTUAL \$150,000

## ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

During 2018-19, Method implemented significant curriculum components that focused on Digital Literacy and Character Educator. Included among those were: Men of Honor, Growth Mindset, and Changemakers tiles which our students participated in while our teachers participated in school climate conferences, peer lead workshops and student outreach events.

Method teachers attended a wide variety of Professional Development seminars and conferences focused on IS Learning, Integrating Technology, PBIS, & Digital Literacy.

2018-19 Service Learning Campaigns for: The Pepsi Recycling Rally, Koinonia, Fox in Socks, Deck the Halls, Solutions for Change and independent student campaigns.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We feel all of the components outlined above were very effective. As outlined above, during 2018-19, we did have notable student participation in our Service Learning Campaigns for: The Pepsi Recycling Rally, Koinonia event, Fox in Socks, Deck the Halls and independent student campaigns. Additionally, we maintained our current suspension status of "Blue" per the CDE Dashboard.

With our Track B students Method was able to obtain 98% student attendance.

During 2018-19, each Method staff member was awarded the opportunity to attend as many Professional Development modules/seminars as needed and we had 100% staff participation, with multiple staff members attending 2-3 Professional Development Seminars/Conferences.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not have a material difference between Budgeted Expenditures and Actual Expenditures. During the 2018-19 year, we were able to successfully carry out, from an expenditure standpoint, the actions and services we intended to. Careful planning and strategic timing allowed Method to implement programs, carry out assessments, and attending trainings and developments as scheduled.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no material changes made to this goal as it was originally outlined in our 2018-19 LCAP.

## Goal 3

Focus and implement Career & College Readiness Skills for all students.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

CAASP & Local Assessments - Close Level 3 gap by 10 points in ELA and 30 points in Math.

College & Technical School Visitation Logs - 66% of students visit at least one College or Technical School.

Service Learning Activity Logs - Target Student Participation Rate – 70%

#### ACTUAL

Based on the Fall 2018 Dashboard, Method students fell by 8.3 points and 6.1 points in ELA and Mathematics respectively.

During the course of the year, Method hosted events in which student could meet with local college representatives.

During 2018-19, Method did not implement the Service Learning Logs, but we did see significant student participation in our Service Learning Campaigns.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

3

Actions/Services

#### PLANNED

Increased college campus and/or technical school visits thru increased partnerships with universities, vocational schools and other career programs.

#### ACTUAL

During the course of the year, we provided opportunities for students to meet with local colleges.



Provide course offerings designed for College & Career Readiness thru Method's Explorations Programs. Courses will focus on CTE technical skills, robotics, engineering and graphic design.

Provide college and career counseling services for students and families.

Method enhanced our curriculum offering by providing students the opportunity to take course focused on CTE Skills through computer science, graphic design, robotics, and engineering coursework.

During 2018-19, Method provided families with college and career counseling through a combination of internal and external services – staff members and college counselors were readily available to students and families.

**BUDGETED**

\$118,500 – per submitted LCAP.

**ESTIMATED ACTUAL**

\$120,000

**Expenditures**

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

During the 2018-19 school year Method carried out targeted student assessments frequently throughout the year for a total of (6) times during the academic year. For 2019-20 Method will continue to analyze our internal assessments and aligned these assessments to preparing our students for the Smarter Balance and CAASSP assessments.

During the course of the year, we hosted technical and college information sessions at the Method campus.

During 2018-19, Method did not implement the Service Learning Logs, but we did have increased student participation in our Service Learning Campaigns for: The Pepsi Recycling Rally, Solutions for Change, Koinonia, and independent student campaigns.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We feel both the RenStar program (and subsequent assessment schedule) and T.D.I intervention model are very effective in each of their designed scopes. By testing students for comprehension at the very start of the year, we are able to accurately gauge and measure progress during the year because we chart precisely where the students started. Moreover, by conducting assessments each month we are able to monitor continual progress vs. expected progress; which then guides our T.D.I. interventions. For 2019-20 Method will continue to analyze our internal assessments and aligned these assessments to preparing our students for the Smarter Balance and CAASSP assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not have a material difference between Budgeted Expenditures and Actual Expenditures. During the 2018-19 year, we were able to successfully carry out, from an expenditure standpoint, the actions and services we intended to. Careful planning and strategic timing allowed Method to implement programs, carry out assessments, and attending trainings and developments as scheduled.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no material changes made to this goal as it was originally outlined in our 2017-18 LCAP.

# Stakeholder Engagement

LCAP Year ☐ 2017–18 ☒ 2018–19 ☐ 2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Method Schools is a charter school in Southern California chartered thru Dehesa Elementary School District in San Diego County. Established in 2014, Method is a non-classroom based program that serves students thru a highly differentiated instructional program. Method students participate in a rich, independent study project based experiential learning environment.

For our 2019-20 LCAP we made a concentrated effort to seek input from as many of our stakeholders as possible. As a result, parents, students, staff and our Governing Board all participated in the annual review process. Parents, students and staff each participated in individualized surveys designed for their specific perspective. Each survey contained between 20-25 unique questions for the designed target audience as well as 10 questions that were the same across all surveys. This allowed Method to receive individualized feedback from the targeted questions as well as compare the results of common questions asked to each stakeholder group. The use of individualized surveys, with stakeholder-targeted questions, enabled Method to recognize gaps in program or services particularly in the areas of assessment, student achievement, and school culture. Moreover, because each survey contained common questions for each stakeholder group Method was able to identify any inconsistencies across our stakeholders.

Method received even further input from Parents and Staff during focus groups that were held for each individual stakeholder group. After the survey results were analyzed, we invited stakeholders back for an open-ended focus group in which goals and strategies were discussed based on the results of each stakeholder group's survey. Although not a significant sub-group, EL (English Learner) parents were invited to discuss concerns their specific concerns.

As a result, our multi-faceted outreach to stakeholders revealed common themes and LCAP focus areas.

The following represents the timeline and Involvement, along with the impact on the LCAP.

July 2018: Method administrative develops and delivers survey at the beginning of the school year to gauge satisfaction with Method schools. Surveys were given to parents and students and contained targeted questions design to address concerns or further areas of focus for the upcoming 2019-20 fiscal year.

April 2019: Administrative staff, teachers and outside consultant work together to draft and develop LCAP specific surveys for individual stakeholder groups. Individual surveys are designed for the following stakeholder groups: students, parents, and teachers. Surveys are distributed to targeted stakeholder groups.

May 2019: Survey results are collected and reviewed by administrative staff, teachers and outside consultant. Significant time is spent analyzed survey results to find commonalities and inconsistencies across each stakeholder group. Parents are invited to attend a specifically designed focus group led by Method Administrators and outside consultant. Topics and prospective goals for discussion are derived from the results of the parent and student surveys. Once the parent focus group is conducted, lead teachers and other faculty attend focus group led by Method administrators and outside consultant.

June 2019: Administrative staff, teachers and outside consultant develop initial draft of LCAP based on results from surveys and focus groups. Initial LCAP draft is presented at June 5th board meeting. LCAP is further developed, reviewed and finalized over the course of the next week by administrative staff and outside consultant. Final LCAP presented for adoption at June 11<sup>th</sup>, 2019 board meeting.

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

This 2019-20 LCAP was developed as a direct result of the input and comments received from the student, parent and staff engagement. As outlined above, thru the targeted surveys and individualized focus group, we were able to gain an enhanced knowledge and understanding of our stakeholder's priorities.

Stakeholder participation throughout the entire LCAP process allowed for greater understanding and alignment of student, staff and parent needs. By designing our surveys to include a small set of duplicate questions for each targeted group, we were able to see common themes and LCAP focus areas emerge in collected data.

These include common focus areas include increased parent communication, development of additional enrichment opportunities for students, increased emphasis on student citizenship and personal (behavioral) development, extracurricular activity developing including STEM, Career & Technical Skills and visual and performing arts, and increased parent communication.

Staff data included the need for additional support in the implementation of CCCSS, Science, use of current technology tools, and technology integration. In addition, priorities were also developed based upon the common themes listed above along with new data from the district wide benchmark assessments showing a lack of student proficiency in CCCSS across the grade levels, current district goals and the state priority areas.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	By 6/1/2020, 80% of Method Schools students will perform at grade level based on formative assessments in Language Arts and Math.		

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8  
 COE ☐ 9 ☐ 10  
 LOCAL \_\_\_\_\_

Identified Need

We acknowledge that we have areas for improvement and existing performance gaps. Across all demographic groups, students are performing at Level 2 (Orange), which is below the expected "met" standard. The goal is to have students at Level 3 (Yellow) level in both English Language Arts and Math.

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASP & Local Assessments	2016-17 Students are performing below Level 4 by 18.8 points in ELA and 64.3 in points Math.	Close Level 3 gap by 10 points in ELA and 20 points in Math.	Close Level 3 gap by 10 points in ELA and 30 points in Math.	Narrow Level 3 gap by 10 points in ELA and 20 points in Math.
Adopted Teacher Evaluations System	Create and adopt Teacher evaluation system based CA Teacher Standards. I	80% of Teachers will not have "Needs Improvement" on Teacher Evaluations.	85% of Teachers will not have "Needs Improvement" on Teacher Evaluations.	90% of Teachers will not have "Needs Improvement" on Teacher Evaluations.

CA State Highly  
Qualified Rating

100% of Teachers  
classified as highly  
qualified thru ESSA  
Requirements.

100% of Teachers  
classified as highly qualified  
thru ESSA Requirements.

100% of Teachers classified  
as highly qualified thru  
ESSA Requirements.

100% of Teachers classified  
as highly qualified thru  
ESSA Requirements.

## PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

## ACTIONS/SERVICES

### 2017-18

☒ New ☐ Modified ☐ Unchanged

Student assessments conducted thru RenStar assessment program a total of four (4) assessments during the year.

### 2018-19

☐ New ☒ Modified ☐ Unchanged

Student assessments conducted internally RenStar a total of nine (9) times and Smarter Balance Assessments throughout the year.

### 2019-20

☐ New ☒ Modified ☐ Unchanged

Student assessments conducted internally I-Ready quarterly and practice Smarter Balance Assessments throughout the year.

## BUDGETED EXPENDITURES

### 2017-18

Amount \$42,500.00

Source Unrestricted – LCFF

Budget Reference 4100 – Core Curriculum Components

### 2018-19

Amount \$46,750.00

Source Unrestricted – LCFF

Budget Reference 4100 – Core Curriculum Components

### 2019-20

Amount \$125,000.00

Source Unrestricted – LCFF

Budget Reference 4100 – Core Curriculum Components

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

#### 2017-18

☒ New ☐ Modified ☐ Unchanged

Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.

#### 2018-19

☐ New ☐ Modified ☒ Unchanged

Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.

#### 2019-20

☐ New ☐ Modified ☒ Unchanged

Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.

### BUDGETED EXPENDITURES

#### 2017-18

Amount \$150,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries

#### 2018-19

Amount \$165,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries

#### 2019-20

Amount \$250,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries



## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

#### 2017-18

☒ New ☐ Modified ☐ Unchanged

Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.

#### 2018-19

☐ New ☐ Modified ☒ Unchanged

Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.

#### 2019-20

☐ New ☐ Modified ☒ Unchanged

Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.

### BUDGETED EXPENDITURES

#### 2017-18

Amount \$10,000.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

#### 2018-19

Amount \$11,000.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

#### 2019-20

Amount \$25,000.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

☐ New☒ Modified☐ Unchanged

## Goal 2

Create extended opportunities to further student engagement, regular attendance, and overall achievement in order to promote a strong culture.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL \_\_\_\_\_

[Identified Need](#)

This need was identified during our Stakeholder Engagement, as the teaching and enhancement of student's social and emotional intelligence were significant discussion items. Method parents and teachers both stressed the need for increased Digital Literacy and Global Citizenship development for students.

### [EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Service Learning Activity Logs	2016-17 Student Participation in Service Learning Activities was 50%	Target Student Participation Rate – 60%	Target Student Participation Rate – 70%	Target Student Participation Rate – 85%
Student Information System Attendance Logs	2016-17 ADA Percentage was 96%	Target ADA Percentage – 97%	Target ADA Percentage – 98%	Target ADA Percentage – 99%
Professional Development Calendar and Teacher Attendance Logs	Create and Adopt Professional Development Calendar with 2 Offerings and 80% Teacher Attendance	Create and Adopt Professional Development Calendar with 2 Offerings and 95% Teacher Attendance	Create and Adopt Professional Development Calendar with 2 Offerings and 100% Teacher Attendance	Create and Adopt Professional Development Calendar with 3 Offerings and 100% Teacher Attendance

## PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

## ACTIONS/SERVICES

### 2017-18

☒ New ☐ Modified ☐ Unchanged

Implement curriculum components for Digital Literacy and Global Citizenship to increase student social and emotional intelligence.

### 2018-19

☐ New ☐ Modified ☒ Unchanged

Implement curriculum for Digital Literacy, Character Education and Global Citizenship to increase social and emotional intelligence.

### 2019-20

☐ New ☒ Modified ☐ Unchanged

Offered Men of Honor, Changemakers, and Growth Mindset tile course opportunities to all students.

## BUDGETED EXPENDITURES

### 2017-18

Amount \$77,500.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

### 2018-19

Amount \$85,250.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

### 2019-20

Amount \$50,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components



## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] Unduplicated Student Group(s).

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

#### 2017-18

☒ New ☐ Modified ☐ Unchanged

Professional development modules on Digital Literacy and student engagement for increased student social and emotional intelligence.

#### 2018-19

☐ New ☐ Modified ☒ Unchanged

Professional development modules on Digital Literacy, Character Education and student engagement for increased student social and emotional intelligence.

#### 2019-20

☐ New ☐ Modified ☒ Unchanged

Professional development modules on Digital Literacy, Character Education and student engagement for increased student social and emotional intelligence.

### BUDGETED EXPENDITURES

#### 2017-18

Amount \$5,000.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

#### 2018-19

Amount \$5,500.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

#### 2019-20

Amount \$25,000.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

#### ACTIONS/SERVICES

##### 2017-18

☒ New ☐ Modified ☐ Unchanged

Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.

##### 2018-19

☐ New ☐ Modified ☒ Unchanged

Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.

##### 2019-20

☐ New ☐ Modified ☒ Unchanged

Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.

#### BUDGETED EXPENDITURES

##### 2017-18

Amount \$45,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 5800 – Professional / Consulting Fees

##### 2018-19

Amount \$49,500.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 5800 – Professional / Consulting Fees

##### 2019-20

Amount \$50,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 5800 – Professional / Consulting Fees

☒ New☐ Modified☐ Unchanged

## Goal 3

Refine all virtual practices, including online curriculum and tools, instructional support and interventions, and enhanced opportunities for extended and mobile learning.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL \_\_\_\_\_

[Identified Need](#)

### [EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Enhance Curriculum	Development of SmartFox LMS, with NCUA courses for all courses		Continued development of SmartFox LMS	SmartFox fully complete and implemented
Increase professional development opportunities for delivery of online material	2 PD opportunities per month , weekly inservice training for teaching staff		Teachers attend conferences geared toward online teacher effectiveness and virtual course delivery	80% staff participation in professional development opportunities geared toward online teacher effectiveness
Enhanced Opportunities for Extended and Mobile Learning	Tiles , field trips		Tile opportunities for students including Men of Honor, Growth Mindset, and Changemakers	Extended learning tiles to continue and implementation of mobile STEM lab

## PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] Student Grades 6-12

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

## ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

☒ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☒ Unchanged

☒ New ☐ Modified ☐ Unchanged

Increased college campus and/or technical school visits thru increased partnerships with universities, vocational schools and other career programs.

Increased college campus and/or technical school visits thru increased partnerships with universities, vocational schools and other career programs.

Continued development and improvement of coursework within our proprietary learning management system.

## BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount \$7,500.00

Amount \$8,250.00

Amount \$1,675,000.00

Source Restricted - CRBG

Source Restricted - CRBG

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

Budget Reference 5800 – Professional /Consulting Fees

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Component / 5800 – Professional /Consulting





## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

#### 2017-18

☒ New ☐ Modified ☐ Unchanged

Provide course offerings designed for College & Career Readiness thru Method's Explorations Programs. Courses will focus on CTE technical skills, robotics, engineering and graphic design.

#### 2018-19

☐ New ☐ Modified ☒ Unchanged

Provide course offerings designed for College & Career Readiness thru Method's Explorations Programs. Courses will focus on CTE technical skills, robotics, engineering and graphic design.

#### 2019-20

☒ New ☐ Modified ☐ Unchanged

Increase PD opportunities for teaching staff through conferences, workshops, webinars, in pursuance of AdvanceED Accreditation for certification of online institutions.

### BUDGETED EXPENDITURES

#### 2017-18

Amount \$52,500.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

#### 2018-19

Amount \$57,750.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

#### 2019-20

Amount \$25,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 5800 – Professional Development

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

#### ACTIONS/SERVICES

**2017-18**

☒ New ☐ Modified ☐ Unchanged

Provide college and career counseling services for students and families.

**2018-19**

☐ New ☐ Modified ☒ Unchanged

Provide college and career counseling services for students and families.

**2019-20**

☒ New ☐ Modified ☐ Unchanged

Increase opportunities for extended mobile and STEM learning, through outreach events, establishment of a mobile STEM lab, unique tile course offerings, and various outreach events.

#### BUDGETED EXPENDITURES

**2017-18**

Amount \$47,500.00

Source Restricted - CRBG

Budget Reference 1200 – Counselor Salaries

**2018-19**

Amount \$52,500.00

Source Restricted - CRBG

Budget Reference 1200 – Counselor Salaries

**2019-20**

Amount \$125,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☐ 2017–18 ☐ 2018–19 ☒ 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$3,853,155

Percentage to Increase or Improve Services:

10.51%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on an schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Although not a significant percentage of our current student population, Method Schools is committed to the vision and mission it has set for all students and recognize the (additional) support our EL, Low-Income and Foster Youth students may need. This LCAP provides a program for all students, design such that every student becomes college and career ready by the time they exit Method. In order to ensure that our EL, Low-Income and Foster Youth students are provided with opportunities achieve at high levels, school supports have been incorporated throughout the LCAP. As a result, funds have been specifically allocated for personnel, instructional materials, technological equipment and other supplemental resources.

These supports include (specifically designated) certificated staff to support targeted instruction, opportunities for full parent involvement, and access to technological resources both at home and at school. For 2019-20, Method is planning to develop a Data Analyst and Academic Improvement Manager position to provide further targeted instruction. The goal of these positions is to determine our greatest opportunities for growth and to provide additional support for our EL, Low-Income and Foster Youth students in an effort to help bridge the achievement gap that these students may face. This Academic Improvement Manager position will work in a pull out and push in capacity, utilizing online classroom resources as well as supplemental resources to provide support for these students. This intervention strategy, called Targeted Direct Instruction (T.D.I.), is already a key component of Method's instructional model. For 2019-20, we will be enhancing and tailoring this component specifically for our EL, Low-Income and Foster Youth students.

Moreover, virtual summer school courses have been developed and will be offered for our EL, Low-Income and Foster Youth students that are behind in core subject comprehension. These additional courses are designed to provide supplemental instructional time for our targeted students outside of the traditional school year as we strive to bring all students to grade level comprehension. Furthermore, a variety of interactive digital resources will continue to be provided to support the individual needs of the EL, Low-Income and Foster Youth students in

achieving the Common Core and 21st Century Skills requirements.

Method Schools will continue to analyze and adjust the supplemental offerings provided to our EL, Low-Income and Foster Youth based on assessments and increases in student achievement in upcoming LCAP years.



LCAP Year

☐ 2017–18 ☐ 2018–19 ☒ 2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Method Schools LA

Contact Name  
and Title

Jessica Spallino

Email  
and  
Phone

[Jessica@methodschools.org](mailto:Jessica@methodschools.org)  
(760) – 244-0758

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Method Schools LA is a charter school in Southern California chartered through Acton-Agua Dulce School District in Los Angeles County. Established in 2015, Method is a non-classroom based program that serves students through a highly differentiated instructional program. Method students participate in a rich, independent study project based experiential learning environment. Method Schools is an independent study program that offers a blended environment that combines online curriculum with on-site and virtual teacher instruction.

The overall model contains the following components:

- Students complete some of their coursework at home with the guidance of their learning coach and Method Schools CA highly-qualified, credentialed teacher. [L] [SEP]
- Students can create their own schedules, but need 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. [L] [SEP]
- Students and their Learning Coach are required to meet with their Method Schools teachers every week virtually or to turn in hard copy and project based coursework, take any required assessments at a testing center, etc. [L] [SEP]
- Students have access to their Method Schools teacher through email or phone and can arrange for additional instructional support in a one-on-one format
- 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. Instructional support may be in the following formats:

- Live, virtual meeting via web conference tool with shared whiteboard and internet <sup>[L]</sup><sub>[SEP]</sub>
- On-site instructional support <sup>[L]</sup><sub>[SEP]</sub> in one on one or group tutoring settings
- Supplemental and enrichment courses in key subject areas, such as technology and <sup>[L]</sup><sub>[SEP]</sub> entrepreneurship

## LCAP HIGHLIGHTS

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

Method's 2017-18 thru 2019-20 LCAP was developed as a direct result of the input and comments received from the student, parent and staff engagement. As outlined above, through the targeted surveys and individualized focus group, we were able to gain an enhanced understanding of our stakeholder's priorities. Beginning with our engagement in developing the 2017-18 LCAP (done in FY 2016-17) there has been consistent information flow between the school and stakeholder groups.

Stakeholder participation throughout the entire LCAP process allowed for greater understanding and alignment of student, staff and parent needs. By designing our surveys to include a small set of duplicate questions for each targeted group, we were able to see common themes and LCAP focus areas emerge in collected data.

These include common focus areas include increased parent communication, development of additional enrichment opportunities for students, increased emphasis on student citizenship and personal (behavioral) development, extracurricular activity developing including STEM, Career & Technical Skills and visual and performing arts, and increased parent communication.

Staff data included the need for additional support in the implementation of CCCSS, Science, use of current technology tools, and technology integration. In addition, priorities were also developed based upon the common themes listed above along with new data from the district wide benchmark assessments showing a lack of student proficiency in CCCSS across the grade levels, current district goals and the state priority areas.

## REVIEW OF PERFORMANCE

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



## **GREATEST PROGRESS**

We feel our greatest progress made during the 2018-19 academic year was the continued development of Method's own Learning Management System (/ Student Information System (LMS/SIS) and own curriculum. Both of these items were designed for and made specifically for Method Schools and will directly enhance our teachers' effectiveness and students' ability to learn. Both the curriculum and LMS were designed specifically to align with how Method administers student assessments and gauges student performance.

Across all student groups Method increased achievement at or above state standard by 5% in ELA. We expect for this to continue to improve based on our planned actions outlined throughout this report.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **GREATEST NEEDS**

In reviewing the CA Dashboard for Fall 2018 – which is based off of Method's 2017-18 Spring testing, our greatest need comes improving our student scores in both ELA and Mathematics. Our test data showed that only 40% of our students met or exceeded the state standard for ELA, while 5% met or exceeded the state standard for Mathematics. While ELA improved by 5% over 2016-17, Mathematics experienced a significant decline of 12% from 2016-17.

For 2019-20 Method's primary focus will be bridging the achievement gap and improve student scores across the board on Smarter Balance Assessments and CAASPP Assessments in both ELA and Math. To help streamline and accelerate this academic improvement, Method has added the following positions: Curriculum Director and will be implementing the following positions: Academic Improvement Manager and Data Analyst. The goal of each of these positions is to provide increased, multi-tiered academic support for all of our students and bridge the existing achievement gaps in ELA and Math.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## **PERFORMANCE GAPS**

In reviewing the CA Dashboard for Fall 2018 – which is based off Method's 2017-18 Spring testing, we experienced a significant performance gap between our students' Mathematics scores, with only 5% testing at or above standard, versus 40 % of students testing at or above standard in ELA. It was also determined that 27% of Hispanic students scored at or above state standard in Mathematics,

which is significantly higher than the average of all student groups tested.

To help streamline and accelerate this academic improvement, Method will add the following positions: Academic Improvement Manager and Data Analyst. The goal of each of these positions is to provide increased, multi-tiered academic support for all our students and continue to bridge the existing achievement gaps in ELA and Math.

## INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Although not a significant percentage of our current student population, Method Schools is committed to the vision and mission it has set for all students and recognize the (additional) support our EL, Low-Income and Foster Youth students may need. This LCAP provides a program for all students, design such that every student becomes college and career ready by the time they exit Method. In order to ensure that our EL, Low-Income and Foster Youth students are provided with opportunities achieve at high levels, school supports have been incorporated throughout the LCAP. As a result, funds have been specifically allocated for personnel, instructional materials, technological equipment and other supplemental resources.

These supports include (specifically designated) certificated staff to support targeted instruction, opportunities for full parent involvement, and access to technological resources both at home and at school. For 2017-18 thru 2019-20, Method is planning to develop an Academic Improvement Manager position to provide further targeted instruction. The goal of this position is designed to provide additional support for our EL, Low-Income and Foster Youth students in an effort to help bridge the achievement gap that these students may face. This Academic Improvement Manager position will work in a pull out and push in capacity, utilizing online classroom resources as well as supplemental resources to provide support for these students. This intervention strategy, called Targeted Direct Instruction (T.D.I.), is already a key component of Method's instructional model. For 2017-18 thru 2019-20 we will be enhancing and tailoring this component specifically for our EL, Low-Income and Foster Youth students.

Moreover, virtual summer school courses have been developed and will be offered for our EL, Low-Income and Foster Youth students that are behind in core subject comprehension. These additional courses are designed to provide supplemental instructional time for our targeted students outside of the traditional school year as we strive to bring all students to grade level comprehension. Furthermore, a variety of interactive digital resources will continue to be provided to support the individual needs of the EL, Low-Income and Foster Youth students in achieving the Common Core and 21st Century Skills requirements.

Method Schools will continue to analyze and adjust the supplemental offerings provided to our EL, Low-Income and Foster Youth based on assessments and increases in student achievement in upcoming LCAP years.

## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$3,426,496
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Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,350,000.00
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The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

During the 2018-19 fiscal year, we were able to strategically allocate all of our funds outlined in the LCAP for Planned Actions / Services as well as allocate General Fund Expenditures on projects that will help Method School years into the future. During 2018-19, Method was able to use general fund revenues to develop an internal LMS and SIS. Additionally, Method was able to allocate significant general fund revenues towards development of internal curriculum content for grades K-12. The development of these two internal projects for Method will allow the school operate autonomously from curriculum and SIS/LMS providers allowing the school both financial and operational flexibility.

\$3,764,591	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

By 6/01/2019, 80% of Method Schools students will perform at grade level on site-developed / identified common formative assessments in Language Arts and Math.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8  
COE ☐ 9 ☐ 10  
LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

CAASP & Local Assessments - Close Level 3 gap by 10 points in ELA and 30 points in Math.	Based on the Fall 2018 Dashboard, Method students fell by 8.3 points and 6.1 points in ELA and Mathematics respectively.
Adopted Teacher Evaluations System - 85% of Teachers will not have "Needs Improvement" on Teacher Evaluation regarding CA Standards.	Method implemented enhanced teacher and administrator evaluation system and carried out evaluations in a timely and effective manner.
CA State Highly Qualified Rating Sheet - 100% of Teachers classified as highly qualified.	In 2018-19, 83% of teachers at Method Schools met the qualifications of "highly qualified" under the ESSA requirements and guidelines.

#### ACTUAL


### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1	
Actions/Services	<p>PLANNED</p> <p>Student assessments conducted through RenStar assessment program a total of nine (9) assessments during the year.</p> <p>Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.</p> <p>Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.</p>	<p>ACTUAL</p> <p>During the 2018-19 school year Method carried out targeted student assessments (6) times during the academic year</p> <p>Method continued to further improve upon and conduct our Targeted Direct Instruction (T.D.I.) for student interventions. T.D.I. at Method consists of pulling out students for direct instruction in target areas in either small groups or one-on-one instruction.</p> <p>Method teachers attended a wide variety of Professional Development seminars and conferences focused on IS Learning, Integrating Technology, PBIS, &amp; Digital Literacy.</p>
Expenditures	<p>BUDGETED</p> <p>\$222,750.00 – per submitted LCAP.</p>	<p>ESTIMATED ACTUAL</p> <p>\$225,000.00</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>During the 2018-19 school year Method carried out this goal, to an even greater extent than as it was outlined in our LCAP. Method carried out targeted student assessments frequently during the academic year for a total of (6) times during the academic year. For 2019-20 Method will continue to analyze our internal assessments and align these assessments to preparing our students for the Smarter Balance and CAASSP assessments. Method continued to further improve upon and conduct our Targeted Direct Instruction (T.D.I.) for student interventions.</p>
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T.D.I. at Method consists of pulling out students for direct instruction in target areas in either small groups or one-on-one instruction.

Method teachers attended a wide variety of Professional Development seminars and conferences focused on IS Learning, Integrating Technology, PBIS, & Digital Literacy.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We feel both the RenStar program (and subsequent assessment schedule) and T.D.I intervention model are very effective in each of their designed scopes. By testing students for comprehension at the very start of the year, we are able to accurately gauge and measure progress during the year because we chart precisely where the students started. Moreover, by conducting assessments each month we are able to monitor continual progress vs. expected progress; which then guides our T.D.I. interventions. For 2019-20 Method will continue to analyze our internal assessments and aligned these assessments to preparing our students for the Smarter Balance and CAASSP assessments.

Furthermore, we feel our T.D.I. intervention model is quite effective because it is correlated to our RenStar assessments. Through the data our staff receives from RenStar we are able to accurately identify student comprehensive levels, which allows us to delivery effective, accurately directed T.D.I. for both our higher and lower achieving students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not have a material difference between Budgeted Expenditures and Actual Expenditures. During the 2018-19 year, we were able to successfully carry out, from an expenditure standpoint, the actions and services we intended to. Careful planning and strategic timing allowed Method to implement programs, carry out assessments, and attending trainings and developments as scheduled.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no material changes made to this goal as it was originally outlined in our 2017-18 LCAP. As we continued to gain alignment and experience with our RenStar assessment program, we gained better understanding of how to better carry out our T.D.I and better prepare out students for Smarter Balance and CASSP Assessments in English Language Arts and Math.

## 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 emotional and digital harassment.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Service Learning Activity Logs - Target Student Participation Rate – 70%

Student Information System Attendance Logs - Target ADA Percentage – 98%

Professional Development Calendar and Teacher Attendance Logs - Create and Adopt Professional Development Calendar with 2 Offerings and 100% Teacher Attendance

#### ACTUAL

During 2018-19, Method did not implement the Service Learning Logs, but we did have notable student participation in our Service Learning Campaigns for: The Pepsi Recycling Rally, Koinonia Donation event, Solutions for Change, and independent student campaigns.

With our Track B students Method was able to obtain 98% student attendance.

During 2018-19, each Method staff member was awarded the opportunity to attend as many Professional Development modules/seminars as needed and we had 100% staff participation, with multiple staff members attending 2-3 Professional Development Seminars/Conferences.



ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	2	
Actions/Services	PLANNED	ACTUAL
	Implement curriculum components for Digital Literacy and Global Citizenship to increase student social and emotional intelligence.	Based on a format change to 100% online delivery, individual student mentors now counsel students in cases of character education and proper online etiquette and behavior in online forums and classes. Method also offered tile courses such as Men of Honor, Growth Mindset, and Changemakers to increase student social/emotional intelligence.
	Professional development modules on Digital Literacy and student engagement for increased student social and emotional intelligence.	Based on overall testing data from 17-18, the majority of PD, both on- and offsite was dedicated to overall student performance as well as teacher and administration development in order to achieve this goal.
Expenditures	Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.	2018-19 Service Learning Campaigns for: The Pepsi Recycling Rally, Koinonia, Fox in Socks, Deck the Halls, and Solutions for Change charitable events, as well as independent student campaigns were highlights of Method’s Service Learning Program.
	BUDGETED \$140,250– per submitted LCAP.	ESTIMATED ACTUAL \$150,000.00

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

During 2018-19, Method implemented significant curriculum components that focused on Digital Literacy and Character Educator. Included among those were: Men of Honor, Growth Mindset, and Changemakers tiles which our students participated in while our teachers participated in school climate conferences, peer lead workshops and student outreach events.

Method teachers attended a wide variety of Professional Development seminars and conferences focused on IS Learning, Integrating Technology, PBIS, & Digital Literacy.

2018-19 Service Learning Campaigns for: The Pepsi Recycling Rally, Koinonia, Fox in Socks, Deck the Halls, Solutions for Change and independent student campaigns.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We feel all of the components outlined above were very effective. As outlined above, during 2018-19, we did have notable student participation in our Service Learning Campaigns for: The Pepsi Recycling Rally, Koinonia event, Fox in Socks, Deck the Halls and independent student campaigns. Additionally, we maintained our current suspension status of "Blue" per the CDE Dashboard.

With our Track B students Method was able to obtain 98% student attendance.

During 2018-19, each Method staff member was awarded the opportunity to attend as many Professional Development modules/seminars as needed and we had 100% staff participation, with multiple staff members attending 2-3 Professional Development Seminars/Conferences.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not have a material difference between Budgeted Expenditures and Actual Expenditures. During the 2018-19 year, we were able to successfully carry out, from an expenditure standpoint, the actions and services we intended to. Careful planning and strategic timing allowed Method to implement programs, carry out assessments, and attending trainings and developments as scheduled.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no material changes made to this goal as it was originally outlined in our 2018-19 LCAP.

## Goal 3

Focus and implement Career & College Readiness Skills for all students.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

CAASP & Local Assessments - Close Level 3 gap by 10 points in ELA and 30 points in Math.

College & Technical School Visitation Logs - 66% of students visit at least one College or Technical School.

Service Learning Activity Logs - Target Student Participation Rate – 70%

#### ACTUAL

Based on the Fall 2018 Dashboard, Method students fell by 8.3 points and 6.1 points in ELA and Mathematics respectively.

During the course of the year, Method hosted events in which student could meet with local college representatives.

During 2018-19, Method did not implement the Service Learning Logs, but we did see significant student participation in our Service Learning Campaigns.

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

3

Actions/Services

#### PLANNED

Increased college campus and/or technical school visits thru increased partnerships with universities, vocational schools and other career programs.

#### ACTUAL

During the course of the year, we provided opportunities for students to meet with local colleges.

Method enhanced our curriculum offering by providing students the opportunity to take course focused on CTE

## Expenditures

<p>Provide course offerings designed for College &amp; Career Readiness thru Method's Explorations Programs. Courses will focus on CTE technical skills, robotics, engineering and graphic design.</p> <p>Provide college and career counseling services for students and families.</p>	<p>Skills through computer science, graphic design, robotics, and engineering coursework.</p> <p>During 2018-19, Method provided families with college and career counseling through a combination of internal and external services – staff members and college counselors were readily available to students and families.</p>
<p><b>BUDGETED</b></p> <p>\$118,500 – per submitted LCAP.</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$125,000.00</p>

## ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

During the 2018-19 school year Method carried out targeted student assessments frequently throughout the year for a total of (6) times during the academic year. For 2019-20 Method will continue to analyze our internal assessments and aligned these assessments to preparing our students for the Smarter Balance and CAASSP assessments.

During the course of the year, we hosted technical and college information sessions at the Method campus.

During 2018-19, Method did not implement the Service Learning Logs, but we did have increased student participation in our Service Learning Campaigns for: The Pepsi Recycling Rally, Solutions for Change, Koinonia, and independent student campaigns.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We feel both the RenStar program (and subsequent assessment schedule) and T.D.I intervention model are very effective in each of their designed scopes. By testing students for comprehension at the very start of the year, we are able to accurately gauge and measure progress during the year because we chart precisely where the students started. Moreover, by conducting assessments each month we are able to monitor continual progress vs. expected progress; which then guides our T.D.I. interventions. For 2019-20 Method will continue to

analyze our internal assessments and aligned these assessments to preparing our students for the Smarter Balance and CAASSP assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not have a material difference between Budgeted Expenditures and Actual Expenditures. During the 2018-19 year, we were able to successfully carry out, from an expenditure standpoint, the actions and services we intended to. Careful planning and strategic timing allowed Method to implement programs, carry out assessments, and attending trainings and developments as scheduled.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no material changes made to this goal as it was originally outlined in our 2017-18 LCAP.

# Stakeholder Engagement

LCAP Year ☐ 2017–18 ☒ 2018–19 ☐ 2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Method Schools is a charter school in Southern California chartered thru Dehesa Elementary School District in San Diego County. Established in 2014, Method is a non-classroom based program that serves students thru a highly differentiated instructional program. Method students participate in a rich, independent study project based experiential learning environment.

For our 2019-20 LCAP we made a concentrated effort to seek input from as many of our stakeholders as possible. As a result, parents, students, staff and our Governing Board all participated in the annual review process. Parents, students and staff each participated in individualized surveys designed for their specific perspective. Each survey contained between 20-25 unique questions for the designed target audience as well as 10 questions that were the same across all surveys. This allowed Method to receive individualized feedback from the targeted questions as well as compare the results of common questions asked to each stakeholder group. The use of individualized surveys, with stakeholder-targeted questions, enabled Method to recognize gaps in program or services particularly in the areas of assessment, student achievement, and school culture. Moreover, because each survey contained common questions for each stakeholder group Method was able to identify any inconsistencies across our stakeholders.

Method received even further input from Parents and Staff during focus groups that were held for each individual stakeholder group. After the survey results were analyzed, we invited stakeholders back for an open-ended focus group in which goals and strategies were discussed based on the results of each stakeholder group's survey. Although not a significant sub-group, EL (English Learner) parents were invited to discuss concerns their specific concerns.

As a result, our multi-faceted outreach to stakeholders revealed common themes and LCAP focus areas.

The following represents the timeline and Involvement, along with the impact on the LCAP.

July 2018: Method administrative develops and delivers survey at the beginning of the school year to gauge satisfaction with Method schools. Surveys were given to parents and students and contained targeted questions design to address concerns or further areas of focus for the upcoming 2019-20 fiscal year.

April 2019: Administrative staff, teachers and outside consultant work together to draft and develop LCAP specific surveys for individual stakeholder groups. Individual surveys are designed for the following stakeholder groups: students, parents, and teachers. Surveys are distributed to targeted stakeholder groups.

May 2019: Survey results are collected and reviewed by administrative staff, teachers and outside consultant. Significant time is spent analyzed survey results to find commonalities and inconsistencies across each stakeholder group. Parents are invited to attend a specifically designed focus group led by Method Administrators and outside consultant. Topics and prospective goals for discussion are derived from the results of the parent and student surveys. Once the parent focus group is conducted, lead teachers and other faculty attend focus group led by Method administrators and outside consultant.

June 2019: Administrative staff, teachers and outside consultant develop initial draft of LCAP based on results from surveys and focus groups. Initial LCAP draft is presented at June 5th board meeting. LCAP is further developed, reviewed and finalized over the course of the next week by administrative staff and outside consultant. Final LCAP presented for adoption at June 11<sup>th</sup>, 2019 board meeting.

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

This 2019-20 LCAP was developed as a direct result of the input and comments received from the student, parent and staff engagement. As outlined above, thru the targeted surveys and individualized focus group, we were able to gain an enhanced knowledge and understanding of our stakeholder's priorities.

Stakeholder participation throughout the entire LCAP process allowed for greater understanding and alignment of student, staff and parent needs. By designing our surveys to include a small set of duplicate questions for each targeted group, we were able to see common themes and LCAP focus areas emerge in collected data.

These include common focus areas include increased parent communication, development of additional enrichment opportunities for students, increased emphasis on student citizenship and personal (behavioral) development, extracurricular activity developing including STEM, Career & Technical Skills and visual and performing arts, and increased parent communication.

Staff data included the need for additional support in the implementation of CCCSS, Science, use of current technology tools, and technology integration. In addition, priorities were also developed based upon the common themes listed above along with new data from the district wide benchmark assessments showing a lack of student proficiency in CCCSS across the grade levels, current district goals and the state priority areas.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	By 6/1/2020, 80% of Method Schools students will perform at grade level based on formative assessments in Language Arts and Math.		

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8  
 COE ☐ 9 ☐ 10  
 LOCAL \_\_\_\_\_

Identified Need

We acknowledge that we have areas for improvement and existing performance gaps. Across all demographic groups, students are performing at Level 2 (Orange), which is below the expected "met" standard. The goal is to have students at Level 3 (Yellow) level in both English Language Arts and Math.

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASP & Local Assessments	2016-17 Students are performing below Level 4 by 18.8 points in ELA and 64.3 in points Math.	Close Level 3 gap by 10 points in ELA and 20 points in Math.	Close Level 3 gap by 10 points in ELA and 30 points in Math.	Narrow Level 3 gap by 10 points in ELA and 20 points in Math.
Adopted Teacher Evaluations System	Create and adopt Teacher evaluation system based CA Teacher Standards. I	80% of Teachers will not have "Needs Improvement" on Teacher Evaluations.	85% of Teachers will not have "Needs Improvement" on Teacher Evaluations.	90% of Teachers will not have "Needs Improvement" on Teacher Evaluations.



CA State Highly  
Qualified Rating

100% of Teachers  
classified as highly  
qualified thru ESSA  
Requirements.

100% of Teachers  
classified as highly qualified  
thru ESSA Requirements.

100% of Teachers classified  
as highly qualified thru  
ESSA Requirements.

100% of Teachers classified  
as highly qualified thru  
ESSA Requirements.

## PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

## ACTIONS/SERVICES

### 2017-18

☒ New ☐ Modified ☐ Unchanged

Student assessments conducted thru RenStar assessment program a total of four (4) assessments during the year.

### 2018-19

☐ New ☒ Modified ☐ Unchanged

Student assessments conducted internally RenStar a total of nine (9) times and Smarter Balance Assessments throughout the year.

### 2019-20

☐ New ☒ Modified ☐ Unchanged

Student assessments conducted internally I-Ready quarterly and practice Smarter Balance Assessments throughout the year.

## BUDGETED EXPENDITURES

### 2017-18

Amount \$42,500.00

Source Unrestricted – LCFF

Budget Reference 4100 – Core Curriculum Components

### 2018-19

Amount \$46,750.00

Source Unrestricted – LCFF

Budget Reference 4100 – Core Curriculum Components

### 2019-20

Amount \$125,000.00

Source Unrestricted – LCFF

Budget Reference 4100 – Core Curriculum Components

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

#### 2017-18

☒ New ☐ Modified ☐ Unchanged

Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.

#### 2018-19

☐ New ☐ Modified ☒ Unchanged

Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.

#### 2019-20

☐ New ☐ Modified ☒ Unchanged

Targeted Direct Instruction (T.D.I.) will be continued as key instruction component.

### BUDGETED EXPENDITURES

#### 2017-18

Amount \$150,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries

#### 2018-19

Amount \$165,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries

#### 2019-20

Amount \$250,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

#### 2017-18

☒ New ☐ Modified ☐ Unchanged

Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.

#### 2018-19

☐ New ☐ Modified ☒ Unchanged

Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.

#### 2019-20

☐ New ☐ Modified ☒ Unchanged

Professional development for teachers and refinement of Teacher Evaluations for alignment and accountability to CA Standards.

### BUDGETED EXPENDITURES

#### 2017-18

Amount \$10,000.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

#### 2018-19

Amount \$11,000.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

#### 2019-20

Amount \$25,000.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

☐ New☒ Modified☐ Unchanged

## Goal 2

Create extended opportunities to further student engagement, regular attendance, and overall achievement in order to promote a strong culture.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL \_\_\_\_\_

[Identified Need](#)

This need was identified during our Stakeholder Engagement, as the teaching and enhancement of student's social and emotional intelligence were significant discussion items. Method parents and teachers both stressed the need for increased Digital Literacy and Global Citizenship development for students.

### [EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Service Learning Activity Logs	2016-17 Student Participation in Service Learning Activities was 50%	Target Student Participation Rate – 60%	Target Student Participation Rate – 70%	Target Student Participation Rate – 85%
Student Information System Attendance Logs	2016-17 ADA Percentage was 96%	Target ADA Percentage – 97%	Target ADA Percentage – 98%	Target ADA Percentage – 99%
Professional Development Calendar and Teacher Attendance Logs	Create and Adopt Professional Development Calendar with 2 Offerings and 80% Teacher Attendance	Create and Adopt Professional Development Calendar with 2 Offerings and 95% Teacher Attendance	Create and Adopt Professional Development Calendar with 2 Offerings and 100% Teacher Attendance	Create and Adopt Professional Development Calendar with 3 Offerings and 100% Teacher Attendance

## PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

## ACTIONS/SERVICES

### 2017-18

☒ New ☐ Modified ☐ Unchanged

Implement curriculum components for Digital Literacy and Global Citizenship to increase student social and emotional intelligence.

### 2018-19

☐ New ☐ Modified ☒ Unchanged

Implement curriculum for Digital Literacy, Character Education and Global Citizenship to increase social and emotional intelligence.

### 2019-20

☐ New ☒ Modified ☐ Unchanged

Offered Men of Honor, Changemakers, and Growth Mindset tile course opportunities to all students.

## BUDGETED EXPENDITURES

### 2017-18

Amount \$77,500.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

### 2018-19

Amount \$85,250.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

### 2019-20

Amount \$50,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components



## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] Unduplicated Student Group(s).

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

#### 2017-18

☒ New ☐ Modified ☐ Unchanged

Professional development modules on Digital Literacy and student engagement for increased student social and emotional intelligence.

#### 2018-19

☐ New ☐ Modified ☒ Unchanged

Professional development modules on Digital Literacy, Character Education and student engagement for increased student social and emotional intelligence.

#### 2019-20

☐ New ☐ Modified ☒ Unchanged

Professional development modules on Digital Literacy, Character Education and student engagement for increased student social and emotional intelligence.

### BUDGETED EXPENDITURES

#### 2017-18

Amount \$5,000.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

#### 2018-19

Amount \$5,500.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees

#### 2019-20

Amount \$25,000.00

Source Unrestricted - LCFF

Budget Reference 5800 – Professional /Consulting Fees



### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

#### ACTIONS/SERVICES

##### 2017-18

☒ New ☐ Modified ☐ Unchanged

Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.

##### 2018-19

☐ New ☐ Modified ☒ Unchanged

Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.

##### 2019-20

☐ New ☐ Modified ☒ Unchanged

Fully implement Service Learning Program with increased partnerships with local organizations and nationwide charities.

#### BUDGETED EXPENDITURES

##### 2017-18

Amount \$45,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 5800 – Professional / Consulting Fees

##### 2018-19

Amount \$49,500.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 5800 – Professional / Consulting Fees

##### 2019-20

Amount \$50,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 5800 – Professional / Consulting Fees

☒ New☐ Modified☐ Unchanged

## Goal 3

Refine all virtual practices, including online curriculum and tools, instructional support and interventions, and enhanced opportunities for extended and mobile learning.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL \_\_\_\_\_

[Identified Need](#)

### [EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Enhance Curriculum	Development of SmartFox LMS, with NCUA courses for all courses		Continued development of SmartFox LMS	SmartFox fully complete and implemented
Increase professional development opportunities for delivery of online material	2 PD opportunities per month , weekly inservice training for teaching staff		Teachers attend conferences geared toward online teacher effectiveness and virtual course delivery	80% staff participation in professional development opportunities geared toward online teacher effectiveness
Enhanced Opportunities for Extended and Mobile Learning	Tiles , field trips		Tile opportunities for students including Men of Honor, Growth Mindset, and Changemakers	Extended learning tiles to continue and implementation of mobile STEM lab

## PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] Student Grades 6-12	
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____	

## ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increased college campus and/or technical school visits thru increased partnerships with universities, vocational schools and other career programs.	Increased college campus and/or technical school visits thru increased partnerships with universities, vocational schools and other career programs.	Continued development and improvement of coursework within our proprietary learning management system.

## BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$7,500.00	<b>Amount</b> \$8,250.00	<b>Amount</b> \$1,675,000.00
<b>Source</b> Restricted - CRBG	<b>Source</b> Restricted - CRBG	<b>Source</b> Unrestricted - LCFF
<b>Budget Reference</b> 5800 – Professional /Consulting Fees	<b>Budget Reference</b> 5800 – Professional /Consulting Fees	<b>Budget Reference</b> 1100 – Teacher Salaries / 4100 – Core Curriculum Component / 5800 – Professional /Consulting



## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] \_\_\_\_\_

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

#### 2017-18

☒ New ☐ Modified ☐ Unchanged

Provide course offerings designed for College & Career Readiness thru Method's Explorations Programs. Courses will focus on CTE technical skills, robotics, engineering and graphic design.

#### 2018-19

☐ New ☐ Modified ☒ Unchanged

Provide course offerings designed for College & Career Readiness thru Method's Explorations Programs. Courses will focus on CTE technical skills, robotics, engineering and graphic design.

#### 2019-20

☒ New ☐ Modified ☐ Unchanged

Increase PD opportunities for teaching staff through conferences, workshops, webinars, in pursuance of AdvanceED Accreditation for certification of online institutions.

### BUDGETED EXPENDITURES

#### 2017-18

Amount \$52,500.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

#### 2018-19

Amount \$57,750.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

#### 2019-20

Amount \$25,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 5800 – Professional Development

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

#### ACTIONS/SERVICES

**2017-18**

☒ New ☐ Modified ☐ Unchanged

Provide college and career counseling services for students and families.

**2018-19**

☐ New ☐ Modified ☒ Unchanged

Provide college and career counseling services for students and families.

**2019-20**

☒ New ☐ Modified ☐ Unchanged

Increase opportunities for extended mobile and STEM learning, through outreach events, establishment of a mobile STEM lab, unique tile course offerings, and various outreach events.

#### BUDGETED EXPENDITURES

**2017-18**

Amount \$47,500.00

Source Restricted - CRBG

Budget Reference 1200 – Counselor Salaries

**2018-19**

Amount \$52,500.00

Source Restricted - CRBG

Budget Reference 1200 – Counselor Salaries

**2019-20**

Amount \$125,000.00

Source Unrestricted - LCFF

Budget Reference 1100 – Teacher Salaries / 4100 – Core Curriculum Components

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☐ 2017–18 ☐ 2018–19 ☒ 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$366,026

Percentage to Increase or Improve Services:

10.77 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on an schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Although not a significant percentage of our current student population, Method Schools is committed to the vision and mission it has set for all students and recognize the (additional) support our EL, Low-Income and Foster Youth students may need. This LCAP provides a program for all students, design such that every student becomes college and career ready by the time they exit Method. In order to ensure that our EL, Low-Income and Foster Youth students are provided with opportunities achieve at high levels, school supports have been incorporated throughout the LCAP. As a result, funds have been specifically allocated for personnel, instructional materials, technological equipment and other supplemental resources.

These supports include (specifically designated) certificated staff to support targeted instruction, opportunities for full parent involvement, and access to technological resources both at home and at school. For 2019-20, Method is planning to develop a Data Analyst and Academic Improvement Manager position to provide further targeted instruction. The goal of these positions is to determine our greatest opportunities for growth and to provide additional support for our EL, Low-Income and Foster Youth students in an effort to help bridge the achievement gap that these students may face. This Academic Improvement Manager position will work in a pull out and push in capacity, utilizing online classroom resources as well as supplemental resources to provide support for these students. This intervention strategy, called Targeted Direct Instruction (T.D.I.), is already a key component of Method's instructional model. For 2019-20, we will be enhancing and tailoring this component specifically for our EL, Low-Income and Foster Youth students.

Moreover, virtual summer school courses have been developed and will be offered for our EL, Low-Income and Foster Youth students that are behind in core subject comprehension. These additional courses are designed to provide supplemental instructional time for our targeted students outside of the traditional school year as we strive to bring all students to grade level comprehension. Furthermore, a variety of interactive digital resources will continue to be provided to support the individual needs of the EL, Low-Income and Foster Youth students in

achieving the Common Core and 21st Century Skills requirements.

Method Schools will continue to analyze and adjust the supplemental offerings provided to our EL, Low-Income and Foster Youth based on assessments and increases in student achievement in upcoming LCAP years.



## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Jessica Spallino, Director

Principal, MethodSchools

#### About Our School

I am pleased to be submitting another SARC report as a charter school in its younger years of development. We hope that the information in this report is helpful in establishing ourselves as another quality educational option for students in Southern California.

Method schools offers a unique blended learning model that combines project-based learning and online learning and delivers data-driven instruction. It aims towards being a unique combination of real-world, relevant learning and flexibility that students need. In addition to engaging projects and flexible schedules, we wanted to ensure all Method students mastered critical content, so we integrated all of our curriculum and projects in a complimentary and meaningful way.

#### Contact

MethodSchools  
4612 Dehesa Rd  
El Cajon, CA 92019-2922

Phone: 951-461-4620  
E-mail: [jessica@methodschools.org](mailto:jessica@methodschools.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)		School Contact Information (School Year 2018—19)	
<b>District Name</b>	Dehesa Elementary	<b>School Name</b>	MethodSchools
<b>Phone Number</b>	(619) 444-2161	<b>Street</b>	4612 Dehesa Rd
<b>Superintendent</b>	Nancy Hauer	<b>City, State, Zip</b>	El Cajon, Ca, 92019-2922
<b>E-mail Address</b>	<a href="mailto:nancy.hauer@dehesasd.net">nancy.hauer@dehesasd.net</a>	<b>Phone Number</b>	951-461-4620
<b>Web Site</b>	<a href="http://www.dehesasd.net/">www.dehesasd.net/</a>	<b>Principal</b>	Jessica Spallino, Director
		<b>E-mail Address</b>	<a href="mailto:jessica@methodschools.org">jessica@methodschools.org</a>
		<b>Web Site</b>	<a href="http://methodschools.org/">http://methodschools.org/</a>
		<b>County-District-School (CDS) Code</b>	37680490129221

*Last updated: 1/25/2019*

### School Description and Mission Statement (School Year 2018—19)

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

Method Schools believe students should be active participants and decision makers in their educational process. As often as possible, the curriculum and instruction should be personalized not only to a student's abilities but to his interests as well. The curriculum and educational practices should inspire creativity and innovation and promote critical thinking and problem solving along with providing consistent opportunities for communication and collaboration. Tools and practices utilized should be technologically reflective of the environment in which students live and in alignment to the 21st Century Skills that focus on Life and Career Skills, Learning and Innovation Skills, Core Subjects, and Information, Media and Technology Skills.

