



Method Schools Corporation

BOARD PACK

for

Method Schools Board of Directors Meeting

Tuesday, March 11, 2025

6:00 PM (PDT)

Held at:

Method HQ

27232 Via Industria, Temecula, CA 92590

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AGENDA



METHOD SCHOOLS BOARD OF DIRECTORS MEETING

Name:	Method Schools Corporation
Date:	Tuesday, March 11, 2025
Time:	6:00 PM to 7:30 PM (PDT)
Location:	Method HQ, 27232 Via Industria, Temecula, CA 92590 https://methodschools.zoom.us/j/2615739608
Board Members:	Carolyn Andrews, Gloria Vargas, Shannon Clark, Steven Dorsey, Tyler Roberts
Attendees:	Jade Fernandez, Jessica Spallino, Mark Holley, Sarah Avanesian, Sarah Delawder, Stefanie Bryant, Tracy Robertson, Yvette Serratos

1. Opening Meeting

1.1 Roll Call

2. Public Comment

2.1 Instructions for Presentations to the Board by Parents and Citizens

Instructions for Presentations to the Board by Parents and Citizens

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

1. Agendas and "Submit a Public Comment" forms are available via the link on our website on the Board Page. If you wish to speak, please fill out the form and specify the agenda item on which you wish to speak. When addressing the Board, speakers are requested to state their name and address and adhere to the time limits set forth.

Public Communication on Non-Agenda Issues: This is an opportunity for members of the audience to raise issues that are not specifically on the agenda. You will be given an opportunity to speak for a maximum of three (3) minutes and total time allotted to non-agenda items will not exceed

fifteen (15) minutes. Non-English speakers requiring translation are allotted a maximum of six (6) minutes. Due to public meeting laws, the Board can only listen to your issue and not respond or take

action. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen- requested item

2. Agenda items: To address the Board on agenda items, please specify the item on which you wish to speak on your "Public Comment". You will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.

3. Public Records: Any public records relating to an agenda item for an open session of the Board that are distributed to the Board members shall be available for public

inspection at the School office. Minutes of each Board meeting will also be available at the School office.

Americans with Disabilities Act (ADA): Upon request, the School will furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate assistance in order participate in Board meetings are invited to contact Method Board Secretary Shannon Clark at sclark@methodschools.org by noon of the business day preceding the board meeting.

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

3. Management Reports

3.1 CEO Report

Jessica Spallino

3.2 CBO Report

Mark Holley

3.3 CAO Report

Jade Fernandez

3.4 Director of Expansion Report

Supporting Documents:

3.4.a	MEMORANDUM OF UNDERSTANDING LASA & MSC.pdf	9
3.4.b	Memorandum of Understanding FSHA & MSC.pdf	15

3.5 Director of Curriculum Report

4. Major Decisions

4.1 Edmentum Licenses

Sarah Delawder

For Decision

Additional license costs for July 1st students, for 25-26 & 26-27

Supporting Documents:

4.1.a	Final - Method Schools - PO#EQ-668334.pdf	22

4.2 Statement of Work- Audit Services

Stefanie Bryant

For Decision

Supporting Documents:

4.2.a	Method 2025 Statement of Work - Audit Services.pdf	25

4.3 Fiscal Policies & Procedures

For Decision

Supporting Documents:

4.3.a	3010 Fiscal Policies Procedures approved 03.11.25 (1).docx	36

4.4 Board Policy 3010

Stefanie Bryant

For Decision

Supporting Documents:

4.4.a	3010 Fiscal Policies Procedures approved 03.11.25 (1).docx	57

4.5 Method Schools & Method Schools LA, 2nd Interim Budgets

Stefanie Bryant

For Decision

Supporting Documents:

4.5.a	24-25-2nd-interim-summary.pdf	78
4.5.b	Method San Diego 2024-25 2nd Interim Budget Narrative.pdf	81
4.5.c	2024-25 SD Second Interim Budget Alternative Form and MYP.pdf	84
4.5.d	2024-25 Method SD Second Interim Budget SACS Cash Flow.pdf	91
4.5.e	Method Los Angeles 2024-25 2nd Interim Budget Narrative.pdf	93
4.5.f	2024-25 LA Second Interim Budget Alternative Form and MYP.pdf	96
4.5.g	2024-25 Method LA Second Interim Budget SACS Cash Flow.pdf	103

4.6 Revised English Learner, Board Policy 6030

Jade Fernandez

For Decision

Supporting Documents:

4.6.a	English Learner Policy .pdf	105

4.7 Revised Bylaws

Jade Fernandez

For Decision

To be approved and signed by Board

Supporting Documents:

4.7.a	For Board Approval - Updated Method Bylaws 1.16.25.docx	106

4.8 2025-26 Staff & Academic Calendar

Jade Fernandez

For Decision

Supporting Documents:

4.8.a	Proposed DRAFT Method Staff Calendar 2025-26 - Method 2024-25 staff calendar (1).pdf	121

4.9 Board Policy 6160, Tiered Reengagement Policy, Revised

Jade Fernandez

For Decision

Supporting Documents:

4.9.a	6160 Tiered Reengagement Policy-2 (002) (4916-9940-8419 w Markup.pdf	123

4.10 Board Policy 6060, Independent Study Policy, Revised

Jade Fernandez

For Decision

Supporting Documents:

4.10.a	8.0 6060 Independent Study Policy vAug2...cx - 6060 Independent Study Policy (4904-7277-1107 - w Markup.pdf	127

4.11 Board Policy 5060, Suspension & Expulsion Policy

Jade Fernandez

For Decision

To replace existing suspension and expulsion policy

https://drive.google.com/file/d/1RrUKeBY_Pj6jURxuNlnPTR8iF4mkphIP/view?usp=sharing

Supporting Documents:

4.11.a	Discipline Policy with Notes (1).docx	131

4.12 Course Transfer Policy

Jade Fernandez

For Decision

Added to student/parent handbook

Supporting Documents:

4.12.a	2024-2025 Student_Parent Handbook (2) (1).pdf	154

5. Consent Items

5.1 Confirm Minutes- 12-10-2024

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

Supporting Documents:

5.1.a	Minutes : Method Schools Board of Directors Meeting - 10 Dec 2024	252

5.2 Check Register (December-February)

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

Supporting Documents:

5.2.a	Method Schols Check Register December 2024 - February 2025.pdf	258

5.3 Quarterly Investment Report

Supporting Documents:

5.3.a	Qtrly Investment Results 02.28.25.pdf	279

6. Discussion

6.1 2025-26 Method Schools & Method Schools, LA LCAP Hearing

Jade Fernandez, Stefanie Bryant

Supporting Documents:

6.1.a	LCAP 2025-26 MethodSchools.pdf	280
6.1.b	25-26 update budget overview SD (1).pdf	341
6.1.c	LCAP 2025-26 Method Schools, LA.pdf	344
6.1.d	25-26 update budget overview LA (1).pdf	405

6.2 Upcoming Board Training & Requirements

Tracy Robertson

- Form 700
- Brown Act
- Ethics

7. Close Meeting

7.1 Close the meeting

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

10/1/2024 Board Meeting Recording Link

https://methodschools.zoom.us/rec/share/XFBdMGQisTIQwCn_A7hezXdtYiB5kFS_O-vHQh38nsdnr9cYQiR76L1awk9-qGIA.oreYFQO2hAnPvr96

Next Meeting 12/17/2024

MEMORANDUM OF UNDERSTANDING

THIS MEMORANDUM OF UNDERSTANDING made on this 5th day of March 2025

BETWEEN:

METHOD SCHOOLS CORPORATION

(hereinafter referred to as “METHOD SCHOOLS CORPORATION”)

-and-

Lake Arrowhead Sports Academy

(hereinafter referred to as “LASA”)

WHEREAS LASA will be establishing a sports academy in the Lake Arrowhead area in the State of California, partnering with Method Schools Corporation;

AND WHEREAS METHOD SCHOOLS CORPORATION operates schools in the State of California, namely Method Schools Corporation, which currently have the capacity to accept students enrolled in the Lake Arrowhead Sports Academy;

AND WHEREAS LASA has been recruiting and intends on recruiting for the 2025/2026 school year in the Lake Arrowhead location to enroll in the LASA program;

AND WHEREAS METHOD SCHOOLS CORPORATION is prepared to receive these students, subject to compliance with all statutory requirements affiliated with a public school;

AND WHEREAS LASA will continue to recruit student participants in subsequent years; the number of student participants accommodated in METHOD SCHOOLS CORPORATION is not limited;

AND WHEREAS it is of mutual interest of the parties to cooperate and communicate information regarding their respective operations and where their interests intersect;

The parties have entered the following Memorandum of Understanding (herein referred to as “MOU”).