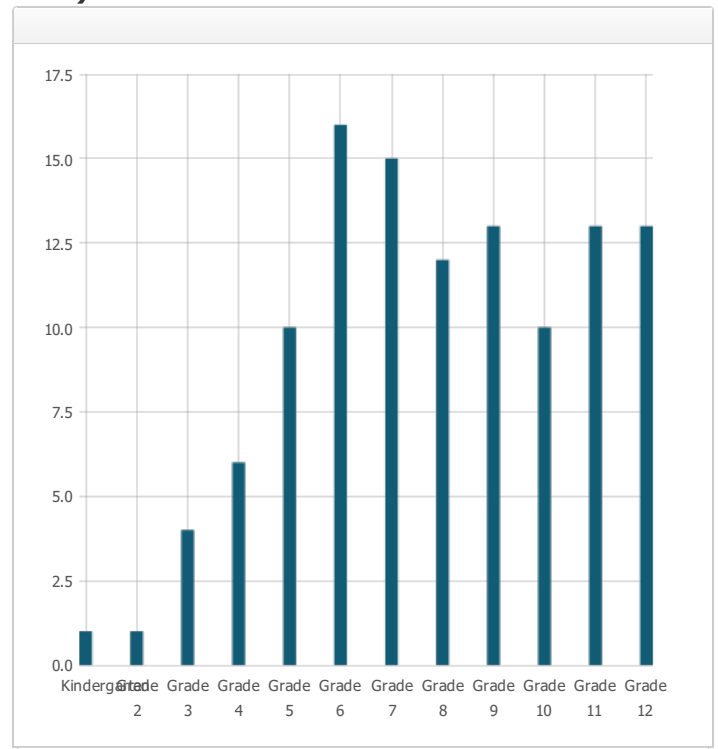
Further focus areas include:

- Create learning practices and instructional 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

*Last updated: 1/25/2019*

## Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	1
Grade 2	1
Grade 3	4
Grade 4	6
Grade 5	10
Grade 6	16
Grade 7	15
Grade 8	12
Grade 9	13
Grade 10	10
Grade 11	13
Grade 12	13
Total Enrollment	114



Last updated: 1/15/2019

## Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	6.1 %
American Indian or Alaska Native	%
Asian	4.4 %
Filipino	1.8 %
Hispanic or Latino	29.8 %
Native Hawaiian or Pacific Islander	%
White	55.3 %
Two or More Races	1.8 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	73.7 %
English Learners	3.5 %
Students with Disabilities	10.5 %
Foster Youth	0.9 %

## A. Conditions of Learning

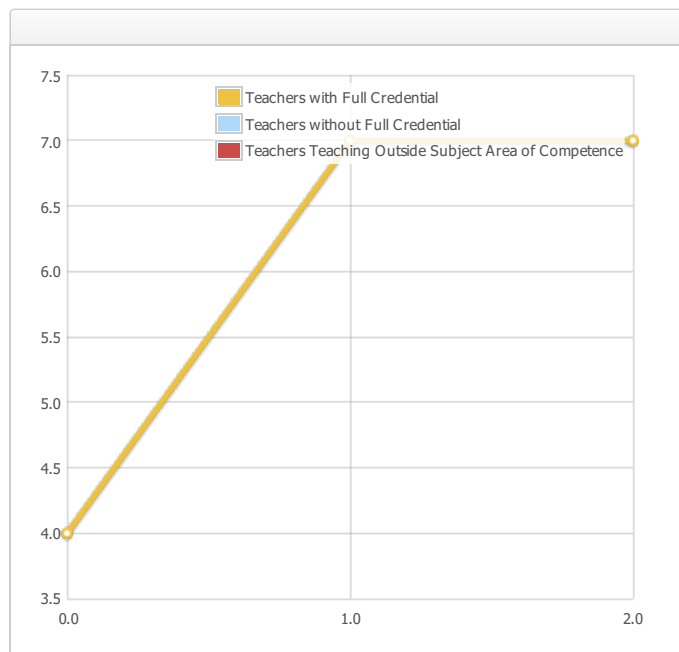
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

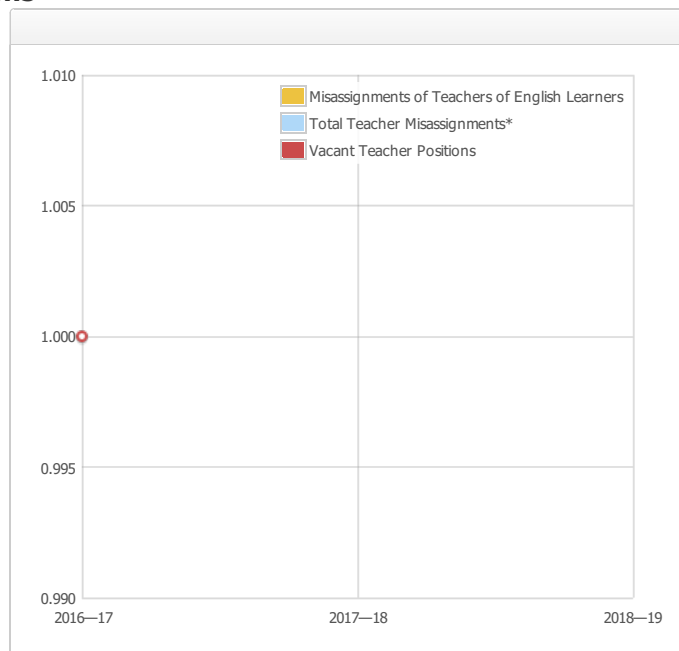
Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	4	7	7	
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/25/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016— 17	2017— 18	2018— 19
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions	1		



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/25/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Our programs through Compass and FuelEducation utilize online content options with text materials online and are updated as the content on the platforms are updated.</p> <p>Text books and materials that are provided by K12 to our iFlex students are mailed directly to the student and are returned upon completion of the year or upon withdrawing from the program. Materials through K12 are updated to maintain state standards.</p>	Yes	0.0 %
Mathematics	<p>Our programs through Compass and FuelEducation utilize online content options with text materials online and are updated as the content on the platforms are updated.</p> <p>Text books and materials that are provided by K12 to our iFlex students are mailed directly to the student and are returned upon completion of the year or upon withdrawing from the program. Materials through K12 are updated to maintain state standards</p>	Yes	0.0 %
Science	<p>Our programs through Compass and FuelEducation utilize online content options with text materials online and are updated as the content on the platforms are updated.</p> <p>Text books and materials that are provided by K12 to our iFlex students are mailed directly to the student and are returned upon completion of the year or upon withdrawing from the program. Materials through K12 are updated to maintain state standards.</p>	Yes	0.0 %
History-Social Science	<p>Our programs through Compass and FuelEducation utilize online content options with text materials online and are updated as the content on the platforms are updated.</p> <p>Text books and materials that are provided by K12 to our iFlex students are mailed directly to the student and are returned upon completion of the year or upon withdrawing from the program. Materials through K12 are updated to maintain state standards.</p>	Yes	0.0 %
Foreign Language	Foreign Languages are offered to our High School students only and materials are provided online.	Yes	0.0 %
Health	Health is offered to our High School students only and materials are provided online.	Yes	0.0 %
Visual and Performing Arts	Visual and Performing Art sare offered to our High School students only and materials are provided online.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 2/1/2019

## School Facility Conditions and Planned Improvements

Method operates two school facilities - one in San Diego at our authorizer's district site, and the other in Murrieta. The San Diego center is located at our authorizer's district site in El Cajon and is in an office where any student can meet with their credentialed teachers.

Method's Murrieta center is a space that was originally intended to be a retail center. The school secured a Conditional Use Permit (CUP) in July 2014 that allowed for school occupancy. The school is in new condition and was built to the specifications of Method. It's intended to be the template for future Method buildings.

Neither the Dehesa nor Murrieta centers require any facility improvements at the current time. Both are kept clean by professional janitorial services.

*Last updated: 1/25/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Exemplary
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*Last updated: 1/15/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	29.0%	39.0%	41.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	9.0%	13.0%	22.0%	23.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/15/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	85	80	94.12%	28.75%
Male	56	52	92.86%	21.15%
Female	29	28	96.55%	42.86%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	22	22	100.00%	9.09%
Native Hawaiian or Pacific Islander				
White	41	39	95.12%	33.33%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	43	39	90.70%	35.90%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 2/1/2019*



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	85	80	94.12%	12.50%
Male	56	52	92.86%	13.46%
Female	29	28	96.55%	--
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	22	22	100.00%	9.09%
Native Hawaiian or Pacific Islander				
White	41	39	95.12%	20.51%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	43	39	90.70%	17.95%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2019

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 2/1/2019

## Career Technical Education (CTE) Programs (School Year 2017–18)

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Last updated: 1/28/2019

## Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/15/2019

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	43.0%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
-------------	--	--	---

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2019

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018—19)

Method can't thrive without help and substantial input from parents. The school uses several channels to ensure parents are kept up-to-date on upcoming dates and events. There is an active effort to recruit parental help and input through these channels. School to parent communication includes:

Parent emails through Student Information System

Upcoming events page: <http://methodschools.org/events/>

[www.Facebook.com/methodschools](http://www.Facebook.com/methodschools)

Method Schools on Twitter

The school also hosts regular Parent Info Sessions at both San Diego and Riverside county centers.

# State Priority: Pupil Engagement

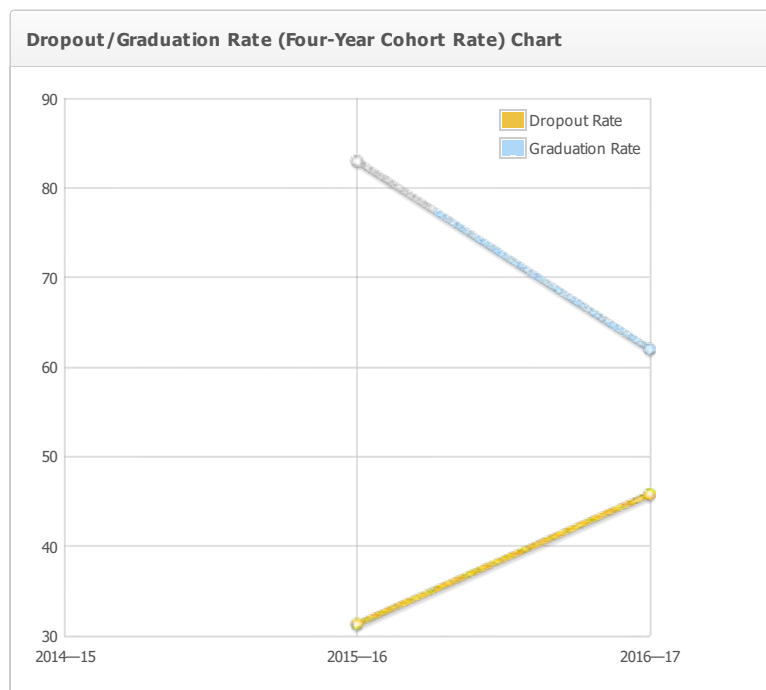
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	31.3%	--	--	10.7%	9.7%
Graduation Rate	--	83.0%	96.2%	97.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	45.8%	27.4%	9.1%
Graduation Rate	62.0%	98.6%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/5/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	46.2%	--	88.7%
Black or African American	0.0%	--	82.2%
American Indian or Alaska Native	0.0%	--	82.8%
Asian	0.0%	--	94.9%
Filipino	0.0%	--	93.5%
Hispanic or Latino	0.0%	--	86.5%
Native Hawaiian or Pacific Islander	100.0%	--	88.6%
White	62.5%	--	92.1%
Two or More Races	0.0%	--	91.2%
Socioeconomically Disadvantaged	40.0%	--	88.6%
English Learners	0.0%	--	56.7%
Students with Disabilities	0.0%	--	67.1%
Foster Youth	0.0%	--	74.1%

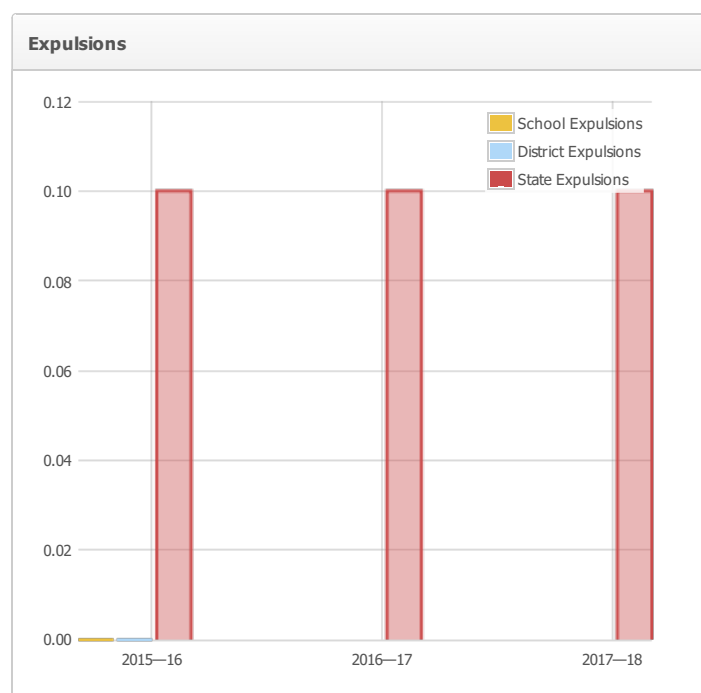
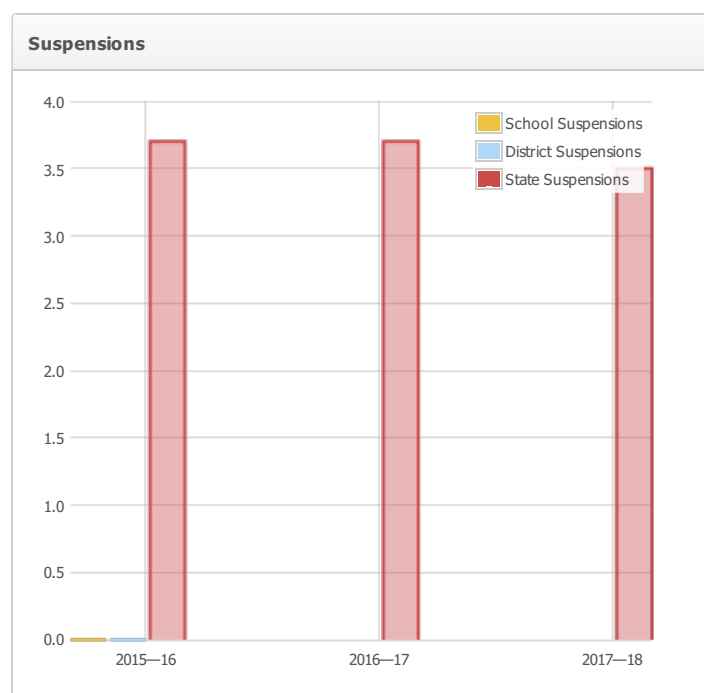
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	--	--	--	--	--	3.7%	3.7%	3.5%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/15/2019

## School Safety Plan (School Year 2018—19)

In order to provide safety for all students and staff, Method Schools has full health and safety procedures and risk management policies at the school site in consultation with its insurance carriers and risk management experts. A Board approved comprehensive safety plan has been developed for the school site and is followed through by all staff.

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

*Last updated: 1/15/2019*



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	5.0			
1	5.0			
2	5.0			
3	10.0			
4	10.0			
5	10.0			
6	10.0			
Other**	0.0			

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.0			
1	0.0			
2	0.0			
3	3.0			
4	7.0			
5	12.0			
6	13.0			
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/15/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	2.0	27		
Mathematics	3.0	17		
Science	2.0	15		
Social Science	3.0	22		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	3.0	23		
Mathematics	3.0	22		
Science	3.0	14		
Social Science	3.0	19		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	8.0	6		
Mathematics	5.0	8		
Science	10.0	2		
Social Science	4.0	5		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/15/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/15/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8105.0	\$473.0	\$7632.0	\$60000.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	1058.0%	-3218.0%

Note: Cells with N/A values do not require data.

*Last updated: 1/25/2019*

## Types of Services Funded (Fiscal Year 2017—18)

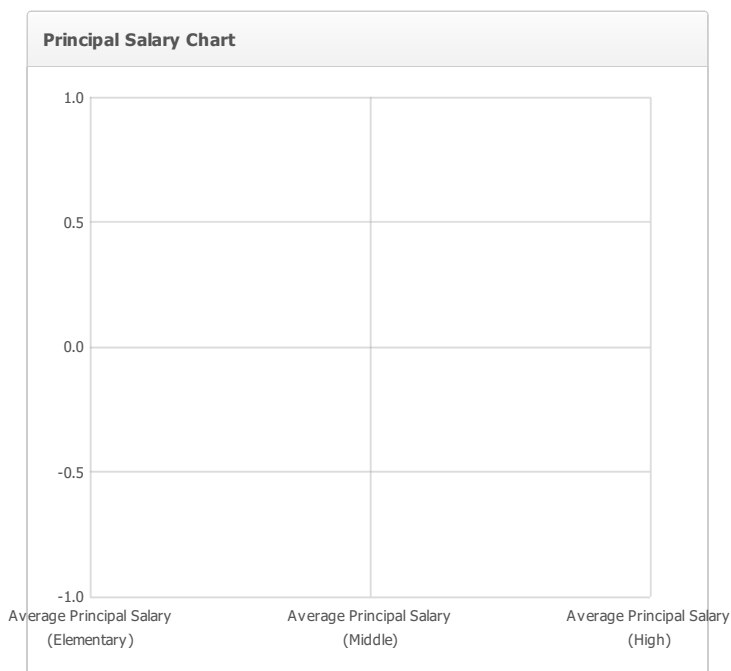
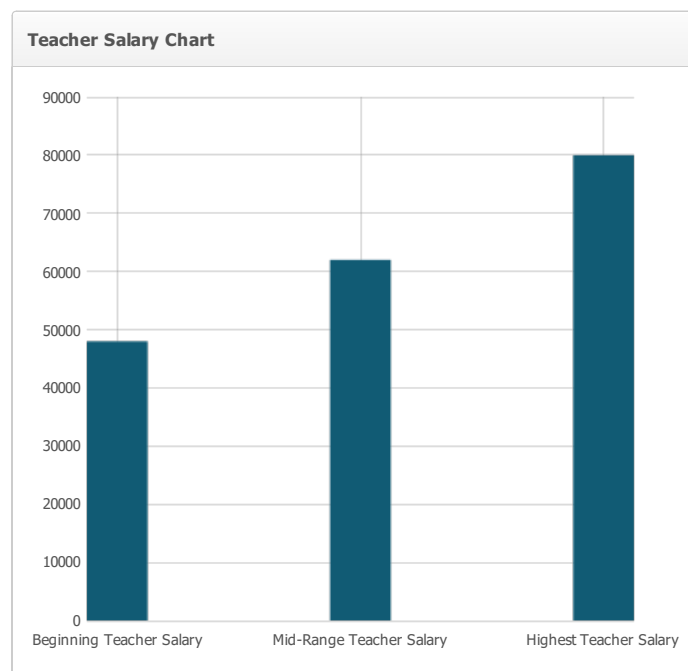
Method Schools uses a MTSS-based Intervention model to assign different interventions based on student specific needs. Based on data collected by teacher through internal diagnostic and quarterly testing, students may be assigned to a number of interventions including virtual test prep, virtual targeted direct instruction, supplemental curriculum in different software.

*Last updated: 2/5/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,000	\$44,375
Mid-Range Teacher Salary	\$62,000	\$65,926
Highest Teacher Salary	\$80,000	\$82,489
Average Principal Salary (Elementary)	--	\$106,997
Average Principal Salary (Middle)	--	\$109,478
Average Principal Salary (High)	--	--
Superintendent Salary	\$120,000	\$121,894
Percent of Budget for Teacher Salaries	43.0%	32.0%
Percent of Budget for Administrative Salaries	8.0%	7.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/25/2019*

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	1	0.9%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 1/15/2019*

**Professional Development**

Method includes the following areas of focus for staff professional development:

Data-driven instruction from enrollment throughout all classes

Proper course placement to ensure academic success

Finding creative teaching paths to make learning fun for all participants, including teachers and other staff

Improving delivery of Focused Direct Instruction (FDI) to maximize effectiveness in this small class setting

Professional development is delivered to Method staff in a variety of ways, including:

Conferences and workshops delivered by state and third party experts

Weekly team meetings discussing wins and losses and game plans for following week

Job shadowing for new hires

Monthly goal and progress meetings with co-founder

Breakthrough10, which include "project fairs" for teachers

Support mechanisms:

Data-driven meetings to discuss use of data and its effectiveness

One/one meetings with founders and leadership

Other teacher/principal meetings

Shared idea forums in cloud

*Last updated: 2/4/2019*

# School Accountability Report Card

## Reported Using Data from the 2017—18 School Year

### California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



## Jessica Spallino, Director

Principal, Method Schools, LA

### About Our School

I am pleased to be submitting another SARC report as a charter school in its younger years of development. We hope that the information in this report is helpful in establishing ourselves as another quality educational option for students in Southern California.

Method schools offers a unique blended learning model that combines project-based learning and online learning and delivers data-driven instruction. It aims towards being a unique combination of real-world, relevant learning and flexibility that students need. In addition to engaging projects and flexible schedules, we wanted to ensure all Method students mastered critical content, so we integrated all of our curriculum and projects in a complimentary and meaningful way.

### Contact

Method Schools, LA  
24620 Jefferson Ave.  
Murrieta, CA 92562

Phone: 951-461-4620  
E-mail: [jessica@methodschools.org](mailto:jessica@methodschools.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Acton-Agua Dulce Unified
<b>Phone Number</b>	(661) 269-0750
<b>Superintendent</b>	Lawrence King
<b>E-mail Address</b>	<a href="mailto:lking@aadusd.k12.ca.us">lking@aadusd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.aadusd.k12.ca.us">http://www.aadusd.k12.ca.us</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Method Schools, LA
<b>Street</b>	24620 Jefferson Ave.
<b>City, State, Zip</b>	Murrieta, Ca, 92562
<b>Phone Number</b>	951-461-4620
<b>Principal</b>	Jessica Spallino, Director
<b>E-mail Address</b>	<a href="mailto:jessica@methodschoools.org">jessica@methodschoools.org</a>
<b>Web Site</b>	<a href="http://www.methodschoools.org">www.methodschoools.org</a>
<b>County-District-School (CDS) Code</b>	19753090137703

*Last updated: 2/1/2019*

### School Description and Mission Statement (School Year 2018—19)

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

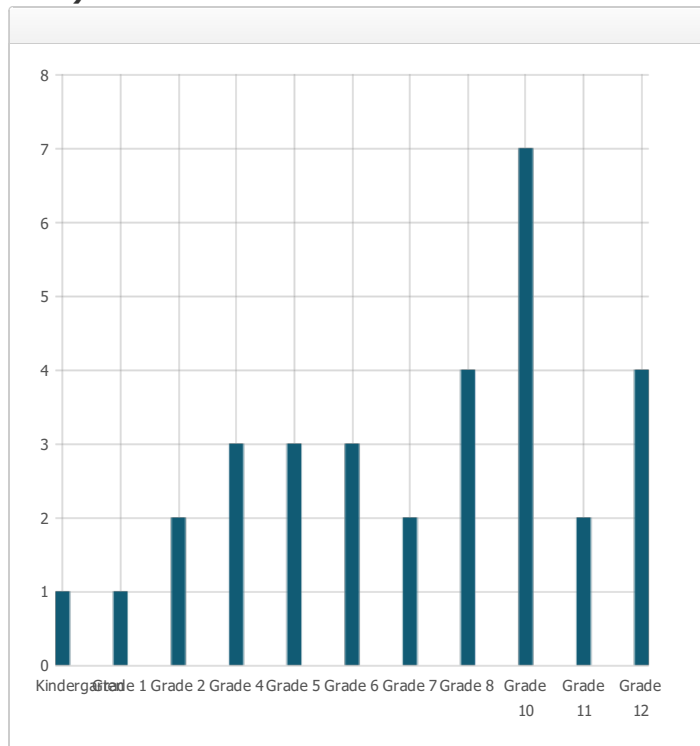
The curriculum and educational practices inspire creativity and innovation and promote critical thinking and problem solving along with providing consistent opportunities for communication and collaboration. Tools and practices utilized are technologically reflective of the environment in which students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

*Last updated: 1/28/2019*



**Student Enrollment by Grade Level (School Year 2017—18)**

Grade Level	Number of Students
Kindergarten	1
Grade 1	1
Grade 2	2
Grade 4	3
Grade 5	3
Grade 6	3
Grade 7	2
Grade 8	4
Grade 10	7
Grade 11	2
Grade 12	4
Total Enrollment	32



Last updated: 1/28/2019

**Student Enrollment by Student Group (School Year 2017—18)**

Student Group	Percent of Total Enrollment
Black or African American	10.4 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	6.5 %
Hispanic or Latino	50.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	20.7 %
Two or More Races	11.8 %
Other	-0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80.4 %
English Learners	3.9 %
Students with Disabilities	5.3 %
Foster Youth	0.0 %

## A. Conditions of Learning

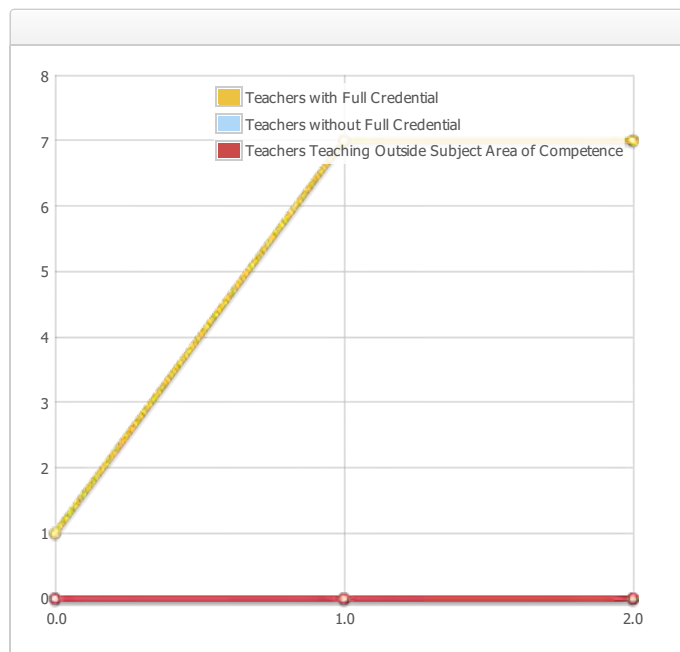
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

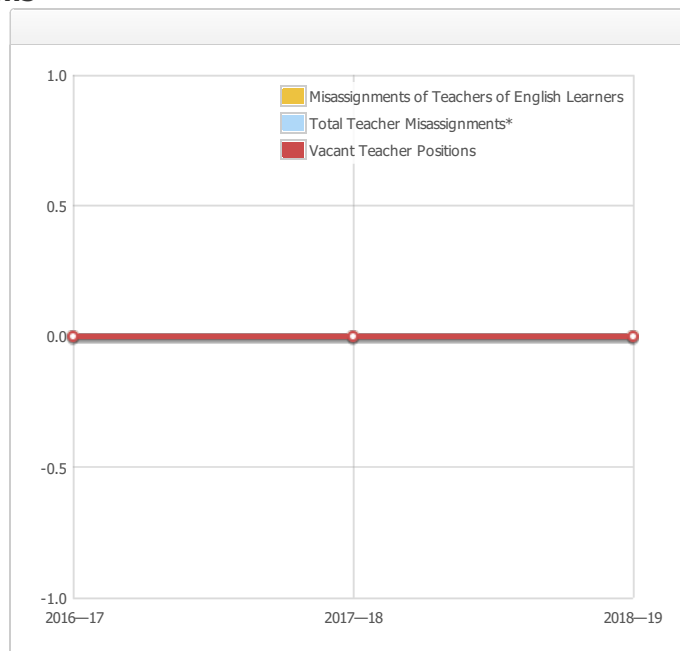
Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	1	7	7	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/28/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016— 17	2017— 18	2018— 19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/28/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Our programs through Compass and FuelEducation utilize online content options with text materials online and are updated as the content on the platforms are updated.</p> <p>Text books and materials that are provided by K12 to our iFlex students are mailed directly to the student and are returned upon completion of the year or upon withdrawing from the program. Materials through K12 are updated to maintain state standard</p>	Yes	0.0 %
Mathematics	<p>Our programs through Compass and FuelEducation utilize online content options with text materials online and are updated as the content on the platforms are updated.</p> <p>Text books and materials that are provided by K12 to our iFlex students are mailed directly to the student and are returned upon completion of the year or upon withdrawing from the program. Materials through K12 are updated to maintain state standard</p>	Yes	0.0 %
Science	<p>Our programs through Compass and FuelEducation utilize online content options with text materials online and are updated as the content on the platforms are updated.</p> <p>Text books and materials that are provided by K12 to our iFlex students are mailed directly to the student and are returned upon completion of the year or upon withdrawing from the program. Materials through K12 are updated to maintain state standard</p>	Yes	0.0 %
History-Social Science	<p>Our programs through Compass and FuelEducation utilize online content options with text materials online and are updated as the content on the platforms are updated.</p> <p>Text books and materials that are provided by K12 to our iFlex students are mailed directly to the student and are returned upon completion of the year or upon withdrawing from the program. Materials through K12 are updated to maintain state standard</p>	Yes	0.0 %
Foreign Language	<p>Our programs through Compass and FuelEducation utilize online content options with text materials online and are updated as the content on the platforms are updated.</p> <p>Text books and materials that are provided by K12 to our iFlex students are mailed directly to the student and are returned upon completion of the year or upon withdrawing from the program. Materials through K12 are updated to maintain state standard</p>	Yes	0.0 %
Health	<p>Our programs through Compass and FuelEducation utilize online content options with text materials online and are updated as the content on the platforms are updated.</p> <p>Text books and materials that are provided by K12 to our iFlex students are mailed directly to the student and are returned upon completion of the year or upon withdrawing from the program. Materials through K12 are updated to maintain state standard</p>	Yes	0.0 %
Visual and Performing Arts	<p>Our programs through Compass and FuelEducation utilize online content options with text materials online and are updated as the content on the platforms are updated.</p> <p>Text books and materials that are provided by K12 to our iFlex students are mailed directly to the student and are returned upon completion of the year or upon withdrawing from the program. Materials through K12 are updated to maintain state standard</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/28/2019

## School Facility Conditions and Planned Improvements

Method Schools, LA is an independent study, online based charter school that does not operate a school site, however corporate offices are maintained and the below conditions refer to those corporate offices

*Last updated: 2/4/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	NA
<b>Interior:</b> Interior Surfaces	Good	NA
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	NA
<b>Electrical:</b> Electrical	Good	NA
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	NA
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	NA
<b>Structural:</b> Structural Damage, Roofs	Good	NA
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	NA

## Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Exemplary
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*Last updated: 2/4/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	35%	40%				
Mathematics (grades 3-8 and 11)	17%	5%				

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 2/4/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	17	15	88%	40%
Male	--	--	--	
Female		--	--	
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--			
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--			
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/4/2019

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	17	15	88%	--
Male		--	--	--
Female	--	--		--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	11	65%	27%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--			
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/4/2019

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 2/4/2019*

## Career Technical Education (CTE) Programs (School Year 2017–18)

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

*Last updated: 1/31/2019*

## Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 2/4/2019*

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%



# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
-------------	--	--	---

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2019

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018—19)

Method can't thrive without help and substantial input from parents. The school uses several channels to ensure parents are kept up-to-date on upcoming dates and events. There is an active effort to recruit parental help and input through these channels.

School to parent communication includes:

- Parent emails through Student Information System
- Upcoming events page: <http://methodschools.org/events/>
- [www.Facebook.com/methodschools](http://www.Facebook.com/methodschools)
- Method Schools on Twitter The school also hosts regular Parent Info Sessions at both San Diego and Riverside county centers.

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

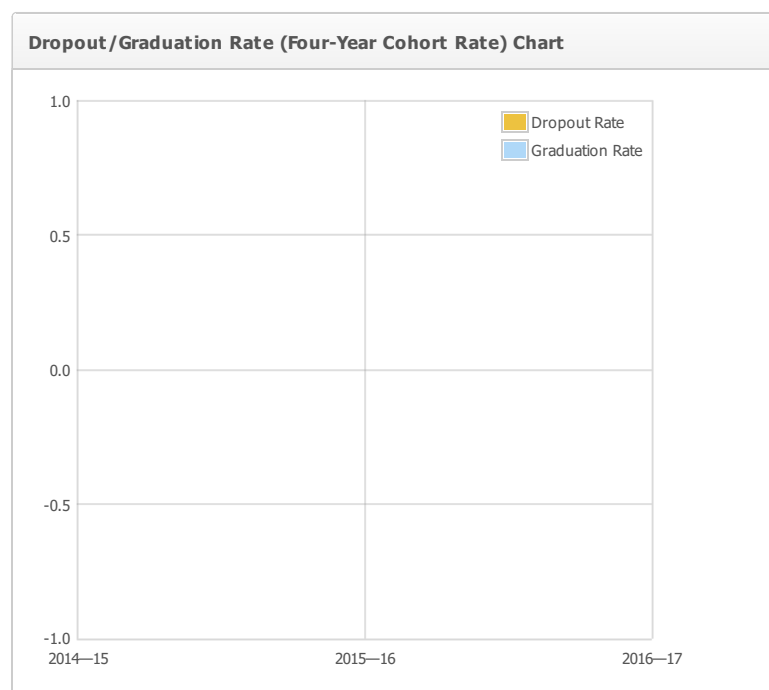
- High school dropout rates; and
- High school graduation rates

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Method Schools LA faces challenges in attempting to generate a four-year dropout/graduation cohort rate. Due to only being open for three years while also experience a high mobility rate, we do not yet have student data to track dropout and graduation rates at the four-year cohort level

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	4.4%	9.0%	10.7%	9.7%
Graduation Rate	--	--	94.4%	91.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	34.8%	9.1%
Graduation Rate	--	32.3%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/4/2019

# Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	100.0%	68.3%	--
Black or African American	0.0%	91.0%	--
American Indian or Alaska Native	0.0%	100.0%	--
Asian	0.0%	66.7%	--
Filipino	0.0%	83.3%	--
Hispanic or Latino	0.0%	54.2%	--
Native Hawaiian or Pacific Islander	0.0%	0.0%	--
White	0.0%	82.1%	--
Two or More Races	0.0%	68.4%	--
Socioeconomically Disadvantaged	0.0%	66.6%	--
English Learners	0.0%	44.4%	--
Students with Disabilities	0.0%	95.0%	--
Foster Youth	0.0%	100.0%	--

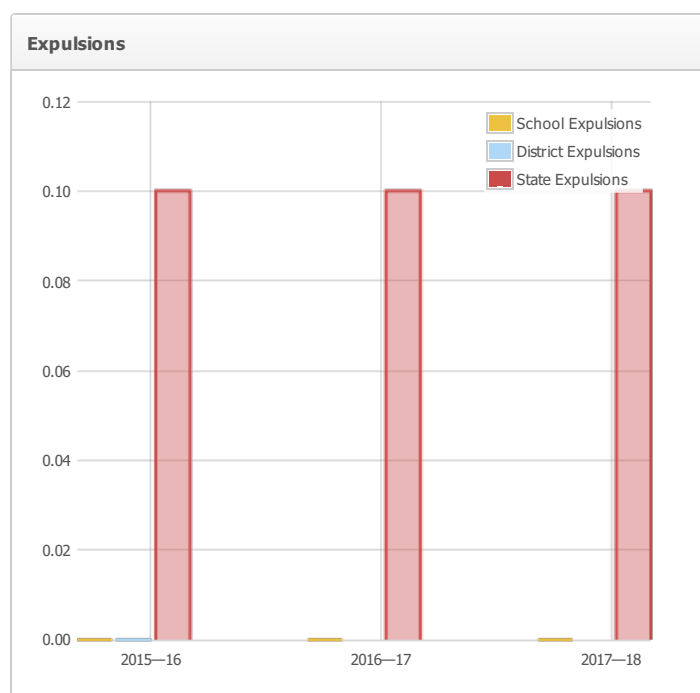
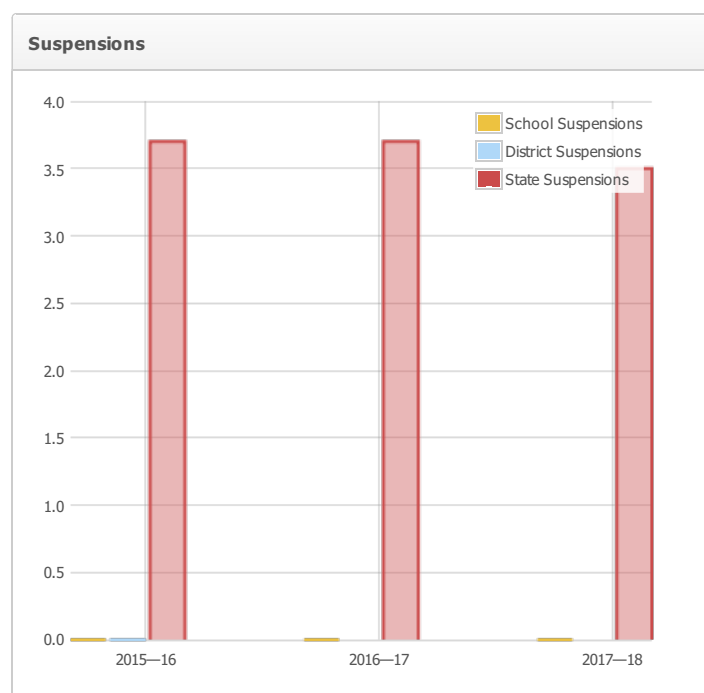
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	0.0%	0.0%	--	--	--	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/28/2019

## School Safety Plan (School Year 2018—19)

In order to provide safety for all students and staff, Method Schools has full health and safety procedures and risk management policies at the school site in consultation with its insurance carriers and risk management experts. A Board approved comprehensive safety plan has been developed and is followed through by all staff.

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.

*Last updated: 2/4/2019*

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/28/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics	1.0	1		
Science				
Social Science	1.0	2		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics	2.0	1		
Science	4.0	2		
Social Science	4.0	2		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	6.0	1		
Mathematics	3.0	2		
Science	3.0	2		
Social Science	3.0	2		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/28/2019*



**Academic Counselors and Other Support Staff (School Year 2017—18)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/28/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10800.0	\$3088.0	\$7712.0	\$61652.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$63590.0
Percent Difference – School Site and State	N/A	N/A	3675.0%	-1965.0%

Note: Cells with N/A values do not require data.

*Last updated: 1/28/2019*

## Types of Services Funded (Fiscal Year 2017—18)

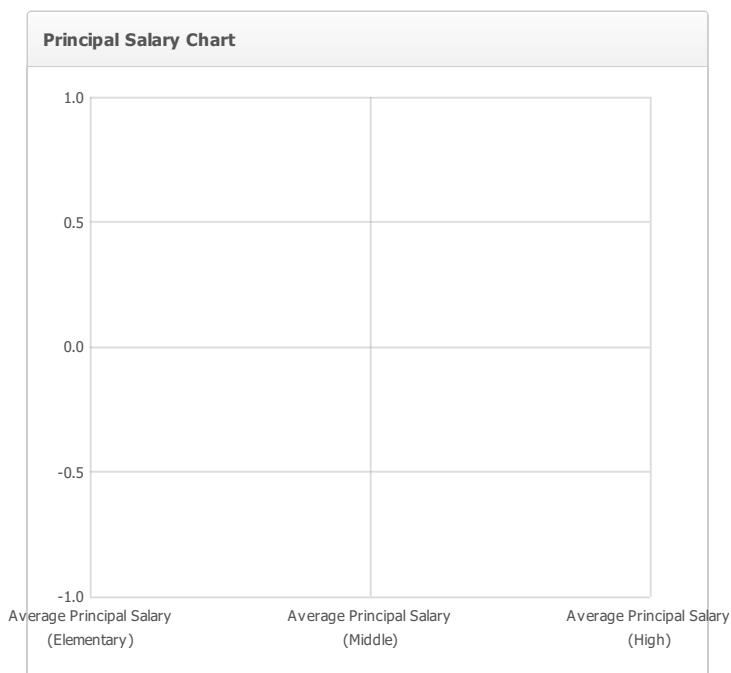
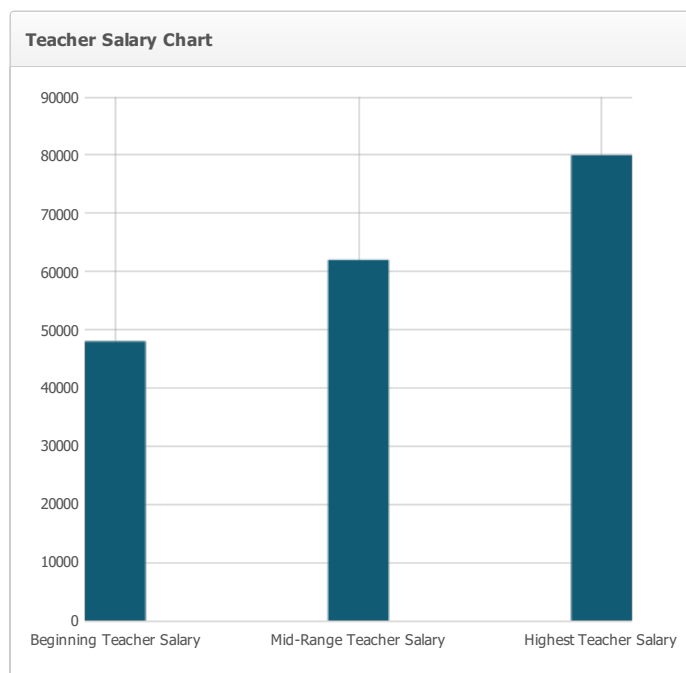
Method Schools uses a MTSS-based Intervention model to assign different interventions based on student specific needs. Based on data collected by teacher through internal diagnostic and quarterly testing, students may be assigned to a number of interventions including virtual test prep, virtual targeted direct instruction, supplemental curriculum in different software.

*Last updated: 2/5/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,000	\$42,990
Mid-Range Teacher Salary	\$62,000	\$61,614
Highest Teacher Salary	\$80,000	\$85,083
Average Principal Salary (Elementary)	--	\$100,802
Average Principal Salary (Middle)	--	\$105,404
Average Principal Salary (High)	--	\$106,243
Superintendent Salary	\$120,000	\$132,653
Percent of Budget for Teacher Salaries	29.0%	30.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/28/2019*

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	--

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 1/28/2019*

**Professional Development**

The primary areas of focus for staff development are:

-Data-driven practices

-Creating projects and project based learning

-Online learning and online programs

Methods by which professional development is delivered:

-After school workshops

-Virtual sessions

-Conference attendance

-Individual mentoring

Teachers are supported during implementation in the following ways:

-Student performance data review and reporting

-Refining instructional practices through teacher-Director & Lead Teacher meetings

-In class coaching

*Last updated: 2/4/2019*



## **FERPA/Student Records**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Method Schools receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Method Schools to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

[NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.]

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))

- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))





## **Method Schools Board Policy 1030**

### **Complaint Procedure Policy**

The Board of Directors of Method Schools recognizes that it is responsible for complying with applicable laws and regulations governing educational programs.

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by a local educational agency of state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, and bullying.

This policy outlines Method Schools' UCP and provides a comprehensive approach to resolution on any complaint. A complaint is a written and signed statement by a complainant alleging a violation of state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, Method Schools shall assist the complainant in the filing of the complaint.

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

- A security deposit, or other payment, that a pupil is required to make to obtain any school equipment or supplies.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept. of Social Services (DSS), Protective Services Division or appropriate law enforcement agency (or equivalent in the State of Tennessee.)
2. Health and safety complaints regarding a Child Development Program shall be referred to Dept. of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities (or equivalent in the State of Tennessee.)
3. Employment discrimination complaints shall be sent to the State Dept. of Fair Employment and Housing (DFEH, or equivalent in the State of Tennessee.)
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education.

### **The responsibilities of Method Schools**

Method Schools has the primary responsibility to insure compliance with applicable state laws and regulations. We shall investigate complaints alleging failure to comply with applicable state laws and regulations and/or alleging discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity and seek to resolve those complaints in accordance with our UCP procedures.

In regards to complaints of noncompliance with laws relating to pupil fees, if Method Schools finds merit in a complaint a remedy will be provided to all affected pupils,

parents and guardians, that, where applicable, will include reasonable efforts by Method Schools to ensure full reimbursement to all affected pupils, parents and guardians.

Our UCP policies shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remain confidential as appropriate.

The person responsible for receiving and investigating complaints and ensuring our compliance with state laws and regulations is:

Method Schools

ATTN:

24620 Jefferson Ave

Murrieta, CA

92562

We ensure that the person above, who is responsible for compliance and/or investigations, is knowledgeable about the laws/programs that he/she is assigned to investigate. Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school.

We shall annually notify in writing our pupils, employees, parents or guardians of our pupils, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties of our UCP process regarding an alleged violation by a local agency or state law or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. The UCP Annual Notice will be disseminated to all of the six required groups each year and will include information on how to appeal to the CDE. An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

Our UCP Annual Notice shall also advise the recipient of any civil law remedies that may be available under state discrimination, harassment, intimidation, and bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

A copy of this UCP complaint policies and procedures document shall be available free of charge.

### **Filing a complaint with the Method Schools**

Emergency or urgent facilities conditions that pose a threat to the health or safety of pupils or staff, and teacher vacancies or misassignments, and complaints that allege discrimination, harassment, intimidation, and bullying, any individual, public agency or organization may file a written complaint with our district superintendent or his or her designee alleging a matter which, if true, would constitute a violation by our LEA of - or state law or regulation governing a program. A complaint of noncompliance with laws relating to pupil fees may be filed with the principal of a school under the Uniform Complaint Procedures and may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

An investigation of alleged unlawful discrimination, harassment, intimidation, and bullying shall be initiated by filing a complaint no later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and bullying. The time for filing may be extended in writing by our district superintendent or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing may be extended by our superintendent or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six-month time period. Our superintendent shall respond immediately upon a receipt of a request for extension.

The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

Within 60 calendar days from the date of the receipt of the complaint, we shall conduct and complete an investigation of the complaint in accordance with our UCP policies and procedures and prepare a written Decision; also known as a final report. This time period may be extended by written agreement of the complainant.

The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of non-compliance with state laws and/or regulations.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by Method Schools to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We shall issue a Decision based on the evidence. The Decision shall be in writing and sent to the complainant within 60 calendar days from receipt of the complaint by the local educational agency. The Decision should contain:

- (i) the findings of fact based on the evidence gathered,
- (ii) conclusion of law,
- (iii) disposition of the complaint,
- (iv) the rationale for such disposition,
- (v) corrective actions, if any are warranted,
- (vi) notice of the complainant's right to appeal our LEA Decision to the CDE, and (vii) procedures to be followed for initiating an appeal to the CDE.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

Method Schools reserves the right to modify locations for receipt of forms as necessary.

## **COMMUNITY COMPLAINT FORM**

Name :

Address:

Telephone:

1. 1 School site and person you are filing a complaint against:

2. 2 Has this been discussed with him/her?

Y \_\_\_\_ N \_\_\_\_ Date:

3. 3 Has the complaint been discussed with the principal or supervisor?

Y \_\_\_\_ N \_\_\_\_ Date:

Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

What remedy or action do you suggest?

Signature\_\_\_\_\_

Date\_\_\_\_\_

Date received by Method Schools Corporate Office  
\_\_\_\_\_

# **Method Schools Board of Directors Policy**

## **Fiscal Policies & Procedures – BP 2017-1**

### **Overview**

The Board of Directors of Method Schools has reviewed and adopted the following fiscal policies and procedures to ensure the most effective use of the funds of Method Schools. The purpose of the adopted policies is to support the mission of Method Schools and to ensure funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board of Directors formulates financial policies and procedures, delegate's administration of the policies and procedures to the Directors and reviews operations and activities on a regular basis.
2. The Directors have responsibility for all operations and activities related to financial management.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. The Board of Directors will commission an annual financial audit by an independent third party auditor who will report to the Directors. The Board of Directors will approve the final audit report and a copy will be provided to the charter-granting agency. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Board of Directors and the charter-granting agency.
5. The Governance Board can appoint another individual within the organization to perform the Director's responsibilities in the case of absence.

## **PURCHASING**

### Overview

The Governing Board recognizes the importance of developing a system of internal control procedures in order to help fulfill its obligation to monitor and safeguard school resources. To facilitate warrant processing, the Director(s) or designee (Business Office) shall ensure that purchasing, receiving, and payment functions are kept separate. He/she shall also ensure that invoices are paid expeditiously so that the school may, to the extent possible, take advantage of available discounts and avoid finance charges.

### Specific Policies & Procedures Related to Purchasing

1. The Director(s) may authorize expenditures and may sign related contracts within the approved budget. The Directors must approve all purchases. Purchase requisitions, authorizing the purchase of all items (format to be provided by Business Office), must be approved by the Directors and submitted to Business Office with the related invoice.
2. When approving purchases, the Directors must:
  - A. Determine if the expenditure is budgeted
  - B. Determine if funds are currently available for expenditures (i.e. cash flow)
  - C. Determine if the expenditure is allowable under the appropriate revenue source
  - D. Determine if the price is competitive and prudent and expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations. All purchases over \$25,000 must include documentation of 'Good Faith' effort to obtain the possible cost for comparable goods and services.
3. The Board of Directors will review all expenditures via approval of a check register presented at each meeting of the Board. The check register will list all checks written during a set period of time and includes check #, payee, date, and amount. Individuals other those listed above are not authorized to make purchased without pre-approval.
4. The Board of Directors must approve contracts over \$50,000.



### Credit Cards

The Directors may authorize an individual to use a school credit card to make an authorized purchase on behalf of the school, consistent with guidelines provided by the Directors and/or Board of Directors.

- A. Related documentation of all purchases will be reconciled on a monthly basis and authorized by the Directors.
- B. If receipts are not available or are “missing”, the individual responsible for the charge will be responsible for the payment.
- C. Credit cards will bear the names of Method School and the corresponding Director.

## CONTRATCS

### Overview

The Governing Board recognizes its responsibility to enter into contracts on behalf of the school for the acquisition of equipment, supplies, services, and other resources necessary for the achievement of school goals. In exercising this authority to enter into a contract, the Board shall ensure that the school's interest is protected and that the terms of the contract conform to applicable legal standards.

The Board may, by a majority vote, delegate to the Director(s) or designee (Business Office) the authority to enter into contracts on behalf of the school.

### Specific Policies & Procedures Related to Contracts

1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.
2. Office staff will maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over \$50,000.
  - a. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.
3. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
4. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation
5. insurance currently in effect. The Directors may also require that contract service providers list the school as an additional insured.
6. If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the School will obtain a W-9 from the contract service provider prior to submitting any requests for payments to Business Office.
7. The Directors will approve proposed contracts and modifications in writing.
8. Contract service providers will be paid in accordance with approved contracts as work is performed.

9. The Director(s) are responsible for ensuring the terms of the contracts are fulfilled.
10. Potential conflicts of interest will be disclosed upfront, and the Directors and/or Member(s) of the Board of Directors with the conflict will excuse themselves from discussions and from voting on the contract in accordance with the Board approved Conflict of Interest Policy on file.

## **EMPLOYEE REIMBURSEMENTS & TRAVEL**

### **Expense Reimbursements**

1. Any individual making an authorized purchase on behalf of the school must provide Business Office with appropriate documentation of the purchase.
2. Employees will be reimbursed for expenditures within thirty (30) days of presentation of appropriate documentation.
3. Authorized purchases will be promptly reimbursed thru payroll or by bank check upon receipt of appropriate documentation of the purchase.
4. The employee and the Director(s) must the expense report.
5. Expenses greater than two months old may not be reimbursed.
6. Employees will complete expense reports monthly, as necessary, to be submitted to Business Office.
7. Individuals who use personal funds to make unauthorized purchases will not be reimbursed.

### **Travel**

1. Employees will be reimbursed for mileage when pre-approved by the Directors.
2. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled.
3. The Directors must pre-approve all out of town travel.
4. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by the Directors and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch or dinner as outlined in the Employee Handbook.
5. After the trip, the employee must enter all of the appropriate information on an expense report and submit it to the Director(s) for approval. Once

approved, the expense report will be sent to the Business Office for processing.

#### Board of Director Expenses

1. Similar to employees, if a Board member incurs authorized expenses while carrying out the duties of the school, the Board member will be required to complete and sign an expense report providing all corresponding expense receipts.
2. The Director(s) will approve the expense report and submit it to the Business Office for processing.

## **ACCOUNTS PAYABLE**

### **Bank Check Authorization**

1. All original invoices will immediately be forwarded to the Directors for approval. The Directors will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to the school's Business Office with the invoice.
2. Once invoices are approved by the Directors a check authorization will be provided and a an allocation to the specific budget line will be noted when applicable. All approved invoices will be sent to the Business Office on a weekly basis. (It is the responsibility of the Directors to be aware of invoice due dates to avoid late payments and fees.) The Business Office will only process invoices with sufficient supporting documentation and will communicate with the Directors if documentation is missing, before paying all expenditures.
3. The Directors may authorize the Business Office to pay reoccurring expenditures (i.e. Utilities, Rent) without the Director's formal approval on the invoice when dollar amounts fall within a predetermined range. A list of the applicable vendors and invoice dollar range for each vendor must be provided to the Business Office on an annual basis.

### **Bank Checks**

1. The Board of Directors will approve in advance the list of authorized signers on the school account. The Directors, Board Treasurer and any other employee (designated by the Board) may sign bank checks within the established limitations.
2. The Board of Directors authorized the school's Directors to open and close bank accounts.
3. The Directors in conjunction with the Business Office will be responsible for all blank checks and will keep them under lock and key.
4. When there is a need to generate a bank check, the Directors will send appropriate and approved documentation to the Business Office .

5. Once approved by the Directors, the Business Office will process checks based on authorized approval. The Business Office will be provided a facsimile signature stamp of the school's Director(s) for check processing.
6. Checks may not be written to cash or bearer and under no circumstance will any individual sign a blank check.
7. Business Office will record the check transaction(s) into the school's General Ledger.
8. Business Office will distribute the checks as followed:
  - a. Original: Mailed or delivered to payee
  - b. Duplicate or Voucher: Attached to the invoice and filed by vendor name by Business Office with a duplicate copy attached in the school's General Ledger
  - c. Cancelled Checks: Will be filed numerically with bank statements
9. Voided Checks: Will have VOID written in ink. Original checks will be attached to the duplicate and forwarded to the Business Office provide who will attach any other related documentation.

#### Bank Reconciliation

1. Bank Statements will be reviewed jointly by the Director(s) and the Business Office.
2. Business Office will conduct thorough analysis of bank statement examining all paid checks and deposits for date, name, amount and endorsement. Any discrepancies regarding paid checks or deposits will be further researched and brought to the attention of the Director(s).
3. The Business Office will prepare the bank reconciliation thru bank account statement verifications and will facilitate any necessary adjustments.
4. The Business Office will compare the reconciled bank balance to the cash in the bank account and General Ledger. Any material discrepancies will be reported immediately to the Director(s).

## **Accounts Receivable**

1. Documentation will be maintained for accounts receivable and forwarded to Business Office.
2. Accounts receivable will be recorded by Business Office in the school's General Ledger and collected on a timely basis.

## Cash Receipts (Cash and Checks)

The school will use the guidelines as set forth by the school's Auditors and GASB Accounting Guidelines and practices.

## Returned Check Policy

1. A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by Business Office or Directors, payment of the NSF check and processing fee must be made by money order or certified check.
2. In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.
3. In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the Director(s) and/or Governing Board.
4. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the Directors and/or Governing Board.

(\*As of the Policy Adoption Method did not maintain a Petty Cash account)

## Petty Cash

1. The Directors will manage the petty cash fund.
2. The petty cash fund will be capped at \$600.00.
3. All petty cash will be kept in a locked petty cash box in the safe.
4. All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
5. At all times the petty cash box will contain receipts and cash totaling \$600.00. A register receipt must support the petty cash slip. The individual



- using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Directors within 48 hours of withdrawing the petty cash.
6. When expenditures total \$450.00 (when cash balance is reduced to \$150.00), the Director will total the disbursement and complete a petty cash reimbursement form. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to the Business Office.
  7. Petty cash fund reimbursement checks will be made payable to the Directors.
  8. Any irregularities in the petty cash fund will be immediately reported in writing to the Directors.
  9. Loans will not be made from the petty cash fund.

## **Financial Reporting**

The Director(s) or designee (Business Office) shall ensure that all financial reports are prepared in accordance with law and in conformity with generally accepted accounting principles and financial reporting standards stipulated by the Governmental Accounting Standards Board and the California Department of Education (CDE). The Director(s) in accordance with the Business Office shall establish a system of ongoing internal controls to ensure the reliability of financial reporting.

When required by law or the Board, the Director(s) or designee (Business Office) shall submit to the Board reports of the school's financial status, including, but not limited to, any report specified in this Board policy or accompanying administrative regulation. When any such report must be approved by the Board prior to its submission to a local, state, and/or federal agency, the Director(s) or designee (Business Office) shall provide the report to the Board in sufficient time to enable the Board to carefully review the report and meet any applicable submission deadline.

The Board shall regularly communicate the school's financial position to the public and shall use financial reports to determine what actions and budget amendments, if any, are needed to ensure the school's financial stability.

### **Unaudited Actual Receipts and Expenditures**

On or before September 15, the Board shall approve and file with the County Director(s) a statement of the school's unaudited actual receipts and expenditures for the preceding fiscal year. The Director(s) or designee (Business Office) shall prepare this statement using the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42100).

### **Interim Reports**

The Director(s) or designee (Business Office) shall submit two interim fiscal reports

to the Board, the first report covering the school's financial and budgetary status for the period ending October 31 and the second report covering the period ending January 31. The reports and supporting data shall be made available by the school for public review. (Education Code 42130)

Within 45 days after the close of the period reported, the Board shall approve the interim report and certify, on the basis of the interim report and any additional financial information known by the Board.

### Annual Audit

The Board of Directors will annually select an audit by March 15th to conduct the annual audit.

The audit shall include, but not be limited to:

- A. An audit of the accuracy of the financial statements
- B. An audit of the attendance accounting and revenue accuracy practices
- C. An audit of the internal control practice

To conduct the audit, the Board shall select a certified public accountant or public accountant licensed by the State Board of Accountancy from among those deemed qualified by the State Controller.

No later than December 15, the report of the audit for the preceding fiscal year shall be filed with the County Superintendent.

### Budget Development and Adoption Process

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified school needs and goals and on realistic projections of available funds.

The Director(s) or designee (Business Office) shall oversee the preparation of a proposed school budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

The Board shall adopt the school budget on or before July 1 of each year. (Education Code 42127)

At a public meeting held on a date after the public hearing on the budget, the Board

shall adopt the budget following its adoption of the LCAP or an annual update to the LCAP at the same meeting. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127)

The budget that is formally adopted by the Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction. (Education Code 42126, 42127).

## **Liabilities / Insurance/ Records Retention**

### Loans

1. The Directors and the Board of Directors will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan document.
2. Once approved, a promissory note will be prepared and signed by the Directors before funds are borrowed.
3. Employee loans are not allowed.

### Financial Institutions

1. All funds will be maintained at a high quality financial institution.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.
3. Physical evidence will be maintained on-site for all financial institution transactions.

### Retention of Records

1. Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Board of Directors or Directors, certain documentation may be maintained for a longer period of time.
2. Business Office will retain records at their site for a minimum of two (2) years; after which, the remaining five years will be the responsibility of the School.
3. Financial records will be shredded at the end of their retention period.

4. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

### Insurance

1. Business Office will work with the Directors to ensure that appropriate insurance is maintained at all times with a high quality insurance agency.
2. The Directors and Business Office will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The Directors and Business Office will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.

## **Fund Balance**

### Overview

The Fund Balance Policy is intended to provide guidelines during the preparation and execution of the annual budget to ensure that sufficient reserves are maintained for unanticipated expenditures or revenue shortfalls. It also is intended to preserve flexibility throughout the fiscal year to make adjustments in funding for programs approved in connection with the annual budget. The Fund Balance Policy should be established based upon a long-term perspective recognizing that stated thresholds are considered minimum balances. The main objective of establishing and maintaining a Fund Balance Policy is for the school to be in a strong fiscal position that will allow for better position to weather negative economic trends.

### Unassigned Fund Balance

Unassigned Fund Balance is the residual amount of Fund Balance in the General Fund. It represents the resources available for future spending. An appropriate level of Unassigned Fund Balance should be maintained in the General Fund in order to cover unexpected expenditures and revenue shortfalls.

Unassigned Fund Balance may be accessed in the event of unexpected expenditures up to the minimum established level upon approval of a budget revision by the School's governing board. In the event of projected revenue shortfalls, it is the responsibility of the Chief Business Official to report the projections to the school's governing board on a quarterly basis and shall be recorded in the minutes.

Any budget revision that will result in the Unassigned Fund Balance dropping below the minimum level will require the approval of 2/3 vote of the school's governing board.

The Fund Balance Policy establishes a minimum Unassigned Fund Balance equal to 3% of total General Fund expenditures. In the event that the balance drops below the established minimum level, the School's governing board will develop a plan to replenish the fund balance to the established minimum level within five years.

### Minimum Fund Balance

The school is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The school's Minimum Fund Balance Policy requires a Reserve for Economic Uncertainties, consisting of unassigned amounts, equal to no less than 3 percent of General Fund expenditures and other financing uses.

If the reserves are drawn down below the minimum required level of 3 percent, then a budgetary plan shall be implemented to return the reserve to a minimum 10 percent level in no more than a 5- year period. The progress of replenishment shall be reported in the annual budget.

## **Management of School Assets / Accounts**

### Overview

The Governing Board recognizes its fiduciary responsibility to effectively manage and safeguard the school's assets and resources in order to help achieve the school's goals for student learning. The Director(s) or designee (Business Office) shall establish and maintain an accurate, efficient financial management system that enhances the school's ability to meet its fiscal obligations, produces reliable financial reports, and complies with laws, regulations, policies, and procedures. He/she shall ensure that the school's accounting system provides ongoing internal controls and meets generally accepted accounting standards.

### Internal Controls/Fraud Prevention

The Board expects Board members, employees, consultants, vendors, contractors, and other parties maintaining a business relationship with the school to act with integrity and due diligence in dealings involving the school's assets and fiscal resources.

The Director(s) or designee (Business Office) shall develop internal controls which aid in the prevention and detection of fraud, financial impropriety, or irregularity within the school. These internal controls may include, but are not limited to, segregating employee duties relating to authorization, custody of assets, and recording or reporting of transactions; providing detailed, written job descriptions explaining the segregation of functions; adopting an integrated financial system; conducting background checks on business office employees; and requiring continuous in-service training for business office staff on the importance of fraud prevention.

All employees shall be alert for any indication of fraud, financial impropriety, or irregularity within their area of responsibility. Any employee who suspects fraud, impropriety, or irregularity shall immediately report those suspicions to his/her immediate supervisor and/or the Director(s) or designee (Business Office). In addition, the Director(s) or designee (Business Office) shall establish a method for employees and outside persons to anonymously report any suspected instances of fraud, impropriety, or irregularity.

The Director(s) or designee (Business Office) shall have primary responsibility for



any necessary investigations of suspected fraud, impropriety, or irregularity, in coordination with legal counsel, the school's auditors, law enforcement agencies, or other governmental entities, as appropriate.

The Director(s) or designee (Business Office) shall provide regular reports to the Board on the status of the school's internal control procedures and recommend any necessary revisions to related Board policies or administrative regulations.

#### Asset & Equipment Inventory

1. An asset is defined as any individual item, purchased or donated, with a value of \$5000 or more and with a useful life of more than one year.
2. Business Office will file all receipts for purchased asset.
3. Business Office will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets.
4. Business Office will take a physical inventory of all assets at least 90 days before the end of each fiscal year, indicating the condition and location of the asset.
5. The Directors will immediately be notified of all cases of theft, loss, damage or destruction of assets.
6. The Directors will submit to Business Office written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

## **2019-20 Method School's Adopted Budget Summary**

### **Projected 2019-20 ADA**

- **2019-20 Method SD P2 ADA: 375**
  - TK-3: 17.95
  - 4-6: 22.28
  - 7-8: 30.45
  - 9-12: 304.51
- **2019-20 Method LA P2 ADA: 359**
  - TK-3: 8.89
  - 4-6: 9.07
  - 7-8: 9.70
  - 9-12: 331.59
- **2018-19 Method Schools Combined P2 ADA: 734**
  - TK-3: 26.84
  - 4-6: 31.35
  - 7-8: 40.15
  - 9-12: 636.10

### **Projected 2019-20 Revenues**

- Method SD Adopted Budget Projected Revenue: \$4,156,487
- Method LA Adopted Budget Projected Revenue: \$3,970,617
- Method Schools Combined Projected Revenue: \$8,127,104

### **Projected 2019-20 Expenditures**

- Method SD Adopted Budget Projected Expenditures: \$3,552,781
- Method LA Adopted Budget Projected Expenditures: \$3,426,496
- Method Schools Combined Projected Expenditures: \$6,979,277



**Projected 2019-20 Ending Fund Balance**

- Method SD Adopted Budget Projected Expenditures: \$603,706
- Method LA Adopted Budget Projected Expenditures: \$544,121
- Method Schools Combined Projected Expenditures: \$1,147,827

**Projected 2019-20 Cumulative Ending Fund Balance**

- Method SD Adopted Budget Projected Expenditures: \$2,159,287
- Method LA Adopted Budget Projected Expenditures: \$2,318,213
- Method Schools Combined Projected Expenditures: \$4,477,500



**CHARTER SCHOOL  
ADOPTED BUDGET REPORT - ALTERNATIVE FORM  
Adopted Budget Report Certification**

Charter School Name: Method School  
(continued) \_\_\_\_\_  
CDS #: 37-68049-129221  
Charter Approving Entity: Dehesa Elementary  
County: San Diego  
Charter #: 1617  
Fiscal Year: 2019-20

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To the entity that approved the charter school:  
(   x   ) 2018-19 CHARTER SCHOOL ADOPTED BUDGET REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)  
Print Name: \_\_\_\_\_ Title: \_\_\_\_\_

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To the County Superintendent of Schools:  
(   x   ) 2018-19 CHARTER SCHOOL ADOPTED BUDGET REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)  
Print Name: \_\_\_\_\_ Title: \_\_\_\_\_

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For additional information on the Adopted Budget Report, please contact:

For Approving Entity:

Anna Buxbaum  
Name  
Business Manager  
Title  
619-444-2161  
Phone  
[Anna.buxbaum@dehesasd.net](mailto:Anna.buxbaum@dehesasd.net)  
E-mail

For Charter School:

Jessica Spallino  
Name  
CEO  
Title  
760-224-0758  
Phone  
[jessica@methodschools.org](mailto:jessica@methodschools.org)  
E-mail

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This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to Education Code Section 47604.33.

\_\_\_\_\_  
COE District Advisor

\_\_\_\_\_  
Date

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Method Schools  
 (name continued) \_\_\_\_\_  
 CDS #: 37-68049-0129221  
 Charter Approving Entity: Dehesa Elementary  
 County: San Diego  
 Charter #: 1617  
 Budgeting Period: 2019-20

This charter school uses the following basis of accounting:

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

Description	Object Code	Est. Actuals	Current Budget Year		Total
		Prior Year	Unrest.	Rest.	
<b>A. REVENUES</b>					
1. Revenue Limit Sources					
LCFF- Current Year	8011	3,612,643.00	3,752,919.00		3,752,919.00
Education Protection Account State Aid - Current Year	8012	75,038.00	75,038.00		75,038.00
State Aid - Prior Years	8019				0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	25,202.00	25,202.00		25,202.00
Other LCFF Transfers	8091, 8097				0.00
Total, Revenue Limit Sources		3,712,883.00	3,853,159.00	0.00	3,853,159.00
2. Federal Revenues					
No Child Left Behind	8290				0.00
Special Education - Federal	8181, 8182	41,271.00		41,271.00	41,271.00
Child Nutrition - Federal	8220				0.00
Other Federal Revenues	8110, 8260-8299				0.00
Total, Federal Revenues		41,271.00	0.00	41,271.00	41,271.00
3. Other State Revenues					
Special Education - State	StateRevSE	150,076.00		150,076.00	150,076.00
All Other State Revenues	StateRevAO	78,209.00	72,096.00	19,885.00	91,981.00
Total, Other State Revenues		228,285.00	72,096.00	169,961.00	242,057.00
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	10,000.00	20,000.00		20,000.00
Total, Local Revenues		10,000.00	20,000.00	0.00	20,000.00
5. TOTAL REVENUES		3,992,439.00	3,945,255.00	211,232.00	4,156,487.00
<b>B. EXPENDITURES</b>					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	785,000.00	1,145,420.00		1,145,420.00
Certificated Pupil Support Salaries	1200				0.00
Certificated Supervisors' and Administrators' Salaries	1300	90,000.00	175,977.00	19,368.00	195,345.00
Other Certificated Salaries	1900				0.00
Total, Certificated Salaries		875,000.00	1,321,397.00	19,368.00	1,340,765.00
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	90,000.00	41,877.00		41,877.00
Non-certificated Support Salaries	2200		67,678.00		67,678.00
Non-certificated Supervisors' and Administrators' Sal.	2300	85,000.00	89,892.00		89,892.00
Clerical and Office Salaries	2400	160,000.00	34,675.00		34,675.00
Other Non-certificated Salaries	2900				0.00
Total, Non-certificated Salaries		335,000.00	234,122.00	0.00	234,122.00

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>3. Employee Benefits</b>					
STRS	3101-3102				0.00
PERS	3201-3202				0.00
OASDI / Medicare / Alternative	3301-3302	89,737.00	118,998.00	1,481.00	120,479.00
Health and Welfare Benefits	3401-3402	82,000.00	156,600.00	900.00	157,500.00
Unemployment Insurance	3501-3502	32,000.00	53,340.00	420.00	53,760.00
Workers' Compensation Insurance	3601-3602	15,000.00	27,222.00	339.00	27,561.00
OPEB, Allocated	3701-3702				0.00
OPEB, Active Employees	3751-3752				0.00
PERS Reduction (for revenue limit funded schools)	3801-3802				0.00
Other Employee Benefits	3901-3902	25,000.00	56,776.00	968.00	57,744.00
Total, Employee Benefits		243,737.00	412,936.00	4,108.00	417,044.00
<b>4. Books and Supplies</b>					
Approved Textbooks and Core Curricula Materials	4100	438,143.00	475,000.00		475,000.00
Books and Other Reference Materials	4200	64,000.00	75,000.00		75,000.00
Materials and Supplies	4300	51,429.00	15,115.00	19,885.00	35,000.00
Noncapitalized Equipment	4400	14,000.00	30,000.00		30,000.00
Food	4700				0.00
Total, Books and Supplies		567,572.00	595,115.00	19,885.00	615,000.00
<b>5. Services and Other Operating Expenditures</b>					
Subagreements for Services	5100				0.00
Travel and Conferences	5200	32,500.00	63,750.00		63,750.00
Dues and Memberships	5300	2,500.00	3,000.00		3,000.00
Insurance	5400	20,000.00	10,000.00		10,000.00
Operations and Housekeeping Services	5500	30,000.00	27,250.00		27,250.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	275,240.00	314,039.00		314,039.00
Professional/Consulting Services & Operating Expend.	5800	641,714.00	327,190.00	167,871.00	495,061.00
Communications	5900	31,500.00	32,750.00		32,750.00
Total, Services and Other Operating Expenditures		1,033,454.00	777,979.00	167,871.00	945,850.00
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)</b>					
Sites and Improvements of Sites	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual basis only)	6900				0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00
<b>7. Other Outgo</b>					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		3,054,763.00	3,341,549.00	211,232.00	3,552,781.00
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		937,676.00	603,706.00	0.00	603,706.00

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>D. OTHER FINANCING SOURCES / USES</b>					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		937,676.00	603,706.00	0.00	603,706.00
<b>F. FUND BALANCE, RESERVES</b>					
1. Beginning Fund Balance					
a. As of July 1	9791	617,905.00	1,555,581.00		1,555,581.00
b. Adjustments to Beginning Balance	9793, 9795				0.00
c. Adjusted Beginning Balance		617,905.00	1,555,581.00	0.00	1,555,581.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,555,581.00	2,159,287.00	0.00	2,159,287.00
Components of Ending Fund Balance (Optional):					
a. Reserve For:					
Revolving Cash (equals object 9130)	9711				
Stores (equals object 9320)	9712				
Prepaid Expenditures (equals object 9330)	9713				
All Others	9719				
General Reserve	9730				
Legally Restricted Balance	9740				
b. Designated Amounts:					
Designated for Economic Uncertainties	9770				
Designated for Unrealized Gains of Investments & in County Treasury	9775				
Other Designations	9780				
c. Undesignated / Unappropriated Amount	9790	1,555,581.00			
Components of Ending Fund Balance (Budget):					
a. Nonspendable					
Revolving Cash (equals object 9130)	9711				0.00
Stores (equals object 9320)	9712				0.00
Prepaid Expenditures (equals object 9330)	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789		167,077.45		167,077.45
Unassigned / Unappropriated Amount	9790		1,992,209.55	0.00	1,992,209.55

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

Charter School Name: Method Schools  
 (name continued) \_\_\_\_\_  
 CDS #: 37-68049-0129221  
 Charter Approving Entity: Dehesa Elementary  
 County: San Diego  
 Charter #: 1617  
 Fiscal Year: 2019-20

*This charter school uses the following basis of accounting:*

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

Description	Object Code	FY 2019-20			Totals for 2019-20	Totals for 2020-21
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
1. Revenue Limit Sources						
State Aid - Current Year	8011	3,752,919.00	0.00	3,752,919.00	3,778,344.00	3,886,907.00
Education Protection Account State Aid - Current Year	8015	75,038.00	0.00	75,038.00	75,038.00	75,038.00
State Aid - Prior Years	8019	0.00	0.00	0.00		
Transfers to Charter in Lieu of Property Taxes	8096	25,202.00	0.00	25,202.00	25,202.00	25,202.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, Revenue Limit Sources		3,853,159.00	0.00	3,853,159.00	3,878,584.00	3,987,147.00
2. Federal Revenues						
No Child Left Behind	8290	0.00	0.00	0.00		
Special Education - Federal	8181, 8182	0.00	41,271.00	41,271.00	41,271.00	41,271.00
Child Nutrition - Federal	8220	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260, 8299	0.00	0.00	0.00		
Total, Federal Revenues		0.00	41,271.00	41,271.00	41,271.00	41,271.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	150,076.00	150,076.00	150,076.00	150,076.00
All Other State Revenues	StateRevAO	72,096.00	19,885.00	91,981.00	92,468.00	92,914.00
Total, Other State Revenues		72,096.00	199,961.00	242,057.00	242,544.00	242,990.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	20,000.00	0.00	20,000.00	20,000.00	20,000.00
Total, Local Revenues		20,000.00	0.00	20,000.00	20,000.00	20,000.00
5. TOTAL REVENUES		3,945,255.00	211,232.00	4,156,487.00	4,182,399.00	4,291,408.00
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,145,420.00	0.00	1,145,420.00	1,202,691.00	1,262,826.00
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	175,977.00	19,368.00	195,345.00	205,112.00	215,368.00
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		1,321,397.00	19,368.00	1,340,765.00	1,407,803.00	1,478,194.00
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	41,877.00	0.00	41,877.00	43,971.00	46,169.00
Non-certificated Support Salaries	2200	67,678.00	0.00	67,678.00	71,061.00	74,614.00
Non-certificated Supervisors' and Administrators' Sal.	2300	89,892.00	0.00	89,892.00	94,387.00	99,108.00
Clerical and Office Salaries	2400	34,675.00	0.00	34,675.00	36,408.00	38,229.00
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		234,122.00	0.00	234,122.00	245,827.00	258,118.00



Description	Object Code	FY 2019-20			Totals for 2019-20	Totals for 2020-21
		Unrestricted	Restricted	Total		
<b>3. Employee Benefits</b>						
STRS	3101-3102	0.00	0.00	0.00		
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	118,998.00	1,481.00	120,479.00	126,503.00	132,828.00
Health and Welfare Benefits	3401-3402	156,600.00	900.00	157,500.00	165,375.00	173,844.00
Unemployment Insurance	3501-3502	53,340.00	420.00	53,760.00	53,760.00	53,760.00
Workers' Compensation Insurance	3601-3602	27,222.00	339.00	27,561.00	33,073.00	39,067.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00		
OPEB, Active Employees	3751-3752	0.00	0.00	0.00		
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00		
Other Employee Benefits	3901-3902	56,776.00	968.00	57,744.00	60,632.00	63,663.00
Total, Employee Benefits		412,936.00	4,108.00	417,044.00	439,343.00	462,962.00
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	475,000.00	0.00	475,000.00	489,250.00	503,928.00
Books and Other Reference Materials	4200	75,000.00	0.00	75,000.00	77,250.00	79,568.00
Materials and Supplies	4300	15,115.00	19,885.00	35,000.00	36,050.00	37,132.00
Noncapitalized Equipment	4400	30,000.00	0.00	30,000.00	30,900.00	31,827.00
Food	4700	0.00	0.00	0.00		
Total, Books and Supplies		595,115.00	19,885.00	615,000.00	633,450.00	652,455.00
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00		
Travel and Conferences	5200	63,750.00	0.00	63,750.00	65,663.00	67,632.00
Dues and Memberships	5300	3,000.00	0.00	3,000.00	3,090.00	3,183.00
Insurance	5400	10,000.00	0.00	10,000.00	10,300.00	10,609.00
Operations and Housekeeping Services	5500	27,250.00	0.00	27,250.00	28,068.00	28,910.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	314,039.00	0.00	314,039.00	323,460.00	333,164.00
Professional/Consulting Services and Operating Expend.	5800	327,190.00	167,871.00	495,061.00	509,012.00	524,204.00
Communications	5900	32,750.00	0.00	32,750.00	33,733.00	34,744.00
Total, Services and Other Operating Expenditures		777,979.00	167,871.00	945,850.00	973,326.00	1,002,446.00
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)</b>						
Sites and Improvements of Sites	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for full accrual only)	6900	0.00	0.00	0.00		
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7281-7299	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		3,341,549.00	211,232.00	3,552,781.00	3,699,749.00	3,854,175.00
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		603,706.00	0.00	603,706.00	482,650.00	437,233.00

Description	Object Code	FY 2019-20			Totals for 2019-20	Totals for 2020-21
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		603,706.00	0.00	603,706.00	482,650.00	437,233.00
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	1,555,581.00	0.00	1,555,581.00	2,159,287.00	2,641,937.00
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		1,555,581.00	0.00	1,555,581.00	2,159,287.00	2,641,937.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,159,287.00	0.00	2,159,287.00	2,641,937.00	3,079,170.00
Components of Ending Fund Balance (Optional):						
a. Reserve For:						
Revolving Cash (equals object 9130)	9711					
Stores (equals object 9320)	9712					
Prepaid Expenditures (equals object 9330)	9713					
All Others	9719					
General Reserve	9730					
Legally Restricted Balance	9740					
b. Designated Amounts:						
Designated for Economic Uncertainties	9770					
Designated for Unrealized Gains of Investments & in County Treasury	9775					
Other Designations	9780					
c. Undesignated / Unappropriated Amount	9790					
Components of Ending Fund Balance (Budget):						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00		0.00		
Stores (equals object 9320)	9712	0.00		0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00		0.00		
All Others	9719	0.00		0.00		
b. Restricted	9740			0.00		
c. Committed						
Stabilization Arrangements	9750	0.00		0.00		
Other Commitments	9760	0.00		0.00		
d. Assigned						
Other Assignments	9780	0.00		0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	167,077.45	0.00	167,077.45	184,987.45	192,708.75
Undesignated / Unappropriated Amount	9790	1,992,209.55	0.00	1,992,209.55	2,456,949.55	2,886,461.25

**CHARTER SCHOOL PRELIMINARY BUDGET  
FINANCIAL REPORT -- ALTERNATIVE FORM**  
July 1, 2019 to June 30, 2020

**Charter School Certification**

<b>Charter School Name:</b>	Mathod Schools, LA
<b>CDS #:</b>	19-75309-0137703
<b>Charter Approving Entity:</b>	Acton-Agua Dulce Unified School Dsitric
<b>County:</b>	Los Angeles
<b>Charter #:</b>	1697

For information regarding this report, please contact:

For Approving Entity:

Lynn David

Name

Assistant Superintendent of Business Services

Title

661-269-0750

Telephone

[ldavid@aadusd.k12.ca.us](mailto:ldavid@aadusd.k12.ca.us)

E-mail address

For Charter School:

Jessica Spallino

Name

CEO

Title

760-224-0758

Telephone

[jessica@methodschoools.org](mailto:jessica@methodschoools.org)

E-mail address

To the entity that approved the charter school:

  x   ) 2019-20 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Charter School Official  
(Original signature required)

Printed

Name: \_\_\_\_\_

Title: \_\_\_\_\_

To the Acton-Agua Dulce Unified School District

  x   ) 2019-20 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Printed

Name: Lynn David

Title: Assistant Superintendent

To the Superintendent of Public Instruction:

  x   ) 2019-20 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

County Superintendent/Designee  
(Original signature required)

**CHARTER SCHOOL PRELIMINARY BUDGET  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2019 to June 30, 2020**

Charter School Name: Method Schools, LA  
CDS #: 19-75309-0137703  
Charter Approving Entity: Acton-Agua Dulce Unified School District  
County: Los Angeles  
Charter #: 1697

This charter school uses the following basis of accounting:

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

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

Description	Object Code	2018-19 Estimated Actuals (A)	2019-20 Preliminary Budget Unrestricted (B)	2019-20 Preliminary Budget Restricted (C)	2019-20 Preliminary Budget Total (D)	Difference (Col A & D)
<b>A. REVENUES</b>						
1. LCFF Sources						
State Aid - Current Year	8011	3,492,937.00	3,612,079.00		3,612,079.00	119,142
Education Protection Account - Current Year	8012	71,850.00	71,850.00		71,850.00	0
State Aid - Prior Years	8019	0.00	0.00		0.00	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	80,662.00	80,662.00		80,662.00	0
Other LCFF Transfers	8091, 8097	0.00	0.00		0.00	0
<b>Total, LCFF Sources</b>		<b>3,645,449.00</b>	<b>3,764,591.00</b>		<b>3,764,591.00</b>	<b>119,142</b>
2. Federal Revenues (see NOTE on last page)						
No Child Left Behind	8290	0.00		0.00	0.00	0
Special Education - Federal	8181, 8182	0.00		0.00	0.00	0
Child Nutrition - Federal	8220	0.00		0.00	0.00	0
Other Federal Revenues	8290	0.00	0.00	0.00	0.00	0
<b>Total, Federal Revenues</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>
3. Other State Revenues						
Special Education - State	StateRevSE	116,756.00		116,756.00	116,756.00	0
Child Nutrition Programs	8520	0.00			0.00	0
Mandated Costs Reimbursements	8550	51,788.00	15,983.00		15,983.00	(35,805)
Lottery - Unrestricted and Instructional Materials	8560	73,287.00	54,247.00	19,040.00	73,287.00	0
Low Performing Student Block Grant	8590	0.00			0.00	0
All Other State Revenues	StateRevAO	354.00			0.00	(354)
<b>Total, Other State Revenues</b>		<b>242,185.00</b>	<b>70,230.00</b>	<b>135,796.00</b>	<b>206,026.00</b>	<b>(36,159)</b>
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0.00			0.00	0
All Other Local Revenues	LocalRevAO	0.00	0.00	0.00	0.00	0
<b>Total, Local Revenues</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>
<b>5. TOTAL REVENUES</b>		<b>3,887,634.00</b>	<b>3,834,821.00</b>	<b>135,796.00</b>	<b>3,970,617.00</b>	<b>82,983</b>
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Teachers' Salaries	1100	915,000.00	1,145,420.00	0.00	1,145,420.00	(230,420)
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0
Certificated Supervisors' and Administrators' Salaries	1300	110,000.00	181,730.00	13,615.00	195,345.00	(85,345)
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0
<b>Total, Certificated Salaries</b>		<b>1,025,000.00</b>	<b>1,327,150.00</b>	<b>13,615.00</b>	<b>1,340,765.00</b>	<b>(315,765)</b>
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	90,000.00	41,877.00	0.00	41,877.00	48,123
Non-certificated Support Salaries	2200	0.00	67,678.00	0.00	67,678.00	(67,678)
Non-certificated Supervisors' and Administrators' Sal.	2300	105,000.00	89,892.00	0.00	89,892.00	15,108
Clerical and Office Salaries	2400	160,000.00	34,675.00	0.00	34,675.00	125,325
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0
<b>Total, Non-certificated Salaries</b>		<b>355,000.00</b>	<b>234,122.00</b>	<b>0.00</b>	<b>234,122.00</b>	<b>120,878</b>

**CHARTER SCHOOL PRELIMINARY BUDGET  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2019 to June 30, 2020**

Charter School Name: Method Schools, LA  
CDS #: 19-75309-0137703

Description	Object Code	2018-19 Estimated Actuals (A)	2019-20 Preliminary Budget Unrestricted (B)	2019-20 Preliminary Budget Restricted (C)	2019-20 Preliminary Budget Total (D)	Difference (Col A & D)
<b>3. Employee Benefits</b>						
STRS	3101-3102	0.00	0.00	0.00	0.00	0
PERS	3201-3202	0.00	0.00	0.00	0.00	0
OASDI / Medicare / Alternative	3301-3302	112,820.00	118,997.00	1,482.00	120,479.00	(7,659)
Health and Welfare Benefits	3401-3402	60,000.00	156,600.00	900.00	157,500.00	(97,500)
Unemployment Insurance	3501-3502	32,000.00	53,340.00	420.00	53,760.00	(21,760)
Workers' Compensation Insurance	3601-3602	15,000.00	27,222.00	339.00	27,561.00	(12,561)
Retiree Benefits	3701-3702	0.00	0.00	0.00	0.00	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0
Other Employee Benefits	3901-3902	25,000.00	57,744.00	0.00	57,744.00	(32,744)
<b>Total, Employee Benefits</b>		<b>244,820.00</b>	<b>413,903.00</b>	<b>3,141.00</b>	<b>417,044.00</b>	<b>(172,224)</b>
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	548,857.00	575,000.00	0.00	575,000.00	(26,143)
Books and Other Reference Materials	4200	25,000.00	75,000.00	0.00	75,000.00	(50,000)
Materials and Supplies	4300	38,571.00	15,960.00	19,040.00	35,000.00	3,571
Noncapitalized Equipment	4400	14,000.00	30,000.00	0.00	30,000.00	(16,000)
Food	4700	0.00	0.00	0.00	0.00	0
<b>Total, Books and Supplies</b>		<b>626,428.00</b>	<b>695,960.00</b>	<b>19,040.00</b>	<b>715,000.00</b>	<b>(88,572)</b>
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0
Travel and Conferences	5200	32,500.00	63,750.00	0.00	63,750.00	(31,250)
Dues and Memberships	5300	2,500.00	3,000.00	0.00	3,000.00	(500)
Insurance	5400	20,000.00	10,000.00	0.00	10,000.00	10,000
Operations and Housekeeping Services	5500	10,000.00	11,500.00	0.00	11,500.00	(1,500)
Rentals, Leases, Repairs, and Noncap. Improvements	5600	155,110.00	159,763.00	0.00	159,763.00	(4,653)
Professional/Consulting Services and Operating Expend.	5800	479,076.00	338,802.00	100,000.00	438,802.00	40,274
Communications	5900	31,500.00	32,750.00	0.00	32,750.00	(1,250)
<b>Total, Services and Other Operating Expenditures</b>		<b>730,686.00</b>	<b>619,565.00</b>	<b>100,000.00</b>	<b>719,565.00</b>	<b>11,121</b>
<b>6. Capital Outlay</b>						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0
Equipment	6400	0.00	0.00	0.00	0.00	0
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0
<b>Total, Capital Outlay</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0
Debt Service:						
Interest	7438	270.00	0.00	0.00	0.00	270
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0
<b>Total, Other Outgo</b>		<b>270.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>270</b>
<b>8. TOTAL EXPENDITURES</b>		<b>2,982,204.00</b>	<b>3,290,700.00</b>	<b>135,796.00</b>	<b>3,426,496.00</b>	<b>(444,292)</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>905,430.00</b>	<b>544,121.00</b>	<b>0.00</b>	<b>544,121.00</b>	

**CHARTER SCHOOL PRELIMINARY BUDGET  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2019 to June 30, 2020**

Charter School Name: Method Schools, LA  
CDS #: 19-75309-0137703

Description	Object Code	2018-19 Estimated Actuals (A)	2019-20 Preliminary Budget Unrestricted (B)	2019-20 Preliminary Budget Restricted (C)	2019-20 Preliminary Budget Total (D)	Difference (Col A & D)
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		905,430.00	544,121.00	0.00	544,121.00	0
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	765,868.00	1,671,298.00	0.00	1,671,298.00	905,430
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00			0.00	0.00
c. Adjusted Beginning Balance		765,868.00	1,671,298.00	0.00	1,671,298.00	
<b>2. Ending Fund Balance, Oct 31 (E + F.1.c.)</b>		<b>1,671,298.00</b>	<b>2,215,419.00</b>	<b>0.00</b>	<b>2,215,419.00</b>	
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	
Reserve for Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	
All Others	9719	0.00	0.00	0.00	0.00	
Legally Restricted Balance	9740	0.00		0.00	0.00	
Designated for Economic Uncertainties	9770	0.00	102,794.88	0.00	102,794.88	
Other Designations	9775, 9780	0.00	0.00	0.00	0.00	
<b>Undesignated / Unappropriated Amount</b>	<b>9790</b>	<b>1,671,298.00</b>	<b>2,318,213.88</b>	<b>0.00</b>	<b>2,318,213.88</b>	<b>0</b>

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

Charter School Name: Method Schools, LA  
CDS #: 19-75309-0137703  
Charter Approving Entity: Acton-Agua Dulce Unified School District  
County: Los Angeles  
Charter #: 1697  
Fiscal Year: 2018-19

2019-20 (populated from Alternative Form Tab)						
Description	Object Code	Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total	Totals for 2020-21	Totals for 2021-22
<b>A. REVENUES</b>						
<b>1. LCFF Sources</b>						
State Aid - Current Year	8011	3,612,079.00		3,612,079.00	3,724,968.00	3,833,509.00
Education Protection Account - Current Year	8012	71,850.00		71,850.00	71,850.00	71,850.00
State Aid - Prior Years	8019	0.00		0.00	0.00	0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	80,662.00		80,662.00	80,662.00	80,662.00
Other LCFF Transfers	8091, 8097	0.00		0.00	0.00	0.00
<b>Total, LCFF Sources</b>		<b>3,764,591.00</b>		<b>3,764,591.00</b>	<b>3,877,480.00</b>	<b>3,986,021.00</b>
<b>2. Federal Revenues</b>						
No Child Left Behind	8290		0.00	0.00	0.00	0.00
Special Education - Federal	8181, 8182		0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220		0.00	0.00	0.00	0.00
Other Federal Revenues	8290	0.00	0.00	0.00	0.00	0.00
<b>Total, Federal Revenues</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>3. Other State Revenues</b>						
Special Education - State	StateRevSE		116,756.00	116,756.00	116,756.00	116,756.00
Child Nutrition Programs	8520		0.00	0.00		
Mandated Costs Reimbursements	8550	15,983.00		15,983.00	16,490.00	16,951.00
Lottery - Unrestricted and Instructional Materials	8560	54,247.00	19,040.00	73,287.00	73,287.00	73,287.00
Low Performing Student Block Grant	8590		0.00	0.00		
All Other State Revenues	StateRevAO	0.00	0.00	0.00		
<b>Total, Other State Revenues</b>		<b>70,230.00</b>	<b>135,796.00</b>	<b>206,026.00</b>	<b>206,533.00</b>	<b>206,994.00</b>
<b>4. Other Local Revenues</b>						
Transfers from Sponsoring LEAs to Charter Schools	8791	0.00		0.00	0.00	0.00
All Other Local Revenues	LocalRevAO	0.00	0.00	0.00	0.00	0.00
<b>Total, Local Revenues</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>5. TOTAL REVENUES</b>		<b>3,834,821.00</b>	<b>135,796.00</b>	<b>3,970,617.00</b>	<b>4,084,013.00</b>	<b>4,193,015.00</b>
<b>B. EXPENDITURES</b>						
<b>1. Certificated Salaries</b>						
Teachers' Salaries	1100	1,145,420.00	0.00	1,145,420.00	1,202,691.00	1,262,826.00
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	181,730.00	13,615.00	195,345.00	205,112.00	215,368.00
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
<b>Total, Certificated Salaries</b>		<b>1,327,150.00</b>	<b>13,615.00</b>	<b>1,340,765.00</b>	<b>1,407,803.00</b>	<b>1,478,194.00</b>
<b>2. Non-certificated Salaries</b>						
Instructional Aides' Salaries	2100	41,877.00	0.00	41,877.00	43,971.00	46,169.00
Non-certificated Support Salaries	2200	67,678.00	0.00	67,678.00	71,061.00	74,614.00
Non-certificated Supervisors' and Administrators' Sal.	2300	89,892.00	0.00	89,892.00	94,387.00	99,106.00
Clerical and Office Salaries	2400	34,675.00	0.00	34,675.00	36,408.00	38,229.00
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00
<b>Total, Non-certificated Salaries</b>		<b>234,122.00</b>	<b>0.00</b>	<b>234,122.00</b>	<b>245,827.00</b>	<b>258,118.00</b>

Description	Object Code	Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total	Totals for 2020-21	Totals for 2021-22
<b>3. Employee Benefits</b>						
STRS	3101-3102	0.00	0.00	0.00	0.00	0.00
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	118,997.00	1,482.00	120,479.00	126,503.00	132,828.00
Health and Welfare Benefits	3401-3402	156,600.00	900.00	157,500.00	165,375.00	173,644.00
Unemployment Insurance	3501-3502	53,340.00	420.00	53,760.00	53,760.00	53,760.00
Workers' Compensation Insurance	3601-3602	27,222.00	339.00	27,561.00	33,073.00	39,067.00
Retiree Benefits	3701-3702	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	57,744.00	0.00	57,744.00	60,632.00	63,663.00
<b>Total, Employee Benefits</b>		<b>413,903.00</b>	<b>3,141.00</b>	<b>417,044.00</b>	<b>439,343.00</b>	<b>462,962.00</b>
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	575,000.00	0.00	575,000.00	592,250.00	610,018.00
Books and Other Reference Materials	4200	75,000.00	0.00	75,000.00	77,250.00	79,568.00
Materials and Supplies	4300	15,960.00	19,040.00	35,000.00	36,050.00	37,132.00
Noncapitalized Equipment	4400	30,000.00	0.00	30,000.00	30,900.00	31,827.00
Food	4700	0.00	0.00	0.00	0.00	0.00
<b>Total, Books and Supplies</b>		<b>695,960.00</b>	<b>19,040.00</b>	<b>715,000.00</b>	<b>736,450.00</b>	<b>758,545.00</b>
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	63,750.00	0.00	63,750.00	65,663.00	67,632.00
Dues and Memberships	5300	3,000.00	0.00	3,000.00	3,090.00	3,183.00
Insurance	5400	10,000.00	0.00	10,000.00	10,300.00	10,609.00
Operations and Housekeeping Services	5500	11,500.00	0.00	11,500.00	11,845.00	12,200.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	159,763.00	0.00	159,763.00	164,556.00	169,493.00
Professional/Consulting Services and Operating Expend.	5800	338,802.00	100,000.00	438,802.00	451,965.00	465,329.00
Communications	5900	32,750.00	0.00	32,750.00	33,733.00	34,744.00
<b>Total, Services and Other Operating Expenditures</b>		<b>619,565.00</b>	<b>100,000.00</b>	<b>719,565.00</b>	<b>741,152.00</b>	<b>763,190.00</b>
<b>6. Capital Outlay</b>						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0.00
<b>Total, Capital Outlay</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
<b>Total, Other Outgo</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>8. TOTAL EXPENDITURES</b>		<b>3,290,700.00</b>	<b>135,796.00</b>	<b>3,426,496.00</b>	<b>3,570,575.00</b>	<b>3,721,009.00</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>544,121.00</b>	<b>0.00</b>	<b>544,121.00</b>	<b>513,438.00</b>	<b>472,006.00</b>



Description	Object Code	Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total	Totals for 2020- 21	Totals for 2021- 22
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		<b>544,121.00</b>	<b>0.00</b>	<b>544,121.00</b>	<b>513,438.00</b>	<b>472,006.00</b>
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	1,671,298.00	0.00	1,671,298.00	2,215,419.00	2,728,857.00
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		1,671,298.00	0.00	1,671,298.00	2,215,419.00	2,728,857.00
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		<b>2,215,419.00</b>	<b>0.00</b>	<b>2,215,419.00</b>	<b>2,728,857.00</b>	<b>3,200,863.00</b>
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Reserve for Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
Legally Restricted Balance	9740		0.00	0.00	0.00	0.00
Designated for Economic Uncertainties	9770	102,794.88	0.00	102,794.88	0.00	0.00
Other Designations	9775, 9780	0.00	0.00	0.00	0.00	0.00
Undesignated / Unappropriated Amount	9790	2,112,624.12	0.00	2,112,624.12	2,728,857.00	3,200,863.00



**ACTON-AGUA DULCE UNIFIED SCHOOL DISTRICT**

32248 Crown Valley Rd.

Acton, CA 93510

661-269-0750

March 21, 2019

Board President, Method Schools  
320 N. Halstead  
Pasadena, CA 91107

Dear Board President:

In accordance with the provisions of Education Code (EC) Section 47604.32, a review of the Method School LA's 2018-19 Second Interim Budget has been completed by the Acton-Agua Dulce Unified School District. Please see the enclosed Summary Analysis that provides the details of our review.

We wish to thank the Charter School's staff for their cooperation during the review. Should you have any questions or concerns, please contact the District Office.

Sincerely,

A handwritten signature in cursive script that reads "Lynn David".

Lynn David  
Assistant Superintendent of Business Services  
Acton-Agua Dulce Unified School District

Cc: Dr. Jessica Spallino, Principal  
Mr. Larry King, AADUSD  
Mrs. Nesha Pattison, AADUSD

## Charter School Budget Summary Analysis

**Reporting Period:** 2018-19 Second Interim Budget

**Charter Name:** Method Schools LA

**CDS:** 19-75309-0137703

**ADA: 380.00** (2018-19 Second Interim Budget)

**502.26** (2018-19 P-1)

**400.00** (2018-19 First Interim Budget)

**300.00** (2018-19 Preliminary Budget)

**225.88** (2017-18 P-2)

**73.54** (2016-17 P-2)

**Total Revenues:** \$3,852,807

**Total Expenditures:** \$2,532,204

**Excess**/(Deficiency): \$1,320,603

**Beginning Fund Balance:** \$765,868

**Ending Fund Balance:** \$2,086,471

**Reserve Requirement:** For ADA between 301 to 1000: The **greater** of either 4% of total expenditures or \$66,000. Method School's 2018-19 estimated P-2 ADA is 380.00.

**Reserves:** The Charter School's reserve requirement is \$101,288. Its positive ending fund balance of \$2,086,471 demonstrates that the Charter is able to meet its required reserve for economic uncertainty. The Charter recorded \$75,966 in its Second Interim budget projection.

**Analysis/Comments:** Local Control Funding Formula revenues are calculated on estimated P-2 ADA of 380, which represents a decrease of 20 as compared to First Interim projections. 2017-18 P-1 certified ADA was 122.26 higher than the Charter's Second Interim estimated P-2 ADA. The Charter did not budget its prior year adjustment to State Aid in the amount of **-\$3,619**. Additionally, the property tax calculation was overstated for all 3 years of the Second Interim budget projection. This results in an inaccurate split between the State Aid and Property Tax distribution. Overall, LCFF revenue decreased by \$184,016 due to a decrease in projected ADA. No Federal revenue was recorded. Other State Revenues total \$253,161, a \$10,226 decrease as compared to First Interim projections. \$1,000 in Other Local Revenue was budgeted for interest, representing no change since First Interim.

Personnel expenditures represent 60 percent of total expenditures and include the cost of certificated and non-certificated salaries and benefits. The Charter does not participate in STRS or PERS. Certificated Salaries, Benefits, Books and Supplies, and Other Outgo decreased by

\$178,499 over First Interim projections. Classified salaries, and Services and Other Operating expense increased by \$34,215.

The Charter's MYP assumes flat enrollment in the out years of the projection. One-time discretionary funding is not backed out of the projection, in the amount of \$41,574 per year. Expense increases reflect cost of living adjustments.

The Charter indicated that it has paid off the balance of its revolving loan early, in March 2019.

The Charter's cash flow projects a positive cash position for the duration of 2018-19. Bank statements were provided to support their cash position as of January 31, 2019.

**Assessment:**

The Charter School estimates a **positive** ending fund balance for FY 2018-19.

- The Charter projects an increase of 154.12 in ADA over prior year.
- The Charter projects to avoid deficit spending.
- The Charter projects a positive ending fund balance with a 179% increase over prior year.
- The Charter maintained a fund balance above the recommended reserve for economic uncertainty, although it did not reserve the required 4%.
- The Charter maintains a positive cash position.
- The Charter is debt free and paid its debt off early.

**Preliminary Budget Requirements:** Provide the District with the following on or before June 21, 2019:

- 2019-20 Preliminary Budget Alternative Form or officially exported SACS DAT file. The District will provide the required Alternative Form and MYP file. This file must be completed and returned in Excel format.
- Original signed Form Certification.
- A Multi-Year Projection (MYP) with the base year 2019-20 and two out years, 2020-21, and 2021-22, using the District-provided Excel file. Charters utilizing SACS software may use either the MYP template included with the software or use the District's provided Excel MYP template.
- Written narrative of planning assumptions which includes a specific overview of enrollment/ADA, revenue, expense, deficit spending, fund balance, reserves, debt, and cash.
- Excel file copy of the 2019/20 Preliminary Budget FCMAT Calculator.
- Cash flow projection for 2019-20. The District will provide the Cash Flow template. Charters using the SACS software may use the template within the software or the District's Excel file. Cash flow reports should include applicable balance sheet object codes.
- FORM Debt for all charters with current or projected debt.

**METHOD SCHOOLS**  
**FINANCIAL STATEMENTS AND**  
**SUPPLEMENTARY INFORMATION**  
**YEAR ENDED JUNE 30, 2018**

**OPERATING:**

**Method Schools**  
**Method Schools K-8**  
**Method Schools High School**

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## INDEPENDENT AUDITORS' REPORT

Board of Directors  
Method Schools  
Arcadia, California

### **Report on the Financial Statements**

We have audited the accompanying financial statements of Method SchoolsI (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditors' Responsibility***

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

***Opinion***

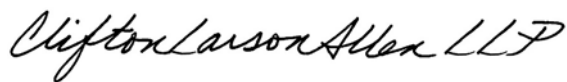
In our opinion, the financial statements referred to on page 1 present fairly, in all material respects, the financial position of the School as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

***Other Matters******Supplementary Information***

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued a report dated December 14, 2018 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness on the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "CliftonLarsonAllen LLP". The signature is written in a cursive, flowing style.

**CliftonLarsonAllen LLP**

Glendora, California  
December 14, 2018



	<b>Method</b>	<b>Method</b>	<b>Method</b>	
	<b>Schools</b>	<b>Schools K-8</b>	<b>Schools High School</b>	<b>Total</b>
<b><u>ASSETS</u></b>				
<b>CURRENT ASSETS:</b>				
Cash and cash equivalents	\$ 1,542,798	\$ -	\$ 1,510,078	\$ 3,052,876
Accounts receivable	110,110	92,192	24,555	226,857
Prepaid expenses and other assets	18,158	-	-	18,158
Total current assets	<u>1,671,066</u>	<u>92,192</u>	<u>1,534,633</u>	<u>3,297,891</u>
<b>LONG-TERM ASSETS:</b>				
Property, plant and equipment, net	<u>7,400</u>	<u>-</u>	<u>-</u>	<u>7,400</u>
Total long-term assets	<u>7,400</u>	<u>-</u>	<u>-</u>	<u>7,400</u>
Total assets	<u>\$ 1,678,466</u>	<u>\$ 92,192</u>	<u>\$ 1,534,633</u>	<u>\$ 3,305,291</u>
<b><u>LIABILITIES AND NET ASSETS</u></b>				
<b>CURRENT LIABILITIES:</b>				
Accounts payable and accrued liabilities	981,062	-	636,335	1,617,397
Deferred rent liability	8,200	7,507	25,129	40,836
Cash overdraft	-	118,516	-	118,516
Revolving loan payable, current portion	<u>49,994</u>	<u>50,000</u>	<u>50,006</u>	<u>150,000</u>
Total current liabilities	<u>1,039,256</u>	<u>176,023</u>	<u>711,470</u>	<u>1,926,749</u>
<b>LONG-TERM LIABILITIES:</b>				
Deferred rent liability	21,305	2,178	7,295	30,778
Revolving loan payable	<u>-</u>	<u>50,000</u>	<u>50,000</u>	<u>100,000</u>
Total long-term liabilities	<u>21,305</u>	<u>52,178</u>	<u>57,295</u>	<u>130,778</u>
Total liabilities	<u>\$ 1,060,561</u>	<u>\$ 228,201</u>	<u>\$ 768,765</u>	<u>\$ 2,057,527</u>
<b>NET ASSETS:</b>				
Unrestricted	<u>617,905</u>	<u>(136,009)</u>	<u>765,868</u>	<u>1,247,764</u>
Total net assets	<u>617,905</u>	<u>(136,009)</u>	<u>765,868</u>	<u>1,247,764</u>
Total liabilities and net assets	<u>\$ 1,678,466</u>	<u>\$ 92,192</u>	<u>\$ 1,534,633</u>	<u>\$ 3,305,291</u>

	<b>Method</b>	<b>Method</b>	<b>Method</b>	
	<b>Schools</b>	<b>Schools K-8</b>	<b>Schools High</b>	<b>Total</b>
<b>REVENUES:</b>				
State revenue:				
State aid	\$ 2,999,926	\$ 163,292	\$ 2,065,630	\$ 5,228,848
Other state revenue	307,723	13,052	119,231	440,006
Federal revenue:				
Grants and entitlements	63,948	-	-	63,948
Local revenue:				
In-lieu property tax revenue	26,723	6,094	65,103	97,920
Contributions	798	-	-	798
Investment income	867	-	-	867
Other revenue	309	10	-	319
Total revenues	<u>3,400,294</u>	<u>182,448</u>	<u>2,249,964</u>	<u>5,832,706</u>
<b>EXPENSES:</b>				
Program services	2,588,555	82,230	1,149,781	3,820,566
Management and general	<u>565,726</u>	<u>27,157</u>	<u>314,758</u>	<u>907,641</u>
Total expenses	<u>3,154,281</u>	<u>109,387</u>	<u>1,464,539</u>	<u>4,728,207</u>
Change in unrestricted net assets	246,013	73,061	785,425	1,104,499
Beginning unrestricted net assets	<u>371,892</u>	<u>(209,070)</u>	<u>(19,557)</u>	<u>143,265</u>
Ending unrestricted net assets	<u>\$ 617,905</u>	<u>\$ (136,009)</u>	<u>\$ 765,868</u>	<u>\$ 1,247,764</u>

	Method Schools	Method Schools K-8	Method Schools High School	Total
<b>CASH FLOWS from OPERATING ACTIVITIES:</b>				
Change in net assets	\$ 246,013	\$ 73,061	\$ 785,425	\$ 1,104,499
Adjustments to reconcile change in net assets to net cash flows from operating activities:				
Depreciation	7,400	-	-	7,400
Change in operating assets:				
Accounts receivable	(39,180)	73,967	47,569	82,356
Prepaid expenses and other assets	(2,926)	-	-	(2,926)
Change in operating liabilities:				
Accounts payable and accrued liabilities	688,136	(215,544)	387,457	860,049
Cash overdraft	-	118,516	-	118,516
Deferred rent liability	(20,995)	-	-	(20,995)
Net cash flows from operating activities	<u>878,448</u>	<u>50,000</u>	<u>1,220,451</u>	<u>2,148,899</u>
<b>CASH FLOWS from INVESTING ACTIVITIES:</b>				
Purchases of property, plant and equipment	<u>(7,400)</u>	<u>-</u>	<u>-</u>	<u>(7,400)</u>
Net cash flows from investing activities	<u>(7,400)</u>	<u>-</u>	<u>-</u>	<u>(7,400)</u>
<b>CASH FLOWS from FINANCING ACTIVITIES:</b>				
Repayments of debt	<u>(50,006)</u>	<u>(50,000)</u>	<u>(49,994)</u>	<u>(150,000)</u>
Net cash flows from financing activities	<u>(50,006)</u>	<u>(50,000)</u>	<u>(49,994)</u>	<u>(150,000)</u>
Net change in cash and cash equivalents	821,042	-	1,170,457	1,991,499
Cash and cash equivalents at the beginning of the year	<u>721,756</u>	<u>-</u>	<u>339,621</u>	<u>1,061,377</u>
Cash and cash equivalents at the end of the year	<u>\$ 1,542,798</u>	<u>\$ -</u>	<u>\$ 1,510,078</u>	<u>\$ 3,052,876</u>
<b>SUPPLEMENTAL CASH FLOW INFORMATION:</b>				
Cash paid for interest during the fiscal year	<u>\$ -</u>	<u>\$ 407</u>	<u>\$ 398</u>	<u>\$ 805</u>

	<b>Program Services</b>	<b>Management and General</b>	<b>Total Expenses</b>
Salaries and wages	\$ 942,847	\$ 255,547	\$ 1,198,394
Pension expense	25,343	6,869	32,212
Other employee benefits	63,339	8,292	71,631
Payroll taxes	67,626	18,328	85,954
Management fees	-	40,051	40,051
Legal expenses	-	12,584	12,584
Accounting expenses	-	208,129	208,129
Professional fees	-	32,770	32,770
Other fees for services	1,030,998	226,561	1,257,559
Advertising and promotion expenses	59,740	-	59,740
Office expenses	-	84,257	84,257
Information technology expenses	206,134	-	206,134
Occupancy expenses	383,846	-	383,846
Travel expenses	18,463	-	18,463
Interest expense	-	1,001	1,001
Depreciation expense	7,400	-	7,400
Insurance expense	-	13,253	13,253
Other expenses	1,013,486	-	1,013,486
	<u>\$ 3,820,566</u>	<u>\$ 907,641</u>	<u>\$ 4,728,207</u>

## **NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

### **Nature of Activities**

Method Schools Corporation (the School) was formed as a nonprofit public benefit corporation on July 18, 2013 for the purpose of operating public schools. The School operates three California public schools: Method Schools, Method Schools K - 8 and Methods Schools High School. The School is economically dependent on state and federal funding.