1. Purpose

The purpose of this MOU is to set a framework respecting:

a. cooperation and coordination between the two parties relative to the education of the student participants;

b. the exchange of information that may be shared amongst the parties subject to appropriate consents being obtained relative to either legislative statutory obligation regarding each party, namely the **Family Educational Rights and Privacy Act (FERPA)**, is a U.S. federal law enacted in 1974 that protects the privacy of student education records. It applies to all schools that receive funding from the U.S. Department of Education, as the case may be.

2. Definitions

The following definitions apply to this MOU:

- a. "LASA program" means all sports-related operations, including but not limited to recruitment, coaching, travel, training, events, campus, and related activities;
- b. "Designated Employee" means the employee appointed by each respective party that addresses the day-to-day matters;
- c. "Parental consent" means a consent signed by either a student participant if the student is independent or over the age of 18, or the parents of the student as defined under the Education Act, a copy of each parental consent to be provided to the school 30 days prior to the start of the school year; and
- d. "Student participant" means any student recruited by LASA and enrolled at Method Schools Corporation.

3. Meetings

3.1 Officials of LASA and METHOD SCHOOLS CORPORATION shall inform the other party in writing of their Designated Employee for the purposes of this MOU.

3.2 The Designated Employee shall meet or communicate as required to ensure the goals of the MOU are carried out.

4. Confidentiality

4.1 LASA shall endeavor to provide METHOD SCHOOLS CORPORATION with timely information regarding the projected number of student participants on or before April 30 of each year of this MOU. Such information should include the number of projected students by grade level.

4.2 LASA may, upon the provision of parental consent, obtain information from METHOD SCHOOLS CORPORATION confirming that the student has met all of the requirements to attend a school operated by METHOD SCHOOLS CORPORATION.

4.3 During the term of this MOU, or any time thereafter, information communicated to or acquired by LASA shall not be divulged or made use of by LASA for any other purpose.

5. Fees

5.1 All LASA Program fees, if any, shall be paid by the student participants directly to LASA. METHOD SCHOOLS CORPORATION acknowledges that it is not entitled to any LASA Program fees student participants pay.

5.2 METHOD SCHOOLS CORPORATION is a public charter in the State of California and does not charge any fees for enrollment or participation. LASA acknowledges that it is not entitled to any school fees paid by the State of California for student enrollment through Average Daily Attendance.

5.3 The parties agree that LASA is not required to pay METHOD SCHOOLS CORPORATION any fee related to the operation of the LASA program.

6. Insurance and Liability

6.1 The parties acknowledge that it is the responsibility of LASA to provide all insurance coverage in relation to the operation of the LASA program, including but not limited to travel insurance.

6.2 LASA acknowledges that METHOD SCHOOLS CORPORATION will not be liable for any legal issues resulting from the operation of the LASA program.

7. Nature of Memorandum of Understanding

7.1 This MOU is intended to facilitate cooperation, coordination, and sharing of information between the parties and is not intended to be legally binding or enforceable by the courts.

8. Term

8.1 The Term of this MOU will come into effect on January 1, 2025, and end on August 31, 2043, subject to earlier termination in accordance with article 12 of this MOU.

9. Independent Operations

9.1 The Parties agree that no oral agreement or provisions of this MOU shall be construed to constitute LASA as being the agent, servant or employee of the METHOD SCHOOLS CORPORATION. LASA shall have no authority to make any statements, representations, or commitments of any kind or take any action which may be binding upon the METHOD SCHOOLS CORPORATION.

9.2 No employee of LASA shall be deemed to be an employee of METHOD SCHOOLS CORPORATION and shall not be eligible for or participate in any of the METHOD SCHOOLS CORPORATION's employee benefit programs, LASA shall at all times be deemed to be entirely independent of METHOD SCHOOLS CORPORATION.

9.3 The parties agree that no oral agreement or provisions of this MOU shall be construed so as to constitute METHOD SCHOOLS CORPORATION as being the agent, servant, or employee of FSLA. METHOD SCHOOLS CORPORATION shall have no authority to make any statements, representations, or commitments of any kind or take any action which may be binding on FSLA.

9.4 No employee of METHOD SCHOOLS CORPORATION shall be deemed to be an employee of LASA and shall not be eligible to participate in any of the LASA's employee benefits programs. METHOD SCHOOLS CORPORATION shall, at all material times, be deemed to be entirely independent of the LASA program.