Method Schools is authorized to operate as a charter school through the Dehesa School District in San Diego County. On August 21, 2014, the Board of Directors of the Dehesa School District approved a charter petition for the Charter for a five-year term beginning July 1, 2014 and expiring on June 30, 2019. Method Schools K- 8 and Method Schools High School are both authorized by the Acton Agua Dulce Unified School District in Los Angeles County. The charter petitions approved by the Acton Agua Dulce Unified School District are for a five-year term beginning July 1, 2015 and expiring on June 30, 2020.

The mission of Method Schools Corporation is to provide innovative tools and educational practices to maximize personalization and empower students to become problem solvers, effective communicators, critical thinkers, and creative innovators.

### **Cash and Cash Equivalents**

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

### **Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

### **Basis of Accounting**

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

### **Functional Allocation of Expenses**

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

### **Basis of Presentation**

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States as prescribed by the Financial Accounting Standards Board.

## **NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

### **Receivables**

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2018. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

### **Net Asset Classes**

The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the School are defined as:

#### **Unrestricted**

All resources over which the governing board has discretionary control to use in carrying on the general operations of the School.

#### **Temporarily Restricted**

These net assets are restricted by donors to be used for specific purposes. The School does not currently have any temporarily restricted net assets.

#### **Permanently Restricted**

These net assets are permanently restricted by donors and cannot be used by the School. The School does not currently have any permanently restricted net assets.

### **Contributed Assets and Services**

Contributions of donated noncash assets are recorded at fair value in the period received. Contributions of donated services that create or enhance nonfinancial assets or that require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at fair values in the period received.

### **Capital Assets**

The School has not yet adopted a policy to capitalize asset purchases; therefore \$5,000 as implemented by the Charter's authorizing agency will be used. Lesser amounts are expensed. Donations of capital assets are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose or is requiring the School to hold the asset for a specified period of time. Capital assets are depreciated using the straight-line method over the estimated useful lives of assets.

## **NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

### **Property Taxes**

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

### **Compensated Absences**

The School does not allow employees to carryover unused vacation. Accordingly, there were no accumulated compensated absence benefits at June 30, 2018.

### **Revenue Recognition**

Amounts received from the California Department of Education are recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

### **Contributions**

All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

### **Income Taxes**

The School is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files informational returns in the U.S. federal jurisdiction, and the state of California.

## **NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

### **Subsequent Events**

The School has evaluated subsequent events through December 14, 2018, the date these financial statements were available to be issued.

## **NOTE 2 CASH AND CASH EQUIVALENTS**

### **Cash in County Treasury**

Method Schools (Charter No. 1617) is a voluntary participant in an external investment pool with the San Diego County Treasurer. The fair value of the School's investment in the pool is reported in the financial statements at amounts based upon the School's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio in relation to the amortized cost of that portfolio. The balance available for withdrawal is recorded on the amortized cost basis and is based on the accounting records maintained by the County Treasurer.

Except for investments by trustees of debt proceeds, the authority to invest school funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. Additional information about the investment policy of the County Treasurer and Tax Collector may be obtained from its website.

### **Cash in Banks**

The School maintains cash balances held in banks and revolving funds which are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

## **NOTE 3 LONG-TERM LIABILITIES**

### **Charter Revolving Loans**

In June 2015, Schools High School was approved to borrow \$200,000 through the Charter School Revolving Loan Fund Program administered by the California School Finance Authority (CSFA). The CSFA disbursed the funds on June 26, 2015. The loan is to be repaid over a five-year period, which began in September 2015 and will end March 2020. The revolving note bears an annualized interest rate equal to the "prime rate" of 0.30%.



**NOTE 3 LONG-TERM LIABILITIES (CONTINUED)****Charter Revolving Loans (Continued)**

Repayment obligations are as follows:

<u>Year Ending June 30,</u>	<u>Method Schools High School</u>
2019	\$ 150,000
2020	100,000
Total	<u>\$ 250,000</u>

**NOTE 4 OPERATING LEASES****Murrieta Office**

In April 2014, the School entered into a multi-tenant office lease to occupy space located in Murrieta, California. The facility is to be utilized by Method Schools for instructional services in order to meet the educational goals established by the charter school as well as School administrative offices. The agreement called for a security deposit of \$7,832 upon execution, which the School has recorded as a current asset. The lease agreement covers a term of five years, which commenced on August 1, 2014 is set to end July 31, 2019. In addition to monthly lease payments, the lease calls for common area maintenance (CAM) charges. The School paid a total of \$223,434 in lease payments and CAM fees during the fiscal year ended June 30, 2018

**Arcadia Office**

In May 2015, the School entered into a lease agreement to occupy space located in Arcadia, California. The facility is utilized by the School as a learning resource center. The agreement allowed for the space to be occupied for instructional operations beginning on July 1, 2015. The lease is for a five-year term expiring on June 30, 2020. Base rent is set at \$12,183 per month for 2017-18 and increases at a rate of 3% per year. During the fiscal year ended June 30, 2018, the School paid a total of \$141,118 in lease payments attributed to this lease agreement.

**NOTE 4 OPERATING LEASES (CONTINUED)**

Future minimum lease payments are as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2019	\$ 375,185
2020	386,440
2021	233,482
2022	350,483
2023	112,018
Total	<u>\$ 1,457,608</u>

**NOTE 5 DISTRICT OVERSIGHT FEES AND SPECIAL EDUCATION SERVICES**

The School makes payments to the authorizing agencies, Dehesa School District and Acton Agua Dulce Unified School District, to provide required services for special education in addition to fees for oversight. Fees associated with oversight consist of 1% of revenue from local control funding formula sources generated by each charter school. Total fees paid to the authorizing agencies for oversight amounted to \$163,145 for the fiscal year ended June 30, 2018.

The School also has memorandum of understanding (MOU) agreements with the authorizing agencies for special education services. Fees paid to Dehesa School District for Method Schools special education oversight amounted \$23,700, which, per the MOU, is calculated based on 10% of federal and state special education funding.

**NOTE 6 CONTINGENCIES**

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

## **SUPPLEMENTARY INFORMATION**

Method Schools was established in 2013 when it was granted its charter through Dehesa School District in San Diego County and its charter school status from the California Department of Education. The charter school number is 1617.

Method Schools K-8 was established in 2015 when it was granted its charter through Acton-Agua Dulce Unified School District in Los Angeles County and its charter school status from the California Department of Education. The charter school number is 1698.

Method Schools High School was established in 2015 when it was granted its charter through Acton-Agua Dulce Unified School District in Los Angeles County and its charter school status from the California Department of Education. The charter school number is 1697.

The Board of Directors and the Administrators as of the year ended June 30, 2018 were as follows:

#### **BOARD OF DIRECTORS**

<b>Member</b>	<b>Office</b>	<b>Term Expires (5 year term)</b>
Steven Dorsey	President	June 30, 2019
Shannon Clark	Vice President	June 30, 2019
Tyler Roberts	Treasurer	June 30, 2019
Gloria Vargas	Secretary	June 30, 2019

#### **ADMINISTRATORS**

Jessica Spallino	Chief Financial Officer
Mark Holley	Chief Financial Officer

N/A – This School is nonclassroom based.

	<b>Second Period Report</b>		<b>Annual Report</b>	
	<b>Classroom</b>		<b>Classroom</b>	
	<b>Based</b>	<b>Total</b>	<b>Based</b>	<b>Total</b>
<b>Method Schools:</b>				
Grades TK / K-3	-	5.60	-	5.94
Grades 4-6	-	36.54	-	37.54
Grades 7-8	-	27.62	-	27.24
Grades 9-12	-	267.78	-	193.95
ADA Totals	-	337.54	-	264.67
<b>Method Schools K-8:</b>				
Grades TK / K-3	-	4.71	-	5.03
Grades 4-6	-	8.98	-	8.98
Grades 7-8	-	7.45	-	7.70
ADA Totals	-	21.14	-	21.71
<b>Method Schools High School:</b>				
Grades 9-12	-	225.88	-	151.13
ADA Totals	-	225.88	-	151.13
<b>Grand Total</b>	-	<b>584.56</b>	-	<b>437.51</b>

	<b>Method Schools</b>	<b>Method Schools K-8</b>	<b>Method Schools High School</b>
June 30, 2018 Annual Financial Report Fund Balances (Net Assets)	\$ 577,431	\$ (136,009)	\$ 750,841
Adjustments and Reclassifications:			
Increasing (Decreasing) the Fund Balance (Net Assets):			
Accounts receivable - federal and state	19,479	90,308	15,027
Accounts payable and accrued liabilities	70,989	9,692	-
Revolving loan payable, current portion	(49,994)	(50,000)	-
Net Adjustments and Reclassifications	<u>40,474</u>	<u>-</u>	<u>15,027</u>
June 30, 2018 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 617,905</u>	<u>\$ (136,009)</u>	<u>\$ 765,868</u>

## **PURPOSE OF SCHEDULES**

### **NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME**

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of California Education Code.

### **NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE**

Average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

### **NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS**

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors  
Method Schools  
Arcadia, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Method Schools (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated December 14, 2018.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "CliftonLarsonAllen LLP".

**CliftonLarsonAllen LLP**

Glendora, California  
December 14, 2018

## INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors  
Method Schools  
Arcadia, California

We have audited Method Schools' (the School) compliance with the types of compliance requirements described in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2018. The School's state compliance requirements are identified in the table below.

### Management's Responsibility

Management is responsible for the compliance with the state laws and regulations as identified below.

### Auditor's Responsibility

Our responsibility is to express an opinion on the School's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the School's compliance.

### Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Not applicable
Before/After School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes

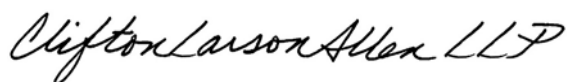
<u>Description</u>	<u>Procedures Performed</u>
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Not Applicable
Nonclassroom-based instructional/independent study	Yes
Determination of funding for nonclassroom-based instruction	Yes
Annual instructional minutes – classroom based	Not applicable
Charter School Facility Grant Program	Not applicable

### **Opinion on State Compliance**

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2018.

### **Purpose of this Report**

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.



**CliftonLarsonAllen LLP**

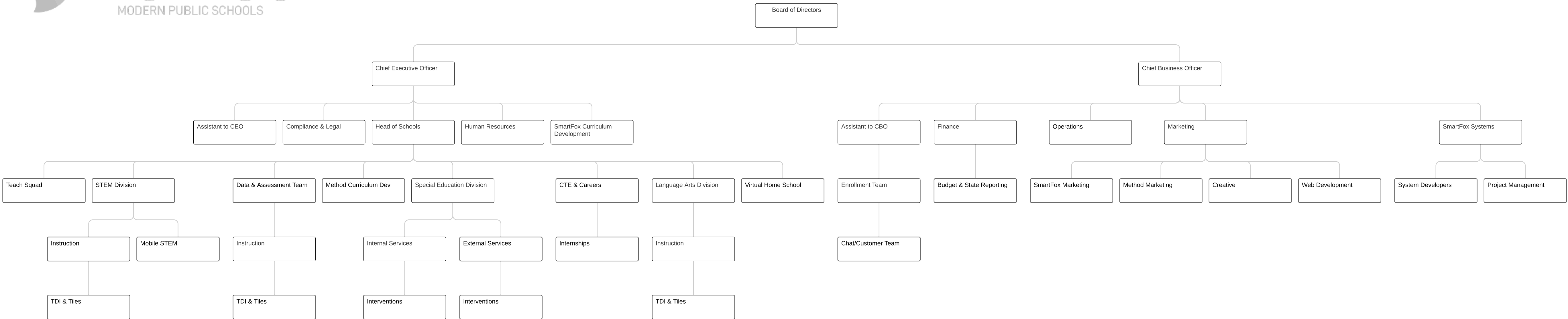
Glendora, California  
December 14, 2018

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accounting Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards* or the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

There were no findings in the prior year.



Last	First	Position	Document Number	Document title	
Bentley	Steven	Teacher	170148780	Single Subject Teaching Credential	Science: Biological Sciences
Bissett	Elizabeth	Teacher	160247217	Single Subject Teaching Credential	Foundational-Level General Science (Examination)
Brown	Thaddeus	Teacher	180010464	Single Subject Teaching Credential	Foundational-Level Mathematics (Examination)
Clark	Patrick	Teacher	190242561	Substitute Teaching Permit	
Corn	Adam	Teacher	190143921	Single Subject Teaching Credential	Social Science (Examination)
DeSena	Rachel	Teacher	170089308	Single Subject Teaching Credential	Administrative Services Credential
Evans	Romeo	Mobile Instructional Aide			
Feng	Sally	Teacher			
Fernandez	Suzanne	Teacher/Head of Schools	190107757	Single Subject Teaching Credential	English
Godshaw	Sabrina	Academic Achievement Manager	160190292	Multiple Subject Teaching Credential	
Henderson	Sean	Student Records Technician			
Holley	Mark	CBO			
Honig	Lisa	Teacher	180216283	Single Subject Teaching Credential	Foundational-Level Mathematics (Examination)
Hunkle	Dalton	Teacher	190148936	Single Subject Teaching Credential	Physical Education (Examination)
Khadke	Surabhi	Software Development Project Manager			
Leary	Riley	Teacher	170007612	Single Subject Teaching Credential	Science: Biological Sciences
Mathias	Dustin	Curriculum Writer			
Maldonado	Desiree	Instructional Assistant			
McLain	Nicole	Assistant to CBO			
Mukuriah	Kimberly	Student Success Manager			
Nellum	Kim	Teacher	160001808	Single Subject Teaching Credential	English
Nilchavee	Gregory	Teacher	180015985	Single Subject Teaching Credential	English
Nolan	Paula	Curriculum Writer			
Pak	Grace	Teacher	190066332	Single Subject Teaching Credential	Introductory Mathematics
Pinter	Amy	Teacher	170254430	Multiple Subject Teaching Credential	
Pulido	Milagro	Teacher	170055611	Single Subject Teaching Credential	Spanish
Reinecke	Bryan	Teacher	150151055	Single Subject Teaching Credential	Foundational-Level Mathematics (Examination)
Ricci	Rebecca	Administrative Support			
Richard	Roderick	Athletic Program Specialist			
Rios	Yvette	Enrollment Specialist			
Robertson	Tracy	Compliance Manager			
Rodriguez	Natally	Student Success Manager	150187408	Single Subject Teaching Credential	Spanish
Sanchez	Taylor	Curriculum Writer			
Schlotthauer	Kristen	Teacher	190089718	Single Subject Teaching Credential	English (Examination)
Sosnowski	Jana	Curriculum Director			
Spallino	Jessica	CEO			
Washington	Tracy	Teacher			
Young	Christine	Special Education Director	160073479	Education Specialist Instruction Credential	Mild/Mod., Mod/Severe



## **V. Standards of Conduct**

### **A. Personal Appearance**

Employees are expected to wear clothes that are neat, clean and professional while on duty. Employees are expected to appear well-groomed and appear within professionally accepted standards suitable for the employee's position, and wear shoes at all times. Your supervisor will inform you of any specific dress requirements for your position. Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.

### **B. Student Safety**

In accordance with the School's policies providing student safety, including those covering anti-harassment, anti-discrimination, anti-intimidation and anti-bullying, each employee is expected to assist in maintaining a student safe environment. Thus, each employee is required to take immediate steps to intervene when it is safe to do so if the employee witnesses an act of discrimination, harassment, intimidation or bullying of a student. The employee is also required to report such actions to administration as soon as practicable.

### **C. Prohibited Conduct**

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the at-will employment relationship the employee has with the School.

- Unexcused absence and/or lack of punctuality
- Release of confidential information without authorization
- Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances
- Theft or embezzlement
- Willful destruction of property
- Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position
- Falsification, fraud or omission of pertinent information when applying for a position
- Any willful act that endangers the safety, health or wellbeing of another individual

- Horseplay
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school
- Misuse of School property or funds

- Possession of firearms, or any other dangerous weapon, while acting within the course of School of your employment with the School
- Acts of discrimination or illegal harassment based on gender, ethnicity or any other basis protected by state or federal law
- Failure to comply with the School's safety procedures
- Insubordination
- Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School
- Violations of federal, state or local laws affecting the organization or your employment with the organization
- Unacceptable job performance
- Dishonesty
- Failure to keep a required license, certification or permit current and in good standing
- Recording the work time of any other employee, or allowing any other employee to record time on your! time record or falsifying any time record
- Unreported absence of any three consecutively scheduled workdays
- Unauthorized use of School equipment, materials, time or property
- Working unauthorized overtime or refusing to work assigned overtime
- Abuse of sick leave
- Sleeping or malingering on the job

**D. Confidential Information**

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

**E. Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action.

**F. Child Neglect and Abuse Reporting**

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the appropriate police or sheriff's department, or to a county probation department (if authorized to receive mandated reports) or the county welfare office. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or

neglect.

Child abuse should be reported immediately by phone to the appropriate police or sheriff's department, or to a county probation department (if authorized to receive mandated reports) or the county welfare office. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child's parents.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School administrator, coworker or other person shall not be a substitute for making a mandated report to the appropriate police or sheriff's department, or to a county probation department (if authorized to receive mandated reports) or the county welfare office.

#### **G. Outside Employment**

Employees should not accept any employment or consulting relationship with another person or entity while employed by the School that would interfere with their ability to satisfactorily perform their job duties. The School will hold all employees to the same standards of performance and scheduling demands and will not make any exceptions for employees who also hold outside jobs.

#### **H. Expense Reimbursements**

The School will reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the School's policy regarding expenditures, a copy of which may be obtained from the Business Department]. In general, all expenses must have been previously approved in writing by the Co-Founders. All reimbursement forms must be complete and submitted to Business Department.

## Professional Development Policy

Method will provide up to \$3,000 per employee per year for any online courses or online professional development intended to improve on-the-job skills or knowledge. Each reimbursed course, training, conference, or webinar must be pre-approved by a supervisor. Offline (in person) conference fees aren't included as part of this benefit but are still subject to approval before travel arrangements are made and conference booking fees are committed



## **Method Schools Board Policy BP 4040**

### **Discrimination Policy**

The Board of Directors of Method Schools recognizes that it is responsible for complying with applicable laws and regulations governing educational programs.

It is the policy and commitment of Method Schools to not discriminate on the basis of race, age, color, sex, national origin, physical or mental disability, or religion. Equal Employment Opportunity, Method Schools is an organization is committed to a policy of equal employment opportunity and does not discriminate in the terms, conditions, or privileges of employment on account of race, age, color, sex, national origin, physical or mental disability, or religion or otherwise as may be prohibited by federal and state law.

Any employee, board member, volunteer or client who believes that s/he or any other affiliate of Method Schools has been discriminated against is strongly encouraged to report this concern promptly to the Executive Director. Discriminatory, harassment, or intimidation of a client, staff person or guest because of that person's race, age, color, sex, national origin, physical or mental disability, or religion is specifically prohibited and may be grounds for termination. Harassment and intimidation includes abusive, foul or threatening language or behavior. Method Schools is committed to maintaining a workplace that is free of any such harassment and will not tolerate discrimination against staff members, volunteers or agency clients. Issues of discriminatory treatment, harassment, or intimidation on any of these bases should immediately be reported to the Executive Director or immediate supervisor and, if substantiated, prompt action will be taken.

## OATH OF ALLEGIANCE

### FOR PERSONS EMPLOYED BY A SCHOOL DISTRICT OR CHARTER SCHOOL OF THE STATE OF CALIFORNIA

(ARTICLE XX MISCELLANEOUS SUBJECTS [SEC. 1 - SEC. 23])

"I, \_\_\_\_\_, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

"And I do further swear (or affirm) that I do not advocate, nor am I a member of any party or organization, political or otherwise, that now advocates the overthrow of the Government of the United States or of the State of California by force or violence or other unlawful means; that within the five years immediately preceding the taking of this oath (or affirmation) I have not been a member of any party or organization, political or otherwise, that advocated the overthrow of the Government of the United States or of the State of California by force or violence or other unlawful means except as follows:

\_\_\_\_\_ (If no affiliations, write in the words "No Exceptions") \_\_\_\_\_

and that during such time as I hold the office of \_\_\_\_\_ (name of office) \_\_\_\_\_

I will not advocate nor become a member of any party or organization, political or otherwise, that advocates the overthrow of the Government of the United States or of the State of California by force or violence or other unlawful means."

---

*Signature of Employee*

Taken, subscribed and sworn to before me on \_\_\_\_\_ day \_\_\_\_\_ 20\_\_\_\_\_

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*Signature of Authorized Official, CBO*



# SAN DIEGO COUNTY SCHOOLS CLEARINGHOUSE FINGERPRINT

## REQUEST FOR LIVE SCAN SERVICE – APPLICANT SUBMISSION

Clearinghouse fingerprints should be completed at an SDCOE Live Scan facility.

Fingerprint appointments can be scheduled at: [www.sdcoe.net/livescan](http://www.sdcoe.net/livescan)

**ORI: A1270**

Type of Application: ☐ Credential or Permit holder ☐ Classified / Volunteer

Job Title or Type of License, Certificate or Permit: \_\_\_\_\_

**Level of Service:**

☒ DOJ

☐ FBI

### --- Contributing Agency ---

SAN DIEGO COUNTY OFFICE OF EDUCATION  
Credential Services  
6401 Linda Vista Road, Room 404  
San Diego, CA 92111-7399

Mail Code: **04166**  
Contact Name: Credential Services  
Contact Telephone Number: 858-292-3581  
E-mail: [sdcred@sdcoe.net](mailto:sdcred@sdcoe.net)

### --- To Be Completed By Applicant ---

Name of Applicant: (Last) \_\_\_\_\_ (First) \_\_\_\_\_ (MI) \_\_\_\_\_

AKA(s): \_\_\_\_\_ Driver's License No.: \_\_\_\_\_

DOB: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ SEX: ☐ Male ☐ Female Misc. BIL-#: \_\_\_\_\_ **N/A**

HT: \_\_\_\_\_ WT: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Eye Color: \_\_\_\_\_ Hair Color: \_\_\_\_\_ Address: \_\_\_\_\_

Place of Birth: \_\_\_\_\_

SSN: \_\_\_\_\_

### --- School District or Agency Use Only ---

School District or Agency Name: Method Schools

Contact Name: Jessica Spallino

Telephone Number: 951-461-4620 E-Mail: [jessica@methodschools.org](mailto:jessica@methodschools.org)

School District or Agency Billing Number: \_\_\_\_\_

### --- Agency Use Only ---

Your Number: \_\_\_\_\_ If resubmission, record "original" ATI No: \_\_\_\_\_  
(OCA No./Applicant SS#)

### --- SDCOE Use Only ---

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Technician: \_\_\_\_\_ Terminal No.: \_\_\_\_\_

ATI No: \_\_\_\_\_ Amt Collected: \$ \_\_\_\_\_

8/15/2011

The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the School.

## **J. Criminal Background Checks**

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The School will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

## **III. General Workplace Policies**

### **A. Prohibition of Harassment/Discrimination and Protection Against Retaliation**

#### **1. Policy**

The School is committed to providing a workplace and educational environment free of sexual harassment, as well as harassment and discrimination based on such factors as race, religion, creed, color, ethnicity, national origin, ancestry, age, medical condition, genetic information, gender identity and expression, gender related appearance and behavior, marital status, sex, sexual orientation, citizenship status, disability, military and veteran status, status as a victim of the crimes enumerated in Labor Code section 230.5, or any other category protected by law. The School will not condone or tolerate harassment or discrimination of any type by any employee,

whether supervisory or co-employee, against an employee, third party vendor or student. The School also does not condone or tolerate harassment of its employees by any third parties or students. The School will promptly and thoroughly investigate any complaint of harassment or discrimination and take appropriate corrective action, if warranted. The School will take all reasonable steps to prevent discrimination and unlawful harassment from occurring. Sexual or other unlawful harassment in employment violates the School's policy and is prohibited under Title VII of the Civil Rights Act and the California Fair Employment and Housing Act.

## **2. Definition of Harassment**

Harassment includes verbal, physical or visual conduct that creates an intimidating, offensive or hostile working or educational environment or that unreasonably interferes with job performance. Verbal harassment includes, but is not limited to, epithets, derogatory comments or slurs based on a protected category. Physical harassment includes, but is not limited to, assault, impeding or blocking movement or any physical interference with normal work or movement, when directed at a legally protected individual. Visual harassment includes, but is not limited to, derogatory posters, cartoons or drawings on a basis protected by law.

## **3. Definition of Sexual Harassment**

Federal law defines sexual harassment as unwelcome sexual conduct that is a term or condition of employment. The Equal Employment Opportunity Commission's Guidelines define two types of sexual harassment: "quid pro quo" and "hostile environment." "Unwelcome" sexual conduct constitutes sexual harassment when "submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment." "Quid pro quo harassment" occurs when "submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such

individual." A "hostile environment" claim for harassment occurs when discrimination based on sex has created a hostile or abusive work environment.

California law defines unlawful sexual harassment in largely the same ways. Sexual harassment occurs where a term of employment (i.e., compensation or in terms, conditions or privileges of employment), academic status or progress (i.e., a student's grades or promotion to the next grade is explicitly or implicitly conditioned upon submission to unwelcome sexual advances, as more fully described below. Sexual harassment also occurs where the submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual. Additionally, sexual harassment occurs where harassment (unwanted sexual advances, visual, verbal or physical conduct of a sexual nature) is sufficiently severe, persistent, pervasive or objectively offensive so as to alter the conditions of employment and create an abusive or hostile educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity. Sexual harassment occurs where the conduct has the purpose or effect of having a negative impact on the individual's academic performance, work or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. Finally, sexual harassment occurs where submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the School.

The educational environment includes, but is not limited to, the School's campus or grounds, the properties controlled or owned by the School and off-campus, if such activity is School sponsored or is conducted by organizations sponsored by or under the jurisdiction of the School. 5 C.C.R. § 4916(e).

The following are examples of offensive behavior:

- Unwanted sexual advances, flirtations, touching or requests for sexual favors
- Verbal abuse of a sexual nature
- Graphic or suggestive comments about dress or body and the sexual uses to which it could be put
- Unwarranted graphic discussion of sexual acts
- Sexually degrading words
- Suggestive or obscene letters, notes or invitations;
- Verbal harassment including, but not limited to, unwelcome epithets, jokes, derogatory comments, or slurs of a sexual nature, or sexually degrading words used to describe a person
- Physical harassment including, but not limited to, assault, impeding or blocking movement or any physical interference with normal work or school activities or movement, when done because of your sex
- Visual harassment including, but not limited to, leering, making sexual or obscene gestures, displaying sexually explicit or derogatory posters, cartoons or drawings, or computer-generated images of a sexual nature
- Making or threatening retaliatory action after receiving a negative response to sexual advances.

### **3. What to do if Sexual or Other Unlawful Harassment Occurs**

#### **Internal Procedures:**

School Level Investigation: Each employee has the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment. Consequently, should Co-Founders or supervisors become aware of any conduct that may constitute sexual harassment, discrimination or other prohibited behavior, immediate action will be taken to address and remediate such conduct.

Any employee who has experienced or is aware of a situation that is believed to be sexually or otherwise unlawfully harassing has a responsibility to report the situation immediately to Jessica Spallino at 760- 224-0758 or Mark Holley at 951-319-1198. A Harassment Complaint Form may be obtained from Jessica Spallino. A prompt investigation will take place and appropriate corrective action will take place where warranted. Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter.

If an employee has a complaint regarding an alleged violation of federal or state law or regulations governing educational programs (including but not limited to Consolidated Categorical Aid Programs, Migrant Education, Special Education Programs), including allegations of unlawful discrimination not involving employment, the employee should utilize the Uniform Complaint Procedure adopted by the School.

Any employee found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible dismissal.

### **External Procedures: Filing a Complaint with the Department.**

Employees or job applicants who believe that they have experienced unlawful employment discrimination may file a complaint directly with the Department. The Department serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the Department finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the Department may file a formal accusation.

Employees can also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the Department and a Right to Sue Notice has been issued. For more information, contact the Department toll free at (800) 884-1684, in the Sacramento area and out of state at (916) 227-0551 or visit its

website at [www.dfeh.ca.gov](http://www.dfeh.ca.gov). To contact the nearest field office of the Equal Employment Opportunity Commission (“EEOC”), call 1-800-669-4000. You should be aware that state and federal law provide time limits within which complaints must be filed. Contact the relevant agency to determine the applicable time limit.

## **5. Retaliation Policy**

It is in violation of the School’s policy for the School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the School may make, adversely affect working conditions or otherwise deny any employment benefit to or take actions that are materially adverse against an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, proceeding or hearing conducted by the Department or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the School’s retaliation policy include seeking advice from the Department; filing a complaint with the Department, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee

## Personal Appearance

Employees are expected to wear clothes that are neat, clean and professional while on duty. Employees are expected to appear well groomed and appear within professionally accepted standards suitable for the employee's position, and must at all time wear shoes. Your supervisor will inform you of any specific dress requirements for your position. Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.



## **Health Benefits**

### **1. Health Insurance**

Employees who work at least 30 hours per week are entitled to health insurance benefits in accordance with the School's health insurance plan as set forth in the Summary Plan Description ("SPD"). The School will cover approximately 80% percent of the premium for eligible employees who work at least 30 hours per week. The employee's portion of monthly premiums will be deducted from the employee's paycheck.

Currently Method purchases medical benefits through Anthem Blue Cross/Blue Shield of California.

Group Name: METHOD SCHOOLS CORP.

Group ID: A40342

Employees can manage their healthcare online by visiting [www.anthem.com](http://www.anthem.com).

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence of more than 20 consecutive days are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage may result in the loss of coverage.

### **2. Disability Insurance**

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage- replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the Business and/or HR Department.

### **3. Family Leave Insurance**

Employees covered by the California Disability Insurance program are also covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to six weeks of wage replacement benefits when they suffer a wage loss for taking time off to care for a seriously ill child, spouse, parent, domestic partner, grandparent, grandchild, sibling or parent-in-law or to bond with a new child within one year of birth or placement of the child in connection with foster care or adoption. Specific rules and regulations relating the Family Leave Insurance are available from the Business and/or HR Department.

#### 4. Workers' Compensation Insurance

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits.

#### 5. Pregnancy Disability Leave

The School complies with the requirements of the California Pregnancy Disability Act, in addition to other family and medical leaves required by law. The School will give each female employee an unpaid leave of absence of up to four months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth or related medical conditions.

##### Eligibility

To be eligible, the employee must be disabled by pregnancy, childbirth or a related medical condition and must provide appropriate medical certification concerning the disability.

##### Reasons to Take Leave

The employee is entitled to take up to four months of pregnancy disability leave if the employee is actually disabled by her pregnancy, childbirth or a related medical condition. This includes time off needed for prenatal or postnatal care, severe morning sickness, doctor-ordered bed rest, gestational diabetes, pregnancy induced hypertension, preeclampsia, post-partum depression, childbirth, loss or end of pregnancy, recovery from childbirth, loss or end of pregnancy and any related medical condition. Generally, the employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness).

##### Length of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full time employee who works forty hours per week, "four months" means 693 hours of leave entitlement, based on 40 hours per week times 17 1/3 weeks.

For employees who work more or less than 40 hours per week, or who work on variable work schedules, the number of working days that constitutes "four months" is calculated on a pro rata or proportional basis. For example, for an employee who works 20 hours per week, "four months" means 346.5 hours of leave entitlement. For an employee who normally works 48 hours per week, "four months" means 832 hours of leave entitlement.

Periodic absences for pregnancy-related illness of limited duration taken prior to an actual leave may be subtracted from the four months of disability leave for pregnancy.

Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider. If an employee requires intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

#### Pay During Pregnancy Disability

An employee on pregnancy disability leave must use all accrued paid sick leave and may elect to use any or all accrued vacation during the otherwise unpaid leave period. The receipt of vacation pay, sick leave pay or state disability insurance benefits will not extend the length of pregnancy disability leave.

#### Employee Benefits

An employee on pregnancy disability leave remains an employee of the School.

While an employee is out on pregnancy disability leave, the School will continue to pay the premiums for eligible employees under the School's group health plan for the duration of the pregnancy disability leave taken. Once the pregnancy disability leave has expired, the employee may, depending upon other leave requirements, be expected to pay for her premiums beyond her pregnancy disability leave. Please check with human resources to discuss these issues if you anticipate taking leave beyond the four month pregnancy disability leave.

Additionally, if an employee does not return to work after the expiration of the pregnancy disability leave, and the reasons for failure to return to work do not include one of the following: 1) the employee is on CFRA leave; or 2) the continuation, recurrence or onset of a health condition that allowed the employee to take pregnancy disability leave in the first instance or other circumstances beyond the control of the employee, the School reserves the right to recover from the employee the premium the School paid for the employee's group health plan coverage while out on leave.

#### Medical Certifications

An employee requesting a pregnancy disability leave, transfer or reasonable accommodation must provide medical certification from her healthcare provider on a form supplied by the School, which may be obtained from the Business and/or HR Department. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in a denial of the leave request until such certification is provided.

Re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certification can result in delay the employee's continuation of the reasonable accommodation, transfer or pregnancy disability leave.

#### Requesting and Scheduling Pregnancy Disability Leave

An employee should request pregnancy disability leave by completing a Request for Leave form (available from the Business and/or HR Department) and submitting it to Business and/or HR Department. An employee asking for a Request for Leave form will be provided a current copy of the School's pregnancy disability leave policy.

Employees should provide not less than thirty (30) days or if such notice is not possible, as soon as is practicable if the need for the leave is foreseeable. Failure to provide such notice is grounds to delay granting the reasonable accommodation, transfer or leave, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operation.

In most cases, the School will respond to a pregnancy disability leave request within two days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within five days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

#### Return to Work

Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested) because of legitimate business reasons unrelated to the pregnancy disability leave.

If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position for which the employee is qualified is available.

When a request for pregnancy disability leave is granted to an employee, the School will provide the employee with a guarantee to reinstate the employee to the same position or to a comparable position, unless justified by law. The guarantee will be provided in writing if requested by the employee.

Before an employee will be permitted to return from a pregnancy disability leave of 14 days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

If the employee can return to work with limitations, the School will evaluate those limitations, and if possible, will accommodate the employee as required by law.

#### 6. Personal Leave of Absence

The School recognizes that special situations may arise where an employee must leave his or her job temporarily. In the School's sole discretion, the Co-Founders may grant employees unpaid leave of absences. Taking an unpaid personal leave of absence may affect your eligibility for employee benefits, including medical benefit plan coverage. Ask the Business and/or HR Department for information on personal leaves of absence.

#### 7. Funeral/Bereavement Leave

Employees may be allowed up to 3 consecutive working days off to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a current spouse, parent, legal guardian, sibling, child, current parent-, sister-, or brother-in-law, grandparent, grand child, or domestic partner.

If any employee requires more than 3 days off for bereavement leave, the employee may request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted in the discretion of the School.

#### 8. Military Leave of Absence

The School provides military leaves of absence to employees who serve in the uniformed services as required by the Uniformed Services Employment and Reemployment Rights Act of 1994 and applicable state laws. Leave is available for active duty, active duty for training, initial active duty for training, inactive duty training, full-time National Guard duty and for examinations to determine fitness for any such duty. Total military leave time taken may not exceed five years during employment, except in special circumstances.

Advance notice of leave is required. Please inform the Business and/or HR Department of anticipated military leave time as far in advance as possible. Accrued vacation will be paid during military leave at your request and health plan coverage continuance can be arranged for up to 24 months during military leave if required premium payments are made by you. As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in termination of employment.

Upon a return from military leave up to five years, an employee is entitled to reemployment within two weeks after the employee submits his/her reemployment application.

Eligible employees may be entitled to other leave rights related to military leave. Please contact the Business and/or HR Department to understand all leave rights that may be available to you.

#### 9. Time Off to Attend Child's School Discipline

Any employee who is a parent or legal guardian of a child that has received written notice from the child's school requesting his or her attendance at a disciplinary conference is entitled to take unpaid leave to attend the conference. Please contact the School Director to determine eligibility and scheduling before taking any leave to attend a disciplinary conference.

#### 10. Time Off to Serve as Election Official

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service. Please notify your supervisor of your commitment to act as election official as far in advance as possible.

#### 11. Time Off for Jury and Witness Duty

The School will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide employees unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order. Please notify your supervisor of your commitment to serve on a jury or as a witness as far in advance as possible.

#### 12. Time Off for Victims of Crime or Domestic Violence

Employees who are victims of domestic violence, sexual assault or stalking will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advanced notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim/domestic violence leave. Please notify your supervisor of your need to seek relief or for a reasonable accommodation as far in advance as possible. If applicable, an employee may use accrued vacation leave for these purposes.

#### 13. Time Off for Victims of Crime

An Employee who is a victim of certain crimes (violent felonies, felony thefts, serious felonies and crimes identified in Labor Code section 230.5 and as defined by law) or is an immediate family member of a victim, is a registered domestic partner of a victim or the child of a registered domestic partner of a victim will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advanced notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim leave. Please notify your supervisor of your need for time off as far in advance as possible. As applicable, an employee may use accrued vacation leave or sick leave for crime victim leave purposes.

#### 14. Time Off for Volunteer Firefighters

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance with the law. Employees are requested to alert the Co-Founders of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify their supervisor before leaving the School's premises.

#### 15. Time Off for Voting

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact your supervisor to request and schedule time off to vote.

#### 16. Workers' Compensation Leave

Employees that are temporarily totally disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of the School. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

## **Method Schools Board Policy BP 4070**

### **Sexual Harassment**

Method Schools' administration, teachers and staff actively strive to eliminate acts of sexual harassment at the school. All personnel are aware of the mandates from the State of California, the California Department of Education, and the Board of Education and support them fully. All personnel have received instruction regarding the recognition, prevention, and reporting of acts of sexual harassment. It is important that parents understand the provisions regarding sexual harassment and, in particular, student-to-student harassment. In recent years, this area of sexual harassment has been more clearly delineated in federal and state legislation as well as in our District's policies.

The Governing Board prohibits sexual harassment in the working environment of Method Schools employees or applicants by any person in any form.

Employees who permit or engage in such harassment may be subject to disciplinary action up to and including dismissal.

Any employee or applicant for employment who feels that he/she or another individual in the district is being sexually harassed should immediately contact his/her supervisor, principal, other district administrator, or the Superintendent or designee in order to obtain procedures for reporting a complaint.

Any supervisor who receives a harassment complaint shall notify the Superintendent or designee, who shall ensure that the complaint is appropriately investigated.

Method Schools prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.



Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting when:

Submission to the conduct is made either expressly or by implication in terms or condition of any individual's employment.

Submission to or rejection of such conduct by an individual is used as the basis for an employment decision affecting the individual.

The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile, or offensive working or educational environment, or of adversely affecting the student or employee's performance, evaluation, advancement, assigned duties, or any other condition of education, employment or career development.

Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

- Unwelcome leering, sexual flirtations or propositions.
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
- Graphic verbal comments about an individual's body, or overly personal conversation.
- Sexual jokes, stories, drawings, pictures, or gestures.
- Spreading sexual rumors.
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
- Touching an individual's body or clothes in a sexual way.
- Purposefully limiting a student's access to educational tools.
- Cornering or blocking of normal movements.
- Displaying sexually suggestive objects in the educational environment.

- Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

### Notifications of Sexual Harassment

A copy of the district's sexual harassment policy shall:

- Be included in the notifications that are sent to parents/guardians at the beginning of each school year.
- Be displayed in a prominent location near each school principal's office.
- Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session.
- Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures, and standards of conduct.

### Enforcement

The principal or designee shall take appropriate actions to reinforce the district's sexual harassment policy. These actions may include:

Removing vulgar or offending graffiti.

Providing staff in service and student instruction or counseling.

Taking appropriate disciplinary action as needed.

Board Approved: 1/13/15

## Method Schools Board Policy BP 4080

### Dress Code

Method Schools believes it is important to require a standard of dress for when students are on site or attending a school-related event. These instances include (but are not limited to) outings, testing, community day, etc. Clothing worn should promote the learning process and appropriate behavior. It is expected that students will wear clothing that is consistent with their health, safety, and welfare.

The following standard of dress must be observed in these instances:

- Shorts and skirts must be longer than the tips of fingers when arms are relaxed at sides
- No strapless or backless tops or dresses
- No bare midriffs
- No low cut tops revealing cleavage
- Undergarments must not show (for example, saggy pants or sheer clothing)
- No item of clothing may display foul or derogatory language or artwork

Additionally, Local law enforcement officials indicate that certain types of dress contribute to gang association and violence. Students wearing gang attire become targets for violence even though they are not gang members. In addition, the baggy, oversized clothing now identified as gang related, presents a safety hazard since it allows students to more readily conceal dangerous objects such as knives, and other weapons or provide hiding places for drugs and drug paraphernalia. Accordingly, the following types of clothing have been identified as gang related:

- Oversized, baggy pants
- Excessively large shirts and jackets
- Military style and/or steel-toed boots
- Oversized belts and/or initial on buckles
- Caps/hats
- Shirts depicting or promoting violence towards police and/or others and/or graffiti or “tagging”
- Clothing which features lewd or obscene language

Board Approved: 1/13/15



## **Method Schools Teacher/Student Communication BP 4100**

**6-11-19**

### **Communicating with Students:**

Method Schools teachers and staff may not communicate with students via personal text message. All communication with students is to be sent only through the following public communication platforms: Smartfox Broadcast Messaging, Zoom, Email, Sagebot and any other Method approved platforms.



## **Method Schools Vehicle Use BP 4110**

### **Conduct**

- Any staff member that is to drive a Method Schools vehicle must first provide a Motor Vehicle Report, requestable at the following link:  
**<https://www.dmv.ca.gov/portal/dmv/detail/online/dr>**  
Failure to pass the MVR results in ineligibility to operate Method vehicles
- Driver must complete vehicle log with name, date and time of vehicle use, destination/purpose of trip, and sign in upon return
- Please inspect vehicle before and after use, noting any damage on the vehicle log
- Vehicles are only to be driven by Method employees for official Method business
- Seatbelts are to be worn at all times while operating the vehicle
- Students and non-Method staff may not be transported in Method vehicles
- Texting, phone calls and typing while operating a Method Schools vehicle are strictly prohibited.
- Avoid unnecessary stops between Method and event location
- Students are not allowed inside Method vehicles
- Any moving traffic violations or accidents must be reported immediately to Compliance Manager & Head of Schools
- No smoking in or around Method vehicles
- While driving a Method vehicle and attending events you are representing Method Schools, therefore, your appearance and behavior should be reflective of Method's standards of conduct as outlined in the Method Employee Handbook
- All employee expectations outlined in the Method Schools Employee Handbook apply to any staff member while operating and in charge of the van

### **Vehicle Service & Maintenance**

- If vehicle needs fuel, inform Method's vehicle coordinator to arrange replenishment prior to departing Method
- Vehicle interior and exterior should be kept clean and presentable at all times
- Report any service indicator lights to vehicle coordinator for assessment
- Manufacturer's routine maintenance schedule should be followed closely

- Records of maintenance, repair, and body work must be kept for all work performed on vehicle(s), containing the following information:
  - Vehicle make, model, and year
  - VIN
  - Name and address of auto repair/maintenance shop
  - Date of service
  - Detailed description of work performed
  - Mileage on date work was performed
  - Total cost

**I have read and agree to abide by the Method Schools Vehicle Use Policy**

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**Employee Signature**

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**Date**

## **Remote Work BP 4120**

### **Compensation and Work Hours**

The employee's compensation, benefits, work status and work responsibilities will not change due to working remotely.

The amount of time the employee is expected to work per day or pay period will not change as a result of participation in the teleworking program.

### **Equipment/Tools**

Method Schools may provide specific tools/equipment for the employee to perform his/her current duties. This may include computer hardware, computer software, phone lines, email, voice-mail, connectivity to host applications, and other applicable equipment as deemed necessary.

The use of equipment, software, data supplies and furniture when provided by Method Schools for use at the remote work location is limited to authorized persons and for purposes relating to company business. Method Schools will provide for repairs to company equipment. When the employee uses her/his own equipment, the employee is responsible for maintenance and repair of equipment.

A loaner laptop may be provided when available. Loaner computers will vary in performance and configuration. Loaners must be returned upon request.

### **Workspace**

The employee shall designate a workspace within the remote work location for placement and installation of equipment to be used while teleworking. The employee shall maintain this workspace in a safe condition, free from hazards and other dangers to the employee and equipment. Method Schools must approve the site chosen as the employee's remote workspace.

Any company materials taken home should be kept in the designated work area at home and not be made accessible to others.

### **Office Supplies**

Office supplies will be provided by Method Schools as needed. Out-of-pocket expenses for other supplies will not be reimbursed unless by prior approval of the employee's manager.

### **Dependent Care**

Teleworking is not a substitute for dependent care. Teleworkers will not be available during company core hours to provide dependent care.

### **Income Tax**

It will be the employee's responsibility to determine any income tax implications of maintaining a home office area. Method Schools will not provide tax guidance nor will Method Schools assume any additional tax liabilities. Employees are encouraged to consult with a qualified tax professional to discuss income tax implications.

### **Communication**

Employees must be available by phone and email during core hours. All client interactions will be conducted on a client or organization site or on an agreed upon site by the client and organization. Participants are required to be available for staff meetings, and other meetings deemed necessary by management.

## **Compliance with Policies**

Remote employees must follow Method Schools' policies like their office-based colleagues. Examples of policies that all employees should abide by are:

- Attendance
- Employee Code of Conduct
- Anti-discrimination/Equal Opportunity
- Dress Code

## **Evaluation**

The employee shall agree to participate in all studies, inquiries, reports and analyses relating to this program.

The employee remains obligated to comply with all company rules, practices and instructions.



# ***Employee Handbook***

## ***2019-20***

## **I. Introduction**

This Handbook summarizes the Method Schools' (hereinafter referred to as "School" or "Company") personnel policies applicable to all employees. Please review these policies carefully. If you have any questions about the policies outlined in this Handbook, or if you have any other personnel related questions, whether related to policies specifically addressed in this Handbook, please consult the Co- Founders, Executive Director, or Business Manager.

This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general work place policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only the Co-Founders and/or current Executive Director may alter the at-will employment status of any of its employees.

Once you have reviewed this Handbook, please sign the two employee acknowledgement forms at the end of this Handbook, keep one for your files and provide the other to the Co-Founders. This signed acknowledgement demonstrates to the School that you have read, understand and agree to comply with the policies

outlined in the Handbook.

## **II. Hiring Policies and Procedures**

### **A. At Will Employment**

The School is an at-will employer. This Handbook does not in any way reflect a modification to this policy and does not reflect a contract of employment, either express or implied, between you and the School. Accordingly, either you or the School may terminate this relationship at any time, for any reason, with or without cause, and with or without prior notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to any employee in connection with his/her employment shall require the School to have “cause” or reason to terminate an employee or otherwise restrict the School’s right to terminate an employee at any time for any reason. No School representative is authorized to modify this policy for any employee, unless in writing, signed by both the Co-Founders and/or current Executive Director and approved in writing by the Board of Directors.

Nothing contained in this Handbook, the employment application, School memoranda or other materials provided to any employee in connection with his/her employment, other than a signed, approved employment contract, shall require the School to have “cause” or reason to terminate an employee or otherwise restrict the School’s right to terminate an employee at any time for any reason. No School representative is authorized to modify this policy for any employee, unless in writing, signed by both the Co-Founders and/or current Executive AND approved in writing by the Board of Directors.

### **B. Equal Employment Opportunity Policy**

The School is an equal opportunity employer. It is the policy of the

School to afford equal employment and advancement opportunities to all qualified individuals without regard to race, creed, color, religion, national origin, ethnicity, ancestry, sex, sexual orientation, age, physical or mental disability, genetic information, gender identity and expression, gender related appearance and behavior, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees. Furthermore, the School prohibits all unlawful discrimination against any employee or applicant for employment in its programs or activities based on race, color, religion, sex, gender, ethnic group identification, age, national origin, ancestry, genetic characteristics, mental or physical disability, marital status, sexual orientation or other category protected by law.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result. In order to perform the essential functions of the job, any applicant or employee requiring an accommodation should contact Co-Founders and/or current Executive and request such an accommodation.

### **C. Fair Employment and Housing Act**

The Fair Employment and Housing Act (FEHA) prohibits discrimination of an applicant or employee based on the following protections: race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental and physical), sex, gender,(including pregnancy, childbirth, breastfeeding or related medical conditions), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status.

If you believe prohibited discrimination has occurred, please contact your direct supervisor or Co- Founders and/or current Executive

immediately. Reports will be investigated and appropriate corrective action will be taken.

#### **D. Immigration Compliance**

The School does not discriminate against any individual because of his or her national origin, citizenship, or intent to become a US citizen, in compliance with the Immigration Reform and Control Act of 1986. It is, however, the policy of the School to only employ those individuals that are authorized to work in the United States. In furtherance thereof, the School requires each prospective employee to provide documents verifying his or her identity and authorization to be legally employed in the United States. The employee will also be required to sign a legal verification attesting to her/his authorization to be legally employed in the United States.

#### **E. Employee Classification**

The School's employees are classified in the following categories: Exempt, non-exempt, and full-time, part-time or temporary.

**Exempt:** Exempt employees are those employees with job assignments that meet exemption tests under state and federal law making them exempt from overtime pay requirements. Exempt employees are compensated on a salary basis, not pursuant to overtime pay requirements.

**Non-Exempt:** Non-exempt employees are those employees with job assignments that do not meet exemption tests under state or federal law. Thus, these employees are paid overtime wages for overtime worked in accordance with the law.

**Full Time:** Full time employees are those employees who are scheduled to work 40 hours in a week.

**Part Time:** Part time employees are those employees who are scheduled to work less than 40 hours in a week.

**Temporary:** Temporary employees are those employees who are hired for a limited time period, or for a specific project, and usually

are not employed more than 1 month.

**Independent Contractors:** Independent contractors are not employees of the School. Rather, independent contractors are free from control and direction of the School in connection with performance of work; contractor performs work outside the usual course School's business; contractor is customarily engaged in an independently established trade, occupation, or business of the same nature as work performed.

Part time employees working less than 30 hours per week, and temporary employees are not entitled to benefits provided by the School. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School.

If you have any questions about your classification, please consult with Co-Founders and/or current Executive Director.

## **F. First 90 Days of Employment**

During the first 90 days of employment for every employee, irrespective of classification, employees will not be eligible for or accrue any benefits, except for eligibility under the School's health insurance as required by law. Check with the Compliance Manager to understand when you may be eligible to participate in the School's health insurance. The inclusion of the initial 90 day period does not change the at-will status of the School's employees.

## **G. Relationships Between Employees**

While the School's policies do not permit discrimination based on an individual's marital status, the individual's relations to another School employee or his or her lawful off duty conduct, some situations can create conflicts of interest requiring the School to take the employee's relationship with another employee

into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations of favoritism.

A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arises, both employees shall notify the School so that appropriate measures can be taken to prevent conflicts of interest or favoritism.

The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

## **H. Certification and Licensure of Instructional Staff**

Each of the School's core academic teachers is required to hold a current California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold and may be required to meet certain federal requirements related to subject - matter expertise in order to meet federal requirements for "highly qualified teachers." Paraprofessional staff may also be required to document that they meet federal requirements for paraprofessional staff. It is the responsibility and a condition of continued employment of all instructional staff, including teachers and paraprofessionals to maintain and keep current such certificates, permits or other documentation and provide to the Compliance Manager no later than the close of business on the first day the employee reports for duty. If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee

should immediately report the same to the Executive Director. Staff who are required to meet these state and federal certification, expertise, and related requirements must maintain such qualifications as a condition of employment at the School. Nothing in this section is intended to alter that at-will status of the employee's employment.

## **I. Tuberculosis Testing**

Except for employees transferring from other schools, no person shall be employed by the School unless the employee has submitted proof of an examination within the past 60 days that the employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous 60 days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.

The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive shall be followed by an X-ray of the lungs.

All employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting "food handlers" who shall be examined annually. After such examination, each employee shall cause to be on file with the School a certificate from the examining physician showing the employee was examined and found free from active tuberculosis.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures.



The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the School.

## **J. Criminal Background Checks**

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The School will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

## **III. General Workplace Policies**

### **A. Prohibition of Harassment/Discrimination and Protection Against Retaliation**

#### **1. Policy**

The School is committed to providing a workplace and educational environment free of sexual harassment, as well as harassment and discrimination based on such factors as race, religion, creed, color, ethnicity, national origin, ancestry, age, medical condition, genetic information, gender identity and expression, gender related appearance and behavior, marital status, sex, sexual orientation, citizenship status, disability, military and veteran status, status as a victim of the crimes enumerated in Labor Code section 230.5, or any other category protected by law. The School will not condone or tolerate harassment or discrimination of any type by any employee,

whether supervisory or co-employee, against an employee, third party vendor or student. The School also does not condone or tolerate harassment of its employees by any third parties or students. The School will promptly and thoroughly investigate any complaint of harassment or discrimination and take appropriate corrective action, if warranted. The School will take all reasonable steps to prevent discrimination and unlawful harassment from occurring. Sexual or other unlawful harassment in employment violates the School's policy and is prohibited under Title VII of the Civil Rights Act and the California Fair Employment and Housing Act.

## **2. Definition of Harassment**

Harassment includes verbal, physical or visual conduct that creates an intimidating, offensive or hostile working or educational environment or that unreasonably interferes with job performance. Verbal harassment includes, but is not limited to, epithets, derogatory comments or slurs based on a protected category. Physical harassment includes, but is not limited to, assault, impeding or blocking movement or any physical interference with normal work or movement, when directed at a legally protected individual. Visual harassment includes, but is not limited to, derogatory posters, cartoons or drawings on a basis protected by law.

## **3. Definition of Sexual Harassment**

Federal law defines sexual harassment as unwelcome sexual conduct that is a term or condition of employment. The Equal Employment Opportunity Commission's Guidelines define two types of sexual harassment: "quid pro quo" and "hostile environment." "Unwelcome" sexual conduct constitutes sexual harassment when "submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment." "Quid pro quo harassment" occurs when "submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such

individual." A "hostile environment" claim for harassment occurs when discrimination based on sex has created a hostile or abusive work environment.

California law defines unlawful sexual harassment in largely the same ways. Sexual harassment occurs where a term of employment (i.e., compensation or in terms, conditions or privileges of employment), academic status or progress (i.e., a student's grades or promotion to the next grade is explicitly or implicitly conditioned upon submission to unwelcome sexual advances, as more fully described below. Sexual harassment also occurs where the submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual. Additionally, sexual harassment occurs where harassment (unwanted sexual advances, visual, verbal or physical conduct of a sexual nature) is sufficiently severe, persistent, pervasive or objectively offensive so as to alter the conditions of employment and create an abusive or hostile educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity. Sexual harassment occurs where the conduct has the purpose or effect of having a negative impact on the individual's academic performance, work or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. Finally, sexual harassment occurs where submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the School.

The educational environment includes, but is not limited to, the School's campus or grounds, the properties controlled or owned by the School and off-campus, if such activity is School sponsored or is conducted by organizations sponsored by or under the jurisdiction of the School. 5 C.C.R. § 4916(e).

The following are examples of offensive behavior:

- Unwanted sexual advances, flirtations, touching or requests for sexual favors
- Verbal abuse of a sexual nature
- Graphic or suggestive comments about dress or body and the sexual uses to which it could be put
- Unwarranted graphic discussion of sexual acts
- Sexually degrading words
- Suggestive or obscene letters, notes or invitations;
- Verbal harassment including, but not limited to, unwelcome epithets, jokes, derogatory comments, or slurs of a sexual nature, or sexually degrading words used to describe a person
- Physical harassment including, but not limited to, assault, impeding or blocking movement or any physical interference with normal work or school activities or movement, when done because of your sex
- Visual harassment including, but not limited to, leering, making sexual or obscene gestures, displaying sexually explicit or derogatory posters, cartoons or drawings, or computer-generated images of a sexual nature
- Making or threatening retaliatory action after receiving a negative response to sexual advances.

### **3. What to do if Sexual or Other Unlawful Harassment Occurs**

#### **Internal Procedures:**

School Level Investigation: Each employee has the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment. Consequently, should Co-Founders or supervisors become aware of any conduct that may constitute sexual harassment, discrimination or other prohibited behavior, immediate action will be taken to address and remediate such conduct.

Any employee who has experienced or is aware of a situation that is believed to be sexually or otherwise unlawfully harassing has a responsibility to report the situation immediately to Jessica Spallino at 760- 224-0758 or Mark Holley at 951-319-1198. A Harassment Complaint Form may be obtained from Jessica Spallino. A prompt investigation will take place and appropriate corrective action will take place where warranted. Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter.

If an employee has a complaint regarding an alleged violation of federal or state law or regulations governing educational programs (including but not limited to Consolidated Categorical Aid Programs, Migrant Education, Special Education Programs), including allegations of unlawful discrimination not involving employment, the employee should utilize the Uniform Complaint Procedure adopted by the School.

Any employee found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible dismissal.

### **External Procedures: Filing a Complaint with the Department.**

Employees or job applicants who believe that they have experienced unlawful employment discrimination may file a complaint directly with the Department. The Department serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the Department finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the Department may file a formal accusation.

Employees can also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the Department and a Right to Sue Notice has been issued. For more information, contact the Department toll free at (800) 884-1684, in the Sacramento area and out of state at (916) 227-0551 or visit its

website at [www.dfeh.ca.gov](http://www.dfeh.ca.gov). To contact the nearest field office of the Equal Employment Opportunity Commission (“EEOC”), call 1-800-669-4000. You should be aware that state and federal law provide time limits within which complaints must be filed. Contact the relevant agency to determine the applicable time limit.

## **5. Retaliation Policy**

It is in violation of the School’s policy for the School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the School may make, adversely affect working conditions or otherwise deny any employment benefit to or take actions that are materially adverse against an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, proceeding or hearing conducted by the Department or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the School’s retaliation policy include seeking advice from the Department; filing a complaint with the Department, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee

were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

## **B. Workplace Violence**

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. You should report any act or threat of violence immediately to the Lead Teacher or Co-Founders.

## **C. Open Door Policy**

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or complaints relating to your job, conditions of employment, the School or the treatment you are receiving. Other than in situations involving harassment (as outlined and described above), please contact the Lead Teacher or Co-Founders with your questions or concerns. If the situation is not resolved to your satisfaction, please contact at [mark@methodschools.org](mailto:mark@methodschools.org), preferably in writing, who will further investigate the issue.

## **D. Drug Free Workplace**

It is the School's policy to maintain a drug and alcohol-free workplace. No employee may use, possess, offer for sale or be under the influence of any illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils or on School property at any time.

Engaging in any of the activities above shall be considered a violation of School policy and the violator will be subject to

discipline, up to and including termination. The School complies with all federal and state laws and regulations regarding drug use while on the job.

### **E. Smoking**

All School buildings and facilities are non-smoking facilities. Vaping/e-cigarettes are also prohibited

### **F. Health, Safety and Security Policies**

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. The School maintains an Injury and Illness Prevention Program, which is kept by the Lead Teacher and Co-Founders and is available for your review.

You are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. You are required to immediately report to your supervisor any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

The School has also developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances, exits and service areas. Report any suspicious persons or activities to security personnel or to your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. You should immediately notify your supervisor when keys are missing or if security access codes, identification materials, or passes have been breached. The security



of the facilities, as well as the welfare of our employees, depends upon the alertness and sensitivity of every individual.

## **G. Company Property Inspections**

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other school provided storage devices.

The School also reserves the right to inspect any vehicle, its trunk, glove compartment or any container therein that is parked on the School property or premises. The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

## **H. Soliciting/Conducting Personal Business While on Duty**

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter or is conducted in areas where other employees are working. Solicitation during non- work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by

non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

## **I. Use of Company Communication Equipment and Technology**

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School.

Additionally, the School uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, internet access harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide to the Co-Founders all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or changed. In addition,

employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Internet use is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use the School's communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors.

The e-mail system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted. The e-mail system and internet access is not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

Employees should not attempt to gain access to another employee's email files or voicemail messages without the latter's express permission. Each employee is responsible for the content

of the messages sent out using his/her School issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless that employee expressly authorizes such use.

### Communication Policy

Method Schools teachers and staff may not communicate with students via personal text message. All communication with students is to be sent only through the following public communication platforms: SmartFox Broadcast Messaging, Zoom, Email, Sagebot and any other Method approved platforms.

### **J. Employee Blogs and Social Media**

If an employee decides to keep a personal blog, or use other social media, that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes
- Student and employee confidentiality policies must be adhered to
- Employees must make clear that the views expressed in their blogs are their own and not those of the School
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf, unless authorized in writing by Mark Holley
- Employees are not authorized to publish any confidential information maintained by the School
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments! when discussing the School, the employee's supervisors, co-workers and competitors
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation

The School reserves the right to take disciplinary action against

any employee whose blog violates this or other School policies.

### **K. Participation in Recreational or Social Activities**

Employees may participate in activities sponsored by or supported by the School. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and the School disclaims any and all liability arising out of the employee's participation in these activities.

### **L. Personnel Files and Record Keeping Protocols**

At the time of your employment, a personnel file is established for you. Please keep Business and/HR department advised of changes that should be reflected in your personnel file. Such changes include: change in name, address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. A request for inspection or copying of information contained in the personnel file must be directed to the Business and/HR department.

The School will restrict disclosure of your personnel file to authorized individuals within the School. Only the Business and/HR department is authorized to release information about current or former employees. The School will cooperate with requests from authorized law enforcement or local, state or federal

agencies conducting official investigations or as otherwise legally required.

## **IV. Hours of Work, Overtime and Attendance**

### **A. Work Hours and Schedules**

The School's normal working hours are from 8:00 AM to 5:00 PM Monday through Friday. The work schedule for full-time non-exempt employees is normally 40 hours per week. Your supervisor will assign your work schedule.

### **B. Overtime**

The School follows all federal and state laws regarding the payment of overtime wages by compensating all non-exempt employees for overtime hours worked. For purposes of overtime calculations for non-exempt employees, the School's workweek begins on Monday and ends the following Sunday. The workday begins at midnight and ends the following day at 11:59 p.m. You will be informed when you are required to work overtime hours. All overtime hours worked must be preauthorized in writing by one of the Co-Founders.

Only those hours that are actually worked are counted to determine an employee's overtime pay. Compensated holidays, for example, are not hours worked and are therefore not counted in overtime calculations.

### **C. Make Up Time**

You may request in writing that you be able to make up work time that is or would be lost as a result of a personal obligation. The hours of that make up work may only be performed in the same workweek in which the work time was lost and must not exceed 11 hours of work in one day or 40 hours of work in one week. You shall provide a signed written request for each occasion that you make a request to make up work time and authorization is at the option of the School.

Make up time is not encouraged.

## **D. Work Breaks**

Non-exempt School employees are allowed one duty free 30 minutes minimum; 60-minute maximum unpaid meal break each work day where the employee works more than six (6) hours in one day. Non- exempt employees are not allowed to work more than five (5) hours in one period without taking a meal break, unless the employee does not work more than six (6) hours in one day and the employer and employee mutually agree to waive the meal period.

Non-exempt employees must take two ten-minute paid break periods for each full workday, as close as practicable to the mid-point of any continuous four (4) hour work period, or major fraction thereof. Non- exempt employees should contact their immediate supervisor to schedule their meal and break periods.

## **E. Pay Days**

For all employees, paydays are scheduled on the 15<sup>th</sup> and the last day of each month unless otherwise notified. There may be changes to the paydays throughout the school year to which all employees will be notified with ample notice. Each paycheck will include earnings for all reported work performed through the end of the payroll period. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the next day of work after the day(s) off.

Unless other arrangements are made all employees will receive pay by direct deposit to the checking or savings account they designate at hiring.

You should promptly notify the business and/or HR department if you have a question regarding the calculations of your paycheck; any corrections will be noted and will appear on the following payroll.



## **F. Payroll Withholdings**

The School is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

**Federal Income Tax Withholding:** The amount varies with the number of exemptions the employee claims and the gross pay amount.

**State Income Tax Withholding:** The amount varies with the number of exemptions the employee claims and the gross pay amount.

**Social Security (FICA):** The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

**State Disability Insurance (SDI):** This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Business and/or HR Department to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to Business and/or HR Department. The School's business office maintains a supply of these forms.

All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the employee's W-4 form, which should be completed upon hire. It is the employee's responsibility to report any changes in filing status to the Business and/or HR Department.

It is also the employee's responsibility to fill out a new W-4 form if his/her filing status changes.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks. The amount that is deducted is 30% of the monthly premium on a pre-tax basis. In other words, the School agrees to pay for 70% of the monthly insurance premium. This applies to medical insurance only.

For employees who voluntarily choose not to participate in the School's medical insurance plan, the School agrees to reimburse \$150 per month toward the employee that will be added to the employees check in \$75 increments each pay period. This applies only to employees who are eligible for school-sponsored benefits (i.e. employees who work at least 30 hours per week).

## **G. Attendance Policy**

Employees are expected to adhere to regular attendance and to be punctual. If you find it necessary to be absent or late, you are expected to arrange it in advance with their immediate supervisor. If it is not possible to arrange your absence or tardiness in advance, you must notify your supervisor no later than one-half hour before the start of your workday. If you are a teacher, you are also responsible to arrange for a qualified substitute to be approved by your supervisor. If you are absent from work longer than one day, you are expected to keep your supervisor sufficiently informed of your situation.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination. An

absence or tardiness without notification to your supervisor will lead to disciplinary action, up to and including termination.

If you fail to come to work for three consecutive work days without authorization, the School will presume that you have voluntarily terminated your position with the School.

## **H. Remote Work Policy**

### **Compensation and Work Hours**

The employee's compensation, benefits, work status and work responsibilities will not change due to working remotely.

The amount of time the employee is expected to work per day or pay period will not change as a result of participation in the teleworking program.

### **Equipment/Tools**

Method Schools may provide specific tools/equipment for the employee to perform his/her current duties. This may include computer hardware, computer software, phone lines, email, voicemail, connectivity to host applications, and other applicable equipment as deemed necessary.

The use of equipment, software, data supplies and furniture when provided by Method Schools for use at the remote work location is limited to authorized persons and for purposes relating to company business. Method Schools will provide for repairs to company equipment. When the employee uses her/his own equipment, the employee is responsible for maintenance and repair of equipment.

A loaner laptop may be provided when available. Loaner computers will vary in performance and configuration. Loaners must be returned upon request.

### **Workspace**

The employee shall designate a workspace within the remote work

location for placement and installation of equipment to be used while teleworking. The employee shall maintain this workspace in a safe condition, free from hazards and other dangers to the employee and equipment. Method Schools must approve the site chosen as the employee's remote workspace.

Any company materials taken home should be kept in the designated work area at home and not be made accessible to others.

### **Office Supplies**

Office supplies will be provided by Method Schools as needed. Out-of-pocket expenses for other supplies will not be reimbursed unless by prior approval of the employee's manager.

### **Dependent Care**

Teleworking is not a substitute for dependent care. Teleworkers will not be available during company core hours to provide dependent care.

### **Income Tax**

It will be the employee's responsibility to determine any income tax implications of maintaining a home office area. Method Schools will not provide tax guidance nor will Method Schools assume any additional tax liabilities. Employees are encouraged to consult with a qualified tax professional to discuss income tax implications.

### **Communication**

Employees must be available by phone and email during core hours. All client interactions will be conducted on a client or company site. Participants will still be available for staff meetings, and other meetings deemed necessary by management.

Method Schools will pay work-related voice and data communication charges

## **Compliance with Policies**

Remote employees must follow Method Schools' policies like their office-based colleagues. Examples of policies that all employees should abide by are:

- Attendance
- Employee Code of Conduct
- Anti-discrimination/Equal Opportunity
- Dress Code

## **Evaluation**

The employee shall agree to participate in all studies, inquiries, reports and analyses relating to this program.

The employee remains obligated to comply with all company rules, practices and instructions.

## **I. Time Records**

Time records must be accurately kept reflecting all regular hours and overtime hours worked and meal periods taken by non-exempt employees. Time records must be signed by employees, verifying and attesting to the truth of the information contained therein. All absences, tardies and overtime must be accurately reflected on the time record.

Exempt employees must report only full day absences from work and pay deductions will only be as provided by law.

## **J. Mandatory Training and Meetings**

The School will pay non-exempt employees for attendance at mandatory trainings taking place outside of regular business hours.

All mandatory trainings, lectures and meetings will be identified as such. The School will not pay non-exempt employees for attendance at voluntary trainings.

All non-exempt employees must accurately reflect attendance at all mandatory trainings, lectures and meetings outside of regular working hours on their time records.

## **V. Standards of Conduct**

### **A. Personal Appearance**

Employees are expected to wear clothes that are neat, clean and professional while on duty. Employees are expected to appear well-groomed and appear within professionally accepted standards suitable for the employee's position, and wear shoes at all times. Your supervisor will inform you of any specific dress requirements for your position. Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.

### **B. Student Safety**

In accordance with the School's policies providing student safety, including those covering anti-harassment, anti-discrimination, anti-intimidation and anti-bullying, each employee is expected to assist in maintaining a student safe environment. Thus, each employee is required to take immediate steps to intervene when it is safe to do so if the employee witnesses an act of discrimination, harassment, intimidation or bullying of a student. The employee

is also required to report such actions to administration as soon as practicable.

### **C. Prohibited Conduct**

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to

and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the at-will employment relationship the employee has with the School.

- Unexcused absence and/or lack of punctuality
- Release of confidential information without authorization
- Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances
- Theft or embezzlement
- Willful destruction of property
- Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position
- Falsification, fraud or omission of pertinent information when applying for a position
- Any willful act that endangers the safety, health or wellbeing of another individual
- Horseplay
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school
- Misuse of School property or funds
- Possession of firearms, or any other dangerous weapon, while acting within the course of School of your employment with the School



- Acts of discrimination or illegal harassment based on gender, ethnicity or any other basis protected by state or federal law
- Failure to comply with the School's safety procedures
- Insubordination
- Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School
- Violations of federal, state or local laws affecting the organization or your employment with the organization
- Unacceptable job performance
- Dishonesty
- Failure to keep a required license, certification or permit current and in good standing
- Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record
- Unreported absence of any three consecutively scheduled workdays
- Unauthorized use of School equipment, materials, time or property
- Working unauthorized overtime or refusing to work assigned overtime
- Abuse of sick leave
- Sleeping or malingering on the job

## **D. Confidential Information**

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

## **E. Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action.

## **F. Child Neglect and Abuse Reporting**

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the appropriate police or sheriff's department, or to a county probation department (if authorized to receive mandated reports) or the county welfare office. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or

neglect.

Child abuse should be reported immediately by phone to the appropriate police or sheriff's department, or to a county probation department (if authorized to receive mandated reports) or the county welfare office. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child's parents.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School administrator, coworker or other person shall not be a substitute for making a mandated report to the appropriate police or sheriff's department, or to a county probation department (if authorized to receive mandated reports) or the county welfare office.

## **G. Outside Employment**

Employees should not accept any employment or consulting relationship with another person or entity while employed by the School that would interfere with their ability to satisfactorily perform their job duties. The School will hold all employees to the same standards of performance and scheduling demands and will not make any exceptions for employees who also hold outside jobs.

## **H. Expense Reimbursements**

The School will reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the School's policy regarding expenditures, a copy of which may be obtained from the Business Department]. In general, all expenses must have been previously approved in writing by the Co-Founders. All reimbursement forms must be complete and submitted to Business Department.

## **VI. Employee Benefits**

### **A. Paid Time Off**

The School provides PTO benefits to eligible employees to enable them to take paid time off for rest and recreation. The School believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with the School personally satisfying.

All full-time employees (30 hours or more per week) are eligible for Paid Time Off (PTO) after 90 days of work at Method. PTO is comprised of vacation time, sick leave, and personal time and accrues at a rate of .83 days per month for employees that have been employed with the School for less than one year; 1 day per month for employees that have been with the School for 1-5 years; 1.5 days per month for employees with the School for 5 years or more.

PTO can carry over, with a maximum balance of 35 days PTO. On June 30<sup>th</sup> of each year, PTO can be sold back at 75% of value.

Credentialed teachers also receive 3 days of flex PTO time during a predetermined week in June.

No employee will receive pay in lieu of PTO except as required by law. Employees may not borrow against unearned vacation time.

### **B. Sick Leave**

Sick leave is covered under PTO. There is no separate sick leave beyond PTO.

### **C. Insurance Benefits**

#### **1. Health Insurance**

Employees who work at least 30 hours per week are entitled to

health insurance benefits in accordance with the School's health insurance plan as set forth in the Summary Plan Description ("SPD"). The School will cover approximately 70% percent of the premium for eligible employees who work at least 30 hours per week. The employee's portion of monthly premiums will be deducted from the employee's paycheck.

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence of more than 20 consecutive days are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage may result in the loss of coverage.

## **2. 403b Retirement Savings Plan**

Method Schools will match (up to 5%) of employee's contribution towards their retirement savings plan.

## **3. Disability Insurance**

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage- replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the Business and/or HR Department.

## **4. Family Leave Insurance**

Employees covered by the California Disability Insurance program are also covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to six weeks of wage replacement benefits when they suffer a wage loss for taking time off to care for a seriously ill child, spouse, parent, domestic partner, grandparent, grandchild, sibling or parent-in-law

or to bond with a new child within one year of birth or placement of the child in connection with foster care or adoption. Specific rules and regulations relating the Family Leave Insurance are available from the Business and/or HR Department.

## **5. Workers' Compensation Insurance**

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits:

- Immediately inform HR of incident/injury
- Complete a claim online through Charter Safe (to be completed by HR/Business staff)
- DWC1 form will be provided to and completed by employee, and attached to Charter Safe claim through portal or by emailing Susan Diamanti ([sdiamanti@chartersafe.org](mailto:sdiamanti@chartersafe.org)) if completed after online claim is submitted
- Kaiser location list will be provided to employee- lists approved locations that employee can walk-in or make an appointment at for care following a work-related injury
- WC Intake Card will be provided and is to be brought into Kaiser location by employee

## **6. Pregnancy Disability Leave**

The School complies with the requirements of the California Pregnancy Disability Act, in addition to other family and medical leaves required by law. The School will give each female employee an unpaid leave of absence of up to four months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth or related medical conditions.

## *Eligibility*

To be eligible, the employee must be disabled by pregnancy, childbirth or a related medical condition and must provide appropriate medical certification concerning the disability.

## *Reasons to Take Leave*

The employee is entitled to take up to four months of pregnancy disability leave if the employee is actually disabled by her pregnancy, childbirth or a related medical condition. This includes time off needed for prenatal or postnatal care, severe morning sickness, doctor-ordered bed rest, gestational diabetes, pregnancy induced hypertension, preeclampsia, post-partum depression, childbirth, loss or end of pregnancy, recovery from childbirth, loss or end of pregnancy and any related medical condition. Generally, the employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness).

## *Length of Pregnancy Disability Leave*

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works forty hours per week, “four months” means 693 hours of leave entitlement, based on 40 hours per week times  $17\frac{1}{3}$  weeks.

For employees who work more or less than 40 hours per week, or who work on variable work schedules, the number of working days that constitutes “four months” is calculated on a pro rata or proportional basis. For example, for an employee who works 20 hours per week, “four months” means 346.5 hours of leave

entitlement. For an employee who normally works 48 hours per week, “four months” means 832 hours of leave entitlement.

Periodic absences for pregnancy-related illness of limited duration taken prior to an actual leave may be subtracted from the four months of disability leave for pregnancy.

Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee’s healthcare provider. If an employee requires intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee’s regular position.

### *Pay During Pregnancy Disability*

An employee on pregnancy disability leave must use all accrued PTO during the otherwise unpaid leave period. The receipt of vacation pay, sick leave pay or state disability insurance benefits will not extend the length of pregnancy disability leave.

### *Employee Benefits*

An employee on pregnancy disability leave remains an employee of the School.

While an employee is out on pregnancy disability leave, the School will continue to pay the premiums for eligible employees under the School’s group health plan for the duration of the pregnancy disability leave taken. Once the pregnancy disability leave has expired, the employee may, depending upon other leave requirements, be expected to pay for her premiums beyond her pregnancy disability leave. Please check with human resources to discuss these issues if you anticipate taking leave beyond the



four-month pregnancy disability leave.

Additionally, if an employee does not return to work after the expiration of the pregnancy disability leave, and the reasons for failure to return to work do not include one of the following: 1) the employee is on CFRA leave; or 2) the continuation, recurrence or onset of a health condition that allowed the employee to take pregnancy disability leave in the first instance or other circumstances beyond the control of the employee, the School reserves the right to recover from the employee the premium the School paid for the employee's group health plan coverage while out on leave.

### *Medical Certifications*

An employee requesting a pregnancy disability leave, transfer or reasonable accommodation must provide medical certification from her healthcare provider on a form supplied by the School, which

may be obtained from the Business and/or HR Department. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in a denial of the leave request until such certification is provided.

Re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certification can result in delay the employee's continuation of the reasonable accommodation, transfer or pregnancy disability leave.

### *Requesting and Scheduling Pregnancy Disability Leave*

An employee should request pregnancy disability leave by completing a Request for Leave form (available from the Business and/or HR Department) and submitting it to Business and/or HR Department. An employee asking for a Request for Leave form will be provided a current copy of the School's pregnancy disability leave policy.

Employees should provide not less than thirty (30) days or if such notice is not possible, as soon as is practicable if the need for the leave is foreseeable. Failure to provide such notice is grounds to delay granting the reasonable accommodation, transfer or leave, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operation.

In most cases, the School will respond to a pregnancy disability leave request within two days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within five days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the

employee's obligations and the consequences of failing to satisfy them.

### *Return to Work*

Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested) because of legitimate business reasons unrelated to the pregnancy disability leave.

If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position for which the employee is qualified is available.

When a request for pregnancy disability leave is granted to an employee, the School will provide the employee with a guarantee to reinstate the employee to the same position or to a comparable position, unless justified by law. The guarantee will be provided in writing if requested by the employee.

Before an employee will be permitted to return from a pregnancy disability leave of 14 days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

If the employee can return to work with limitations, the School will evaluate those limitations, and if possible, will accommodate the employee as required by law.

## **7. Personal Leave of Absence**

The School recognizes that special situations may arise where an employee must leave his or her job temporarily. In the School's sole discretion, the Co-Founders may grant employees unpaid

leave of absences. Taking an unpaid personal leave of absence may affect your eligibility for employee benefits, including medical benefit plan coverage. Ask the Business and/or HR Department for information on personal leaves of absence.

## **8. Funeral/Bereavement Leave**

Employees may be allowed up to 3 consecutive working days off to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a current spouse, parent, legal guardian, sibling, child, current parent-, sister-, or brother-in-law, grandparent, grand child, or domestic partner.

If any employee requires more than **3** days off for bereavement leave, the employee may request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted in the discretion of the School.

## **9. Military Leave of Absence**

The School provides military leaves of absence to employees who serve in the uniformed services as required by the Uniformed Services Employment and Reemployment Rights Act of 1994 and applicable state laws. Leave is available for active duty, active duty for training, initial active duty for training, inactive duty training, full-time National Guard duty and for examinations to determine fitness for any such duty. Total military leave time taken may not exceed five years during employment, except in special circumstances.

Advance notice of leave is required. Please inform the Business and/or HR Department of anticipated military leave time as far in advance as possible. Accrued vacation will be paid during military leave at your request and health plan coverage continuance can be arranged for up to 24 months during military leave if required premium payments are made by you. As with other leaves of

absence, failure to return to work or to reapply within applicable time limits may result in termination of employment.

Upon a return from military leave up to five years, an employee is entitled to reemployment within two weeks after the employee submits his/her reemployment application.

Eligible employees may be entitled to other leave rights related to military leave. Please contact the Business and/or HR Department to understand all leave rights that may be available to you.

### **10. Time Off to Attend Child's School Discipline**

Any employee who is a parent or legal guardian of a child that has received written notice from the child's school requesting his or her attendance at a disciplinary conference is entitled to take unpaid leave to attend the conference. Please contact the School Director to determine eligibility and scheduling before taking any leave to attend a disciplinary conference.

### **11. Time Off to Serve as Election Official**

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service. Please notify your supervisor of your commitment to act as election official as far in advance as possible.

### **12. Time Off for Jury and Witness Duty**

The School will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide employees unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order. Please notify your supervisor of your commitment to serve on a jury or as a witness as far in advance as possible.

### **13. Time Off for Victims of Crime or Domestic Violence**

Employees who are victims of domestic violence, sexual assault or stalking will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advanced notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim/domestic violence leave. Please notify your supervisor of your need to seek relief or for a reasonable accommodation as far in advance as possible. If applicable, an employee may use accrued vacation leave for these purposes.

### **14. Time Off for Victims of Crime**

An Employee who is a victim of certain crimes (violent felonies, felony thefts, serious felonies and crimes identified in Labor Code section 230.5 and as defined by law) or is an immediate family member of a victim, is a registered domestic partner of a victim or the child of a registered domestic partner of a victim will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advanced notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim leave. Please notify **your supervisor** of your need for time off as far in advance as possible. As applicable, an employee may use accrued vacation leave or sick leave for crime victim leave purposes.

### **15. Time Off for Volunteer Firefighters**

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance with the law.

Employees are requested to alert the Co-Founders of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify their supervisor before leaving the School's premises.

## **16. Time Off for Voting**

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact your supervisor to request and schedule time off to vote.

## **17. Workers' Compensation Leave**

Employees that are temporarily totally disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of the School. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

# **VII. Employment Evaluation and Separation**

## **A. Employee Reviews and Evaluations**

Each employee will receive periodic performance reviews conducted by administration. Performance evaluations will be conducted annually, or on or about the anniversary date of your employment with the School. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring

performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of your job. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with **the Co-Founders** and that you are aware of its contents. The evaluation system in no way alters the employment at-will relationship.

Newly hired employees will have their performance goals reviewed by their supervisor and the Co- Founders within the first 90 days of employment.

## **B. Discipline and Involuntary Termination**

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions or termination. The School's disciplinary system is informal, and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.



## **C. Voluntary Termination**

Either the employee or the School may terminate the employment relationship at any time, with or without prior notice and with or without cause. While it is not required, the School requests that employees electing to resign to give as much advance notice as possible (preferably two weeks) to allow the School to plan for your departure.

An exit interview will normally be scheduled on the last day of work with **the Co -Founders**. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any company property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School. The School appreciates receiving candid opinions of the employee's employment. Final pay, including pay for any earned but unused vacation time, will be provided in accordance with state law.

## **D. References**

All requests for references and employment verifications must be promptly directed to the HR Department. When contacted for a reference or employment verification, the School will only provide information concerning dates of employment and the title of the last position held. Other employees may not provide any employment verifications or act as a reference for any other employees.

## **E. School Culture**

The School has outlined “acceptable behavior” that if violated, will be treated as a performance issue.

The School's employees will treat others – including co-workers and customers with respect.

The School's core values could include the following:

- Respect for the worth of the individual
- Commitment to high standards
- Contributing to the community
- Achievement through teamwork
- Dependable to the entire School community
- Practice constructive communication to all members of the School community
- Highly collaborative to all members of the School community
- Consistently behave with high professionalism
- Regularly take initiative
- Practice absolute and consistent respect for oneself all other members of the School community

## **E. Professional Development**

For the 2019-2020 school year, each certificated staff member will be required to participate in professional development opportunities throughout the school year.

## **ACKNOWLEDGEMENT OF HANDBOOK AND AT WILL EMPLOYMENT**

I acknowledge that I have received Method Schools' Employee Handbook. I have read the Handbook and understand the contents of the Handbook. I agree to abide by all of the School's policies.

I understand and agree to my at-will employment status as described in the Handbook, summarized as follows:

- This Handbook does not in any way reflect a contract of employment, either express or implied between me and the School.
- The School is an at-will employer. I am free to terminate the employment relationship with the School at any time; the School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me for any or no reason at any time. Specifically, the School may modify all terms of employment including any policy or practice and/or my hours, wages, working conditions, job assignments, position title, compensation rates and benefits in its sole discretion.
- Nothing in this Handbook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for me. Further, there is no agreement, express or implied, written or verbal, between the employee and the School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.
- I understand that other than the Co-Founders, no supervisor or representative of the School has the authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will.
- I understand that only the Co-Founders have the authority to make any such agreement and then only in writing signed by the Co-Founders.

Employee's Name:

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Employee's Signature:

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Date:

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## Welcome to Method Schools

We know you have choices, and we are honored you chose Method Schools to educate your student. Now in our sixth year, we continue to expand our organization and improve the way we educate our students. We are excited to bring new initiatives and opportunities to access learning that reach beyond a computer screen, while still improving our online curriculum.

We continue to develop sound practices in customizing learning for each student with a focus on constant growth wherever the student may be. Our outstanding staff nurtures a sense that learning is possible for everyone and truly models the idea that learning never stops as they continue to develop their teaching practices to meet our students' needs.

We look forward to another year of growth and a wonderful school year!

Sincerely,

Jade Fernandez, Head of Schools

## Method Schools Mission

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

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

Further focus areas include:

- Create learning practices and instructional 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.

## Method Schools: An Overview

### Philosophy and Visions

Method Schools believe students should be active participants and decision makers in their educational process. As often as possible, the curriculum and instruction should be personalized not only to a student's abilities, but to his interests as well. The curriculum and educational practices should inspire creativity and innovation and promote critical thinking and problem solving along with providing consistent opportunities for communication and collaboration. Tools and practices utilized should be technologically reflective of the environment in which students live and in alignment to the 21<sup>st</sup> Century Skills that focus on Life and Career Skills, Learning and Innovation Skills, Core Subjects, and Information, Media and Technology Skills.

### Student Goals

The following goals have been established for every Method Schools student.

- Students will become self-motivated, life-long reflective learners
- Prioritize tasks
- Demonstrate efficient time management
- Develop leadership qualities
- Establish and achieve personal goals
- Develop a variety of strategies to maximize learning
- Students will become effective global communicators
- Listen with understanding and interpret effectively
- Convey information with knowledge and confidence
- Read with comprehension and fluency
- Write in a variety of formats at each grade level
- Students will be proficient in academic skills
- Demonstrate growth in all content standards
- Demonstrate growth in acquisition of 21st Century Skills
- Students will become productive citizens
- Demonstrate respect for self and others
- Accept personal responsibility for actions
- Work effectively as an individual and as a part of a collaborative team
- Develop and maintain a healthy lifestyle
- Contribute to the betterment of the local and global communities
- Participate fully in the democratic process
- Acknowledge and seek to understand diversity

Method Schools works with a shared goal of educating its students to their fullest potential and is built on a foundation of collaboration between the parents, students, and our highly-qualified staff. Our staff will work with you to:

Determine student strengths, areas of needs, and goals assign focused and specific strategies that will most benefit student's learning and achievement. Monitor your student's progress often and continually refine learning strategies. Ensure student achieves their goals and progresses to new goals.



## 2019-20 School Calendar

## Enrollment Information

Method Schools are public schools of choice.

There is no discrimination in the admission of students to the school on the basis of race, creed, color, handicapping condition, or gender. Method Schools provides a free and appropriate public education (FAPE) to all of its students. All students; however, need to be able to meet the enrollment requirements.

Method Schools will enroll students in grades Kindergarten – Twelfth for the 2019-20 school year. Student registration is always online at [www.methodschoools.org](http://www.methodschoools.org). The enrollment process must be completed in full and submitted with all the required documentation prior to being accepted.

Questions regarding the status of your enrollment should be directed to the front offices. Students who have received services under the Individuals with Disabilities in Education Improvement Act (IDEIA) must provide this information at the time of enrollment. A Method Schools staff member will contact you to ensure proper placement of your student into our program.

It is understood that no student who qualifies for special education services under the Individuals with Disabilities in Education (IDEA) shall participate in independent study unless it is specifically authorized under his/her IEP.

Concurrent enrollment in another public or private school is prohibited at Method Schools and will cause the student to be withdrawn immediately. This does not include college-level coursework. Please refer to our enrollment requirements.

### *Fees*

Method Schools does not charge fees for our programs or services provided to our families. Enrollment with Method is always tuition-free; however, as with many school programs, certain expenses do fall within the responsibility of enrolled families: Ink for printers, the cost of transportation to and from school, Method Schools sponsored events, and the cost for providing paper are a few examples.

### *Mid-Year Enrollment*

All students who enter mid-year work with their assigned Method Schools teacher to identify the academically appropriate starting point in the curriculum. Most often, we advise students who enter mid-year to complete the unit assessments offered at the end of each unit. If a unit assessment is mastered, you can assume that the student has mastered all concepts taught in that unit and you can mark all lessons in that unit as complete.

## Admissions

### *Age Requirement*

A student will be admitted to Kindergarten at the beginning of a school year if the child will have his/her fifth birthday on or before November 1<sup>st</sup> of the school year.

A child is eligible for TK if they have their fifth birthday between September 2<sup>nd</sup> and December 2<sup>nd</sup>.

### *Immunizations*

All of the following are required for enrollment into Method Schools.

- Diphtheria
- Measles
- Mumps (except for children who have reached the age of 7 years old)
- Pertussis (whooping cough)
- Poliomyelitis
- Rubella
- Tetanus
- Hepatitis B
- Varicella (chicken pox) – persons already admitted into California public or private schools at the Kindergarten level or about, before July 1, 2001, shall be exempt from Varicella immunization requirement for school entry.
- TDAP (pertussis) – the TDAP must be administered after a student's seventh birthday but before entering the 7<sup>th</sup> grade.
- The schools' verification of immunization is through written medical records from your doctor or immunization clinic. Pupils who fail to complete the series of required immunizations within the specified time will be denied enrollment until the series has been completed. Exceptions are allowed under the following conditions:
  - The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain identifying the specific nature of probable duration of the medical condition.
  - As of January 1, 2016, due to Senate Bill 277, a parent may no longer request exemption of their child from immunization for personal or religious beliefs for students. The bill does exempt pupils enrolled in an independent study program, who do not receive classroom-based instruction. Any child leaving the United States for a short vacation, to any country considered by Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure, such as, Mexico, Philippines, India or Southeast Asia must call the County of Tuberculosis clinic for TB screening upon return.

### *Physical Examinations*

All pupils are to have completed a health screening examination on or before the 90<sup>th</sup> day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code, Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in Kindergarten. Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment. The school recommends that children undergo a yearly speech, hearing, and eye examination.

## **Enrollment Requirements**

Our school is a full-time, general education, independent study program; not a supplemental program or a part-time program.

- Students receive letter grades based on the grading scale in the student/parent handbook.

- High School students must be enrolled in and maintain a minimum of 30 credits per semester.
- If a move has occurred while the student is attending Method, a new proof of residency must be submitted within 10 school days.
- Students must be in good standing with their previous school district and Method Schools when re-enrolling.
- Grades 9 – 12 may ONLY be enrolled in Method Schools and not concurrently enrolled in another high school, except for a pre-approved junior college.
- Method Schools does NOT give partial credit for students leaving prior to the end of a semester.
- Students may only be enrolled in Method Schools and not currently enrolled in another school, public or private.
- Parent/Guardian and/or the learning coach is responsible for ensuring the child is attending school (actively engaged and completing Method assigned lessons) daily.

Due to the nature of independent study programs, adhering to school enrollment requirements is extremely important to the success of the student.

- Students must reside within a county we serve and provide residency prior to their enrollment.
- All required documentation must be received by our staff (i.e. transcripts, proof of address, proof of age, and vaccinations) must be submitted within 30 days.
- All information on the application must be true and correct. If misrepresentations are made, the application will be deemed as not meeting our requirements and may result in revocation or halting enrollment.
- Enrollment into the school is contingent upon the student, parent, and teacher signing the independent study Master Agreement form prior to the commencement of instructional services.
- Parent and student will not have access to the online curriculum until the Master Agreement is signed and returned.
- Failure to sign the agreement form within 3 days of enrollment approval and/or each subsequent year will result in the immediate indication of non-enrollment in Method Schools and the student's account will be deactivated.
- Method Schools must have the transcripts from a previous high school to determine course placement.
- We have the authority to review report card and transcripts to determine the appropriate placement.
- Prerequisite requirements – many courses for high school students require prerequisites. The specific course prerequisites are included in the individual course descriptions.

## Attendance

- Students are expected to complete coursework and log into their curriculum platform every school day, Monday through Friday.
- Students are expected to work in their courses 4-6 hours each day.
- Notify a Method Schools teacher of any extended family travel except during normal school vacations and holidays, 2 weeks prior to leaving. *Failure to do so may result in the student being withdrawn from our school.*
- During travel time, the student must be completing coursework and a parent/guardian, or the learning coach must be available by phone and/or internet.

### Progress

Progress is logged daily. Students will make continuous progress (actively engaged and completing assignments) in the curriculum.

Students are required to complete diagnostic testing quarterly, per their mentoring teacher to determine progression.

*“Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student’s withdrawal from Method Schools. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re – enroll for the remainder of the current academic year and one academic year following.”*

### The Learning Coach

The Learning Coach is the person designated by the student’s family (usually a parent) that help guide student’s in their education at home. As an independent study program, the learning coach’s role in the students’ academics is critical to the student’s success. They will work closely with our staff and teachers to ensure the student’s success.

#### Learning Coach’s Responsibilities to the Student

- The Learning Coach continuously supervises the student (s) during regular school hours (between 8:30 am – 3 pm)
- The Learning Coach, in partnership with Method Schools teachers, is responsible to ensure the child is participating appropriately in the instructional program. This can include but is NOT limited to:
  - Completing assigned lessons
  - Completing assessments as needed (once per month)
  - Participate in a weekly virtual or in-person session with the mentoring teacher (may include supplemental instruction)
  - Complete assessments to ensure interventions as needed
  - Attending annual standardized tests as required by the California Department of Education
  - Having the student available and actively participating in the meetings and in person assessments or instructional assistance. This ensures the students is provided the appropriate access to curriculum.
  - Parent/guardian and/or the learning coach understands that it is their responsibility to have the student participate in interventions as deemed necessary by our staff.
  - Parent/guardian and/or the learning coach understands that Method Schools records online class sessions (student’s full name does not show on recording)
  - Parent/guardian and/or the learning coach is required to be able to read and understand the curriculum and instructional materials provided by Method Schools
  - Parent/guardian and/or the learning coach will work in partnership with Method Schools teachers to identify and support students with academic issues
  - Support students in attending state-mandated testing

### *Learning Coach's Responsibilities to Method Schools*

- ☐ Parent/guardian and/or the learning coach must have a working phone number, email account, and internet access at the time of enrollment.
- ☐ Email and phone messages are checked daily.
- ☐ Above accounts or equivalent must be maintained throughout the student's enrollment in Method Schools.
- ☐ Inform Method Schools teachers within 48 hours of any changes to contact information (i.e., address, phone number, and email address).
- ☐ Respond to all calls and emails from Method Schools teachers within 48 hours via phone or email.
- ☐ Submit work samples as requested by your teacher in a timely manner.
- ☐ Treat teachers and staff with respect and professionalism.
  - This includes but is not limited to:
    - Not using rude language (including profanity, yelling, badgering) on the phone, email or in person.
    - Not threaten teachers and/or staff on the phone, email or in person.

### *Learning Coach's Meeting Requirements*

- ☐ Attend regularly scheduled meeting, including face-to-face OR virtual sessions with our teachers and student at a mutually agreed upon location/time.
- ☐ Attend regularly scheduled phone conferences with our teachers.
- ☐ Attend scheduled web-based conferences and/or informational meetings with Method Schools staff.
- ☐ Be available during the regular school hours and Method Schools working hours to meet with teachers and/or staff (Mon. – Fri., 8 am to 4 pm).

*"Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student's withdrawal from Method Schools. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re – enroll for the remainder of the current academic year and one academic year following."*

## General Information

### *Independent Study Master Agreement (ISMA)*

California Independent Study regulations require that any student enrolled in Method Schools has signed an Independent Study Master Agreement on file for each year they are enrolled. The student, the parent/guardian and our teachers must sign the agreement. Additionally, should a learning coach other than the parent/guardian be responsible for instruction, he/she must also sign the Master Agreement. Please work with your teacher to ensure that your child's ISMA is signed in a timely manner.

*"Failure to provide a signed Independent Study Master Agreement prior to each year will result in your child's withdrawal from our program due to this state requirement."*

### *Diagnostic Assessment Tools*

Upon enrollment, each student takes a diagnostic assessment in Reading and Math. Our teachers use this data to help with course placement and create a personalized instructional plan for each student. These tests are required quarterly for all students.

### *SmartFox Online Curriculum*

The online curriculum provided by Method Schools is designed to align with California Common Core Standards. Based on data from diagnostic assessments, as well as teacher assessment and observation, students may also be assigned additional supplemental curriculum to address student's learning needs and weaknesses.

Access to the online curriculum provides daily student lessons requires a connection to the internet through your service provider.

### *Confidentiality*

Every effort is used in maintaining the confidentiality of students attending the Method Schools. Parents must give permission before a student's name or image can be displayed in a public manner. Student files are accessible only to employees of Method Schools who have an interest in the education of its students.

Learning Coaches and students should be careful not to share their online curriculum username and password with any unauthorized individuals. In any case, where a parent or teacher believes the security of the online curriculum has been compromised the parent should use the tools provided in the online curriculum to change their username and password. In addition, parents are advised to avoid using personal information in emails. For example, using a student's first initial is preferred to use a student's first name.

### *Learning Coach Requirements*

Method Schools does require that a responsible adult be at home to supervise the instruction of reach student. Upon enrollment, the learning coach and student are required to sign a Master Agreement that acts as a contract between enrolled families and Method Schools. As a learning coach, you can expect to spend an average of 4 to 6 hours per day on direct student instruction, depending on the student's grade level, with additional time for daily or weekly lesson preparation. A student's successful progress requires daily learning coach commitment to the discipline and organization implicit to manage a first-class education.

The following expectations were included in your student's master agreement paperwork and agreed to when you enrolled your student in Method Schools.

### *Student Agreement*

- ☐ I voluntarily request participation in this independent study program and have read and understand the terms of the master agreement.
- ☐ I will complete all coursework outlined in the master agreement and as assigned to me in the periodic student assignment and work record.

### *Parent/Legal Guardian Agreement*

- ☐ I agree to the above conditions listed under the Students Agreement/Responsibilities.
- ☐ I am responsible for the daily monitoring/verification of all subjects studied, with scheduled monitoring by the Method teacher.
- ☐ If I become aware of special or extenuating circumstances that will prohibit my student from turning in the assigned work by the due date, I will contact the Method Schools teachers prior to the due-date to make alternative arrangements.
- ☐ I understand that it is my responsibility to provide any needed transportation for my child's scheduled meetings at a mutually agreed upon location reflected on the face of the master agreement and the lack of transportation is not an acceptable reason for failing to meet with a Method Schools teacher.

### *Change of Contact Information*

Please notify our enrollment specialists should your contact information change and provide any updated proof of residency for your new address. Our staff will update the records accordingly. Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student address. Parents are requested to update their account information in the online curriculum should their email address change. Communication is often sent via email to the email address listed in the online curriculum. Thus, we would like to keep all records up-to-date.

### *Attendance*

Attendance is important for the success of a student. If a student does not attend school and complete coursework, then they cannot succeed. Attendance is tracked through the online curriculum platform and completed coursework is monitored by our teachers. It is expected that lessons be completed each school day.

Excused absences are those that have been communicated to and approved by the teacher. Reasons for an excused absence include illness, bereavement, family emergency, natural disaster. Some instances may require written verification (i.e., doctor's note) is submitted to your teacher.

Incomplete assignments equate to an absence at Method. Excessive absences interfere with the academic achievement of the student. Students who have unexcused absences will be contacted by the school. If attendance is not rectified in a timely manner, the administration may deem that enrollment is not in the best interest of your child, and your child may be subject to withdrawal.



## *Non-Compliance Policy*

Method Schools is in partnership with families to education the students enrolled in our program. The partnership cannot be effective if students and/or parent/guardians are not actively participating in our program and meeting our enrollment requirements.

Indications that a student is not actively participating in our program include: non-attendance, missing or refusing to schedule meetings, being unable to contact, and/or meeting additional enrollment requirements.

For purposes of this policy, a student not logging into their online courses or attending required meetings or instructional sessions without prior approval or proof of an alternate academic activity is considered an “absence”. Students having excessive absences will be evaluated as to whether it is in the best interest of the pupil to remain in independent study. Parents/guardians will be informed of this policy as part of the Student Agreement signed each year.

The evaluation shall take place during a Student Success Team meeting, which is conducted by a Method Schools administrator or designee. The Method Schools administrator or designee shall provide written notification to the parent/guardian or adult student of the meeting.

For the purpose of this policy, a student missing two school appointments will be considered to have “missed two assignments” and thus will be evaluated as to whether it is in their best interest of the pupil to remain in independent study. Parents/guardians will be informed of this policy as part of the student agreement signed each year.

In these instances, Method Schools will:

- Contact the family by phone and email requesting a resolution within 24 hours.
- If no resolution, a teacher will attempt to contact the family again by phone and email.
- If issue is not resolved, Method Administration is notified and follow up communication is sent notifying the family that a student success team meeting, as outlined below shall be held to determine whether or not independent study is in the best interest of the student.

Teachers are required to document each step of this process with detail and accuracy. This included the date and time of attempted contact, the phone number and/or email used as well as the reason for contact.

## *Student Success Team Meetings*

Pupils who have excessive absences within one learning period shall be required to attend a Student Success Team meeting to determine whether it is in the best interest of the pupil to remain in independent study. This conference shall be held as soon as possible, and the pupil will receive written notice of the Student Success Team Meeting. The pupil may request one postponement, not to exceed five (5) school days, of the conference for good cause.

At the meeting, the parent/guardian or adult student shall be informed of the reason for the meeting

and the evidence supporting a finding that independent study is not in the pupil's best interest. If the pupil and/or representative do not attend the meeting, the Method staff will review the relevant information and make a determination in the pupils' absence/missed assignments.

The Pupil and/or his/her representative shall be given the opportunity to present information and/or witnesses to the Method Staff either orally or in writing or both during the Conference. Method Staff shall take any information presented by the parent/guardian/adult student into consideration when determining whether it is in the best interest of the pupil to remain in independent study. Additional factors to be considered include but are not limited to the following:

- Pupil's grades at the time of evaluation.
- Teacher observation/feedback.
- Pupil's progress in independent study curriculum.

Method Schools staff's decision shall be provided in writing to the parent/guardian within three (3) days of the evaluation. Method Schools staff may:

- Find independent study in the pupil's best interest.
- Place the pupil on attendance probation to be evaluated, again at the next attendance period if the pupil continues to fail in engaged daily activities.
- Use other alternatives to improve attendance, or
- Find that it is not in the pupil's best interest to remain in independent study.

If the Method Schools staff finds that it is not in the pupil's best interest to remain in independent study, then the pupil shall be withdrawn from enrollment at the Charter School and the parent/guardian or adult student shall immediately enroll in a site-based program through the local school district or other appropriate educational program. Method School decisions are final.

## Code of Conduct

Freedom of speech and expression is valued not only throughout society but also, and particularly, in the academic setting. No more is this so than in the classroom.

At Method Schools, a classroom is defined as many different locations. These may include, but are not limited to:

- Online classroom sessions.
- Any Method Schools event
- Any Method Schools community area.

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established.

- When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
- Conflicting opinions among members of a class are respected and responded to in a professional manner.
- No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
- No offensive comments, language, or gestures are part of the classroom environment.
- Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
- Use only your own user name and password, and do not share these with anyone.
- Do not post personal information (any social media, YouTube, Facebook, email address, etc.)
- Do not interfere with other users' ability to access Method Schools or disclose anyone's password to others or allow them to use another user's account. **You** are responsible for all activity that is associated with your username and password.
- Do not download, transmit or post material that is intended for personal gain or profit, non-Method Schools commercial activities, non-Method Schools product advertising, or political lobbying on a Method Schools owned instructional computing resource.
- Do not use Method Schools instructional computing resources to sell or purchase any illegal items or substances.
- Do not upload or post any software on Method Schools instructional computing resources that are not specifically required and approved for your assignments.
- Do not post any MP3 files, compressed video, or other non-instructional files to any Method Schools server.
- Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain email, viruses, or other intentionally destructive content.

Adherence to this code of conduct will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.

### *Bullying and Intimidation*

Method Schools believes that all students have a right to a safe and healthy school environment. To that end, the schools and community have an obligation to promote mutual respect, tolerance, and acceptance. Method Schools will not tolerate any act of intimidation including direct physical contact, gestures, comments, threats or actions, either written, verbal or physical, which cause, threaten to cause or are likely to cause bodily harm, social isolation, manipulation, or personal degradation at any school site, at any school activity whether on or off campus, while traveling to and from school or a school sponsored activity, or during the lunch period, whether on or off the school site.

The consequences of these actions may include a broad range of disciplinary measures as appropriate; however, every effort will also be taken to provide or locate appropriate assistance for both the victim and the offender.

For the purpose of this administrative regulation, bullying is, but is not limited to, making unsolicited and unwelcome written, verbal, physical and/or threatening visual gestures or contact.

- Written – intimidating/threatening letters, notes, or messages
- Verbal – intimidating/threatening comments, slurs, innuendos, teasing, jokes, or epithets
- Visual – threatening gestures
- Physical – hitting, slapping and/or pinching
- Initial Response and Reporting Expectations

Method Schools expects all employees, if they observe or become aware of an act of intimidation, to take immediate, appropriate steps to intervene.

### **Investigation and Response**

Any incident, which may constitute an act of intimidation and is reported to the Director/Principal, shall be thoroughly investigated by the site administrator or designee. Consequences shall be commensurate with the results of the investigation. This may include, but is not limited to, counseling, parent conference, detention, involuntary transfer, a formal suspension and/or expulsion of the offender. The parent or guardian shall be contacted and may be asked to attend a conference with school officials.

## **Academic Interventions and Late Work Policy**

Method Schools follows a prescriptive method to individuals and personalize student learning based on student needs. Based on a Multi-Tiered Support System (MTSS) model, students may be required to attend additional interventions where teacher deems appropriate. Additional interventions include, but are not limited to:

- Required attendance in additional Targeted Direct Instruction (TDI) Sessions
- Assignment of Student Success Manager
- Adapted or modified online curriculum
- More frequent progress checks with teacher and parent

If prescribed interventions do not result in adequate progress or change, the teacher will call a Student Success Team Meeting (“SST”). At this meeting, student, teacher, and parent meet to discuss the challenges and obstacles the student faces and come to an agreement of what interventions are appropriate or if further interventions must be put in place.

### ***Late Work Policy***

Because courses are fast-paced, students are expected to keep up with their deadlines. Coursework is due at their meetings.

If the student is absent the day of their meeting, their work is still due. Teachers are expected to check their progress and grade student work as if they were present. Parents should be notified by phone that they

missed their meeting. Updates should still go out to both parent and student via email.

### *When Students are At-Risk*

When students don't meet expectations, teachers may need to prescribe certain interventions as the teacher and/or staff deem appropriate.

Once students have been identified as at-risk, the prescribed interventions can and should be lifted after a sustained amount of time, in which the student demonstrated success. While the teacher can keep a student on an at-risk status longer if appropriate, at-risk status carries a minimum duration of at least a quarter, even if students show immediate improvement.

### *Consequences*

If it is determined that a student has violated the Code of Conduct. Method School staff will adhere to the following procedures:

- First warning
- Parent-Teaching Meeting
- If problem continues, administrator phone conferences
- Possible withdrawal

Depending on the severity of each action, Method Schools reserves the right to withdraw student upon first action. This document describes the policies and guidelines for the use of the Method Schools and exists to ensure that all Method Schools students are aware of and understand their responsibilities when accessing and using Method Schools resources.

As a student enrolled in Method Schools, you should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines will result in the:

- Removal of your access to Method Schools instructional computing resources, which would result in your inability to complete learning activities.
- Involvement with law enforcement agencies and possible legal action.
- Withdrawal from our program.

## *Discipline*

In order to promote learning and protect the safety and well-being of all students, Method Schools adheres to the Suspension and Expulsion guidelines established by California Education Code Section 48900. When a student interferes with the learning, safety, and well-being of students, it may be necessary to suspend or expel a student from regular classroom instruction. Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students.

Discipline includes but is not limited to advising and counseling students, conferring with

parents/guardians, detention during and after school hours, and the use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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

## Dress Code

It is important to require a standard of dress for when students attend a school-related event. These instances include (but are not limited to) outings, testing, community day, etc. Clothing worn should promote the learning process and appropriate behavior. It is expected that students will wear clothing that is consistent with their health, safety, and welfare.

The following standard of dress must be observed in these instances:

- Shorts and skirts must be longer than the tips of fingers when arms are relaxed at sides.
- No strapless or backless tops or dresses.
- No bare midriffs.
- No low-cut tops revealing cleavage.
- Undergarments must not show (i.e., saggy pants or sheer clothing).
- No item of clothing may display foul or derogatory language or artwork.

## Technology and Internet Use

To ensure the internet safety of all students and the appropriate use of school equipment, Method Schools has developed the following policies.

### *Network Etiquette*

As a Method student, you are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang
- Swear words are unacceptable
- Do not harass or threaten others
- Do not use all capital letters (this is considered yelling)
- Never use derogatory comments, including those regarding race, age, gender, sexual

- orientation, religion, ability, political persuasion, body type, physical or mental health
- Focus your responses on the questions or issues being discussed, not on the individuals involved
- Be constructive with your criticism, not harmful
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos
- Respect another people's privacy
- Do not broadcast online discussions and never reveal other people's email addresses
- Do not post personal information (Facebook, YouTube, Instagram, Snapchat, Email, etc....)

### *Internet Service Provider (ISP) Policy*

Participation in Method Schools requires an Internet connection. This Internet connection is to be established and maintained by the family with the enrolled student(s). The nature of Method Schools program requires that students and learning coaches log onto the online curriculum each day to receive curriculum, lesson plans, and other necessary resources and well as to log attendance and submit lessons. Because of the unique schooling environment of the Method Schools, it is an enrollment requirement to establish and maintain an internet account throughout the entire time of being enrolled with Method Schools. Failure to provide or maintain an Internet connection will result in the withdrawal of your students.

### *Computer Policy*

Method Schools will ensure that all enrolled students have access to a computer. If a computer is not available at home, Method Schools will provide loaner equipment which must be returned upon withdrawal or at the end of the school year.