9.5 Notwithstanding the foregoing, LASA confirms it has obtained advice and secured what it considers to be adequate insurance to cover all risks related to its operations, a copy to be provided approximately 30 days prior to the start of the athletic program or season.

9.6 LASA agreed to have METHOD SCHOOLS CORPORATION named as an additional insured and shall inform METHOD SCHOOLS CORPORATION of any changes or renewals of the insurance coverage in writing.

10. Termination

10.1 This MOU may be terminated by either party on or before April 30 of the year prior to the next school year; otherwise, it will auto-renew after this date each calendar year.

11. Exclusivity

11.1 Method Schools Corporation agrees that, for the duration of this Memorandum of Understanding and any subsequent extensions or renewals, it shall not establish, operate, or be affiliated with any skill-based sports academy or team-based academy in the Lake Arrowhead area without the prior written consent of LASA.

12. General

12.1 This MOU embodies the entire agreement between the Parties, superseding any prior agreements, either oral or in writing, and may only be amended by a subsequent written instrument signed by both Parties.

12.2 During the Term of this MOU, any amendments or alternations deemed necessary will be made collaboratively with input and agreement from both METHOD SCHOOLS CORPORATION and LASA. Modifications will be reflected in written and signed amendments to this MOU, specifying the date the modifications are to take effect.

12.3 Any word or words in this MOU importing the singular shall include the plural and vice versa.

12.4 This MOU may be executed in counterparts, each of which, when so executed, shall constitute an original and all of which together shall constitute one and the same MOU, which either original counterpart shall sufficiently evidence.

13. Notices

13.1 Each party shall inform the other or their respective Designated Employee and shall notify the other party forthwith in writing of any changes to the Designated Employee.

13.2 Any notices to the METHOD SCHOOLS CORPORATION or LASA must be in writing and shall be valid and effective if personally delivered or if sent by pre-paid registered mail. Any notice given by registered mail shall be deemed to have been received three (3) days after it was mailed. In the event of a disruption in the mail service, all notices must be by personal delivery. The addresses of the parties for the purpose of notices are:

METHOD SCHOOLS CORPORATION:

Method Schools Corporation

38750 Sky Canyon Dr Ste B

Murrieta, CA 92563-2561

Telephone: 866-METHOD-8

Lake Arrowhead Sports Academy

4NTENT

531 Encinitas Blvd

STE 200

Encinitas, CA 92024

empower@4ntent.com

323-682-0451

IN WITNESS WHEREOF, the parties hereto have executed these presents effectively on the date and year first written above.

Method Schools Corporation, President

Per: _____

Lake Arrowhead Sports Academy, President

Per: _____

MEMORANDUM OF UNDERSTANDING

a. **THIS MEMORANDUM OF UNDERSTANDING** made this 1st day of February 2025

BETWEEN:

METHOD SCHOOLS CORPORATION

(hereinafter referred to as “METHOD SCHOOLS CORPORATION”)

-and-

Frontier Selects Los Angeles LP

(hereinafter referred to as “FSLA”)

WHEREAS FSLA has been operating a sports academy in and around the State of California area for several years and has decided to re-locate their academy program to Multiple locations partnering with Method Schools Corporation;

AND WHEREAS METHOD SCHOOLS CORPORATION operates schools in the State of California, namely Method Schools Corporation, which currently have the capacity to accept students enrolled in Frontier Selects Los Angeles LP;

AND WHEREAS FSLA has been recruiting and intends on recruiting for the 2025/2026 school year approximately Eighteen – Twenty-Five students in each location to enroll in the FSLA program;

AND WHEREAS METHOD SCHOOLS CORPORATION is prepared to receive these students, subject to compliance with all statutory requirements regarding non-resident, associated with future growth of program, and resident students;

AND WHEREAS FSLA will continue to recruit student participants in subsequent years; the number of student participants able to be accommodated in METHOD SCHOOLS CORPORATION schools will be determined by the space and resources available as per the statutory requirements regarding nonresident students;

AND WHEREAS it is of mutual interest of the parties to cooperate and communicate information regarding their respective operations and where their interests intersect;

NOW THEREFORE the parties have entered into the following Memorandum of Understanding (herein referred to as “MOU”).

1. Purpose

The purpose of this MOU is to set a framework respecting:

- a. cooperation and coordination between the two parties relative to the education of the student participants;
- b. the exchange of information that may be shared amongst the parties subject to appropriate consents being obtained relative to either legislative statutory obligation regarding each party, namely the *Freedom of Information and Protection of Privacy Act* (FOIP) and *Personal Information Protection Act* (PIPA) as the case may be.