### *Prohibited Use*

Users shall not use the equipment, software, online classrooms and other materials of Method Schools to view, download, save, receive or send material related to or including any of the following:

- Illegal activities
- Offensive content of any kind including pornographic material
- Content that promotes discrimination on the basis of race, gender, national origin, age, marital status, sexual orientation, religion or disability
- Threatening or violent behavior
- Gambling or wagering
- Commercial messages
- Religious, political, or racial messages
- Messages that misrepresent yourself
- Download of any software on Method Schools computer(s)
- Websites or chat rooms that are not for the purpose of Method Schools related education

Software programs may not be installed on the computer without written permission from the Method Schools. Only software that is required by Method Schools will be allowed on the Method Schools

computers. All other software will be prohibited. Software that was originally provided with the computer may be updated without permission. This would include programs but is not limited to:

- Adobe flash player
- Adobe reader
- Microsoft Windows
- Sun Microsystem Java

Any unacceptable usage of the property, software and/or violation as described above regarding Method Schools equipment, software, online classrooms or Network/Internet Policy (found in the enrollment paperwork and signed before enrollment) may result in disciplinary action up to and including the immediate termination of enrollment in Method Schools.

### *Materials and Computer Equipment*

All instructional materials, including computer equipment and related hardware for use at Method Schools, are loaned to the student by Method Schools.

Method Schools shall not provide any funds or other item of value to the pupil or his parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district, or his/her parent/guardian.

### *Internet Safety Policy*

It is the policy of Method Schools to (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

### *Definitions*

Key terms as defined by the Children's Internet Protection Act (CIPA).

#### **Access to Inappropriate Material**

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, Learning Coach, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

#### **Inappropriate Network Usage**

To the extent practical, steps shall be taken to promote the safety and security of users of the Method Schools online computer network when using electronic mail, chat rooms, instant messaging, and other



forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

## Supervision and Monitoring

It shall be the responsibility of all members of Method Schools staff and the Learning Coach to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Learning Coach, Method Schools, or designated representatives.

### *CIPA Definitions of Terms:*

**TECHNOLOGY PROTECTION MEASURE**, the term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. **OBSCENE**, as that term is defined in section 1460 of title 18, United States Code;
2. **CHILD PORNOGRAPHY**, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

**HARMFUL TO MINORS:** The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

**SEXUAL ACT; SEXUAL CONTACT:** The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

### *Harassment Reporting*

If you are being harassed in your school course environment, it is important to report it immediately to your school administrator. Harassment comes in many forms including:

- Spam (unsolicited emails not pertaining to the course)
- Threatening communications
- Offensive communications or any other kind of communication that makes you feel uncomfortable

## Online Classroom

Our online classroom experience is designed to extend the boundaries of the physical classroom by connecting students and teachers and create a learning partnership. The online classroom is a real-time virtual classroom environment designed for virtual education and collaboration. The online classroom technology enables all students of all ability levels to get an interactive learning experience. Method Schools offers a wide variety of student sessions and are an excellent resource for students. Teachers may conduct student sessions and offer office hours to answer questions from students and learning coaches.

Please refer to the Code of Conduct for student behavior expectations in online classroom sessions.

## Grievance Policy and Procedures

Method Schools is committed to achieving and fostering both employee and student/family satisfaction. The following procedure was developed to ensure that employee, student, and family grievances are addressed fairly by the appropriate persons in a timely manner. Method Schools prohibit discrimination against students/families on the basis of ethnicity, sex, ancestry, physical or mental disability, race, color, gender, national origin, sexual orientation or religion.

- The parent/guardian will address in writing, any concerns or grievance, initially with the student's teacher and lead teacher. Such person will respond within ten (10) school days.
- If the concern or grievance is not resolved, the parent/guardian may, within ten (10) school days, request a meeting with Director to discuss the concern or grievance. The Director will investigate and respond within ten (10) school days.
- A written email and letter will be sent to the family that will address the concern and outcome.

## Special Education

Method Schools offer special education services within our full-inclusion model general education independent study model. These services are available for all students who have been identified as qualifying for special needs. In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the California Education Code, Method works to both identify and serve eligible children. Any parent who suspects that their child may have a disability should discuss their concerns with their child's regular education teacher. Any Special Education needs or concerns should be directed to the Director.

## *Response to Intervention/Study Team*

The first step, in response to concerns expressed by either a teacher or a parent, is to start the Multi-Tiered System of Supports (MTSS) process in order to improve your child's performance. The MTSS process is a multi-tiered approach to providing services and interventions to students who struggle with learning at increasing levels of intensity based on progress monitoring and data analysis. Implementation of the MTSS process limits the amount of academic failure that any student experiences. This process starts with in-depth screening to identify specific areas of need for students. The Student Study Team (SST) is a resource available to all Method families and the second tier in the MTSS process. The SST is designed to address parent concerns regarding their student's academic or behavioral challenges. The SST meeting provides a forum for the parent, general education teacher, additional Method teachers and support staff to come together and develop additional ideas or strategies to help the student. The process

should be used as one of the preliminary steps in working with a specialist to help identify a student's strengths and weaknesses. This will provide additional support to a student to enable success within the least restrictive environment, general education classroom. If you have academic or behavioral concerns regarding your student, please let your teacher know.

### *Interventions*

Method Schools offers student-specific, individualized interventions for all students. Your child will receive research-based support and strategies, particularly in areas where your child is struggling.

### *Child Find*

Method Schools participates in a comprehensive "child find" protocol to identify students who have or may have exceptional needs. All instructional, support and administrative staff seek to participate in the "child find" protocol of the special education local plan area (SELPA). These systems include a variety of 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

## *Student Records*

Your student's records may be viewed at any time pursuant to the Notification of Rights under FERPA. Please provide our office with five (5) days' notice so that the record may be pulled. The record must be viewed in the presence of a Method Schools administrative staff member.

Students who transfer into Method Schools will complete the Release of Student Records form included in the student enrollment package. Our office will send this form to your student's previous school upon receipt in order to obtain your student's records. It is the responsibility of your previous school to mail the records to Method Schools at that time.

Should you decide to withdraw from Method Schools and transfer to a new school, your new school will contact Method Schools to request your student's records, and we will mail the records to them.

Should you decide to withdraw from Method Schools and teach in the home, please contact our school offices and we will mail a copy of your student records to you.

### State Standardized Tests

As members of a public charter school, our students participate in all state-mandated tests.

Participation rates are critical to the success of our school. According to recent regulations, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California.

A testing schedule will be distributed to all families.

Individual student performance results on statewide achievement testing will be distributed to both parents and teachers in a timely manner.

### Unable to Contact

In any school, but especially in a virtual school, regular communication with your Method Schools teacher is essential for your student's success in our program. If you are planning to be out of state, on vacation, or otherwise unable to communicate with your teacher for a period of time please notify your teacher so that proper arrangements to monitor your student's progress and attendance can be made.

- Due to the enrollment requirements of our school, if your teacher is unable to contact you for 2 days, Method will attempt contact via phone and email requesting contact. If after these procedures have been followed and contact has not been made within 24 hours, it will be assumed that your child is enrolled in another educational program and your child will be withdrawn.

### Withdrawals

If you decide to withdraw a student from Method Schools, please communicate your decision through your assigned teacher. Your teacher will schedule a final virtual conference to ensure that your student receives the appropriate academic and attendance credit. During this meeting, you will be required to submit work samples that your student has completed since your last conference. Shipping labels required for the return of the loaned teaching materials will arrive within 2-3 weeks from the date you notified your teacher of your withdrawal.

### Work Permits

Students requesting a work permit need to speak with their Method teacher, complete the required paperwork, and submit it to their Method Schools teacher. Work permits are only issued to students who meet the following guidelines:

- Maintain at least a 2.0 GPA.
- Are not under attendance evaluation.

Please allow for at least 10 working days to return your permit paperwork. In order for us to complete Work Permit paperwork, your student must be in good standing with the school and maintain good standing in terms of attendance and progress or work permit is revoked

## K – 12 Course Expectations

Method Schools offers students, in the state of California, the opportunity to work in a self-paced learning environment where academic course levels are tailored to meet the student at his/her point of need.

### *Progress in Curriculum*

Method Schools realizes that not all students work at the same pace, but students are typically expected to complete assigned coursework each week. Students needing additional support either for remedial or advanced work have the opportunity to join online classroom sessions, additional Targeted Direct Instruction groups and/or supplemental lessons.

### *Grade Level Promotion*

Method Schools start with the expectation that most of our students who regularly attend school will be promoted to the next grade level by the end of the school year. Grade-level promotion is not based solely on percentages, numbers of lessons completed, or test scores. Rather, grade-level promotion is based on a more comprehensive view that includes satisfactory progress in skill development, acceptable attendance, prior school experience, and achievement on lesson assessments and teacher assessment of student ability. As would be the case in a traditional classroom, students at Method will exhibit a significant range of achievement in a certain grade and most students in this range will move to the next grade.

### *Promotion/Retention Policy (Method Schools Board Policy 9.1)*

Method Schools expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting the grade-level standards of expected student achievement established by acceleration:

#### Grades K-8

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the designee and with the consent of the parent/guardian, upon determination that the child is ready for first grade work.

The designee may recommend a student enrolled in any grade between first and eighth for acceleration into a higher grade level when high academic achievement is evident. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate.

### Promotion/Retention: Grades 2-8

Students shall be considered for promotion and retention in specific subject areas and between certain grade levels:

- Second grade and third grade in reading
- Third grade and fourth grade in reading
- Fourth grade and fifth grade in reading
- English language arts, and math
- the end of elementary grades (grade 5)
- the beginning of middle school grades (grade 6) in reading, English language arts, and math,
- the end of middle school grades (grade 8)
- the beginning of high school (grade 9) in reading, English language arts, and math

As early as possible in the school year and in the students' school careers, teachers shall identify students who should be retained or who are at risk of being retained in accordance with law, Board policy, and administrative regulation. When a student has more than one teacher, the designee shall determine which individual teacher or teachers shall be responsible for the promotion/retention decision.

Students shall be identified on the basis of grades and the following other indicators of academic achievement: the assessment results on the State's Standardized Testing and Reporting Program and the minimum levels of proficiency recommended by the State Board of Education, District-designed, standards-based, grade-level skills exams, including a writing sample and an open-ended assessment.

When a student is identified as being at risk of retention, parents/guardians shall be notified as early in the school year as practicable. In addition to being notified, a student's parent/guardian shall have the opportunity to consult with the teacher or teachers responsible for the decision to promote or retain the student.

### High School

At the senior high school level, progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. The student must also meet the minimum proficiency requirements set by the Governing Board and pass the exit examinations mandated by the State.

### English Language Learners

For the English language learner, retention decisions shall be based on the student's rate of English acquisition rather than on lack of grade-level English language proficiency or mastery of the School's core academic content standards.

### Special Needs Students

Special education and Section 504 students are expected to master the School's core academic content standards to the maximum extent appropriate. Special education students may be retained through the Individual Education Plan (IEP) process.

Elementary, middle, and high school students enrolled in special programs shall meet the goals stated in their Individual Education Plans (IEPs) or Section 504 Plans.

### Right to Appeal

Parents/guardians shall be provided a process whereby the decision to retain the student may be appealed.

### Remedial Instruction

To assist students in overcoming academic deficiencies, the School shall offer programs of direct, systematic, and intensive supplemental instruction to students in grades two through eight, inclusive, who have been retained or who have been recommended for retention, pursuant to Education Code 48070.5. Supplemental instruction may also be offered to grades two through eight to students who are identified as being at risk of retention.

Such opportunities may include but are not limited to tutorial programs, before/after school programs, intersession and summer school programs, or any other applied interventions. Services shall not be provided during the regular instructional day if that would result in the student being removed from classroom instruction in the core curriculum. This supplemental instruction program shall be developed in accordance with the requirements of Education Code 37252.5.

### *Grading Scale*

Grades will be determined based on how a student performs on assignments within each course.

Graded assignments can include:

- Practice Lessons
- Labs
- Journal Entries
- Class Discussions
- Quizzes
- Tests
- Participation
- Projects
- Essays/Research Papers

Assignments will be teacher graded or computer graded depending on the assignment. Students, parents, teachers, and administration have access to grades through the learning management system (LMS).

### *Grading Scale*

- A** 90-100%
- B** 80-89%
- C** 70-79%
- D** 60-69%

## Method High School

### *Graduation Requirements*

In order to prepare students for a rigorous post-secondary education, Method Schools offers a course catalog that includes courses that are University of California a-g approved and align to the state's academic standards.

220 Credits

<b>English/Language Arts – 40 Credits</b>
<b>Math – 30 Credits (Geometry or Integrated Math 2 required)</b>
<b>History/Social Science – 30 Credits</b>
<b>Science – 30 Credits (1 Year of Lab Science Required)</b>
<b>World Language – 20 Credits</b>
<b>Visual and Performing Arts – 10 Credits</b>
<b>Health – 5 Credits</b>
<b>Physical Education – 20 Credits</b>
<b>Electives – 35 Credits</b>

*Courses may vary year-to-year depending on the offerings available. Please contact your teacher for additional information on core, AP, and elective courses.*

### *Physical Education Requirement*

Physical education is a required course. Students are to complete an average of 20 minutes of physical activity per day. Learning Coaches are responsible for completing and submitting a completed PE log for each student at each face-to-face meeting.

PE activities are activities that are structured, organized, and supervised (SOS). Examples include but are not limited to:

- Participating in an athletic class, dance class or sports team.
- Supervised activities, such as regular bicycling, hiking, calisthenics or jogging.

### *High School Physical Education Requirement*

The completion of 20 credits of PE is a requirement for graduation from Method. Along with PE curriculum content, students are required to complete physical activity everyday while enrolled in a PE class, and log each day's activities. These will be monitored by the Learning Coach or a professional trainer and/or coach. There are a variety of accepted physical education activities. Examples are provided in the PE syllabus.

### *Progress in Classes*

The goal of Method Schools is to educate your student. We cannot be successful if your student does not participate in school. Attending an independent study program requires that students are able to complete work independently as outlined in the enrollment requirements and as scheduled by their



subject teachers. If students are unable to complete and submit their assignments as assigned by their teachers, it may be an indication that independent study is not an appropriate placement.

In order to have successful progress in each class:

- Student will complete and/or submit all daily lessons in each course.
- Student will make continuous progress (actively engaged, completing assignments and submitting assignments) in each course.
- Students will use the online curriculum provided by Method Schools.
- Student must submit coursework at the direction of the teacher.
- During travel time, student must be progressing (actively engaged and completing assignments) in the curriculum. A travel plan must be created with a Method Teacher prior to any travel that is more than one week. If a student is not actively participating, Method Schools may withdraw for not meeting enrollment requirements.

## Academic Integrity Policy

Students and staff at Method Schools are responsible for upholding academic integrity, which refers to honesty and responsibility in representing your own work and recognizing and acknowledging the contribution of others.

Acts of academic dishonesty violate the foundations of Method Schools; diminish learning; and are unfair to students who do their own work. For these reasons, academic dishonesty is taken seriously with consequences ranging from failing the assignment or course or being withdrawn from Method Schools.

### *Definition of Academic Dishonesty and Plagiarism*

Academic dishonesty, cheating, and plagiarism is considered any attempt to obtain credit through dishonest means. This includes cheating, plagiarism and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

Some examples of this include (but are not limited to):

- Using another's work and claiming it as your own.
- Copying other students' work or allowing your work to be copied.
- Using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Copying from text, websites, or other course materials.
- Purchasing a paper or project.
- "Recycling" an assignment – submitting an assignment to more than one course.
- Asking for answers in any social media forum, discussion, or chatroom.
- Manipulating online assessments to achieve a passing score without mastering the content.
- Plagiarism is the presentation of someone else's ideas or work as one's own. This constitutes as fraud or theft. Plagiarism or any form of academic dishonesty is a grave offense and will not be tolerated.

If a teacher or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the teacher may exercise one or more of the following options, depending on the severity of the offense.

### *Consequences*

- **First Offense**—teacher will remove credit for any assignment related to the offense. Teacher will conference with parent and student regarding the offense and discuss the repercussions of additional offenses. Teacher will provide resources and support to help student succeed while maintaining academic integrity. Student will be required to resubmit assignment(s) to receive credit.
- **Second Offense**—teacher will remove credit for any assignment related to the offense. Administrators will conference with the teacher, parent, and student regarding the seriousness of academic integrity. A letter will be placed in the student's file regarding the offense. The student may be required additional supervision (example: complete assessments in the online classroom) to help support the student be successful in the future. The student will not receive academic credit for the assignment(s).
- **Third Offense**—student may be withdrawn from Method Schools and placed back in their school of residence. The incidents will be noted in the student's permanent file.

### *Avoiding Plagiarism*

Students must give credit for any information that is not either the result of original research or common knowledge. If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not he/she should cite, he/she is encouraged to cite. Student is also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as the Essential Little Brown Handbook and for formatting questions refer to manuals such as The MLA Handbook for the Humanities, The Publication Manual of the APA for social sciences and business and The CBE Style Manual for natural and applied sciences. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and revoked access to course(s).

### *Report Cards*

Method Schools will provide a written report card for each student at the end of each semester. The report card will include an indicator of the student's progress as well as a short narrative report provided by the child's teacher.

Each report card is a "snapshot," an important indicator of where a student is in his or her lesson schedule in a particular grade. Progress and achievement will vary according to lesson planning, teaching schedules, the date when a student enrolls, the student's learning style, and aptitude.

Students beginning after the start of school will receive a progress report based on the completion of lessons in accordance with the amount of time they have been enrolled.

### *Late Work*

The belief and expectation of our faculty and school governance structure is that our students will work to exceed their goals and personal expectations. Method Schools Faculty strives to support all students in this endeavor. The course instructor and/or homeroom teacher will work to support students with missing or late assignments. Grading and content penalties may apply to assignments once submitted.

## Teacher Conferences

Throughout the year, both you and your child(ren) will meet with your teacher(s) via phone, via online classrooms and in-person on a regular basis. Student work will be both assigned and collected during these meetings. Meetings provide an excellent time for you to celebrate your successes, voice concerns, obtain enrichment ideas and discuss your student's progress through the curriculum.

In addition, meetings provide your teacher with the opportunity to develop a strong learning partnership with you and your student through the use of dialogue, observation and assessment. Your teacher will work with you to arrange the date and time. Meetings will take place at a Method Schools campus.

It is both you and your teacher's responsibility to provide at least 24 hours' notice should one of you become unavailable for the meeting. If a meeting is cancelled, your teacher will call to reschedule within the same learning period.

Meetings will take place at least twice a week. An in-person meeting must take place at least once per semester; however, depending on your child's level of need your teacher may require that you meet in person more often. Failure to meet this requirement may indicate that Independent Study is not the appropriate placement for your child and may result in your children withdrawing from Method Schools.

Your teacher will use these meetings to:

- Review the work completed by your student
- Provide additional instructional services (as is necessary)
- Assign work for the next learning period
- Conduct assessments in core subjects, as needed

### *Work Samples*

In order to meet state independent study guidelines, work samples will be required and collected monthly. Your Method Schools teacher will need to collect two samples from each of the classes your student was assigned work during the month. You may be asked to submit work samples via our online

curriculum. Procedures for this will be outlined in greater detail at the parent orientation meeting. It is imperative that you and your teacher work together to collect and document these samples.

It is required by the state for Method Schools to maintain samples of student work. Therefore, it is imperative that appropriate work samples are collected each month. Work sample due dates are set by the teacher. Failure to provide work samples may indicate that Independent Study is not the appropriate placement for your child.

## Changes in Class Schedule

Method Schools will allow class/schedule changes in the first ten (10) days of each new semester for good cause.

Good cause includes, but is not limited to:

- Misplacement.
- Repetition of a previous with a passing grade.
- Placement in a course, prior to receipt of transcript from former district(s).
- Parent request.

Method Schools will not allow class/schedule changes beyond the first ten (10) days of each new semester. All work must be made up immediately upon entering the new course. This is the sole responsibility of the student.

## *Withdrawing from a Course*

Student requests withdrawal from an assigned course will be received and completed as deemed appropriate by an assigned teacher.

## Requirements for Concurrent Enrollment (Community Colleges Only)

### *High School Outside Credit Policy*

High School students actively enrolled at Method Schools are expected to complete the majority, if not all, of their high school earned credits in Method Schools approved catalog courses. Students may earn credit from an outside source based on review and approval of that course by Method Schools. Student must complete the Outside Course Approval Form and submit it to Method Schools for approval. It is recommended to submit the OCAF and be granted approval prior to completing the course. Method Schools will approve or not approve the submitted course, based on demonstrated rigor and alignment to the standards and to Method Schools Board approved graduation requirements. Any approved courses may or may not be eligible for UC/a-g approval.

Incoming high school students currently under Private School Affidavit (PSA) wanting to transfer mid-term are encouraged to complete their credits through the Private School Affidavit before transferring to Method Schools. Method Schools will not grant course credit for classes started under the PSA.

Method High School students wishing to enroll in a community college must complete all forms with their

Method Teacher. The teacher will help the student select classes that meet their educational needs. Students will only be permitted to register for classes that their teacher approves. Each form needs to be signed by the Method Schools Administrator.

Students must have the signature of a parent or guardian authorizing the student's participation in the program. Students must submit a copy of the high school concurrent enrollment application, to the counselor prior to enrollment in each semester he/she wishes to participate.

Students are limited to six units, or two classes, per semester, if they are in good academic standing with Method Schools.

All coursework taken will appear on the student's community college transcript. If the coursework is pre-approved the student will receive credit from Method Schools on their high school transcript.

The community college is not responsible for the supervision of minor students anywhere on campus outside of the classroom setting. Faculty staff is not expected to wait with students until their ride arrives. At times, classes may be dismissed early.

Students must adhere to all college policies on course requirements, attendance, dates and deadlines, and any other applicable policies and procedures including the Student Code of Conduct. See college catalog or schedule of classes for policies.

### *Steps for High School Concurrent Enrollment*

- Read the class schedule and choose a course you would like to take.
- Get your parent's approval for attending a college class and have them sign the high school concurrent enrollment form.
- Submit the high school concurrent enrollment to Method Schools teacher to obtain his/her signature and discuss your selection.
- Complete an admissions application from the community college and take it to the Admissions & Records Office, along with the high school concurrent enrollment form.
- Student may be required to take assessments if enrolled in English, Math, or ESL courses and must adhere to any prerequisite requirements.
- Student must fill out a separate high school concurrent enrollment form for each semester you attend.
- In order for student to receive the concurrent credit, Method Schools must receive the final transcript with the class taken from the community college.

### *Grade Appeal Policy*

The role of an effective learning coach and engaged student includes monitoring academic progress on a consistent basis. Parents and students have constant access to view assignment and course grades through the Learning Management System. If a concern arises about a specific grade on an assignment, or

progress report, the assigned teacher should be notified immediately via or email. These issues are best resolved within the assigned grading period, when possible.

The grade earned by each pupil shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the Education Rights holder for the student may request that a change of a pupil's grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith or
4. Incompetency

## SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT

By signing below, you are agreeing to the policies and procedures of the Parent-Student Handbook. Including (but not limited to):

- Enrollment requirements
- Attendance
- Academic progress
- Academic integrity
- Appropriate behavior
- State testing requirements
- Grading system
- Parking procedures

Student Name (Please Print): \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Name (Please Print): \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **Method Schools Board Policy BP 9.1**

### **Promotion/Retention Policy**

Method Schools expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting the grade-level standards of expected student achievement established by the current guiding standards.

Upon enrollment, Method Schools assigns student grade level as determined by CALPADS. Any student receiving a grade retention or promotion within the same school year per an outside LEA's determination requires approval of retention or promotion by Method Schools' board.

Method Schools administration will seek Board approval on promotion or retention cases that require further review, but will grant promotion and retention if the individual case demonstrates ample evidence.

#### **Acceleration: Grades K-8**

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the designee and with the consent of the parent/guardian, upon determination that the child is ready for first grade work.

The designee may recommend a student enrolled in any grade between first and eighth for acceleration into a higher grade level when high academic achievement is evident. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate.

#### **Promotion/Retention: Grades 2-8**

Students shall be considered for promotion and retention in specific subject areas and between certain grade levels:

- Second grade and third grade in reading
- Third grade and fourth grade in reading
- Fourth grade and fifth grade in reading



- English language arts, and math
- the end of elementary grades (grade 5)
- the beginning of middle school grades (grade 6) in reading, English language arts, and math,
- the end of middle school grades (grade 8)
- the beginning of high school (grade 9) in reading, English language arts, and math

As early as possible in the school year and in the students' school careers, teachers shall identify students who should be retained or who are at risk of being retained in accordance with law, Board policy, and administrative regulation. When a student has more than one teacher, the designee shall determine which individual teacher or teachers shall be responsible for the promotion/retention decision.

Students shall be identified on the basis of grades and the following other indicators of academic achievement: the assessment results on the State's Standardized Testing and Reporting Program and the minimum levels of proficiency recommended by the State Board of Education, District-designed, standards-based, grade-level skills exams, including a writing sample and an open-ended assessment.

When a student is identified as being at risk of retention, parents/guardians shall be notified as early in the school year as practicable. In addition to being notified, a student's parent/guardian shall have the opportunity to consult with the teacher or teachers responsible for the decision to promote or retain the student.

#### High School

At the senior high school level, progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. The student must also meet the minimum proficiency requirements set by the Governing Board and pass the exit examinations mandated by the State.

#### English Language Learners

For the English language learner, retention decisions shall be based on the student's rate of English acquisition rather than on lack of grade-level English language proficiency or mastery of the School's core academic content standards.

#### Special Needs Students

Special education and Section 504 students are expected to master the School's core academic content standards to the maximum extent appropriate. Special education students may be retained through the Individual Education Plan (IEP) process.

Elementary, middle, and high school students enrolled in special programs shall meet the goals stated in their Individual Education Plans (IEPs) or Section 504 Plans.

#### Right to Appeal

Parents/guardians shall be provided a process whereby the decision to retain the student may be appealed.

#### Remedial Instruction

To assist students in overcoming academic deficiencies, the School shall offer programs of direct, systematic, and intensive supplemental instruction to students in grades two through eight, inclusive, who have been retained or who have been recommended for retention, pursuant to Education Code 48070.5. Supplemental instruction may also be offered to grades two through eight to students who are identified as being at risk of retention.

Such opportunities may include but are not limited to tutorial programs, before/after school programs, intersession and summer school programs, or any other applied interventions. Services shall not be provided during the regular instructional day if that would result in the student being removed from classroom instruction in the core curriculum. This supplemental instruction program shall be developed in accordance with the requirements of Education Code 37252.5.

## Method Schools Board Policy BP 5030

### Suspension & Expulsion

In order to promote learning and protect the safety and well-being of all students, Method Schools adheres to the Suspension and Expulsion guidelines established by California Education Code Section 48900. When a student interferes with the learning, safety, and well-being of students, it may be necessary to suspend or expel a student from regular classroom instruction or activity. Method Schools staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students.

Upon enrollment of the school, Method Schools' teachers ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion.

Notification shall include information about the availability of individual school rules and all school policies and regulations pertaining to student discipline.

Students may be subject to suspension or expulsion for committing any of the acts listed below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
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 student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance listed in the California Health and Safety Code, Section 11053-11058, alcoholic beverage, or an intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed as defined in Health and Safety Code, Section 11053-11058, an alcoholic beverage, or an intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. 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. This restriction shall not prohibit a student from using or possessing his/her own prescription products.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. 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.
14. 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.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
16. Committed sexual harassment as defined in Education Code 212.5.
17. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5.
18. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonable expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district.

Method Schools staff will provide notification to student and parent of the suspension or expulsion.

This notice shall:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternative date.
2. Describe the legal protections afforded to the parent/guardian as an employee under Labor Code 230.7.
3. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student.
4. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1.

It is important to note that Method Schools is classified as an independent study school, which allows staff to provide alternative disciplinary measures for students who violate rules of the school. Some may be required to work from home and not permitted to attend the site. This is all outlined on the behavior policy located in the Student Handbook.

Board Approved: 1/13/15

## Method Schools Board Policy BP 5040

### Bullying and Intimidation

Method Schools believes that all students have a right to a safe and healthy school environment. To that end, the schools and community have an obligation to promote mutual respect, tolerance, and acceptance. Method Schools will not tolerate any act of intimidation including direct physical contact, gestures, comments, threats or actions, either written, verbal or physical, which cause, threaten to cause or are likely to cause bodily harm, social isolation, manipulation, or personal degradation at any school site, at any school activity whether on or off campus, while traveling to and from school or a school sponsored activity, or during the lunch period, whether on or off the school site.

The consequences of these actions may include a broad range of disciplinary measures as appropriate; however, every effort will also be taken to provide or locate appropriate assistance for both the victim and the offender.

For the purpose of this administrative regulation, bullying is, but is not limited to, making unsolicited and unwelcome written, verbal, physical and/or threatening visual gestures or contact.

- Written – intimidating/threatening letters, notes, or messages
- Verbal – intimidating/threatening comments, slurs, innuendos, teasing, jokes, or epithets
- Visual – threatening gestures
- Physical – hitting, slapping and/or pinching
- Initial Response and Reporting Expectations

Method Schools expects all employees, if they observe or become aware of an act of intimidation, to take immediate, appropriate steps to intervene.

### Investigation and Response

Any incident, which may constitute an act of intimidation and is reported to the Director/Principal, shall be thoroughly investigated by the site administrator or designee. Consequences shall be commensurate with the results of the investigation. This may include, but is not limited to, counseling, parent conference, detention, involuntary transfer, a formal suspension and/or expulsion of the offender. The parent or guardian shall be contacted and may be asked to attend a conference with school officials.

Board Approved: 1/13/15

## Method Schools Board Policy BP 5060

### Child Abuse Reporting

Child abuse reporting law (Penal Code Section 11166) requires that any Method Schools employee who has reason to believe that a child has been subjected to abuse, report the incident to the proper authorities. Method Schools has outlined the reporting procedures to ensure that all suspected abuse is reported effectively.

#### **Child Abuse and Neglect**

##### Duty to Report

Certificated employees and classified employees aware of child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six hours. The reporting duties are individual and cannot be delegated to another individual.

##### Definitions

1. “Child Abuse,” as defined by law, pursuant to Penal Code 273 and 11165, and for purposes of this regulation includes the following:
  - a. Physical abuse resulting in a non-accidental physical injury.
  - b. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
  - c. Sexual abuse including both sexual assault and sexual exploitation.
  - d. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
  - e. Severe corporal punishment.
2. “Mandated Reporters” are those people defined by law as “child care custodian,” “medical practitioners” and non-medical practitioners” and include virtually all school employees. The following school personnel are required to report:

Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, employees of a child care institution, head start teachers, school psychologists, licensed nurses, counselors, presenters of child



abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.

3. “Child Protective Agencies” are those law enforcements and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.
4. “Reasonable Suspicion” means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (California Penal Code 11166)

### Reporting Procedures

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. The verbal report will include:

- a. The name of the person making the report.
- b. The name of the child.
- c. The present location of the child.
- d. The nature and extent of any injury.

Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

At the time the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Within thirty-six (36) hours of making the telephone report, the mandated reporter will complete and mail a written report to the local child protective agency.

The written report shall include completion of the required standard Department of Justice form (DOJ SS 8572).

The mandated reporter may request and receive copies of the appropriate form either from the school district or directly from the local child protective agency.

Detailed instructions for completion of the form are on the back sheet of the form. Reporters may request assistance from the site administrator in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. The site administration, when notified, shall inform the Superintendent.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and district regulations. If requested by the mandated reporter, the principal may assist in the completion and filing of these forms.

### Legal Responsibility and Liability

Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

1. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six (6) months or by a fine of not more than one thousand dollars (\$1,000) or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.
2. When two (2) or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
3. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Superintendent and/or principal shall not notify the parent or

guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent or guardian.

It is the responsibility of the peace officer to notify the parent or guardian of the situation. Peace officers will be asked to sign an appropriate release or acceptance of responsibility form (cf. 5145.11 – Questioning and Apprehension).

#### When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parent/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting.

Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with district policies, regulations and/or collective bargaining agreements. The Superintendent or designee should consult with legal counsel in implementing either suspension or dismissal.

Board Approved: 1/13/15

## Method Schools Board Policy BP 5070

### Tobacco, Drugs, and Alcohol

#### Drugs and Alcohol

Method Schools takes the use of tobacco, drugs, or alcohol by any student seriously. Students involved in the possession, sale and/or use of behavior affecting substances shall be subject to disciplinary procedures which may result in suspension or expulsion.

Method Schools is committed to taking positive action through education, counseling, parental involvement, medical referral, and police referral in the handling of incidents in the schools involving the possession, sale, and/or use of behavior affecting substances and drug paraphernalia. These substances shall include but not be limited to marijuana, LSD, glue, alcohol, and barbiturates.

School properties may be inspected by school authorities in the interest of maintenance, health and safety. Inspections for the location of drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable purposes for inspection by school personnel; so long as such inspections are conducted in accordance with constitutional requirements of applicable state law relating to searches and seizures.

#### Use of Possession

1. No internal medication is to be administered to students by school personnel except as prescribed by a doctor.
2. Dangerous and narcotic drugs which a student has on prescription for ingestion as prescribed by a doctor must be in their original containers and kept in the nurse's or Director/Principal's office, whichever provides greater security
3. Whenever any staff member has reason to believe that a student may be under drug influence, he/she shall immediately notify the Director/Principal. The Director/Principal, if in agreement, shall notify the parent to come for the student and to remove the student to his/her home, to the jurisdiction of the police, and/or the paramedics.
4. In severe cases, if the parents or the doctor cannot or will not come to the school, the Director/Principal is authorized to call an ambulance to remove the student to a hospital. Parents will be notified of this action and shall be responsible for the incurred expenses.

5. In any first offense in which students illegally use or possess prescription or non-prescription drugs, including alcohol, marijuana, or inhalants, at school or at school activities, the following will result:
  - a. Suspension from school for at least five (5) days.
  - b. Referral to the proper police authority.
  - c. A parent conference.
  - d. A schedule of regular appointments with a school counselor or other school official.

In addition, the following action may be taken:

- a. Transfer to another school or alternative education program as appropriate.
  - b. Recommendation for expulsion.
6. A second incidence of use or possession of illegal drugs within one year at any school or school activity will result in a recommendation for expulsion as provided for in Education Code 48900.

### Selling or Providing

When there is reason to believe that a student is selling or is in possession of drugs, the following procedures listed below will be followed:

1. The school administrator shall advise the local juvenile narcotics officer or law enforcement personnel. Juvenile authorities will make the decision as to whether they or the school will notify the parent.
2. The school administrator will escort the student to the school office and confront him/her with the suspicion. The administrator may notify the police before taking the student to the office. The student should be removed from a classroom by a school administrator or designee when there is reasonable cause.
3. For reasonable cause, a search for drugs may be made by the administrator. This may include searching the student's locker and/or other School-owned facilities such as science drawers, shop lockers, etc. Such search should be conducted by the administrator with at least one other certificated person as witness. No school staff member should search a student, but may ask student to volunteer for self-search. In cases when a personal search seems to be in order, the administrator should call for a law enforcement officer to make the search. Repeated attempts shall be made to notify the student's parent/guardian before the personal search is made.

4. The student may be questioned by the school administrator without notifying the student of his/her rights, but if the administrator believes that a law has been broken, the police will be notified.

When there is good evidence that a student has actually used, sold or is in possession of narcotics or drug paraphernalia on or about school premises or at school-sponsored functions, the police must be notified. Regardless of any legal action taken by the police, the School must immediately suspend the student according to the provisions of BP/AR 5144.1 – Suspension and Expulsion/Due Process. The school administrator may, at his/her discretion, recommend expulsion to the Governing Board.

Board Approved: 1/13/15



## Suicide Prevention Policy

**(To be approved at 11/19 Board Meeting)**

Method Schools understands that it is critical that to play a leading role in implementing policies that follow best practices, are developmentally appropriate, and are culturally responsive. Equally important are parents and guardians, who also play a key role in youth suicide prevention. It is critical that school staff members actively and continuously engage and educate parents on suicide prevention policies and practices in place at the school and in the community.

This outlined policy has been utilized from a template offered by a suicide prevention agency and as Method School will continue to further refine this policy and it is further developed. Method Schools has adopted its own suicide prevention curriculum program called Hope Squad and has integrated it into our current LMS for students to utilize. Method Schools plans to offer a Hope Squad tile course for students to take in the Spring of 2019 and will continue to refine awareness and prevention.

**Prevention.** The school, especially the school psychologist and other school-employed mental health professionals, plays an integral role in suicide prevention. The Policy recommends that each school district designate suicide prevention coordinators at the district and the school levels. These people would help plan and implement suicide prevention policies and practices and be the points of contact when a student, parent, or staff member is concerned that a student is at elevated risk for suicide. Coordinators would work with administrators and other school staff to ensure that additional recommended preventive steps be taken school-wide (for example, that staff receive annual professional development on how to recognize the warning signs of suicide and make referrals for help; and that developmentally appropriate, student centered education about mental health and suicide prevention be infused into the K–12 health curriculum). School psychologists are critical resources for schools and are a logical choice for serving as these suicide prevention coordinators. School psychologists should also be involved in the development and implementation of suicide prevention education for staff and students. However, it is equally important that school employed mental health professionals receive annual professional development on best practices in risk assessment and crisis intervention so that they are equipped with the knowledge and tools needed to respond safely and effectively when receiving referrals from staff and students.

A key component of supporting overall student wellness and suicide prevention is access to a continuum of school-based mental health supports. Early identification of at-risk students can enhance opportunities for positive outcomes by addressing problems as they first arise. This enables the school, and in particular the school-employed mental health professional, to support the young person and the family in identifying and implementing potential solutions together, before the problem develops into a crisis situation in need of more intensive intervention or treatment.

**Assessment and referral.** It is important to take every statement regarding suicide or a wish to die be taken seriously. Although each school and school district will have unique policies and procedures for conducting threat assessments, the Policy outlines specific actions to take when a young person is thought to be at risk for suicide, when a suicide attempt is made in school, and when an attempt is made outside of the school setting. In all cases, the school should make every attempt to notify the student's parent or guardian.

When a student makes a verbal or written suicide threat, or if the student presents with several risk factors and a staff member is concerned, this student should be seen by a school-employed mental health professional within the same school day. That professional would conduct the risk assessment and facilitate any necessary referrals to an outside mental health agency. If the school-employed mental health professional is not immediately available, the school nurse or school administrator should assist the student until the mental health professional can be brought in. During this time, the student should be under constant supervision to ensure safety, and the suicide prevention coordinator should be made aware of the situation as soon as possible. Additionally, the school-employed mental health professional or principal should notify the student's parent or guardian to assist them with an urgent referral, if necessary, or to help facilitate an appointment with another health care provider. If such a referral is made, school staff should seek permission from the parent or guardian to exchange information with the outside healthcare provider. When a suicide attempt has been made during the school day, all students should be removed from the immediate area as soon as possible and the health and safety of the student who made the attempt should be of primary concern. The student should be supervised until any necessary medical treatment has been provided, per district emergency medical policy. If appropriate, a mental health assessment should be immediately requested and the principal, school suicide prevention coordinator, and the student's parent or guardian should be contacted. Based on the specific school or district policy, as well as the judgment of the school principal and school mental health staff, additional steps should be taken to ensure the safety and well-being of any students who may have been affected by the suicide attempt.

**Re-entry procedure.** Each school and district will have specific procedures for handling students who are returning to school after a mental health crisis such as a suicide attempt or psychiatric hospitalization based on the specific needs and unique population of the school. However, The Policy recommends that the following three specific components be a part of any re-entry plan:

- A designated school employed mental health professional will coordinate with the student, family, and any outside mental health providers (if permission was granted).
- The parent or guardian will provide documentation from a healthcare provider that the student is no longer a danger to themselves or others.
- The designated school-employed mental health person will determine what supports are needed to help the student readjust to the school community and meet with him or her periodically to address any concerns.

**Postvention:** Suicide in a school community is tremendously sad, often unexpected, and can leave a school with many uncertainties about what to do next. Schools need reliable information, practical tools, and pragmatic guidance to help students and the community at-large as they struggle to cope with and respond to the loss. The Policy, coupled with more detailed guidance from NASP and AFSP (included in the resource section below) can help.



The specific circumstances surrounding a death by suicide will guide the school and community response. However, to prevent suicide contagion while effectively managing the situation, the Policy suggests the development and implementation of an action plan with the following steps:

- **Verify the death:** Even if the student's death is perceived to be suicide, it should not be considered such until confirmed by the coroner's office or local police department.
- **Assess the situation:** The school/district crisis team should consider the impact of the suicide on the student and community population and determine the appropriate resources and supports needed for individual students as well as the general school population.
- **Share information:** It is important to report only confirmed and factual information to faculty, students, and families. Additionally, the school should inform parents about supports available to students in school, as well as available resources in the community.
- **Avoid suicide contagion:** The crisis team should work with teachers and families to identify students who may be at a high risk of suicide and those who are most significantly impacted by the student's death.
- **Initiate support services:** School-employed mental health professionals should collaboratively determine which students need additional risk assessment or mental health support services and implement those as needed.
- **Develop memorial plans:** School communities often wish to memorialize a student who has died. It can be challenging for schools to strike a balance between compassionately meeting the needs of grieving students while preserving the ability of the school to fulfill its primary purpose of education. In the case of suicide, schools must consider how to appropriately memorialize the student who died without risking suicide contagion among other students who may themselves be at risk. Treating all deaths in the same way avoids stigma and also protects against inadvertently sensationalizing the suicide loss. Wherever possible, schools should meet with the student's friends and coordinate with the student's family to identify a meaningful, safe approach to acknowledging the loss.

**External Communication:** Following a student suicide, the media will almost certainly want to become involved in reporting the story. Although the school cannot control everything that is reported, there are steps that schools can take to help contain the media firestorm that often follows the report of a suicide. In many cases, a school has a designated media spokesperson who will respond to all media inquiries. The Policy recommends that the media spokesperson:

- Keep the suicide coordinator, superintendent, and other relevant administrators updated on how the school is handling the necessary postvention activities.
- Prepare a statement for the media that only includes confirmation of the death, the school's postvention plans, and available resources.
- Encourage the media to respect the privacy of the student who died and the family, and to avoid sensationalizing the suicide (e.g., putting story on the front page, describing the method of suicide). Additionally, the spokesperson should strongly suggest that the media refrain from speculating about the reason for the suicide.

# METHOD SCHOOLS TRACK CALENDAR: 2019-20

		Day of Month																														
Instructional Days by Date		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Month	July	IN	IN	IN	N	IN	W	W	IN	IN	IN	IN	IN	W	W	IN	IN	IN	IN	IN	W	W	IN	IN	IN	IN	IN	W	W	IN	IN	IN
	August	IN	IN	W	W	IN	IN	IN	IN	IN	W	W	N	N	N	N	N	W	W	IN	IN	IN	IN	IN	W	W	IN	IN	IN	IN	IN	W
	September	W	N	IN	IN	IN	IN	W	W	IN	IN	IN	IN	IN	W	W	IN	IN	IN	IN	IN	W	W	IN	IN	IN	IN	W	W	IN	IN	IN
	October	IN	IN	IN	IN	W	W	IN	IN	IN	IN	IN	W	W	IN	IN	IN	N	N	W	W	IN	IN	IN	IN	IN	W	W	IN	IN	IN	IN
	November	IN	W	W	IN	IN	IN	IN	IN	IN	W	W	H	IN	IN	IN	W	W	IN	IN	IN	IN	IN	W	W	N	N	N	N	N	W	N
	December	W	IN	IN	IN	IN	IN	W	W	IN	IN	IN	IN	IN	W	W	N	N	N	N	N	W	W	N	N	N	N	N	W	W	N	N
	January	N	N	N	W	W	N	N	N	N	N	W	W	IN	IN	IN	IN	IN	IN	W	W	N	IN	IN	IN	IN	W	W	IN	IN	IN	IN
	February	W	W	IN	IN	IN	IN	IN	W	W	IN	IN	IN	IN	IN	W	W	W	H	IN	IN	IN	IN	W	W	IN	IN	IN	IN	W	IN	IN
	March	W	IN	IN	IN	IN	IN	W	W	IN	IN	IN	IN	IN	W	W	W	IN	IN	IN	IN	IN	W	W	N	N	N	N	W	W	N	N
	April	N	N	N	W	W	IN	IN	IN	IN	IN	W	W	IN	IN	IN	IN	IN	IN	W	W	IN	IN	IN	IN	IN	W	W	IN	IN	IN	IN
May	IN	W	W	IN	IN	IN	IN	IN	IN	W	W	IN	IN	IN	IN	IN	W	W	IN	IN	IN	IN	IN	W	W	N	IN	IN	IN	IN	W	W
June	IN	IN	IN	IN	IN	W	W	IN	IN	IN	IN	IN	IN	W	W	IN	IN	IN	IN	IN	W	W	IN	IN	IN	IN	IN	W	W	IN	IN	IN
KEY																																
W		Weekend																														
N		Non School Day																														
IN		Instructional Day																														

# Class/tile Schedule - Semester 1 & 2 , 19-20

	Monday	Teacher	Location	Tuesday	Teacher	Location	Wednesday	Teacher	Location	Thursday	Teacher	Location	Friday	Teacher	Location
9:00-	TP ELA 4	Ms. Pinter	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TP Math 6	Ms. Honig	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI ELA 6/7	Ms. Desena	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	Cooking	Ms Pak	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TS	MS Pak	Fullerton Library
9:55	TP ELA 5	Ms. Feng	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TP Math 8	Ms. Pak	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI ELA 8	Mr. Nilchavee	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	Da Vinci Machines . MS/H	Ms. Leary	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>			
	TP ELA 6	Ms. Desena	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TP Math 11	Mr. Reinecke	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	ELA 10	Ms. Nellum	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI ELA 12	Ms. Schlotthauer	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>			
	TP ELA 8	Mr. Nilchavee	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI ELA 5	Ms. Washington	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI ELA 3-4	Ms. Washington	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	MS Study Hall	Mr. Clark	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>			
	TP ELA 11	Ms. Schlotthauer	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TS	Mr. Corn/Nilchav	Rancho	TDI foundations	Ms. Pak	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TS	Ms. Pak/ Ms. Nel	EM Long Beach			
	TS Limitless	Mr. Reinecke/Mr. Bentley					TDI Algebra 1	Mr. Brown	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TS	Ms. Pinter	Murrieta			
	TS San Bernadir	Mr. Brown					Math 7	Ms. Honig	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>						
	TS Long Beach	Mr. Clark/Ms. Nellum					TS	Mr. Bentley	Limitless						
10:00-	TP ELA 3	Ms. Pinter	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TP Math 7	Ms. Honig	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI Geometry	Mr. Brown	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TS	Ms. Pak	EM Long Beach	TS	MS Pak	Fullerton Library
10:55	TP ELA 7	Ms. Desena	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI foundations	Ms. Pak	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI Math 4/5	Ms. Feng	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TS	Adam/Romeo	Rancho			
	TP Science 5	Ms. Bissett	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TP Science 11	Mr. Bentley	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI math 8	Ms. Pak	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	Elementary Study Hall	Ms. Honig	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>			
	TP Math 4	Ms. Feng	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TP Science 8	Ms. Leary	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI Algebra 2	Mr. Reinecke	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>						
	TDI LA 9	Mr. Nilchavee	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TP Math 5	Ms. Feng	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI Math 3	Ms. Pinter	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>						
	TS Long Beach	Mr. Clark/Ms. Nellum		TP Math 3	Ms. Pinter	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	Photography	Ms. Honig	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>						
	TS San Bernadir	Mr. Brown		Recycled Art	Ms. Schlotthauer	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI ELA 11	Ms. Washington	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>						
	TS Limitless	Mr. Reinecke/Mr. Bentley		TS	Mr. Corn/Nilchav	Rancho	TDI ELA 11	Ms. Washington	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>						
11:00-				TS	Mobile Instructor	The W									
11:55															
12:30-	TP Math 3	Ms. Pinter	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TP ELA 4	Ms. Pinter	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI Math 6	Ms. Honig	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TS	Adam/Rachel	Rancho			
1:25	TP Math 6	Ms. Honig	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TP ELA 5	Ms. Feng	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI Math 8	Ms. Pak	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	Football Film Plays	@1pm				
	TP Math 8	Ms. Pak	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TP ELA 6	Ms. Desena	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI Algebra	Mr. Reinecke	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	Football Film Plays	Mr. Hunkle	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>			
	TP Math 11	Mr. Reinecke	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TP ELA 8	Mr. Nilchavee	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI ELA 6/7	Ms. Desena	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>						
	TP Math 5	Ms. Feng	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI Geometry	Mr. Brown	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TS Arcadia	Greg/Sally by appt							
	Careers	Mr. Bentley	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI Math 7	Ms. Honig	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	Leadership	Ms. Godshaw	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>						
	Music Mixing	Mr. Brown	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI ELA 10	Ms. Nellum	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI ELA 5	Ms. Washington	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>						
	TS 12-1pm	Mr. Clark	Long Beach/ Lak 135A Lakewood (562) 531-0468	TS	Mobile Instructor	The W	Comic Book	Mr. Clark	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>						
1:30-	TP Math 7	Ms. Honig	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TP ELA 3	Ms. Pinter	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TDI ELA 3-4	Ms. Washington	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>						
2:25	TDI foundation	Ms. Pak	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TP ELA 7	Ms. Desena	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TP ELA 11	Ms. Schlotthauer	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>						
	TP Science 11	Mr. Bentley	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TP Science 5	Ms. Bissett	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	Math Study Hall	Mr. Brown	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>						
	TDI Algebra 1	Mr. Brown	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TP Math 4	Ms. Feng	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	MS/HS Math								
	Dance Perform	Ms. Washington	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	ELA 12	Ms. Schlotthauer	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>									
	TP Science 8	Ms. Leary	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	ELA 9	Mr. Nilchavee	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>									
	TS 12-1pm	Mr. Clark	Long Beach/ Lak 135A Lakewood (562) 531-0468	Play The Marke	Mr. Reinecke	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>									
				National GEO	Mr. Corn	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>									
3:00-4:00	All Staff Meeting			Study Hall 3-5	Mr. Corn	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>	TS . 230	Ms. Honig/ South SD By appt.		Study Hall 3:00-4:00	Ms. Leary	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>			
							ELA 11	Ms. Washington	<a href="https://zoom.us/j/5678901234">https://zoom.us/j/5678901234</a>						
				KEY											
				TP= Test Prep											
				TS= Teach Squad											
				ELA (grade)= Teacher Direct Intervention class											



## **English Learner BP 6030**

Method Schools meets all applicable legal requirements for English Learners (“EL”) in regards to annual notification to parents, student identification, placement, program options, EL and core content instruction, facilitator qualifications and training, 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



## **Section 504 of The Rehabilitation Act BP 6040**

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 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.



## **Students with Special Needs BP 6050- IEP and 504**

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 1973 (“Section 504”), Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (“OCR”).

Method Schools complies with all California laws pertaining to special education students and all students are fully integrated into Method Schools’ programs with the necessary materials, services, and equipment to support their learning. Method Schools ensures that any student with a disability is properly identified, evaluated and provided with necessary services and supports. Method Schools is solely responsible for its compliance with Section 504 and the IDEA and the resources to be utilized by the school shall be accessible for all students with disabilities. Method Schools meets all the requirements within a learner’s Individualized Education Plan and includes all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs.

Method Schools reserves the right to contract with professionals outside the district. The School will initially be a member of the District Special Education Local Plan Area (SELPA). The school will not discriminate on the basis of special education needs and the District will ensure that the student’s needs are being addressed. The District will provide special education services for the School’s special education pupils to the extent of the law.

The School reserves the right to act as its own Local Education Agency (LEA) for the purposes of special education and will make appropriate notification to the District before such plans are made. To the extent the school opts for District delivery of special education services, it will support the District’s implementation of these services and will make resources available in a manner consistent with the District’s need to provide

Method Schools provides services to all special education students. The School will develop a Memorandum of Understanding (MOU) with the District as to how it will provide evaluation and related services (for example, speech and language, occupational therapy, or physical therapy) that could include third party service providers.

Should the student not qualify for special education services or should the SST decide against formal evaluation, the SST or the parent may request that a 504 Plan meeting be scheduled. At the meeting, if it is determined that the learning process is being limited by a physical or mental condition, a 504 Plan will be developed including instructional and curricular modifications to provide the student with full access to academic programs. This plan will be implemented by Method Schools staff and will be reviewed annually.



Board Policy #1  
2019-2020  
Independent Study

As an Independent Study Charter School, Method Schools will meet all the same conditions of apportionment as all other providers under EC 51745-51749.3

Method Schools offers students a Personalized Learning Education through an online, independent study model. Independent study is substantially equivalent in quality and quantity to classroom instruction thereby ensuring that a student is assigned a full day's worth of work equivalent to that which he/she would be assigned in a classroom setting. Independent study students have the same access to existing services and resources as other students in the school in which the independent study student is enrolled.

Students and Learning Coaches will be provided access to the online curriculum and materials to support the complete coursework at home. All instruction is provided at home with the Learning Coach working in partnership with a credentialed teacher and subject-specific instructors.

Instructional Support is provided to students in the following ways:

- (a) Weekly required workshops via web conference for students enrolled in Language Arts and Math
- (b) Weekly small group instructional sessions for students based on deficiency/mastery report generated from administered diagnostic assessments
- (c) Ongoing virtual support for students while working from home

Students enjoy freedom and flexibility, while parents appreciate the accountability that the school provides them as the primary educator of their student.

To provide families the option of participating in the educational program that is offered at Method Schools the governing board has adopted the following policy for independent study.

### ***Board Policy – Independent Study***

Method Schools shall not be eligible to receive apportionments for independent study by pupils, regardless of age, unless it has adopted written policies, pursuant to rules and regulations adopted by the Superintendent of Public Instruction for the state of California, that include, but are not limited to, all of the following listed in Education Code 51747:

- (a) The maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work.
- (b) The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study, or whether he or she should return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record.
- (c) A requirement that a current written agreement for each independent study pupil shall be maintained on file including, but not limited to, all of the following:
  - (1) The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
  - (2) The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
  - (3) The specific resources, including materials and personnel, which will be made available to the pupil.
  - (4) A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
  - (5) The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester, or one-half year for a school on a year-round calendar.



- (6) A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- (7) The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- (8) Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

### **Summary and Implementation**

It is the express written policy of Method Schools in compliance with Education Code 51747 (page two of this policy), to set the appropriate guidelines for students assigned to Independent Study and the number of allowable missed assignments.

This charter school maintains residency requirements as specified in charter law that allow attendance of students within the county or adjoining county and/or parental/guardian/caregiver employment in compliance with EC 51747.3 (b). The residency requirement cannot be met on the basis of parent/guardian/caregiver employment, in compliance with EC 51747.3 (c).

### **Maximum Length of Time & Number of Missed Assignments**

- The maximum length of time, for grades 9<sup>th</sup> through 12<sup>th</sup> grade that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work is one semester.
- Students must be enrolled in at least 2 Method Schools classes per term AND complete a minimum number of 30 credits per year.

- Students must complete work assigned every Learning Period in all core subject areas to continue in the program. If the student does not complete (4) or more assignments in a core subject area an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study. A written record of the findings will be prepared by the supervising teacher and reviewed by the Principal of any evaluation made pursuant to this subdivision shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

### **Implementation Timeline and Forms**

Method Schools has a Master Agreement that is filled out each semester for each student enrolled in the program. Our practice is to meet with students at least every 20 days to review outcomes and to collect work samples.