2. Definitions

The following definitions apply to this MOU:

- a. “FSLA program” means all hockey related operations including but not limited to recruitment, coaching and travel;
- b. “Designated Employee” means the employee appointed by each respective party that addresses the day-to-day matters;
- c. “Parental consent” means a consent signed by either a student participant if the student is an independent student or over the age of 18, or the parents of the student as defined under the *Education Act*, a copy of each parental consent to be provided to the school 30 days prior to the start of the school year; and
- d. “Student participant” means any student recruited by FSLA and enrolled at Method Schools Corporation

3. Meetings

- 3.1 Officials of FSLA and METHOD SCHOOLS CORPORATION shall inform the other party in writing of their Designated Employee for the purposes of this MOU.
- 3.2 The Designated Employee shall meet or communicate as required to ensure the goals of the MOU are carried out.

4. Confidentiality

- 4.1 FSLA shall endeavor to provide METHOD SCHOOLS CORPORATION with timely information regarding the projected number of student participants on or before April 30 of each year of this MOU. Such information should include the number of projected students, by grade level.
- 4.2 FSLA may upon provision of parental consent, obtain information from METHOD SCHOOLS CORPORATION confirming that the student has met all of the requirements to attend at a school operated by METHOD SCHOOLS CORPORATION.

4.3 During the term of this MOU, or any time thereafter, information communicated to or acquired by FSLA shall not be divulged or made use of by FSLA for any other purpose.

4.4 FSLA acknowledges that:

- b. For the records and information possessed or obtained by FSLA in connection with, under or pursuant to this MOU, FSLA agrees to conduct its operations to a standard consistent with the *Freedom of Information and Protection of Privacy Act* R.S.A., 2000 c. F-25.
- c. In this MOU, “personal information” has the same meaning as in Section 1(1)(n) of the *Freedom of Information and Protection of Privacy Act* and means information about an identifiable individual in any form.
- d. FSLA shall not either directly or indirectly use any personal information which may come into its’ possession from METHOD SCHOOLS CORPORATION because of or under this MOU.
- e. At the termination of this MOU, FSLA shall not use any personal information obtained, collected or compiled howsoever, provided to it by METHOD SCHOOLS CORPORATION as a result of this MOU for any other purpose.

5. Fees

- 5.1 All FSLA Program fees shall be paid by the student participants directly to FSLA. METHOD SCHOOLS CORPORATION acknowledges that it is not entitled to any FSLA Program fees paid by student participants.
- 5.2 METHOD SCHOOLS CORPORATION is a public charter in the State of California and does not charge any fees for enrollment or participation. FSLA acknowledges that it is not entitled to any school fees paid by the State of California for student enrollment through Average Daily Attendance.
- 5.3 The parties agree that FSLA is not required to pay any fee to METHOD SCHOOLS CORPORATION in relation to the operation of the FSLA program.
- 5.4 FSLA acknowledges that it is solely responsible for payment of all registration and insurance fees to CAHA and METHOD SCHOOLS CORPORATION shall not be responsible for the payment of any fees to CAHA

6. Insurance and Liability

- 6.1 The parties acknowledge that it is the responsibility of FSLA to provide all insurance coverage in relation to the operation of the FSLA program including but not limited to travel insurance. FSLA has secured what it considers to be appropriate insurance coverage as more specifically outlined in Section 9.5. The parties acknowledge that METHOD SCHOOLS CORPORATION shall not be responsible for providing any further insurance coverage in relation to the FSLA program.
- 6.2 FSLA acknowledges that METHOD SCHOOLS CORPORATION will not be liable for any legal issues resulting from the operation of the FSLA program. The parties agree that FSLA will be liable for any legal issues expressly resulting from the operation of the FSLA program.

7. Nature of Memorandum of Understanding

7.1 This MOU is intended to facilitate cooperation, coordination and sharing information between the parties and is not intended to be legally binding or enforceable by the courts.

8. Term

8.1 The Term of this MOU will come into effect on January 1, 2025, and end on August 31, 2043, subject to earlier termination earlier in accordance with article 12 of this MOU.

9. Independent Operations

9.1 The Parties agree that no oral agreement or provisions of this MOU shall be construed to constitute FSLA as being the agent, servant or employee of the METHOD SCHOOLS CORPORATION. FSLA shall have no authority to make any statements, representations or commitments of any kind, or take any action, which may be binding upon the METHOD SCHOOLS CORPORATION.

9.2 No employee of FSLA shall be deemed to be an employee of METHOD SCHOOLS CORPORATION and shall not be eligible for or participate in any of the METHOD SCHOOLS CORPORATION's employee benefit programs, FSLA shall at all times be deemed to be entirely independent of METHOD SCHOOLS CORPORATION.

9.3 The parties agree that no oral agreement or provisions of this MOU shall be construed so as to constitute METHOD SCHOOLS CORPORATION as being the agent, servant or employee of FSLA. METHOD SCHOOLS CORPORATION shall have no authority to make any statements, representations or commitments of any kind, or take any action, which may be binding on FSLA

9.4 No employee of METHOD SCHOOLS CORPORATION shall be deemed to be an employee of FSLA and shall not be eligible to participate in any of the FSLA's employee benefit programs. METHOD SCHOOLS CORPORATION shall at all material times be deemed to be entirely independent of the FSLA program.

9.5 Notwithstanding the foregoing, FSLA confirms it has obtained advice and secured what it considers to be adequate insurance to cover all risks related to its operations, a copy to be provided approximately 30 days prior to the start of the hockey season.

9.6 FSLA agreed to have METHOD SCHOOLS CORPORATION named as an additional insured and shall inform METHOD SCHOOLS CORPORATION of any changes or renewals of the insurance coverage in writing.

10. Obligations Beyond Term

10.1 The provisions of paragraphs 4 and 9 shall survive the termination of this MOU and any subsequent renewal or extension thereof.

11. Notices

- 11.1 Each party shall inform the other or their respective Designated Employee and shall notify the other party forthwith in writing of any changes to the Designated Employee.
- 11.2 Any notices to the METHOD SCHOOLS CORPORATION or FSLA must be in writing and shall be valid and effective if personally delivered or if sent by pre-paid registered mail. Any notice given by registered mail shall be deemed to have been received three (3) days after it was mailed. In the event of a disruption in the mail service, all notices must be by personal delivery. The addresses of the parties for the purpose of notices are:

METHOD SCHOOLS CORPORATION:

Method Schools Corporation
 38750 Sky Canyon Dr Ste B
 Murrieta, CA 92563-2561
 Telephone: 866-METHOD-8

FSLA:

Attention: Mr. Justin Reynolds,
 Director,
 Frontier Selects Los Angeles LP
 Telephone: 250-888-0911

12. Termination

- 12.1 This MOU may be terminated by either party on or before April 30 of the year prior to the next school year, otherwise it will auto-renew after this date each calendar year

13. Exclusivity

- 13.1 Method Schools Corporation agrees that, for the duration of this Memorandum of Understanding and any subsequent extensions or renewals, it shall not establish, operate, or be affiliated with any skill-based hockey academy or team-based hockey academy without the prior written consent of FLSA. This restriction includes but is not limited to the creation, sponsorship, partnership, or management of any such programs that provide hockey training, development, or competitive team participation. Any violation of this clause shall constitute a material breach of this MOU, entitling FLSA to seek appropriate legal and equitable remedies.

14. General

- 14.1 This MOU embodies the entire MOU between the Parties, superseding any prior MOU, either oral or in writing, and may only be amended by a subsequent written instrument signed by both Parties.

- 14.2 During the Term of this MOU, any amendments or alternations deemed necessary will be made collaboratively with input and agreement from both METHOD SCHOOLS CORPORATION and FSLA. Modifications will be reflected in written and signed amendments to this MOU, specifying the date the modifications are to take effect.
- 14.3 Any word or words in this MOU importing the singular shall include the plural and vice versa.
- 14.4 This MOU may be executed in counterparts, each of which when so executed shall constitute an original and all of which together shall constitute one and the same MOU, which shall be sufficiently evidenced by either original counterpart.

IN WITNESS WHEREOF the parties hereto have executed these presents effectively on the date and year first above written.

f.