The Master Agreement stipulates the manner, time, frequency and place for submitting a student's assignments, the objectives and methods of study, the specific resources available, the assignments due dates, and the dates that the agreement are valid. The Master Agreement also outlines the school's expectations of parents and students in the completion of the school program.

- The supervising teacher fills out this form with the student and parent, at the beginning of each semester. No ADA credit is given until this form is filled out and signed.

Method Schools has an Assignment and Work Record form that provides each student the assignment's they are to complete and the evaluation of those assignments.

- The supervising teachers use this form to log assignments for each learning period. Teachers and parents log attendance through the Student Information System's attendance portal.
- Work samples are collected at the end of every other Learning Period throughout the school year. Teachers collect approximately 8 samples per student, consisting of 2 samples per subject area and teachers have 10 days from the end of the Learning Period to upload work samples into the Student Information System.

All three forms are attached to this policy for review.

The school will make the appropriate adjustments annually to all forms to ensure that we are in compliance with all state laws that govern Method Schools in offering independent study.

This policy regarding Independent Study was discussed and adopted at the **November 2019** Governing Board meeting for Method Schools.

Motion to accept: \_\_\_\_\_

Second to the motion: \_\_\_\_\_

Vote:       Ayes       \_\_\_\_\_

              Nyes       \_\_\_\_\_

Motion Passes:       Yes       No



## **High School Outside Credit BP 6070**

High School students actively enrolled at Method Schools are expected to complete the majority, if not all, of their high school earned credits in Method Schools approved catalog courses. Students may earn credit from an outside source based on review and approval of that course by Method Schools. Student must complete the Outside Course Approval Form and submit it to Method Schools for approval. It is recommended to submit the OCAF and be granted approval prior to completing the course. Method Schools will approve or not approve the submitted course, based on demonstrated rigor and alignment to the standards and to Method Schools Board approved graduation requirements. Any approved courses may or may not be eligible for UC/a-g approval.

Incoming high school students currently under Private School Affidavit (PSA) wanting to transfer mid-term are encouraged to complete their credits through the Private School Affidavit before transferring to Method Schools. Method Schools will not grant course credit for classes started under the PSA.



## **Method Schools Board Policy BP 6080**

### **Concurrent Enrollment Policy**

Qualified Method Schools' students can take community college courses each semester and earn college credits and high school credits at the same time. This can ultimately enable students to start college after high school graduation as a sophomore or junior if enough courses are completed.

Interested students are required to receive Method Schools' teacher/counselor approval along with official approval of courses selected to take at the community college to ensure that they count as credit towards high school graduation and community college credits towards a degree if desired.

Method Schools' students qualifications for concurrent enrollment include:

- Must be a Junior or Senior in high school
- Maintained a 3.0 GPA or higher
- All courses completed are transferable to the University of California and California State University
- All courses completed require official approval from Method Schools and community college counselors

**Course: Reading Skills**

**Credits: 5 credits per semester course/10 credits total**

**Approval: N/A**

**Subject Area: Electives**

**Prerequisite: Teacher recommendation based on diagnostic assessment results**

**BP 6090**

**Course Description:**

In this course, students practice and master foundational reading skills of word recognition, vocabulary development, and basic comprehension.

Designed as a supplemental course to take alongside high school English courses, this course seeks to improve foundational reading skills.

Lessons and assignments are created based on results of student's internal diagnostic assessments and designed to target standards in which student demonstrates deficiencies.

**Course Outlines:**

• Review Ready results

Module 1: Assessment Results

- Set Goals
- Creating Learning Paths

Module 2: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

Module 3: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

Module 4: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

Module 5: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 6: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 7: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 8: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 9: Quarterly Assessment

- Attend Weekly TDI Sessions
- Benchmark Assessment
- Review results
- Goal setting

#### Module 10: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 11: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 12: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 13: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 14: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 15: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 16: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 17: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 18: Semester Assessment

- Benchmark Assessment
- Attend Weekly TDI Sessions
- Review results
- Goal setting



**Course: Math Skills**

**Credits: 5 credits per semester course/10 credits total**

**Approval: N/A**

**Subject Area: Electives**

**Prerequisite: Teacher recommendation based on diagnostic assessment results**

## **BP 6100**

### **Course Description:**

In this course, students practice and master foundational math skills of concepts & procedures, problem solving, communicating reasoning, and modeling and data analysis. Designed as a supplemental course to take alongside high school mathematics courses, this course seeks to improve foundational math skills.

Lessons and assignments are created based on results of student's internal diagnostic assessments and designed to target standards in which student demonstrates deficiencies.

### **Course Outline**

- Set Goals

#### **Module 1: Assessment Results**

- Creating Learning Paths

#### **Module 2: Skill building**

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### **Module 3: Skill building**

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### **Module 4: Skill building**

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### **Module 5: Skill building**

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 6: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 7: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 8: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 9: Quarterly Assessment

- Attend Weekly TDI Sessions
- Benchmark Assessment
- Review results
- Goal setting

#### Module 10: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 11: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 12: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 13: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

#### Module 14: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

Module 15: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

Module 16: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

Module 17: Skill building

- Lessons will vary based on student's individual test results
- Attend Weekly TDI Sessions

Module 18: Semester Assessment

- Benchmark Assessment
- Attend Weekly TDI Sessions
- Review results
- Goal setting

**Course: Student Leadership A/B**

**Credits: 5 credits per semester course/10 credits total**

**Approval: N/A**

**Subject Area: Electives**

**Prerequisite: Application Process**

**BP 6110**

**Course Description:**

Student Leadership is a student-driven course that teaches students the career competencies through the practical experience of working towards common objectives, event planning, and adding student voice to the school. This includes: brainstorming, planning and executing school-wide events, problem solving, outreach, and shaping the core values of the school community.

In early units, students will learn and understand the qualities of leadership, communication skills, and working within group dynamics. Throughout the semester, students will work towards student-established objectives and work collaboratively to troubleshoot, problem solve, and execute projects.

Students will be assessed through teacher feedback, peer feedback, and quarterly reviews of their performance.

**Course Outlines:**

**Module 1: What is Student Leadership?**

- Getting acquainted
- Objectives & Key Results
- Roles and Responsibilities

**Module 2: Project Planning**

- Brainstorming
- Project Selection
- Planning and organization techniques
- Feedback and Expectations

**Module 3: Problem Solving and Decision Making**

- Creative Thinking
- Troubleshooting problems

- Decision Making

#### Module 4: Performance Review

- Self-reflection
- Peer Feedback and performance review

## **Course: Middle School Athletic Performance**

**Grades: 6-8**

**Credits:**

**Approval:**

**Subject Area: Physical Education**

**BP 6120**

### **Course Description:**

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Students will learn, develop, and execute proper lifting and running techniques. Goal Setting, performance testing, and accountability will be stressed.

This course will include but not be limited to the following: safety practices, physiology of the cardiovascular system, anatomy of the muscles, concepts and principles of health-related fitness, correct techniques of executing exercises, use of various types of exercise and fitness equipment, fitness assessments, personal and group fitness exercises/activities, nutrition, consumer issues, benefits of participation, design and implementation of a personal fitness program.

### **Course Outline:**

#### **Middle School Athletic Performance**

##### **Module 1: Individual Enhancement Screen & Exercises**

- An initial screen/assessment will take place the first week of class.
- Screening will consist of the following:
  - 10yd sprint
  - 20yd sprint
  - 40yd sprint
  - 5-10-5 agility
  - Broad Jump
  - Vertical Jump

- Each evaluation will be compared against the NSCA standards for each test according to their age group.
- Based off of the results exercises will be assigned to help improve the student's ability to perform the screen exercises, which is set up to balance physical deficiencies.

## **Module 2: Goal Setting**

Students will participate in a S.M.A.R.T. goal setting exercise. Students will be encouraged to set goals for both their training and athletics year that are Specific, Measurable, Attainable, Relevant, and Timely.

- During the first week students will fill out goal sheets for the semester
- The goals will then be placed on their training sheets so they can be constantly revisited throughout the semester
- At the end of the semester the acknowledgement of those who reach their goals

## **Module 3: Injury Prevention**

- Learn proper pre-warm up, warm up and cool down routines.
- Participate in a warm up activity, dynamic stretching, and a cool down activity.
- Demonstrate understanding of the importance of warm up and cool down routines

## **Module 4: Motor Skill and Movement Patterns**

- Learn the 7 basic human movement patterns
  - Push- Any variety of "Press" i.e. moving an object away from the body.
  - Pull- Any of the "Row" variations i.e. moving an object toward the body.
  - Squat- Any of the bilateral or unilateral "Squat" variations i.e. knee dominant lowering and then raising the body's center of mass.
  - Hinge- Any of the "Deadlift" variations i.e. hip dominant lowering and then raising the body's center of mass.
  - Carry- Any variation of "Loaded Carries" i.e. carry additional weight to the body in any fashion or position.
  - Rotation- Any twisting of the spine or hips.
  - Counter-Rotation- the resistance of any twisting of the spine or hips.
- Learn motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrate competency in those motor skills and movement patterns needed.
- Demonstrate competency in basic and advanced skills and tactics.

- Demonstrate the ability to apply advanced motor skills and movement patterns relative to advanced eye- hand/foot coordination and high levels of strategy.
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Apply concepts and principles of human movement to the development of motor skills and the learning of new skills.

## **Module 5: Running Technique**

- Learn proper running mechanics including but not limited to:
  - Position
    - Learn the optimal starting and stopping positions as it relates to each individual athlete and their respective sports
    - Demonstrate optimal position for the desired task
  - Posture
    - Learn what good vs bad posture mean in relation to running
    - Understand positioning of head, shoulders , hips, knees, and feet during a run.
    - Demonstrate optimal posture for the desired task
  - Pattern
    - Learn how to combine position and posture together to create movement and fluidity.
    - Learn proper arm swing, knee drive, and ground contact as well as how to synchronize them.
    - Demonstrate optimal patterning for the desired task
  - Power
    - Apply the previous three parts to produce powerful movements.
    - Create optimal positions and patterns necessary.
    - Demonstrate proper mechanics against resistance or in higher level drills.
- Progress within the running program based throughout the semester



## **Module 6: Lifting Technique**

Students will be introduced to the importance of safety and technique in the weight room and how it can promote lifetime fitness.

- Begin in our Base Program with lifting progressions
- Learn and execute proper spotting technique to ensure safety while training
- Demonstrate the proper use of safety equipment and spotting techniques.
- Participate in daily observation while performing advanced strength training. exercises and will test at the end of each training period.
- Based off of their Performance in testing they will be placed into a program appropriate to the individual needs.
- Students will learn and execute proper spotting techniques to ensure safety in the weight room while training

## **Module 7: Body Systems**

- Identify muscle groups associated with the assigned lift.
- Participate in daily observation with exercises engaged with certain muscle groups.
- Participate in an oral assessment identifying muscle groups with strength training exercises.
- Identify the major muscle groups that are engaged during specific exercises and activities

## **Module 8: Movement Concepts**

- Participate in various exercises with movements utilizing specific equipment (e.g., dumbbells, exercise bands, steps, balls).
- Demonstrate and analyze critical elements of strength training skills using a variety of movements.
- Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls, scarves)

## **Module 9: Performance Testing**

- Assessment will be done the first week with our movement screen and some of our performance testing.
- Testing will take place throughout the semester periodically
- At the end of the semester Testing will take place on all strength, power, speed, agility, and flexibility assessments

## **Module 10: Accountability & Personal/Social Responsibilities**

- This will be a constant pillar in our program, proper attendance & dress code will be one of the ways this will be accomplished
- Show responsibility for the care and use of equipment.

- Demonstrate proper care and use of equipment during daily class observations.
- Each student will track their own progress throughout the semester by properly filling out their training sheets
- Respond to challenges, successes and failures in socially appropriate ways as a player or spectator.
- Apply etiquette and encourage others to exhibit etiquette in all physical activity settings.
- Provide support and encouragement for classmates.
- Identify the social and emotional benefits of participating in physical education (e.g., stress relief, friends, relaxation)
- Implement strategies for inclusion of others into physical activities
- Understand and demonstrate the importance of teamwork, sportsmanship and fair play.
- Exhibit appropriate cooperative learning techniques in small, medium and large group settings (e.g., serving as a leader, serving as a follower, supporting one another)
- Participate in physical activity that fosters an appreciation of cultural, ethnic, gender and physical diversity.
- Explore new activities that meet individual fitness needs.
- Create self-rewards for achieving personal fitness/physical activity goals.
- Integrate physical activity meaningfully into daily life.
- Differentiate intrinsic and extrinsic reasons for participating in physical activity
- Evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.

**Course: High School Athletic Performance****Grades: 9-12****Credits:****Approval:****Subject Area: Physical Education  
BP 6130****Course Description:**

The purpose of this course is to enable students to acquire a more than basic knowledge of how to achieve and maintain a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of weightlifting training. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, Mile run, circuit training, cross fit training, circuit run, weight training, group stretching, jog/walk activities and form running. Students will learn, develop, and execute proper lifting and running techniques. Performance testing, and accountability will be stressed.

This course will include but not be limited to the following: safety practices, physiology of the cardiovascular system, anatomy of the muscles, concepts and principles of health-related fitness, correct techniques of executing exercises, use of various types of exercise and fitness equipment, fitness assessments, personal and group fitness exercises/activities, nutrition, consumer issues, benefits of participation, design and implementation of a personal fitness program.

**Course Outline:****Module 1: Individual Enhancement Screen & Exercises**

- An initial screen/assessment will take place the first week of class.
- Screening will consist of the following:
  - 10yd sprint
  - 20yd sprint
  - 40yd sprint
  - 5-10-5 agility
  - Broad Jump
  - Vertical Jump
- Each evaluation will be compared against the NSCA standards for each test according to their age group.

- Based off of the results exercises will be assigned to help improve the student's ability to perform the screen exercises, which is set up to balance physical deficiencies.

## **Module 2: Goal Setting**

Students will participate in a S.M.A.R.T. goal setting exercise. Students will be encouraged to set goals for both their training and athletics year that are Specific, Measurable, Attainable, Relevant, and Timely.

- During the first week students will fill out goal sheets for the semester
- The goals will then be placed on their training sheets so they can be constantly revisited throughout the semester
- At the end of the semester the acknowledgement of those who reach their goals

## **Module 3: Injury Prevention**

- Learn proper pre-warm up, warm up and cool down routines.
- Participate in a warm up activity, dynamic stretching, and a cool down activity.
- Demonstrate understanding of the importance of warm up and cool down routines

## **Module 4: Lifting Technique**

Students will be introduced to the importance of safety and technique in the weight room and how it can promote lifetime fitness.

- Begin in our Base Program with lifting progressions
- Learn and execute proper spotting technique to ensure safety while training
- Demonstrate the proper use of safety equipment and spotting techniques.
- Participate in daily observation while performing advanced strength training. exercises and will test at the end of each training period.
- Based off of their Performance in testing they will be placed into a program appropriate to the individual needs.
- Students will learn and execute proper spotting techniques to ensure safety in the weight room while training

## **Module 5: Body Systems**

- Identify muscle groups associated with the assigned lift.
- Participate in daily observation with exercises engaged with certain muscle groups.
- Participate in a written assessment identifying muscle groups with advanced strength training exercises.
- Identify the major muscle groups that are engaged during specific exercises and activities

## **Module 6: Movement Concepts**

- Participate in various exercises with advanced movements utilizing specific equipment (e.g., dumbbells, exercise bands, steps, balls).
- Demonstrate and analyze critical elements of strength training skills using a variety of movements.
- Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls, scarves)

## **Module 7: Running Technique**

- Learn proper running mechanics including but not limited to:
- Position
  - Learn the optimal starting and stopping positions as it relates to each individual athlete and their respective sports
  - Demonstrate optimal position for the desired task
- Posture
  - Learn what good vs bad posture mean in relation to running
  - Understand positioning of head, shoulders , hips, knees, and feet during a run.
  - Demonstrate optimal posture for the desired task
- Pattern
  - Learn how to combine position and posture together to create movement and fluidity.
  - Learn proper arm swing, knee drive, and ground contact as well as how to synchronize them.
  - Demonstrate optimal patterning for the desired task
- Power
  - Apply the previous three parts to produce powerful movements.
  - Create optimal positions and patterns necessary.

- Demonstrate proper mechanics against resistance or in higher level drills.
- Progress within the running program based throughout the semester

### **Module 8: Performance Testing**

- Assessment will be done the first week with our movement screen and some of our performance testing.
- Testing will take place throughout the semester periodically
- At the end of the semester Testing will take place on all strength, power, speed, agility, and flexibility assessments

### **Module 9 – Accountability & Personal/Social Responsibilities**

- This will be a constant pillar in our program, proper attendance & dress code will be one of the ways this will be accomplished
- Show responsibility for the care and use of equipment.
- Demonstrate proper care and use of equipment during daily class observations.
- Each student will track their own progress throughout the semester by properly filling out their training sheets
- Respond to challenges, successes and failures in socially appropriate ways as a player or spectator.
- Apply etiquette and encourage others to exhibit etiquette in all physical activity settings.
- Provide support and encouragement for classmates.
- Identify the social and emotional benefits of participating in physical education (e.g., stress relief, meeting new people, relaxation)
- Implement strategies for inclusion of others into physical activities
- Understand and demonstrate the importance of teamwork, sportsmanship and fair play.
- Exhibit appropriate cooperative learning techniques in small, medium and large group settings (e.g., serving as a leader, serving as a follower, supporting one another)
- Participate in physical activity that fosters an appreciation of cultural, ethnic, gender and physical diversity.
- Explore new activities that meet individual fitness needs.
- Create self-rewards for achieving personal fitness/physical activity goals.
- Integrate physical activity meaningfully into daily life.
- Differentiate intrinsic and extrinsic reasons for participating in physical activity
- Evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.



## **Method Schools Work Sample & Attendance Documentation BP 6140**

*Revised: 9-11-2018*

### **Enrollment Qualification:**

Every student will demonstrate ongoing academic progress as monitored and evaluated by a credentialed teacher to ensure qualification for continuous enrollment.

### **Work Sample Policy:**

Method Schools' staff will ensure the following criteria is met in order to claim ADA for each enrolled student:

- 1) Collect a minimum of one (1) work sample per course with correct name, date, and course title per LP, for every student.

### **Attendance Documentation Policy:**

If a student completes the Work Sample Policy as stated above, within the LP the student will receive full (100%) attendance for that LP.

If a student does not complete the Work Sample Policy as stated above, but does complete some work, a teacher should use their professional opinion to decide the number of days the students was "present".

\*Per Ed Code, in Independent Study the student's attendance is not based on hours logged into the course, but rather work completed within a given timeframe (i.e. an LP.) For example, a student can complete the whole course in one week of the LP and receive full attendance for that LP even though they did not log in to the course every day during the LP dates.

*For additional information, please refer to CA Ed. Code 51747.*

## Method Schools Board Policy BP 7010

### Maintain a Safe and Orderly Environment

It is a priority of the administration and staff at Method Schools that every student who attends the school is provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom.

Method Schools' administration and staff are committed to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Method Schools' administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

Method Schools promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution (California Education Code Sections 32230-32239, 35160, 35160.1, 44806).

Method Schools remains in compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

Board Approved: 1/13/15





## **Conflict of Interest Statement BP 8010**

V.2 – March, 2014

For Officers, Directors, Board Members, Staff Members, Faculty and certain Consultants

No member of the Method Schools (hereafter “School”) Board of Directors, or any of its Employees or Committees, shall derive any personal profit or gain, directly or indirectly, by reason of his or her participation with the School. Each individual shall disclose to the School any personal interest which he or she may have in any matter pending before the School and shall refrain from participation in any decision on such matter.

Any member of the School Board, any Committee or Staff who is an officer, board member, a committee member or staff member of a borrower organization or a loan applicant agency shall identify his or her affiliation with such agency or agencies; further, in connection with any credit policy committee or board action specifically directed to that agency, he/she shall not participate in the decision affecting that agency and the decision must be made and/or ratified by the full board.

Any member of the School Board, any Committee, Staff or Faculty shall refrain from obtaining any list of School students, families or vendors for personal or private solicitation purposes at any time during the term of their affiliation. In essence, neither Board Members nor Employees will use information that is the property of the School for personal gain of any kind.

Now this is to certify that I, except as described in a separate letter of disclosure, am not now nor at any time during my employment or involvement with the School:

- 1) A participant, directly or indirectly, in any arrangement, agreement, investment, or other activity with any vendor, supplier, or other party doing business with the School which has resulted or could result in personal benefit to me.
- 2) A recipient, directly or indirectly, of any salary payments or loans or gifts of any kind or any free service or discounts or other fees from or on behalf of any person or organization engaged in any transaction with the School.

Any exceptions to 1 or 2 above are stated in a separate letter with a full description of the transactions and of the interest, whether direct or indirect, which I have in the persons or organizations having transactions with the School.

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

# **BYLAWS OF METHOD SCHOOLS CORPORATION**

## **ARTICLE I Purposes**

The corporation is organized for the public purposes as specified in its Articles of Incorporation.

## **ARTICLE II Offices**

### **Section 1. Principal Office.**

The corporation's principal office shall be located at such place within the County of San Diego, California as the Board of Trustees ("Board") shall determine. The Board has full power and authority to change the principal office from one location to another within the attendance boundaries in the County of San Diego, California.

### **Section 2. Other Offices.**

Branch or subordinate offices may at any time be established by the Board at any place or places where the corporation is qualified to do business.

## **ARTICLE III Membership**

### **Section 1. No Members.**

The Corporation shall have no members as that term is defined in Section 5056 of the California Nonprofit Corporation Law.

### **Section 2. Associates.**

Nothing in this Article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of trustees/directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of Section 5056.

## ARTICLE IV Board of Trustees

### Section 1. Powers.

Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, and such California local public agency laws of general application as may be applicable to the corporation, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- i. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;
- ii. To conduct the affairs and activities of the corporation and to make such rules and regulations therefore which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws;
- iii. To adopt, make and use a corporate seal and to alter the form of the seal from time to time;
- iv. To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore;
- v. To carry on a business and apply any revenues in excess of expenses that results from the business activity to any activity in which it may lawfully engage;
- vi. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

vii. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property; and

viii. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose.

ix. To carry out such other duties as are described in the Charter of the Method Schools ("School") as approved by the Dehesa School District and any other school districts who legally approve a charter presented by the School.

## Section 2. Number of Trustees.

The number of trustees of the corporation shall be five (5) unless and until changed by amendment of the Articles of Incorporation or by amendment of these bylaws.

## Section 3. Appointment and Election.

a. The following persons shall be an *ex officio*, non- voting trustees of the Board: (i) the founding director of the School and, (2) The Chief Financial Officer/Treasurer (hereinafter referred to as the Business Manager).

b. The Board shall appoint four (4) trustees, (i) at least one of whom may be a parent of one or more children who are actively enrolled in the School during such parent's entire term as a trustee, provided that such parent shall not be an employee of the corporation or the School ("Parent Trustee"); (ii) The remainder may be individuals living in the community and/or a business person in the community served by the board.

## Section 4. Terms of Office of Trustees.

a. In accordance with Section 5220(d) of the California Nonprofit Public Benefit Corporation Law, all trustees appointed under Section 3.b of this Article shall hold office until the person entitled to appoint the trustee removes the trustee or appoints a new trustee, or these bylaws are amended to provide otherwise or are repealed; and all *ex officio* trustees shall hold office until such individual(s) no longer hold the position(s) described in Section 3.a of this Article or these bylaws are amended to provide otherwise or are repealed.

b. Board Trustee One (1) shall have a term of office of one (1) year.

c. Board Trustee Two (2) shall have a term of office of two (2) years.

d. Board Trustee Three (3) and Four (4) shall have a term of office of three (3) years.

As seats become vacant, the incoming Board Trustees' terms of office will be for three (3) years.

## Section 5. Resignation and Removal.

Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any trustee may resign effective upon giving written notice to the chairman, the president, the secretary, or the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. If a trustee is appointed, such trustee may be removed only by the person entitled to appoint the trustee. All other trustees may be removed only upon the vote of a majority of the trustees then in office.

## Section 6. Vacancies.

i. A Board vacancy or vacancies shall be deemed to exist if any trustee dies, resigns, or is removed, or if the authorized number of trustees is increased.

ii. Notwithstanding Section 5, the Board may declare vacant the office of any trustee who has been convicted of a felony, or has been found to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law or to be of unsound mind by any court of competent jurisdiction.

iii. A vacancy on the Board shall be filled only by the person entitled to appoint the trustee; provided that a vacancy on the Board to which the trustee is elected may only be filled by a vote of a majority of the trustees then in office. Each trustee so elected, appointed, or designated shall hold office until the expiration of the term of the replaced trustee and continue to hold office until a qualified successor has been elected, appointed, or designated.

iv. No reduction of the authorized number of trustees shall have the effect of removing any trustee prior to the expiration of the trustee's term of office.

## Section 7. Place of Meeting.

Meetings of the Board shall be held at the principal office of the corporation or at any other place within or without the State of California which has been designated in the notice of the meeting or, if there is no notice, by resolution of the Board.

Section 8. Meetings; Annual Meeting.

Notwithstanding any other provision of these bylaws, all meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act") to the extent required by law.

Annually the Board shall meet for the purpose of organization, appointment of officers and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date and place as may be specified and noticed by resolution of the Board.

Section 9. Regular Meetings.

Regular meetings of the Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board.

Section 10. Special Meetings.

Special meetings of the Board for any purpose may be called at any time by the chairman of the Board, if there is such an officer, the president, the secretary or any two trustees. The party calling such special meeting shall determine the place, date and time thereof.

Section 11. Notice of Special Meetings.

i. Special meetings of the Board may be held only after each trustee has received (48) hours' notice given by email, personally or by phone.

ii. Any such notice shall be addressed or delivered to each trustee at the trustee's address as it is shown on the records of the corporation or as may have been given to the corporation by the trustee for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the trustees are regularly held.

iii. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

iv. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

## Section 12. Quorum.

A majority of the voting trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the trustees present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of trustees, if any action taken is approved by at least a majority of the required quorum for such meeting. Trustees may not vote by proxy.

## Section 13. Consent to Meetings.

Except as otherwise provided in the Brown Act, the transactions of the Board at any meeting, however called and noticed or wherever held, shall be as valid as though done at a meeting duly held after regular call and notice if a quorum be present, and if, either before or after the meeting, each trustee entitled to vote, not present in person signs a written waiver of notice, or a consent to the holding of such meeting, or approval of the minutes thereof. All such waivers, consents or approvals shall be filed with the corporate records and made a part of the minutes of the meeting. Notice of a meeting need not be given to any trustee who attends the meeting without protesting prior to or at the commencement of the meeting, the lack of notice to such trustee.

## Section 14. Action Without Meeting.

Except as otherwise provided in the Brown Act, any action required or permitted to be taken by the Board under any provision of the Nonprofit Public Benefit Corporation Law may be taken without a meeting if all members of the Board shall individually or collectively consent in writing to such action, and if permitted by applicable public open meeting laws, if any. Such consent(s) shall be filed with the minutes of the proceedings of the Board and shall have the same force and effect as a unanimous vote of such trustees.

## Section 15. Telephonic and Electronic Video Meetings.

Except as otherwise provided in the Brown Act, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment, to the extent permitted by applicable open meeting laws, if any. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if (i) each member participating can communicate with all other members concurrently, (ii) each member is provided the means of participating in all matters before the Board including, without limitation, the capacity to propose, or to interpose an objection to, specific action to be taken, and (iii) the corporation has adopted and implemented some means of verifying both that the person participating in the meeting is a trustee or other person entitled to participate in the meeting and that all actions of, or votes by, the Board are taken or cast only by the trustees and not by persons who are not trustees.

## Section 16. Adjournment.

A majority of the trustees present, whether or not a quorum is present, may adjourn any trustees meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the trustees who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

## Section 17. Rights of Inspection.

Every trustee has the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation, to the full extent permitted under applicable federal and state laws regarding pupil confidentiality.

## Section 18. Board Committees.

The Board may appoint an executive committee and one or more other committees each consisting of two (2) or more trustees to serve at the pleasure of the Board, and delegate to such committee any of the authority of the Board, except with respect to:

- a. The approval of any action for which the California Nonprofit Public Benefit corporation Law requires the approval of the Board;
- b. The filling of vacancies on the Board or on any committee which has the authority of the Board;
- c. The fixing of compensation of the trustees for serving on the Board or on any committee;
- d. The amendment or repeal of bylaws or the adoption of new bylaws;
- e. The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;
- f. The appointment of other committees having the authority of the Board;
- g. The expenditure of corporate funds to support a nominee for trustee after there are more people nominated for trustee than can be elected; or
- h. The approval of any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit corporation Law, except as permitted under Section 24 of this Article.

Any such committee must be created, and the members thereof appointed, by resolution adopted by a majority of the number of trustees then in office, and any such



committee may be designated as an executive committee or by such other name as the Board shall specify. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. In the absence of any such prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Board, such committee, or these bylaws shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article applicable to meetings and actions of the Board. Minutes shall be kept of each meeting of each committee.

#### Section 19. Other Committees.

a. The president, subject to the limitations imposed by the Board, or the Board, may create other committees, either standing or special, to serve the Board which do not have the powers of the Board. The president, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the committee chairman. If a trustee is on a committee, he or she shall be the chairman. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

b. Meetings of a committee may be called by the chairman of the Board (if there is such a position), the chairman of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

c. Any member of a committee may resign at any time by giving written notice to the chairman of the committee or to the president. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The chairman may, with prior approval of the Board, remove any appointed member of a committee. The president, with the Board's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

#### Section 20. Fees and Compensation.

Trustees and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a trustee's actual and necessary expenses incurred in the conduct of the corporation's business.

#### Section 21. Nonliability of Trustees.

No trustee shall be personally liable for the debts, liabilities or other obligations of this corporation.

## Section 22. Interested Persons.

No one serving on the Board may be “interested persons.” An “interested person” is (i) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a trustee as trustee, and (ii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

## Section 23. Standard of Care.

A trustee shall perform the duties of a trustee, including duties as a member of any committee of the Board upon which the trustee may serve, in good faith, in a manner such trustee believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a trustee, a trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- i. One or more officers or employees of the corporation whom the trustee believes to be reliable and competent in the matters presented;
- ii. Counsel, independent accountants or other persons as to matters which the trustee believes to be within such person's professional or expert competence; or
- iii. A committee of the Board upon which the trustee does not serve as to matters within its designated authority, provided the trustee believes merits confidence and the trustee acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

## Section 24. Self-Dealing Transactions.

Self-dealing transactions means transactions to which the corporation is a party and in which one or more of the trustees (“interested trustee(s)”) has a material financial interest. Notwithstanding this definition of self-dealing transaction, the following transactions do not constitute self-dealing transactions:

- i. An action by the Board fixing the compensation of a trustee as a trustee or officer of the corporation;
- ii. A transaction which is part of a public or charitable program of the corporation if the transaction is (1) approved or authorized by the corporation in good faith and without unjustified favoritism, and (2) results in a benefit to one or more trustees or their families because they are in a class of persons intended to be benefited by the public or charitable program;

iii. A transaction of which the interested trustees have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the corporation's gross receipts for the fiscal year immediately preceding the year in which such transaction occurs or One Hundred Thousand Dollars (\$100,000).

iv. A transaction the Attorney General has approved either before or after it was consummated.

v. A transaction with respect to which the following facts are established:

(1) The corporation entered into the transaction for its own benefit;

(2) The transaction was fair and reasonable as to the corporation at the time the corporation entered into the transaction;

(3) Prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the trustees then in office excluding the vote of the interested trustee(s) and with knowledge of the material facts concerning the transaction and the interested trustee's interest in it. Except as provided in paragraph (5) of this subsection, action by a committee of the Board will not satisfy this requirement; and

(4) Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation under the circumstances that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances, or the corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; *or*

(5) A committee or person authorized by the Board approved the transaction in a manner consistent with the standards prescribed for approval by the Board under this subsection; it was not reasonably practical to obtain approval of the Board prior to entering into the transaction; and the Board, after determining in good faith that the conditions set forth in this paragraph (5) of this subsection were satisfied, ratified the transaction at its next meeting by a vote of a majority of the trustees then in office, excluding the vote of the interested trustee(s).

#### Section 25. Interested Trustee's Vote.

In determining whether the Board validly met to authorize or approve a self-dealing transaction, interested trustees may be counted to determine the presence of a quorum, but an interested trustee's vote may not be counted toward the required majority for such authorization, approval or ratification.

#### Section 26. Persons Liable and Extent of Liability.

If a self-dealing transaction has not been approved as provided in Section 24 of this Article, the interested trustee(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, considering any

benefit received by it and whether or not the interested trustee(s) acted in good faith and with the intent to further the best interests of the corporation.

Section 27. Contracts or Transactions With Mutual Trustees.

No contract or other transaction between the corporation and any domestic or foreign corporation, firm or association of which one or more of the corporation's trustees are trustees is either void or voidable because such trustee(s) are present at the meeting of the Board or committee thereof which authorizes, approves or ratifies the contract or transaction if:

i. The material facts as to the transaction and as to such trustee's other directorship are fully disclosed or known to the Board or committee, and the Board or committee authorizes, approves or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common trustee(s); or

ii. As to contracts or transactions not approved as provided in subsection i. of this Section, the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved or ratified.

Notwithstanding the foregoing, this Section shall not apply to self-dealing transactions described in Section 24 of this Article above.

Section 28. Corporate Loans and Advances.

The corporation shall not make any loan of money or property to or guarantee the obligation of any trustee or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a trustee or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or trustee, if, in the absence of such advance, such trustee or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

Section 29. Annual Report.

Pursuant to Section 6321 of the California Nonprofit Public Benefit Corporation Law, the Business Manager shall cause an annual report to be prepared and sent to each trustee not later than 120 days after the close of the fiscal or calendar year. Such annual report shall be prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time.

Section 30. Annual Statement of Certain Transactions and Indemnifications.

Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the trustees no later than 120 days after the close of the fiscal year. If the corporation issues an annual report as set forth in Section 28 of this Article above, this requirement shall be satisfied by including the required information, as set forth below, in such report. Such annual statement shall describe:

i. Any “covered transaction” (defined below) during the previous fiscal year of the corporation involving (a) more than Fifty Thousand Dollars (\$50,000) or, (b) which was one of a number of “covered transactions” in which the same “interested person” (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars (\$50,000). The statement shall describe the names of any “interested persons” involved in such covered transactions, including such “interested persons” relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the “interested person” is only a partner, only the interest of the partnership need be stated.

ii. For the purposes of this Section, a “covered transaction” is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

(1) Any trustee or officer of the corporation, or its parent or subsidiary; or

(2) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

iii. The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year of the corporation to any officer or trustee of the corporation.

For purposes of this Section, any person described in either paragraph (1) or (2) of subsection ii. above is an “interested person.”

## ARTICLE V Officers

### Section 1. Officers.

The officers of this corporation shall be a president, one or more vice presidents, Secretary/Director and a Chief Financial Officer/Treasurer. The corporation may also have, at the discretion of the Board, a chairman of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president or chairman of the Board.

### Section 2. Appointment of Officers.

Except as otherwise specified in Sections 3 and 10 of this Article, the officers of the corporation shall be chosen annually by the Board and each shall hold office until he or she shall resign or shall be removed or otherwise disqualified to serve, or his or her successor shall be elected and qualified.

### Section 3. Subordinate Officers.

The Board may appoint and may empower the president to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Board may from time to time determine.

### Section 4. President.

The President shall act with impartiality and tact and shall preserve order and decorum at all times. In addition to the duties required to be performed, the President of the Board shall preside at all regular and special meetings at which the President is present.

The board President shall also perform other duties as directed by law, California Department of Education regulations, and the Board.

### Section 5. Vice President.

The Vice-President of the Board shall act as President of the Board in the absence of the President.

### Section 6. Secretary.

The secretary shall be the Director of the School and, shall keep or cause to be kept, at the principal office of the corporation the State of California, the original or a copy of the corporation's Articles of Incorporation and bylaws, as amended to date, and a register showing the names of all trustees and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The secretary also shall keep or cause to be kept at the principal office, or at such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The secretary shall give or cause to be given notice of all the meetings of the Board required by these bylaws or by law to be given; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

The School Director is hereby authorized to purchase supplies, services and equipment necessary or convenient for the operations of the school, provided that:

- A. The expenditure is consistent with the adopted budget of the corporation.
- B. If the expenditure is not reflected in the adopted budget of the corporation, the expenditure does not exceed \$1,000 and is reported to the Board.

- C. In the event of an emergency affecting the safety, health or continued operations of the corporation, the School Director obtains the prior consent of President or Vice President (if the President is unavailable), and the expenditure does not exceed \$5,000.
- D. The School Director shall, from time to time, develop policies for the procurement of supplies, services and equipment on a competitive or other basis designed to ensure that the Corporation's procurements reflect a competitive cost, consistent with quality and timely delivery to meet the needs of the Corporation, for review and approval of the Board.

1. The School Director shall be responsible for the selection, hiring, and evaluation of the staff of the Corporation, in a manner consistent with adopted budget, the Charter and contracts entered into by the Corporation and the personnel policies adopted by the Board. Pursuant to the Charter, the Board retains responsibility for hiring and evaluating the School Director.

2. Any authority delegated to the School Director may be, further delegated by the School Director.

3. Nothing in this resolution is intended to limit the authority granted to the School Director by the Charter, By-Laws, or any prior resolution or directive of the Board.

Passed and adopted this \_\_\_\_<sup>th</sup> day of \_\_\_\_\_, \_\_\_\_.

Section 7. Chief Financial Officer.

The Chief Financial Officer/Treasurer hereinafter referred to as the Business Manager shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any trustee. The Business Manager shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Board. The Business Manager shall disburse the funds of the corporation as shall be ordered by the Board, shall render to the president and the trustees, upon request, an account of all transactions as Business Manager. The Business Manager will make regular financial reports to the board as required by law.

The Board hires the Business Manager on recommendation of the Director.

Section 8. Removal and Resignation.

Any officer may be removed, either with or without cause, by the Board at any time. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment. Any officer may resign at any time by giving written notice to the corporation, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of

such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

#### Section 9. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the by-laws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

### ARTICLE VI Indemnification

#### Section 1. Definitions.

For the purposes of this Article, “agent” means any person who is or was a trustee, director, officer, or employee of this corporation, or is or was serving at the request of the corporation as a trustee, director, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a trustee, director, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; and “proceeding” means any threatened, pending completed action or proceeding, whether civil, criminal, administrative or investigative; and “expenses” includes, without limitation, attorneys’ fees and any expenses of establishing a right to indemnification under Sections 4 or 5.b. of this Article.

#### Section 2. Indemnification in Actions by Third Parties.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action brought under Section 5233 of the California Nonprofit Public Benefit corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation, and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

#### Section 3. Indemnification in Actions by or in the Right of the Corporation.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of



this corporation, or brought under Section 5233 of the California Nonprofit Public Benefit corporation Law, or brought by the Attorney General or a person granted relator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

i. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

ii. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

iii. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

#### Section 4. Indemnification Against Expenses.

To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

#### Section 5. Required Determinations.

Except as provided in Section 4 of this Article, any indemnification under this Article shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article by:

a. A majority vote of a quorum consisting of trustees who are not parties to such proceeding; or

b. The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.

Section 6. Advance of Expenses.

Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article.

Section 7. Other Indemnification.

No provision made by this corporation to indemnify its or its subsidiary's trustees, directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, bylaws, a resolution of trustees/directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which (i) persons other than such trustees/directors and officers may be entitled by contract or under the provisions of the California Tort Claims Act, or (ii) such trustees/directors may be entitled under the provisions of the California Tort Claims Act, or (iii) either may otherwise be entitled.

Section 8. Forms of Indemnification Not Permitted.

No indemnification or advance shall be made under this Article, except as provided in Sections 4 or 5.b., in any circumstances where it appears:

a. That it would be inconsistent with a provision of the Articles of Incorporation, these bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

b. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. Insurance.

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of this corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the California Nonprofit Public Benefit corporation Law.

Section 10. Nonapplicability to Fiduciaries of Employee Benefit Plans.

This Article does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the corporation as defined in Section 1 of this Article. The corporation shall have power to indemnify such trustee, investment manager or

other fiduciary to the extent permitted by subdivision (f) of Section 207 of the California General Corporation Law.

## ARTICLE VII Miscellaneous

### Section 1. Fiscal Year.

The fiscal year end of the corporation shall be June 30th.

### Section 2. Voting Shares.

The corporation may vote any and all shares held by it in any other corporation by the president or such other officer, agent or proxy as the Board may appoint; and, such officers or any of them, may likewise appoint a proxy to vote such shares.

### Section 3. Checks, Drafts, Etc.

All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Board or the executive committee, if any, or by the president and the chairman of the Board.

### Section 4. Endorsement or Execution of Documents and Contracts.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the chairman of the Board, the president, certain designated vice-presidents, the secretary or the chief financial officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Board, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, or the chairman of the Board, or the president. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

## ARTICLE VIII Amendments

These bylaws shall be reviewed at least once every four (4) years and such review shall be documented in the minutes of the Board meetings. These bylaws may be amended or repealed and/or new bylaws adopted only by approval of a majority of the number of trustees then in office.

## **CERTIFICATE OF ADOPTION**

I, the undersigned, do hereby certify:

1. That I am the Secretary of Method Schools School.
2. That the foregoing Bylaws constitute the Bylaws of the corporation as duly adopted by the Board of Trustees on \_\_\_\_\_, 2013.

\_\_\_\_\_

\_\_\_\_\_

Secretary

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## ARTICLE VIII AMENDMENTS

# **BYLAWS OF METHOD SCHOOLS CORPORATION**

**Last Amended 10/5/2013**





**Board Name:** Method Board of Directors

**Enter in the Date the Board was Created:** 7/1/13

**Enter in the Number of Years the Board Members Serve for Each Term (if no term expiration, enter in 0)\*:** 7

**Board Member Information**

<b>Member's Name</b>	<b>Effective Start Date</b> (when they started on board)	<b>Current Term Expiration Date (if applicable)</b>	<b>Officer Role</b> (e.g. President, Vice President, Secretary, Treasurer)	<b>Email Address</b>
Carolyn Andrews	7/1/18	6/30/20	Board Member	candrews@methodschoools.org
Steve Dorsey	7/1/13	6/30/20	President	sdorsey@methodschoools.org
Shannon Clark	7/1/13	6/30/20	Vice President	sclark@methodschoools.org
Tyler Roberts	7/1/13	6/30/20	Treasurer	troberts@methodschoools.org
Gloria Vargas	7/1/13	6/30/20	Secretary	gvargas@methodschoools.org

# Dr. Steve Dorsey

## *President*

Dr. Dorsey has been an educational professional for the last 20 years as a teacher, Assistant Principal, Elementary Principal, Middle School Principal, and High School Principal as well as holding District positions of Pupil Service and Principal on Special Assignment for Educational Technology for East Whittier City School District, Walnut Valley and West Covina Unified School Districts . Prior to education, Dr. Dorsey worked in Law enforcement as Deputy Sheriff and a salesman for Coca-Cola Company. Dr. Dorsey recently completed his EDD in Educational Leadership and is committed to developing students' innovative skills in order to truly succeed in today's digital world. Dr. Dorsey is very connected to issues facing Los Angeles and Orange County students and committed to providing solutions that work in this area.

# Shannon Clark

## *Vice President*

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

# Tyler Roberts

## *Treasurer*

Tyler has an extensive consumer marketing background with more than 15 years' experience in Customer Loyalty and Retention. Currently employed in a Senior Marketing role for T-Mobile, USA, he has held similar marketing positions for other industry leaders including Ancestry.com and 1-800 CONTACTS. Tyler received his B.S.

in Business Management from Utah Valley University where he also served as President of the American Marketing Association. He currently lives in Seattle, WA with his wife and four children, where he is very active in local education issues.

## Gloria Vargas

### *Secretary*

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

## Carolyn Andrews

### *Board Member*

Carolyn has worked in K-12 and Higher Ed for over 22 years. Her work experience includes teaching Higher Ed classes at Northern Illinois University and University of San Diego. Carolyn also has experience working in K12 Education. K12 experiences include teaching grades 1, 3, 4, and 5 at San Bernardino City Unified School District, working at the district office in SBCUSD conducting professional development for educators, writing grants and more. Carolyn's experience also includes working at Educational Companies that include Apple, K12, Schoology, and Pearson. Carolyn currently works as Account General Manager at Pearson partnering with school districts in Riverside and San Bernardino Counties on solutions such as textbooks and digital curriculum. Carolyn has ample experience in field of education and offers great insight and expertise into blended models, such as Method Schools and could be a valuable asset to the organization.

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Wednesday March 9 2017 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

## INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

1. Agendas and "Request to Speak" forms are available at the door to the meeting. If you wish to speak, please fill out the speaker slip and specify the agenda item on which you wish to speak. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.

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

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

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

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

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

### 1.0 CALL TO ORDER at 6:02 pm.

### 2.0 ROLL CALL

- A. Board Members present:  
Steve Dorsey, Tyler Roberts,  
Shannon Clark, Mark Holley,  
Jessica Spallino, Cory  
Cavanugh
- B. Board Members absent:  
Gloria Vargas

# **AGENDA**

Method Schools Regular Meeting of the Board of Directors

**Wednesday March 9 2017 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

C. Staff:

None

## **3.0 PUBLIC COMMUNICATION ON NON-AGENDA ITEMS**

None

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Wednesday March 9 2017 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

No individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

## 4.0 REPORTS

**4.1** Marketing Update- Provided by Mark Holley. Discussed student recruitment efforts for summer and next school year.

**4.2** Staffing Update- Provided by Jessica Spallino. Discussed current staffing and staffing for summer.

**4.3** Product Update- Provided by Jessica Spallino. Discussed enhancements made to both tracks including Service Learning, Robotics, and improvements to summer program.

**4.4** Financial Report- Deferred to Interims with Cory.

## 5.0 ANNOUNCE CLOSED SESSION ITEMS

N/A

**6.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS** General public comments on any closed session item that will be heard. The Board will limit comments to no more than 3 minutes.

N/A

## 7.0 ADJOURN TO CLOSED SESSION

N/A

## 8.0 OPEN SESSION

N/A

## 9.0 DISCLOSURE OF CLOSED SESSION ACTIONS

N/A

## 10.0 ACTION ITEMS

**10.1 2016-17 2<sup>nd</sup> Interim Reports (A)** The Board will be asked to approved the 2016-17 2<sup>nd</sup> Interims Reports for Method School (#1617), Method Schools K-8 (#1697), Method Schools High School (#1698)

Motion: Shannon

Support: Steve

Ayes: 3

Nays: 0

**10.2 2015-16 Mandate Block Grant Resolution (A)** The Board will be asked to approve Method Resolution 2016-17 -1 for the 2015-16 Mandate Block Grant Funding

Motion: Steve

Support: Shannon

Ayes: 3

Nays: 0

**10.3 2016-17 Mandate Block Grant Resolution (A)** The Board will be asked to approve Method Resolution 2016-17 -2 for the 2016-17 Mandate Block Grant Funding

Motion: Steve

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Wednesday March 9 2017 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

Support: Shannon

Ayes: 3

Nays: 0

- 104. Educator Effectiveness Plan (A)** The Board will be asked to approve the proposed Educator Effectiveness Plan for Method School (#1617)

Motion: Steve

Support: Shannon

Ayes: 3

Nays: 0

- 10.5 College Readiness Block Grant Implementation Plan (A)** The Board will be asked to approve the proposed College Readiness Block Grant Implementation Plan for Method School (#1617) and Method Schools High School (#1697) as previously discussed during the Public Hearing on 12-8-2016.

Motion: Steve

Support: Shannon

Ayes: 3

Nays: 0

- 10.6 School Accountability Report Card (SARC) Report (A)** The Board will be asked to approve the proposed SARC Report from the 2015-16 school year for Method School (#1617) and Method Schools High School (#1697).

Motion: Shannon

Support: Steve

Ayes: 3

Nays: 0

## 11.0 INFORMATION/DISCUSSION/ACTION

- 11.1 Prospective Board Member Resume (I/D/A)** The Board will review a resume for a prospective board member to be added to the Method governing board.

Motion: Steve

Support: Tyler

Ayes: 3

Nays: 0

- 11.2 2017-18 Method School Calendars (I/D/A)** The Board will be asked to review the proposed 2017-18 Method School year calendar (s). The proposed calendar (s) will include each program track Method will operate during the 2017-18 year.

Motion: Shannon

Support: Steve

Ayes: 3

Nays: 0

- 11.3 Board Development Session (I/D)** The Board will be asked to choose a date for a Board Development training sessions focused on Brown Act Guidelines and Board Protocols.

- 11.4 PCSGP External Review Visit (I/D)** The Board will be informed off the upcoming visit from Creative Back Office as part of the External Review process as required by the PCSGP. The



# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Wednesday March 9 2017 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

visit from Creative Back Office will include classroom observation and discussions with Method staff.

- 11.5 Auditor Agreement for 2016-17 (I/D/A)** The Board will be asked to discuss an auditor agreement for Method Schools for the 2016-17 School Year.

Motion: Shannon

Support: Tyler

Ayes: 3

Nays: 0

## **12.0 CONSENT ITEMS**

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

### **12.1 Approval of Regular Meeting Minutes**

#### **12.1.1 December 8, 2016**

Motion: Steve

Support: Shannon

Ayes: 3

Nays: 0

### **12.2 Warrants for July 2016 – January 2017**

## **13.0 UPCOMING AGENDA ITEMS**

This is a list of known items that will appear on future agendas:

- 2016-17 LCAP Discussion
- 2017-18 LCAP Public Hearing
- 2017-18 Budget Strategic Planning
- 2016-17 EPA Expenditure Report
- PCSGP External Review Report

## **14.0 BOARD MEMBER REPORTS**

Individual Board members will report on participation in school events and/or committees, District events, or attendance at special meetings or training/workshops.

N/A

## **16.0 ADJOURNMENT @ 7:01 pm**

## INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

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

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

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

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

### 1.0 CALL TO ORDER: 5:18 pm

### 2.0 ROLL CALL

A. Board Members present:  
Steve Dorsey, Gloria Vargas,  
Tyler Roberts, Shannon  
Clark

B. Board Members absent:  
Carolyn Andrews

C. Staff: Jessica Spallino,  
Mark Holley

### **3.0 PUBLIC COMMUNICATION ON NON-AGENDA ITEMS**

No individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

#### **4.0 REPORTS**

- 4.1** Marketing Update: Summer School enrollment up 344%, Beginning messaging for 18-19 school year with new model
- 4.2** Staffing Update: Currently hiring summer teacher and support staff, leadership staff growing
- 4.3** Product Update: All Summer courses will be complete by May 30 and K8 courses complete by July 30
- 4.4** Financial Report

#### **5.0 ANNOUNCE CLOSED SESSION ITEMS**

**6.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS** General public comments on any closed session item that will be heard. The Board will limit comments to no more than 3 minutes.

#### **7.0 ADJOURN TO CLOSED SESSION**

#### **8.0 OPEN SESSION**

#### **9.0 DISCLOSURE OF CLOSED SESSION ACTIONS**

#### **10.0 ACTION ITEMS**

- 10.1 2017-18 2<sup>nd</sup> Interim Reports (A)** The Board will be asked to approved the 2017-18 2<sup>nd</sup> Interims Reports for Method School (#1617), Method Schools K-8 (#1697), Method Schools High School (#1698)

**Motion: Tyler Roberts**

Second: Shannon Clark

Ayes: All

Nays: 0

- 10.2 Educator Effectiveness Expenditure Report (A)** The Board will be asked to approve the final Educator Effectiveness Expenditure Report for Method School (#1617)

**Motion: Steve Dorsey**

Second: Shannon

Ayes: All

Nays: 0

- 10.3 School Accountability Report Card (SARC) Report (A)** The Board will be asked to approve the proposed SARC Report from the 2016-17 school year for Method School (#1617) and Method Schools High School (#1697).

**Motion: Shannon Clark**

Second: Gloria Vargas

Ayes: All

Nays: 0

**10.4 Auditor Agreement for 2017-18 (A)** The Board will be asked to approve the auditor agreement for Method Schools for the 2017-18 School Year.

**Motion: Gloria Vargas**

Second: Steve Dorsey

Ayes: All

Nays: 0

**10.5 Method Schools Board Policy 9.1 (A)** The Board will be asked to approved Method Schools Board Policy 9.1 on Concurrent Enrollment.

**Motion: Shannon Clark**

Second: Tyler Roberts

Ayes: All

Nays: 0

## **11.0 INFORMATION/DISCUSSION/ACTION**

**11.1 Board Member Form 700s (I/D)** The Board will be presented the annual Form 700s to be filled out and filed with the appropriate county offices.

Cory will send out for Board members to complete and submit.

## **12.0 CONSENT ITEMS**

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

12.1 Approval of Regular Meeting Minutes

12.1.1 December 27, 2017

12.2 Warrants for December 2017 – February 2018

**Motion: Gloria Vargas**

Second: Tyler Roberts

Ayes: All

Nays: 0

## **13.0 UPCOMING AGENDA ITEMS**

This is a list of known items that will appear on future agendas:

- 2017-18 LCAP Discussion
- 2018-19 LCAP Public Hearing
- 2018-19 Budget Strategic Planning
- 2017-18 EPA Expenditure Report

## **14.0 BOARD MEMBER REPORTS**

Individual Board members will report on participation in school events and/or committees, District events, or attendance at special meetings or training/workshops.

## **16.0 ADJOURNMENT: 6:01 pm**

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday June 12 2018 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

## INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

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

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

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

### 1.0 CALL TO ORDER: 5:33 pm

### 2.0 ROLL CALL

A. Board Members present:

All

B. Board Members absent:

None

C. Staff: Mark Holley

Jessica Spallino

# **AGENDA**

Method Schools Regular Meeting of the Board of Directors

**Tuesday June 12 2018 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

## **3.0 PUBLIC COMMUNICATION ON NON-AGENDA ITEMS**

None

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday June 12 2018 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

No individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

## 4.0 REPORTS

- 4.1 Marketing Update: Primarily Summer and preparing for
- 4.2 Staffing Update; Summer teachers, new 18-19 staff
- 4.3 Product Update: Middle management established to run schools and energy will go into Smartfox development and sales
- 4.4 Financial Report: Cory update

## 5.0 ANNOUNCE CLOSED SESSION ITEMS

**6.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS** General public comments on any closed session item that will be heard. The Board will limit comments to no more than 3 minutes.

- 6.1 Public Employment – 2018-19 Employee Compensation & Comparisons
- 6.2 Public Employment – 2018-19 Employee Bonus Structure
- 6.3 Public Employment – 2017-18 CEO & CBO Evaluations

## 7.0 ADJOURN TO CLOSED SESSION

## 8.0 OPEN SESSION

## 9.0 DISCLOSURE OF CLOSED SESSION ACTIONS

## 10.0 ACTION ITEMS

- 10.1 **2018-19 Method School Calendars (A)** The Board will be asked to review an updated versions of the proposed 2017-18 Method School year calendar (s). The proposed calendar (s) will include each program track Method will operate during the 2017-18 year.