Method Schools Corporation, President

Per: _____

Frontier Selects Los Angeles LP

Per: _____



Date: 11/25/2024
 Order Number: Q-668334
 Revision: 1
 Order Form Expiration Date: 12/08/2024

ORDER FORM

Orders Under \$25,000.00 may pay by Credit Card:
 Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

Customer and Billing Address

Customer No.: 470346
 Customer Name: Method Schools
 Billing Address: 38750 Sky Canyon Dr Ste B
 Murrieta, CA 92563-2561

Products and Services

Summer 2025

Products	Qty	License Start Date	License End Date	License Term (Months)
Courseware: Comprehensive Library - Program License	3500	06/01/2025	08/31/2025	3
Customer Success Services	1	06/01/2025	08/31/2025	3

Summer 2025 Subtotal: \$76,440.00

Summer 2026

Products	Qty	License Start Date	License End Date	License Term (Months)
Courseware: Comprehensive Library - Program License	1500	06/01/2026	08/31/2026	3
Customer Success Services	1	06/01/2026	08/31/2026	3

Summer 2026 Subtotal: \$34,900.00

Total US Funds: \$111,340.00

This Order shall have an effective date ("Effective Date") which is the earlier of (a) the date we accept your signed Order Form or (b) the earliest of the License Start Dates applicable to the products listed above

To the extent the products listed above include "EdOptions Academy" and "ALVS" enrollment products, they are governed by the terms and conditions listed in Appendix A. For all other products, unless otherwise specified in the products table of this Order Form above, the Start Date for your software subscription license(s) will be the date on which we have accepted your order and have issued log-in credentials. In the case of a purchase for multiple successive subscription licenses, the Start Date for each successive subscription will be the day immediately following the License Term expiration of the preceding license subscription.

*** Services purchased are valid for an annual term. Any service offering that is not used during the applicable term will expire and cannot be carried over or used in subsequent periods.



Date: 11/25/2024
 Order Number: Q-668334
 Revision: 1
 Order Form Expiration Date: 12/08/2024

ORDER FORM

Orders Under \$25,000.00 may pay by Credit Card:
 Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

Taxes

Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final invoice. If the contracting entity is exempt from sales tax, please send the applicable tax exemption certificate to orders@edmentum.com or attach the certificate to this order form in the Signature section.

Invoicing and Payment Terms

The full amount of Your Order will be invoiced when accepted by Us. Payment is due 15 days after invoice date.

Payment Due Date	Amount
05/31/2025	\$76,440.00
05/31/2026	\$34,900.00

Terms and Conditions

For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to Edmentum Inc. and affiliates. This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at <http://www.edmentum.com/standardterms> and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect.

Purchase Order

This Agreement is non-cancellable. You will submit a Purchase Order for the total amount listed or for the amount listed due on the first payment due date in the Invoicing and Payment Terms, followed by additional Purchase Orders according to the Invoicing and Payment Terms. Your order will not be scheduled for delivery until a conforming Purchase Order referencing this Order Form is submitted.

Acceptance

This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing.

I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreement's terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreement's terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as signified by my receipt, use or access of the products and/or services identified.

Invoice Contact Information – Please Provide Your Finance Dept Contact Information

First Name:

Stefanie

Bryant

Last Name:

Pending Executive Approval

Email Address:

sbryant@methodschoools.orgCustomer Signature  (Pending executive approval)Edmentum | P.O. Box 776725 | Chicago, IL 60677-6725 | www.edmentum.com



Date: 11/25/2024
Order Number: Q-668334
Revision: 1
Order Form Expiration Date: 12/08/2024

ORDER FORM

Orders Under \$25,000.00 may pay by Credit Card:
Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

Name (Printed or Typed)	Sarah Delawder
Title	Director of Curriculum
Date	11/25/24





CliftonLarsonAllen LLP
<https://www.claconnect.com>

February 13, 2025

Statement of Work - Audit Services

This agreement constitutes a statement of work ("SOW") under the master service agreement ("MSA") dated September 11, 2022, or superseding MSA, made by and between CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") and Method Schools ("you," "your," or "the entity"). We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services CLA will provide for the entity as of and for the year ended June 30, 2025.

Lili Huang is responsible for the performance of the audit engagement.

Lili Huang is responsible for the performance of the audit engagement. Per Education Code Section 41020(f)(2), there is a limit of six consecutive years for any firm where the principal of the audit and the reviewing principal have been the same in each of those years. This is the sixth consecutive year Lili Huang will be the engagement principal.

Scope of audit services

We will audit the financial statements of Method Schools, which comprise the financial statements identified below, and the related notes to the financial statements (collectively, the "financial statements") as of and for the year ended June 30, 2025.

The statement of financial position, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

We will also evaluate and report on the presentation of the supplementary information accompanying the financial statements in relation to the financial statements as a whole.