**Motion: Shannon**

**Second: Carolyn**

**Ayes: 4**

**Nays: 0**

- 10.2 **2018-19 Employee Compensation & Bonus Structure (A)** The Board will be asked to approve the 2018-19 Compensation Schedule & Bonus Structure.

**Motion: Steve**

**Second: Shannon**

**Ayes: 4**

**Nays: 0**

- 10.3 **2018-19 Summer School Proposal with Winner Circle Athletics (WCA) (A)** The Board will be presented with a proposed agreement between Method Schools and WCA and will be asked a to approve for the 2018-19 fiscal year.

**Motion: Shannon**

**Second: Carolyn**

**Ayes: 4**

**Nays: 0**

- 10.4 **2018-19 Employee Medical Benefit Offering (A)** The board will be presented with and asked to approve the 2018-19 Employee Benefits package for Method employees. Plan changes include the addition of Dental and Vision coverage.



# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday June 12 2018 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

**Motion: Shannon**

**Second: Steve**

**Ayes: 4**

**Nays: 0**

## **11.0 INFORMATION/DISCUSSION/ACTION**

**11.1 2018-19 LCAP Stakeholder Survey Results (I/D)** The Board will be presented with the survey results from the 2018-19 LCAP Stakeholder Input Surveys. As part of the LCAP input process, Method developed individual stakeholder surveys for teacher, student and parent responses.

**11.2 Public Hearing for 2018-19 Local Control Accountability Plan (LCAP) (I/D)** The Board will be presented with the first draft of the 2018-19 LCAP for Method School (#1617) and Method Schools High School (#1698). The Board will review the draft version of each LCAP that contains goals that have been individually designed for each school by taking into account stakeholder input from students, teachers, and parents.

## **12.0 CONSENT ITEMS**

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

12.1 Approval of Regular Meeting Minutes

12.1.1 March 15th, 2018

12.2 Warrants for March 2018 – May 2018

**Motion: Steve**

**Second: Shannon**

**Ayes: 4**

**Nays: 0**

## **13.0 UPCOMING AGENDA ITEMS**

This is a list of known items that will appear on future agendas:

- 2018-19 Final LCAP Approval
- 2018-19 Adopted Budget Approval
- 2017-18 EPA Expenditure Report
- College Readiness Block Grant Report

## **14.0 BOARD MEMBER REPORTS**

Individual Board members will report on participation in school events and/or committees, District events, or attendance at special meetings or training/workshops.

## **16.0 ADJOURNMENT: 6:36 pm**

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Wednesday June 14 2017 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

## INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

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3. **Agenda items:** To address the Board on agenda items, please specify the item on which you wish to speak on your "Request to Speak". You will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.
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**Americans with Disabilities Act (ADA):** Upon request, the School will furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate assistance in order to participate in Board meetings are invited to contact Method Board Secretary Gloria Vargas at [gvargas@methodschools.org](mailto:gvargas@methodschools.org) by noon of the business day preceding the board meeting.

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

### 1.0 CALL TO ORDER 6:00 pm

### 2.0 ROLL CALL

- A. Board Members present: Steve Dorsey, Carolyn Andrews, Gloria Vargas, Shannon Clark, Tyler Roberts
- B. Board Members absent: None
- C. Staff: Jessica Spallino, Mark Holley, and Cory Cavanaugh

### 3.0 PUBLIC COMMUNICATION ON NON-AGENDA ITEMS

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Wednesday June 14 2017 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

No individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

## **4.0 REPO RTS:**

- 4.1** Marketing Update
- 4.2** Staffing Update
- 4.3** Product Update
- 4.4** Financial Repor

Mark and Jessica delivered an overall presentation of the organization's current status, projections, and strategic plans moving forward.

## **5.0 ANNOUNCE CLOSED SESSION ITEMS**

Closed session announced at 6:19 pm

**6.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS** General public comments on any closed session item that will be heard. The Board will limit comments to no more than 3 minutes.

**6.1 Public Employment – 2017-18 Employee Compensation**

**6.2 Public Employment – 2017-18 Employee Bonus Structure**

## **7.0 ADJOURN TO CLOSED SESSION**

## **8.0 OPEN SESSION**

## **9.0 DISCLOSURE OF CLOSED SESSION ACTIONS**

The Board discussed 2017-18 Salaries for employees and administrators. The Board voted for increases to certificated and administrator salaries.

## **10.0 ACTION ITEMS**

- 10.1 2017-18 Method School Calendars (A)** The Board will be asked to review an updated versions of the proposed 2017-18 Method School year calendar (s). The proposed calendar (s) will include each program track Method will operate during the 2017-18 year.

Motion: Shannon

Second: Tyler

Ayes: 5

Oppose: 0

## **11.0 INFORMATION/DISCUSSION/ACTION**

- 11.1 2017-18 LCAP Stakeholder Survey Results (I/D)** The Board will be presented with the survey results from the 2017-18 LCAP Stakeholder Input Surveys. As part of the LCAP input process, Method developed individual stakeholder surveys for teacher, student and parent responses.

- 11.2 Public Hearing for 2017-18 Local Control Accountability Plan (LCAP) (I/D)** The Board will be presented with the first draft of the 2017-18 LCAP for Method School (#1617), Method Schools K-8 (#1697) and Method Schools High School (#1698). The Board will review the draft version of each LCAP that contains goals that have been individually designed for each school by

# **AGENDA**

Method Schools Regular Meeting of the Board of Directors

**Wednesday June 14 2017 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

taking into account stakeholder input from students, teachers, and parents.

- 11.4 2017-18 Board Meeting Calendar (I/D/A)** The Board will be presented with a draft of the 2017-18 Board Meeting Calendar of the Governing Board.

## **12.0 CONSENT ITEMS**

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

### **12.1 Approval of Regular Meeting Minutes**

Motion: Steve

Second: Shannon

Ayes: 5

Oppose: 0

# **AGENDA**

Method Schools Regular Meeting of the Board of Directors

**Wednesday June 14 2017 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

12.1.1 March 9, 2017

**12.2** Warrants for March 2017 – May 2017

Motion: Shannon

Second: Tyler

Ayes: 5

Oppose: 0

## **13.0 UPCOMING AGENDA ITEMS**

This is a list of known items that will appear on future agendas:

- 2017-18 Final LCAP Approval
- 2017-18 Adopted Budget Approval
- 2016-17 EPA Expenditure Report
- 2017-18 EPA Expenditure Projection

## **14.0 BOARD MEMBER REPORTS**

Individual Board members will report on participation in school events and/or committees, District events, or attendance at special meetings or training/workshops.

## **15.0 ADJOURNMENT 6:56 pm**

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday June 19 2018 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

## INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

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

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

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

### 1.0 CALL TO ORDER: 6:01 pm

### 2.0 ROLL CALL

- A. Board Members present:  
All Board members  
present
- B. Board Members absent:  
None
- C. Staff:  
Mark Holley

# **AGENDA**

Method Schools Regular Meeting of the Board of Directors

**Tuesday June 19 2018 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

Jessica Spallino

## **3.0 PUBLIC COMMUNICATION ON NON-AGENDA ITEMS**

None

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday June 19 2018 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

No individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

## 4.0 REPORTS

4.1 Marketing Update

4.2 Staffing Update

4.3 Product Update

4.4 Financial Report

**No reports delivered during this meeting**

## 5.0 ANNOUNCE CLOSED SESSION ITEMS

**6.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS** General public comments on any closed session item that will be heard. The Board will limit comments to no more than 3 minutes.

### 6.1 Public Employment – 2017-18 CEO & CBO Evaluations

Not all surveys completed at this time. Move to next Board meeting on 9/11.

## 7.0 ADJOURN TO CLOSED SESSION

## 8.0 OPEN SESSION

## 9.0 DISCLOSURE OF CLOSED SESSION ACTIONS

## 10.0 ACTION ITEMS

**10.1 2018-19 Local Control Accountability Plan (LCAP) (A)** The Board will be asked to approve the final 2017-18 LCAP for Method School (#1617) and Method Schools High School (#1698). Each LCAP contains goals that have been individually designed for each school by taking into account stakeholder input from students, teachers, and parents.

**Motion: Carolyn**

**Second: Shannon**

**Ayes: 5**

**Nays: 0**

**10.2 2018-19 Adopted Budgets (A)** The Board will be asked to approve the 2018-19 Adopted Budgets for Method School (#1617), and Method Schools High School (#1698). Each Adopted Budget has been specifically developed to each school's forecasted operating year and contains the appropriate 2017-18 LCAP budget considerations as outlined in each school's respective LCAP. The Board will be presented with the CDE approved Adopted Budget Form.

**Motion: Shannon**

**Second: Steve**

**Ayes: 5**

**Nays: 0**

**10.3 Method Board Resolution 2018-01 Closure of Method K-8 (A)** The Board will be asked to approve Board Resolution 2018-01 to approve the closure of Method Schools K-8 effective 6/30/2018.

**Motion: Shannon**



# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday June 19 2018 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

**Second: Carolyn**

**Ayes: 5**

**Nays: 0**

- 10.4 Method Board Resolution 2018-02 Early Repayment of CSFA Revolving Loans (A)** The Board will be asked to approve Board Resolution 2018-02 to approve the Early Repayment of the CSFA issued Revolving Loan for Method Schools (#1617) and Method Schools K-8 (#1697).

**Motion: Carolyn**

**Second: Shannon**

**Ayes: 5**

**Nays: 0**

- 10.5 2018-19 Board Calendar (A)** The Board will be asked to approve the 2018-19 Board Calendar.

**Motion: Steve**

**Second: Gloria**

**Ayes: 5**

**Nays: 0**

## **12.0 CONSENT ITEMS**

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

12.1 Board Meeting Minutes – 6-12-2018

12.2 Operating Contracts for 2018-19 Fiscal Year

12.2.1 – Creative Back Office Service Agreement

12.2.2 – Charter Safe Service Agreement

**Motion: Steve**

**Second: Shannon**

**Ayes: 5**

**Nays: 0**

## **13.0 UPCOMING AGENDA ITEMS**

- Next Scheduled Board Meeting: 9-11-2018
- 2017-18 EPA Expenditure Report
- College Readiness Block Grant Report

## **14.0 BOARD MEMBER REPORTS**

Individual Board members will report on participation in school events and/or committees, District events, or attendance at special meetings or training/workshops.

## **15.0 ADJOURNMENT: 6:23 pm**

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday June 20 2017 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

## INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

### 1.0 CALL TO ORDER 6:03 pm

### 2.0 ROLL CALL

- A. Board Members present: Steve Dorsey, Carolyn Andrews, Shannon Clark, Gloria Vargas, Tyler Roberts
- B. Board Members absent: None
- C. Staff: Mark Holley, Jessica Spallino, Cory Cavanaugh

### 3.0 PUBLIC COMMUNICATION ON NON-AGENDA ITEMS

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday June 20 2017 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

No individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

## 4.0 REPORTS

- 4.1 Marketing Update: N/A
- 4.2 Staffing Update: N/A
- 4.3 Product Update: N/A
- 4.4 Financial Report: N/A

## 5.0 ANNOUNCE CLOSED SESSION ITEMS

**6.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS** General public comments on any closed session item that will be heard. The Board will limit comments to no more than 3 minutes.

### 6.1 Public Employment – 2017-18 Bonus Structure

## 7.0 ADJOURN TO CLOSED SESSION 6:05 pm

## 8.0 OPEN SESSION 6:12 pm

## 9.0 DISCLOSURE OF CLOSED SESSION ACTIONS

The Board discussed the 2017-18 bonus structure. The Board voted to pass the 2017-18 bonus structure as presented.

## 10.0 ACTION ITEMS

- 10.1 2017-18 Local Control Accountability Plan (LCAP) (A)** The Board will be asked to approve the final 2017-18 LCAP for Method School (#1617), Method Schools K-8 (#1697) and Method Schools High School (#1698). Each LCAP contains goals that have been individually designed for each school by taking into account stakeholder input from students, teachers, and parents.

The 2017-2018 LCAP Plan was discussed, including the guiding goals for the upcoming school year.

Motion: Shannon  
Second: Gloira  
Ayes: 5  
Oppose: 0

- 10.2 2017-18 Adopted Budgets (A)** The Board will be asked to approve the 2017-18 Adopted Budgets for Method School (#1617), Method Schools K-8 (#1697) and Method Schools High School (#1698). Each Adopted Budget has been specifically developed to each school's forecasted operating year and contains the appropriate 2017-18 LCAP budget considerations as outlined in each school's respective LCAP. The Board will be presented with the CDE approved Adopted Budget Form.

The 2017-2018 Adopted Budgets were discussed and the Board will be provided updates on a regular basis.

Motion: Shannon  
Second: Carolyn

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday June 20 2017 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

Ayes: 5

Oppose: 0

- 10.3 2016-17 Education Protection Act (EPA) Spending Allocations (A)** The Board will be asked to approve the EPA Spending Allocation for Method School (#1617), Method Schools K-8 (#1697) and Method Schools High School (#1698) based on the final P-2 EPA revenue figures.

Motion: Shannon

Second: Tyler

Ayes: 5

Oppose: 0

- 10.4 2017-18 Graduation Requirements (A)** The Board will be asked to approve the 2017-18 Graduation Requirements for Method Schools.

Changes were made to the 2017-2018 graduation requirements, including the requirement of Engineering as a science, along with Service Learning, and Careers Pathways requirements each year.

Motion: Carolyn

Second: Shannon

Ayes: 5

Oppose: 0

- 10.6 2017-18 Course Outlines (A)** The Board will be asked to approve Method School created courses for the 2017-18 school year.

The following new course have been created for high school students and will be implemented during the 2017-2018 school year: Algebra I, Algebra II, Geometry, Calculus, Engineering, and Service Learning.

Motion: Shannon

Second: Carolyn

Ayes: 5

Oppose: 0

## **11.0 INFORMATION/DISCUSSION/ACTION**

- 11.1 2017-18 Board Meeting Calendar (I/D/A)** The Board will discuss 2017-18 Board Calendar

Board meeting dates for the 2017-2018 school year are identified below. The Board will meet quarterly on the second Tuesday of the month at 5:30 pm.

9-12-17

12-12-17

3-13-18

6-12-18

6-19-18

- 11.2 Board Governance Discussion & Training (I/D)** The Board will receive a training session on Brown Act Compliance and Governance Training.

# **AGENDA**

Method Schools Regular Meeting of the Board of Directors

**Tuesday June 20 2017 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

Each Board member completed Board Governance training and will regroup to discuss the training at the next Board meeting.

## **12.0 CONSENT ITEMS**

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

No Consent Agenda Items for June 20<sup>th</sup>, 2017 Meeting

## **13.0 UPCOMING AGENDA ITEMS**

None noted.

## **14.0 BOARD MEMBER REPORTS**

Individual Board members will report on participation in school events and/or committees, District events, or attendance at special meetings or training/workshops.

None

## **15.0 ADJOURNMENT 7:41 pm**

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday September 11 2018 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

## INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

### 1.0 CALL TO ORDER 6:03

### 2.0 ROLL CALL

- A. Board Members present: Carolyn Andrews, Steve Dorsey,
- B. Board Members absent:
- C. Staff:

### 3.0 PUBLIC COMMUNICATION ON NON-AGENDA ITEMS

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday September 11 2018 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

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## 4.0 REPO RTS

- 4.1 Marketing Update
- 4.2 Staffing Update
- 4.3 Product Update  
Mark Holley and  
Jessica Spallino  
discussed  
modifying Summer  
enrollment goal and  
Smartfox external  
goals to implement  
each with  
additional  
preparation. The  
revised goals will  
be presented at next  
meeting.
- 4.4 Financial Report

## 5.0 ACTION ITEMS

- 5.1 **2017-18 Unaudited Actual Reports (A)** The Board will be asked to approve the 2017-18 Unaudited Actual Reports for).  
  
Motion: Steve  
Second: Gloria  
Ayes: 3  
Nays: 0
- 5.2 **2017-18 Education Protection Act Expenditure Plan (A )** The Board will be asked to approve the 2017-18 Education Protection Act Expenditure Plan for Method School (#1617), Method Schools K-8 (#1697) and Method Schools High School (#1698).  
  
Motion: Carolyn  
Second: Steve  
Ayes: 3  
Nays: 0
- 5.3 **Revised Attendance & Work Sample Policy (I/D/A)** The Board will be asked to approve a revised Attendance & Work Sample Policy  
  
Strike this item

## 6.0 CONSENT ITEMS

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# **AGENDA**

Method Schools Regular Meeting of the Board of Directors

**Tuesday September 11 2018 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

- 12.1 Approval of Regular Meeting Minutes
  - 12.1.1 June 19, 2018
- 12.2 Warrants for June 2018 – August 2018

Motion: Gloria

Second: Carolyn

Ayes: 3

Nays: 0

## **7.0 UPCOMING AGENDA ITEMS**

This is a list of known items that will appear on future agendas:

- 2017-18 Audit Report
- 2018-19 1<sup>st</sup> Interim Reports
- 2018-19 P-1 Attendance Reports

## **8.0 BOARD MEMBER REPORTS**

Individual Board members will report on participation in school events and/or committees, District events, or attendance at special meetings or training/workshops.

## **9.0 ADJOURNMENT 6:29 pm**

September 11, 2018

Page





# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Wednesday September 13 2017 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

## INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

### 1.0 CALL TO ORDER 6:02 pm

### 2.0 ROLL CALL

- A. Board Members present: Shannon Clark, Gloria Vargas, Carolyn Andrews, Steve Dorsey
- B. Board Members absent: Tyler Roberts
- C. Staff: Jessica Spallino, Mark Holley, Cory Cavanaugh

### 3.0 PUBLIC COMMUNICATION ON NON-AGENDA ITEMS

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Wednesday September 13 2017 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

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## 4.0 REPO RTS

To be delivered at  
December Board  
meeting.

4.1 Marketing Update

4.2 Staffing Update

4.3 Product Update

4.4 Financial Report

## 5.0 ACTION ITEMS

**5.1 2016-17 Unaudited Actual Reports (A)** The Board will be asked to approve the 2016-17 Unaudited Actual Reports for Method School (#1617), Method Schools K-8 (#1697) and Method Schools High School (#1698).

First: Shannon

Second: Carolyn

Ayes: 4

Nays: 0

**5.2 Method Governing Board Fiscal Procedures Policy (A)** The Board will be asked to approve an updated Board Policy pertaining to Fiscal Procedures and Policies.

First: Steve

Second: Shannon

Ayes: 4

Nays: 0

## 6.0 CONSENT ITEMS

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6.1 Approval of Regular Meeting Minutes

12.1.1 June 14, 2017

12.1.2 June 20, 2017

6.2 Warrants for June 2017 – August 2017

First: Shannon

Second: Steve

Ayes: 4

Nays: 0

## 7.0 UPCOMING AGENDA ITEMS

This is a list of known items that will appear on future agendas:

- 2016-17 Audit Report

# **AGENDA**

Method Schools Regular Meeting of the Board of Directors

**Wednesday September 13 2017 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

- 2017-18 1<sup>st</sup> Interim Reports
- 2017-18 P-1 Attendance Reports

## **8.0 BOARD MEMBER REPORTS**

Individual Board members will report on participation in school events and/or committees, District events, or attendance at special meetings or training/workshops.

## **9.0 ADJOURNMENT 6:26 pm**

WASC

Next Meeting: 12/12/17

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday December 11 2018 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

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

### 1.0 CALL TO ORDER 6:32 pm

### 2.0 ROLL CALL

A. Board Members present:  
Steve Dorsey, Shannon  
Clark, Gloria Vargas,  
Carolyn Andrews, Mark  
Holley, Jessica Spallino,  
Cory Cavanah, Tyler Roberts

# **AGENDA**

Method Schools Regular Meeting of the Board of Directors

**Tuesday December 11 2018 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

B. Board Members absent:

None

C. Staff:

None

## **3.0 PUBLIC COMMUNICATION ON NON-AGENDA ITEMS**

None

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday December 11 2018 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

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## 4.0 REPORTS

**4.1** Marketing Update: History of Method and current status

**4.2** Staffing Update: Newly developed management team, Curriculum director, Compliance Manager, credentialed teachers

**4.3** Product Update: Comprehensive systemized program that tracks academic progress on ongoing process

4.3.1 – Achievement Data

## 5.0 ACTION ITEMS

**5.1 2018-19 1<sup>st</sup> Interim Reports (A)** The Board will be asked to approved the 2018-19 1<sup>st</sup> Interims Reports for Method School (#1617) and Method Schools High School (#1698)

First: Shannon

Second: Steve

Ayes: 5

Opposed: 0

**5.2 2018-19 Mandate Block Grant Resolution (A)** The Board will be asked to approve Method Resolution 2018-19 -1 for the 2018-19 Mandate Block Grant Funding

First: Carolyn

Second: Gloria

Ayes: 5

Opposed: 0

**5.3 2017-18 Audit Report (A)** The Board will be asked to approve the 2017-18 Annual Audit Report for Method Schools as Developed by Clifton Larson Allen, LLP.

First: Shannon

Second: Steve

Ayes: 5

Opposed: 0

**5.4 Method Attendance Policy (A)** The Board will be asked to approved an updated Attendance Policy for Method Schools.

First: Gloria

Second: Carolyn

Ayes: 5

Opposed: 0

## 6.0 INFORMATION/DISCUSSION

**6.1 Implementation of Education Enhancement Funds (I/D)** - The Board will be presented a discussion on Education Enhancement Funds.

**6.2 Update on AADUSD Petition Renewal for Method Los Angeles (I/D)** - The Board will be presented an update on the Petition Renewal for Method Los Angeles with Acton Agua Dulce Unified School District.

# **AGENDA**

Method Schools Regular Meeting of the Board of Directors

**Tuesday December 11 2018 6:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

- 6.3 Revised Goals for 2018-19 (I/D)** - The Board will be provided an update on progress towards 2018-19 Organizational Goals and Employee bonuses.

## **7.0 CONSENT ITEMS**

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- 6.1 Approval of Regular Meeting Minutes

6.1.1 September 11, 2018

- 6.2 Warrants for September 2018 – November 2018

First: Steve

Second: Gloria

Ayes: 5

Opposed: 0

## **8.0 UPCOMING AGENDA ITEMS**

This is a list of known items that will appear on future agendas:

- 2018-19 2<sup>nd</sup> Interim Reports
- 2018-19 LCAP Discussion

## **9.0 BOARD MEMBER REPORTS**

Individual Board members will report on participation in school events and/or committees, District events, or attendance at special meetings or training/workshops.

## **10.0 ADJOURNMENT 8:09**



# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Wednesday December 27 2017 3:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

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

### 1.0 CALL TO ORDER

### 2.0 ROLL CALL at 3:02 pm

- A. Board Members present: Steve Dorsey, Shannon Clark, Carolyn Andrews, Gloria Vargas, Tyler Roberts
- B. Board Members absent: None
- C. Staff: Mark Holley, Jessica Spallino, Cory Cavanaugh

### 3.0 PUBLIC COMMUNICATION ON NON-AGENDA ITEMS

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Wednesday December 27 2017 3:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

No individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

## 4.0 ACTION ITEMS

- 4.1 Revised Method Schools Board By-Laws (A)** The Board will be asked to approved the revised Method Schools Board By- Laws

Modifications include Board member monthly stipend of \$250.00 per month.

Motion: Shannon

Second: Steve

Ayes: All

Nays: No

## 5.0 INFORMATION/DISCUSSION/ACTION

- 5.1 SmartFox Sales Plan** The Board will be presented with a sales plan for the Smart Fox SIS/LMS/Courseware Product

Co-founders are waiting to hear back from attorney on guidance of structural set-up but the Articles of Incorporation have been updated and will be submitted to the State for approval per the Board's consent.

## 6.0 CONSENT ITEMS

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

- 6.1** Approval of Regular Meeting Minutes

6.1.1 December 12, 2017

Motion: Steve

Second: Shannon

Ayes: All

Nays: No

## 7.0 BOARD MEMBER REPORTS

Individual Board members will report on participation in school events and/or committees, District events, or attendance at special meetings or training/workshops.

## 8.0 ADJOURNMENT 3:15 pm

# **AGENDA**

Method Schools Regular Meeting of the Board of Directors

**Wednesday December 27 2017 3:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

December 27, 2017

Page 2



## **Method Schools Board By-Laws and Articles of Incorporation Changes**

### **By-Laws:**

Section 20 of bylaws to be amended to say the following:

Effective January 2018, Trustees and members of committees shall receive compensation of \$250 per month for their services.

### **Articles of Incorporation:**

**Method's articles of incorporation currently state the purpose of the organization as:**

"The specific purpose of this corporation is to form a network of free charter schools focused on blended learning and other emerging methods."

**It's proposed that Method's purpose in the articles of incorporation be changed to:**

"The purpose of this corporation is to advance public K-12 education through the development and operation of free public charter schools and the development and dissemination of innovative curriculum, educational tools, and best practices."

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday December 12 2017 4:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

## INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

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

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

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

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

### 1.0 CALL TO ORDER 5:10 pm

### 2.0 ROLL CALL

- A. Board Members present: All
- B. Board Members absent: None
- C. Staff: Mark Holley, Jessica Spallino

### 3.0 PUBLIC COMMUNICATION ON NON-AGENDA ITEMS

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday December 12 2017 4:00 PM**

24620 Jefferson Ave, Murrieta, California

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## **4.0 REPORTS**

- 4.1** Marketing Update: Mark Holley shared marketing plans, enrollment projections, and proposed modifications to Articles of Incorporation
- 4.2** Staffing Update: Jessica Spallino shared WASC Action Plan, Method Code of Culture, PD Plan and coaching, and staffing updates
- 4.3** Product Update: Jessica Spallino and Mark Holley discussed the LMS and SIS development along with attorney guidance on Articles of Incorporation and Bylaws updates to further develop best educational practices

## **5.0 ANNOUNCE CLOSED SESSION ITEMS**

**6.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS** General public comments on any closed session item that will be heard. The Board will limit comments to no more than 3 minutes.

## **7.0 ADJOURN TO CLOSED SESSION**

## **8.0 OPEN SESSION**

## **9.0 DISCLOSURE OF CLOSED SESSION ACTIONS**

## **10.0 ACTION ITEMS**

- 10.1 2017-18 1<sup>st</sup> Interim Reports (A)** The Board will be asked to approved the 2017-18 1<sup>st</sup> Interims Reports for Method School (#1617), Method Schools K-8 (#1697), Method Schools High School (#1698)

Cory Cavanaugh reported 2017-18 Interim Reports

Motion: Shannon

Second: Steve

Ayes: 5

Nays: 0

- 10.2 2017-18 Mandate Block Grant Resolution (A)** The Board will be asked to approve Method Resolution 2017-18 -1 for the 2017-18 Mandate Block GrantFunding

Cory Cavanaugh reported the 2017-18 Mandate Block Grant Resolution

Motion: Steve

Second: Carolyn

Ayes: 5

Nays: 0

- 10.3 2016-17 Audit Report (A)** The Board will be asked to approve the 2016-17 Annual Audit Report for Method Schools as Developed by Clifton Larson Allen, LLP.

Cory Cavanaugh reported the 2016-17 Audit Report

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday December 12 2017 4:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

Motion: Shannon

Second: Carolyn

Ayes: 5

Nays: 0

## **10.4 Method Complaint Policy (A)** The Board will be asked to approve Method's Complaint Policy.

Steve Dorsey suggested the need for the title to be changed to Method's Uniform Complaint Policy

Motion: Steve

Second: Gloria

Ayes: 5

Nays: 0

## **10.5 Method Promotion & Retention Policy (A)** The Board will be asked to approve Method's Promotion and Retention Policy.

Jessica Spallino discussed the Promotion & Retention Policy

Motion: Carolyn

Second: Shannon

Ayes: 5

Nays: 0

## **11.0 INFORMATION/DISCUSSION/ACTION**

### **11.1 Board Member Stipend (A)** The Board will be asked to approve a per-board meeting stipend for Board Members. Mark Holley and Jessica Spallino recommended Board members to receive a stipend monthly for their service to Method Schools.

The Board agreed a monthly stipend in the amount of \$250 per month per 1099 as an independent contractor. Method Schools will modify bylaws to reflect the approved stipend. The Board will approve the revised Bylaw language at the next Method Schools Board meaning. Effective December, 2017.

### **11.2 2017-18 P-1 Attendance Report (D)** The Board will be presented with projections for the 2017- 18 P- 1 Attendance Report for Method School (#1617), Method Schools K-8 (#1697), Method Schools High School (#1698).

Cory Cavanaugh presented the P-1 Reports along with enrollment projections.

### **11.3 Method School Code (I)** The Board will be shown a presentation on Method's School Code.

Jessica Spallino discussed the Method Schools Code of Culture.

### **11.4 Method Organization Progress & Bonuses (I)** The Board will be provided an update on progress towards 2017-18 Organizational Goals and Employee bonuses.

Mark Holley reviewed awarded bonus this school year based on the Boards' approved bonus structure.

# **AGENDA**

Method Schools Regular Meeting of the Board of Directors

**Tuesday December 12 2017 4:00 PM**

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**11.5 Partnership: W Athlete Training Center (I)** The Board will be provided information on Method's Partnership with W Athlete Training Center.

Mark Holley presented the partnership with the W fitness center that includes a Method teacher that works with students at the Fitness Center each day. Method will present a contract that provides a stipend to the W for students they send to Method Schools.

## **12.0 CONSENT ITEMS**

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December 12, 2017

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Method Schools Regular Meeting of the Board of Directors

**Tuesday December 12 2017 4:00 PM**

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Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them.

**12.1 Approval of Regular Meeting Minutes**

12.1.1 September 13 , 2017

**12.2 Warrants for September 2017 – November 2017**

Motion: Steve

Second: Shannon

Ayes: 5

Nays: 0

**13.0 UPCOMING AGENDA ITEMS**

This is a list of known items that will appear on future agendas:

- 2017-18 LCAP Discussion
- 2017-18 2<sup>nd</sup> Interim Reports

**14.0 BOARD MEMBER REPORTS**

Individual Board members will report on participation in school events and/or committees, District events, or attendance at special meetings or training/workshops.

**15.0 ADJOURNMENT**

Meeting adjourned at 6:50 pm.

Next meeting set for 12/27 at 3:00 pm.

# **AGENDA**

Method Schools Regular Meeting of the Board of Directors

**Tuesday December 12 2017 4:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

December 12, 2017

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Method Schools Regular Meeting of the Board of Directors

**Tuesday December 12 2017 4:00 PM**

24620 Jefferson Ave, Murrieta, California

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### 1.0 CALL TO ORDER 5:10 pm

### 2.0 ROLL CALL

- A. Board Members present: All
- B. Board Members absent: None
- C. Staff: Mark Holley, Jessica Spallino

### 3.0 PUBLIC COMMUNICATION ON NON-AGENDA ITEMS

# AGENDA

Method Schools Regular Meeting of the Board of Directors

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Cory Cavanaugh reported 2017-18 Interim Reports

Motion: Shannon

Second: Steve

Ayes: 5

Nays: 0

- 10.2 2017-18 Mandate Block Grant Resolution (A)** The Board will be asked to approve Method Resolution 2017-18 -1 for the 2017-18 Mandate Block Grant Funding

Cory Cavanaugh reported the 2017-18 Mandate Block Grant Resolution

Motion: Steve

Second: Carolyn

Ayes: 5

Nays: 0

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# AGENDA

Method Schools Regular Meeting of the Board of Directors

**Tuesday December 12 2017 4:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

Motion: Shannon

Second: Carolyn

Ayes: 5

Nays: 0

## **10.4 Method Complaint Policy (A)** The Board will be asked to approve Method's Complaint Policy.

Steve Dorsey suggested the need for the title to be changed to Method's Uniform Complaint Policy

Motion: Steve

Second: Gloria

Ayes: 5

Nays: 0

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Jessica Spallino discussed the Promotion & Retention Policy

Motion: Carolyn

Second: Shannon

Ayes: 5

Nays: 0

## **11.0 INFORMATION/DISCUSSION/ACTION**

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December 12, 2017

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# **AGENDA**

Method Schools Regular Meeting of the Board of Directors

**Tuesday December 12 2017 4:00 PM**

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Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them.

**12.1 Approval of Regular Meeting Minutes**

12.1.1 September 13 , 2017

**12.2 Warrants for September 2017 – November 2017**

Motion: Steve

Second: Shannon

Ayes: 5

Nays: 0

**13.0 UPCOMING AGENDA ITEMS**

This is a list of known items that will appear on future agendas:

- 2017-18 LCAP Discussion
- 2017-18 2<sup>nd</sup> Interim Reports

**14.0 BOARD MEMBER REPORTS**

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**15.0 ADJOURNMENT**

Meeting adjourned at 6:50 pm.

Next meeting set for 12/27 at 3:00 pm.

# **AGENDA**

Method Schools Regular Meeting of the Board of Directors

**Tuesday December 12 2017 4:00 PM**

24620 Jefferson Ave, Murrieta, California

Call In Number: 712-432-1212 Meeting ID: 883-383-017 Host:3975

December 12, 2017

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### **1.0 CALL TO ORDER**

**6:02pm**

### **2.0 ROLL CALL**

- A. Board Members present: Shannon Clark, Carolyn Andrews, Gloria Vargas, Steve Dorsey
- B. Board Members absent: Tyler Roberts
- C. Staff: Jessica Spallino, Mark Holley, Tracy Robertson, Cory Cavanagh

### **3.0 PUBLIC COMMUNICATION ON NON-AGENDA ITEMS**

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#### **4.0 REPORTS**

##### **4.1 Marketing Update**

###### **4.1.1 – Enrollment Update**

##### **4.2 Staffing Update**

Recruiting two new teachers in LA area as well as PE instructional aide to support growing athletics program.

##### **4.3 Product Update**

###### **4.3.1 – SmartFox Update- SmartFox demonstration to be presented at June meeting**

#### **5.0 ACTION ITEMS**

##### **5.1 2018-19 2<sup>nd</sup> Interim Reports (A)** The Board will be asked to approve the 2018-19 1<sup>st</sup> Interims Reports for Method School (#1617) and Method LA (#1698)

Cory shared that reports show growth in track B for Method Schools and Method LA

Motion: Shannon

Second: Gloria

Ayes: 4

Opposed:0

##### **5.2 2018-19 Auditor Agreement (A)** The Board will be asked to approve the 2018-19 Auditor Agreement for the 2018-19 Year.

Cory explained that this is the same auditing firm as in prior year, and as a standard audit common practice is a once-annual audit.

Motion: Carolyn

Second: Shannon

Ayes: 4

Opposed: 0

##### **5.3 AdvancedEd Accreditation (A)** The Board will be asked to approve an agreement with AdvancedEd Accreditation and associated costs.

Jessica shared AdvancedEd's elite accreditation intended to help schools continually improve and refine the way we support our students.

Motion: Shannon

Second: Gloria

Ayes: 4

Opposed: 0

##### **5.4 Modified Attendance Policy (A)** The Board will be asked to approve an updated version of Method's Attendance Policy. Will be voted upon in June meeting.

##### **5.6 Method Schools External High School Credit & Independent Study Review Policy (A)** The Board will be asked to approve Method's External High School Credit Policy for incoming students and an Independent Study Review Policy.

Motion: Shannon

Second: Gloria

Ayes: 4

Opposed: 0

**5.7 Early Repayment of Method Schools High School (Los Angeles) Revolving Loan Balance (A)**

The Board will be asked to approve an early repayment of Method Schools High School (Los Angeles) Charter #1698 revolving loan balance.

Motion: Carolyn

Second: Shannon

Ayes: 4

Opposed: 0

**5.8 Updated Safety Plan – Method Los Angeles (A)** The Board will be asked to approve an updated Safety Plan for Method Los Angeles.

Motion: Shannon

Second: Gloria

Ayes: 4

Opposed: 0

**5.9 Method Schools – Problem Solver Course Outline (A)** The Board will be asked to approve an Method Schools Problem Solver Course Outline. Jessica presented course outline which encourages students to think outside the box and provide a more worldly outlook.

Motion: Shannon

Second: Carolyn

Ayes: 4

Opposed: 0

**6.0 INFORMATION/DISCUSSION**

**6.1 Update on AADUSD Petition Renewal for Method Los Angeles (I/ D ) -** The Board will be presented an update on the Petition Renewal for Method Los Angeles with Acton Agua Dulce Unified School District.

March 14<sup>th</sup> official submission date with April 11<sup>th</sup> presentation in Acton

**6.2 Board Member Form 700s (I/D)** The Board will be presented the annual Form 700s to be filled out and filed with the appropriate county offices.

Due April 2<sup>nd</sup>

**6.3 SmartFox Product Update & Demonstration (I/D)** – The Board will be presented with further discussions on SmartFox product updates and shown a demonstration on SmartFox interface and features.

**7.0 CONSENT ITEMS**

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**7.1 Approval of Regular Meeting Minutes**

7.1.1 December 12<sup>th</sup>, 2018

**7.2 Warrants for December 2018 – February 2019**

Motion: Shannon

Second: Gloria

Ayes: 4

Opposed: 0

**8.0 UPCOMING AGENDA ITEMS & METHOD BUSINESS**

This is a list of known items that will appear on future agendas:

- April 11<sup>th</sup> 2019 – Method Presentation at AADUSD
- 2019-20 LCAP Discussion and Survey Results
- 2019-20 LCAP Draft and Approval
- 2019-20 Adopted Budget Draft and Approval

**9.0 BOARD MEMBER REPORTS**

Individual Board members will report on participation in school events and/or committees, District events, or attendance at special meetings or training/workshops.

**10.0 ADJOURNMENT**

**7:00pm**

**Next meeting June 5<sup>th</sup>**

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### 1.0 CALL TO ORDER: 6:03 pm

### 2.0 ROLL CALL

- A. Board Members present: Steve Dorsey, Shannon Clark, Carolyn Andrews, Tyler Roberts
- B. Board Members absent: Gloria Vargas
- C. Staff: Jessica Spallino, Mark, Holley, Tracy Robertson, Cory Cavanah

### 3.0 PUBLIC COMMUNICATION ON NON-AGENDA ITEMS

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N/A

#### **4.0 REPORTS**

Mark Holley went over the Method developed Smartfox Board portal and where to access all important docs and Board related items.

#### **5.0 ANNOUNCE CLOSED SESSION ITEMS**

N/A

**6.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS** General public comments on any closed session item that will be heard. The Board will limit comments to no more than 3 minutes.

N/A

#### **7.0 ADJOURN TO CLOSED SESSION**

N/A

#### **8.0 OPEN SESSION**

N/A

#### **9.0 DISCLOSURE OF CLOSED SESSION ACTIONS**

N/A

#### **10.0 ACTION ITEMS**

N/A

#### **11.0 INFORMATION/DISCUSSION/ACTION**

**11.1 2018 - 19 LCAP Stakeholder Survey Results (I/D)** The Board will be presented with the survey results from the 2018-19 LCAP Stakeholder Input Surveys. As part of the LCAP input process, Method developed individual stakeholder surveys for teacher, student and parent responses.

Discussion on survey results took place, including feedback on curriculum, instructional support and supplemental programs. Virtual and mobile options for were discussed for next school year due to the

potential pass of AB 1507.

**11.2 Public Hearing for the 2019-20 Local Control Accountability Plan (LCAP) for Method Schools and Method Schools Los Angeles (I/D)** As part of the Local Control Funding Formula (LCFF), school districts, county offices of education, and charter schools are required to hold a public hearing prior to finalizing the LCAP. The purpose of the public hearing is to receive Stakeholder input as the schools develops annually updates a three-year Local Control and Accountability Plan (LCAP). The LCAP is required to identify goals and measure progress for unduplicated student subgroups across multiple performance indicators. This plan has been updated for the 2019-20 school year with input from all stakeholder groups.

No questions were asked on the report. Further discussion will take place at next week's meeting.



**Tuesday June 5 2019 6:00 PM**  
24620 Jefferson Ave, Murrieta, California  
Call In Number: 515-739-1015 Meeting ID: 883-383-017 Host:3975

**12.0 CONSENT ITEMS**

N/A

**13.0 UPCOMING AGENDA ITEMS**

This is a list of known items that will appear on future agendas:

- 2019-20 Final LCAP Approval
- 2019-20 Adopted Budget Approval
- 2018-19 EPA Expenditure Report Approval
- 2019-20 Method Schools Calendar Approval
- 2019-20 Employee Compensation & Bonus Structure Approval
- 2019-20 Employee Medical Benefit Offering Approval
- 2017 Form 990 and Form 199 Approval
- Modified Attendance Policy Approval
- Communication Policy Approval

**14.0 BOARD MEMBER REPORTS**

Individual Board members will report on participation in school events and/or committees, District events, or attendance at special meetings or training/workshops.

**15.0 ADJOURNMENT: 6:33 pm**

## INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

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

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

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

### 1.0 CALL TO ORDER 6:04pm

### 2.0 ROLL CALL

- A. Board Members present: Carolyn, Shannon, Tyler, Steve
- B. Board Members absent: Gloria
- C. Staff: Mark, Jessica, Tracy, Cory

### 3.0 PUBLIC COMMUNICATION ON NON-AGENDA ITEMS -NA

No individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

#### **4.0 REPORTS**

- 4.1** Marketing Update-SmartFox: current enrollment is at 7662, 1200 enrolled over last five days, Track B, our more traditional track, is up 245% from last year at this time, traction from other charters closing but need to grow moderately, most leads come from website traffic.
- 4.2** Staffing Update- Summer enhancements on summer, about double amount needed, enhance instructional support for virtual students in track B, a lot of hiring and training to prep for each track. Performance mgmt. system has been implemented so staff development is in alignment to Method goals
- 4.3** Product Update- Product covered in marketing and staffing updates.
- 4.4** Financial Report- To be covered as action items

#### **5.0 ANNOUNCE CLOSED SESSION ITEMS**

**6.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS** General public comments on any closed session item that will be heard. The Board will limit comments to no more than 3 minutes.

**6.1 Public Employment – 2019-20 Employee Compensation & Comparisons-** COLA for all returning employees

**6.2 Public Employment – 2019-20 Employee Bonus Structure-** in place for all staff, one time \$1000 bonus for all returning staff members for July. \$400,000 contingency for growth in salaries due to expected growth, bonus structure based on accomplishments

**6.3 Public Employment – 2018-19 CEO & CBO Evaluations**

Evaluations to be distributed to board and returned by September meeting

#### **7.0 ADJOURN TO CLOSED SESSION 6:22**

#### **8.0 OPEN SESSION**

#### **9.0 DISCLOSURE OF CLOSED SESSION ACTIONS**

No actions take place

## **10.0 ACTION ITEMS**

**10.1 2019-20 Method School Calendars (A)** The Board will be asked to review an updated versions of the proposed 2019-20 Method School year calendar (s). The proposed calendar (s) will include each track Method will operate during the 2019-20 year.- pretty standard and aligned closely to MV but customized to Method Schools- Transition to color tracks. Track A is Orange, Track B is Blue

**Motion: Carolyn**  
**Second- Shannon**  
**Ayes: 4 Noes: 0**

**10.2 2019-20 Employee Compensation & Bonus Structure (A)** The Board will be asked to approve the 2019-20 Compensation Schedule & Bonus Structure.

**Motion: Shannon**  
**Second: Steve**  
**Ayes: 4 Noes: 0**

**10.3 2019-20 Employee Medical Benefit Offering (A)** The board will be presented with and asked to approve the 2019-20 Employee Benefits package for Method employees.- Double digit premium increases expected. No changes other than inflation

**Motion: Carolyn**  
**Second: Steve**  
**Ayes: 4 Noes: 0**

**10.4 2017 Form 990 and Form 199 (A)** The Board will be asked to approve Method's 2017 Form 990 and Form 199

**Motion- Shannon**  
**Second- Carolyn**  
**Ayes: 4 Noes: 0**

**10.5 Modified Attendance Policy (A)** The Board will be asked to approve an updated version of Method's Attendance Policy.

**Motion- Steve**  
**Second- Shannon**  
**Ayes: 4 Noes: 0**

**10.6 Communication Policy (A)** The Board will be asked to approve a staff/student communication policy— Clarify acceptable means of communication between staff and student. Addition of “personal” communication, update to read via “personal text message...” motion to approve based on additional verbiage.

**Motion- Steve**  
**Second- Carolyn**  
**Ayes: 4 Noes: 0**

**Motion by Steve to amend order of agenda: LCAP to be approved before approving budgets**

**Second: Shannon**  
**Ayes: 4 Noes: 0**

**10.7 2019-20 Local Control Accountability Plan (LCAP) (A)** The Board will be asked to approve the final 2019-20 LCAP for Method Schools and Method Schools LA. Each LCAP contains goals that have been individually designed for each school by taking into account stakeholder input from students, teachers, and parents.

-The LCAP is a three year plan and we are in our final year so next year we will see a new template and new goals. For this year, we kept the ongoing goals of increasing student performance in Language Arts and Math Assessments, improving student engagement, attendance, and achievement, and we have revised our third goal which now is focused on refining all of our virtual practices including curriculum, instructional support and mobile learning

**Motion: Carolyn**

**Second- Shannon**

**Ayes: 4 Noes: 0**

- 10.8 2019-20 Adopted Budgets (A)** The Board will be asked to approve the 2019-20 Adopted Budgets Method Schools and Method Schools LA. Each Adopted Budget has been specifically developed to each school's forecasted operating year and contains the appropriate budget considerations as outlined in each school's respective LCAP. The Board will be presented with the CDE approved Adopted Budget Form.- Method has no debt and achieved that through conservative practices, building our own curriculum and systems, no pension fund which is savings of about \$300k. R&D and instructional investment

-ADA: Method SD projected 375 and LA 359 for next year

-\$7million projected expenditures to go to staff, lower student to teacher ratios, curriculum development

-range of fund balance allows us expenditures that may occur

**Motion:Shannon**

**Second:Carolyn**

**Ayes: 4 Noes: 0**

**10.9 Course Approval** The Board will be asked to approve the addition of Middle School Athletic Performance, High School Athletic Performance, and Student Leadership courses.

-Method's changing demographic led to development of new courses

**Motion: Steve**

**Second: Shannon**

**Ayes: 4 Noes: 0**

## **11.0 INFORMATION/DISCUSSION/ACTION**

**11.1 2019-20 Board Meeting Calendar (I/D/A)** The Board will be presented with prospective dates for the 2019-20 Method Schools board meetings.

-Quarterly and two in June to mimic this year's schedule

Tuesdays at 6pm

**11.2 STEM Van** The Board will be presented with plans for the implementation of a mobile STEM lab

Purchase stem van for engineering and robotics, beneath approval threshold, using reserves for about \$40,000 for homeschool teachers to bring to students everywhere in our service area. Each staff member to travel 1-2 days per week for math, STEM, instructional sessions, field trips.- Steve suggested digital component in SF tied to van.

## **12.0 CONSENT ITEMS**

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

### **12.1 Approval of Regular Meeting Minutes**

12.1.1 March 12th, 2019

12.1.2 June 5th, 2019

12.1.3 Check Register for March 2019 – May 2019

**Motion: Steve**  
**Second- Carolyn**  
**Ayes: 4 Noes: 0**

### **13.0 UPCOMING AGENDA ITEMS**

This is a list of known items that will appear on future agendas:

- September 6<sup>th</sup> for next meeting

### **14.0 BOARD MEMBER REPORTS**

Individual Board members will report on participation in school events and/or committees, District events, or attendance at special meetings or training/workshops.

-Board summer retreat- August

Steve to send dates

### **16.0 ADJOURNMENT**

**7:10pm**

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

### **1.0 CALL TO ORDER** 5:36 pm

### **2.0 ROLL CALL**

- A. Board Members present: Tyler Roberts, Shannon Clark, Carolyn Andrews, Steve Dorsey, Gloria Vargas
- B. Board Members absent: None
- C. Staff present: Mark Holley and Jessica Spallino

### **3.0 PUBLIC COMMUNICATION ON NON-AGENDA ITEMS** N/A

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#### **4.0 REPORTS**

N/A

#### **5.0 ANNOUNCE CLOSED SESSION ITEMS**

N/A

#### **6.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS** General public comments on any closed session item that will be heard. The Board will limit comments to no more than 3 minutes.

N/A

#### **7.0 ADJOURN TO CLOSED SESSION**

#### **8.0 OPEN SESSION**

#### **9.0 DISCLOSURE OF CLOSED SESSION ACTIONS**

No actions take place

#### **10.0 ACTION ITEMS**

**10.1 2019-20 Method School Calendar** The Board will be asked to review an updated version of the proposed 2019-20 Method School year calendar(s). The proposed calendar(s) will include each track Method will operate during the 2019-20 year

Motion: Carolyn

Second: Shannon

Ayes: 5

Nays: 0

**10.2 Vehicle Use Policy** The Board will be asked to approve the vehicle use policy outlining expectations and standards required of employees operating Method vehicles.

Will add language to policy on auto upkeep and include within Board policy manual.

Motion: Steve

Second: Gloria

Ayes: 5

Nays: 0

**10.3 Promotion/Retention Policy** The Board will be presented with and asked to approve a revised promotion/retention policy.

Motion: Gloria

Second: Shannon

Ayes: 5

Nays: 0

**10.4 Math Skills Course Outline** The Board will be presented with the Math Skills course outline for approval.



Motion: Carolyn  
Second: Shannon  
Ayes: 5  
Nays: 0

**10.5 Reading Skills Course Outline** The Board will be presented with the Reading Skills course outline for approval.

Motion: Shannon  
Second: Steve  
Ayes: 5  
Nays: 0

## **11.0 INFORMATION/DISCUSSION/ACTION**

**11.1 Board Policy Manual** The Board will be presented with Board Policy Manual for review and discussion

All previously approved policies will be compiled to be included in the overall board policy manual that will align to a sample manual that includes a policy numbering system by category. Will be included in next meeting's packet.

## **12.0 CONSENT ITEMS**

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## **13.0 UPCOMING AGENDA ITEMS**

This is a list of known items that will appear on future agendas:

## **14.0 BOARD MEMBER REPORTS**

Individual Board members will report on participation in school events and/or committees, District events, or attendance at special meetings or training/workshops.

## **15.0 ADJOURNMENT**

5:58 pm

## **INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS**

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

### **1.0 CALL TO ORDER 6:04pm**

### **2.0 ROLL CALL**

- A. Board Members present: Tyler Roberts, Carolyn Andrews, Steve Dorsey, Gloria Vargas
- B. Board Members absent: Shannon Clark
- C. Staff: Jessica Spallino, Mark Holley, Tracy Robertson, Cory Cavanah

### **3.0 PUBLIC COMMUNICATION ON NON-AGENDA ITEMS**

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#### **4.0 REPORTS**

- 4.1** Marketing Update- Mark: 1-Traffic to website 2- More relevant traffic, 3- implemented chats, added forms and services hub 4-retention of students; one goal is to increase web traffic with infographics, chat feature, 11 million page views. 1 million sessions; 8 million (75%) have come in the last year. Enrollment is up by 91% compared to last year at this point. Working on customer service, service hub through Smartfox with 2,166 tickets thus far. Tickets mostly resolved within a day, often within minutes.
- 4.2** Staffing Update- Jessica: Method now has more new teachers than veteran teachers, and accordingly we are putting a lot of time into training and building culture, Method standard, setting expectations, enhancing academic plan.
- OKRs: 1- academic growth: I-Ready in place of RENSTAR, intervention curriculum, enforcing (1-90% or higher students show a year or more in growth) (2-85% at the end of each quarter perform at grade level) (3: 40% meet or exceed CAASSP MATH, and 50% in ELA). Performance management based on OKR performance
- 2- student retention: continuing to assess and build programs (1-85% student retention rate at end of school year) surveys sent out per teacher caseload (2-100% of teachers make modifications to program based on survey results) (3-100% of teachers will conduct 1 on 1 meetings weekly with each student in their caseloads) progress monitor check, interventions, tutoring, etc.
- 3-improvement of practices: growth for every staff member, always looking for ways to refine and improve, (1-2 enhancement tools quarterly to help students) (complements: field trips, service learning, tiles, each teacher to bring 4 complements each quarter)
- Note- for the next meeting we will have comprehensive data on first I-Ready results
- 4.3** Product Update-
- 4.4** Financial Report-

#### **5.0 ANNOUNCE CLOSED SESSION ITEMS**

**6.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS** General public comments on any closed session item that will be heard. The Board will limit comments to no more than 3 minutes.

#### **7.0 ADJOURN TO CLOSED SESSION 6:22**

#### **8.0 OPEN SESSION**

#### **9.0 DISCLOSURE OF CLOSED SESSION ACTIONS**

No actions take place

## 10.0 ACTION ITEMS

**10.1 2018-19 Unaudited Actuals Reports** The Board will be asked to approve the 2018-19 unaudited actuals reports

Cory: Pg 18 summary; shows great growth. Several years of revenue, goal of setting aside 10% each year, responsible growth and no debt, Method saves money by not paying into pension and building own curriculum is a large cost savings.

Motion: Carolyn

Second: Steve

Aye: 4

Nay: 0

**10.2 2018-19 Education Protection Act Expenditure Plan** The Board will be asked to approve the 2018-19 Education Protection Act Expenditure Plan

Motion: Steve

Second: Gloria

Aye: 4

Nay:

**10.3 2018-19 Encumbered Expenditures** The Board will be asked to approve the 2018-19 Encumbered Expenditures

Allocate 19/20 back to 18/19- let auditors know that we have an ongoing project with the curriculum and SIS development, have spent almost all curriculum dollars for this year

Motion: Carolyn

Second: Gloria

Aye: 4

Nay: 0

## 11.0 INFORMATION/DISCUSSION/ACTION

**11.1 Board Policy Manual** The Board will be presented with a draft of the Board Policy Manual for review and discussion

Notes: Presented draft of board policy manual

## 12.0 CONSENT ITEMS

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

**12.1 Approval of Regular Meeting Minutes**

12.1.1 June 11<sup>th</sup>, 2019

12.1.2 August 20<sup>th</sup>, 2019

12.1.3 Warrants for June 2019-August 2019

12.1.4 Method Check Register for June 2019-August 2019

Motion: Steve

Second: Carolyn

Aye: 4

Nay: 0

## 13.0 UPCOMING AGENDA ITEMS

This is a list of known items that will appear on future agendas:

Additional policies to be approved and added to Board Policy Manual

#### **14.0 BOARD MEMBER REPORTS**

Individual Board members will report on participation in school events and/or committees, District events, or attendance at special meetings or training/workshops.

Steve suggestion- invite board or staff to (find out name and location of event)

#### **16.0 ADJOURNMENT**

**6:47pm**

Board Meeting Calendar- 8060

<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>Meeting</b>
August 20th, 2019	6:00pm	24620 Jefferson Ave., Murrieta 92562	Special Meeting
September 9th, 2019	6:00pm	24620 Jefferson Ave., Murrieta 92562	Regular Meeting
November 19th, 2019	6:00pm	24620 Jefferson Ave., Murrieta 92562	Regular Meeting
January 14th, 2020	6:00pm	24620 Jefferson Ave., Murrieta 92562	Regular Meeting
March 10th, 2020	6:00pm	24620 Jefferson Ave., Murrieta 92562	Regular Meeting
June 9th, 2020	6:00pm	24620 Jefferson Ave., Murrieta 92562	Regular Meeting
June 16th, 2020	6:00pm	24620 Jefferson Ave., Murrieta 92562	Regular Meeting