Schedule of Instructional Time

Schedule of Average Daily Attendance

Reconciliation of Annual Financial Report With Audited Financial Statements

Nonaudit services

We will also provide the following nonaudit services:

- Preparation of your financial statements and the related notes.

- Preparation of the supplementary information.
- Preparation of adjusting journal entries, as needed.
- Preparation of the informational tax returns.

Audit objectives

The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Our audit will be conducted in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States and the 2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel (State Audit Guide). Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinions.

We will also perform procedures to enable us to express an opinion on whether the supplementary information accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

We will issue a written report upon completion of our audit of your financial statements.

We will provide an opinion (or disclaimer of opinion) on compliance with requirements described in the 2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel. The State Compliance report will include a paragraph that states that the purpose of the report over compliance is to express an opinion on compliance with the types of requirements described in the 2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting; however, that the audit does not provide a legal determination of the entity's compliance.

The state compliance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the State Audit Guide.

Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinion is other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

We will also provide a report (which does not include an opinion) on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements, as required by *Government Auditing Standards*. The report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the 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, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The paragraph will also state that the report is not suitable for any other purpose. If during our audit we become aware that the entity is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit conducted in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

Auditor responsibilities, procedures, and limitations

We will conduct our audit in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards* and the State Audit Guide.

Those standards require that we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and evaluate whether audit evidence obtained is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit 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. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on our evaluation of audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.

Although our audit planning has not been concluded and modifications may be made, we have identified the following significant risk(s) of material misstatement as part of our audit planning:

- Override of Management Controls
- Revenue Recognition

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards*, and the State Audit Guide. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not require auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential.

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*. An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under AICPA

professional standards, *Government Auditing Standards*, and the State Audit Guide.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the entity's compliance with the provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We will include in our report on internal control over financial reporting and on compliance relevant information about any identified or suspected instances of fraud and any identified or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements that may have occurred that are required to be communicated under *Government Auditing Standards*.

The California Department of Education and State Controller's Office requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with state statutes and regulations. Our procedures will consist of tests of transactions and other applicable procedures described in the State Audit Guide for the types of compliance requirements applicable to the entity. The purpose of these procedures will be to express an opinion on the entity's compliance with requirements applicable to the State Audit Guide.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management responsibilities

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Management is responsible for compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with state statutes, regulations, and the terms and conditions of state awards applicable to the entity's state programs. Your responsibilities also include

identifying significant contractor relationships in which the contractor has responsibility for state compliance and for the accuracy and completeness of that information.

You are responsible for the design, implementation, and maintenance of effective internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including evaluating and monitoring ongoing activities and safeguarding assets to help ensure that appropriate goals and objectives are met. You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements; identifying and ensuring that the entity complies with applicable laws, regulations, contracts, and grant agreements; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered. You are responsible for taking timely and appropriate steps to remedy any fraud and noncompliance with provisions of laws, regulations, contracts, grant agreements, and State Audit Guide that we may report.

You are responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including amounts and disclosures, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters, and for the accuracy and completeness of that information (including information from within and outside of the general and subsidiary ledgers); (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the State Audit Guide; and (3) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

Management is responsible for the preparation of the supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's operations, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will

perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Responsibilities and limitations related to nonaudit services

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services. Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

Use of financial statements

Should you decide to include or incorporate by reference these financial statements and our auditors' report(s) thereon in a future private placement or other offering of equity or debt securities, you agree that we are under no obligation to re-issue our report or provide consent for the use of our report in such a registration or offering document. We will determine, at our sole discretion, whether we will re-issue our report or provide consent for the use of our report only after we have performed the procedures we consider necessary in the circumstances. If we decide to re-issue our report or consent to the use of our report, we will be required to perform certain procedures including, but not limited to, (a) reading other information incorporated by reference in the registration statement or other offering document and (b) subsequent event procedures. These procedures will be considered an engagement separate and distinct from our audit engagement, and we will bill you separately. If we decide to re-issue our report or consent to the use of our report, you agree that we will be included on each distribution of draft offering materials and we will receive a complete set of final documents. If we decide not to re-issue our report or decide to withhold our consent to the use of our report, you may be required to engage another firm to audit periods covered by our audit reports, and that firm will likely bill you for its services. While the successor auditor may request access to our workpapers for those periods, we are under no obligation to permit such access.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other

offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents. Such disclosure should read as follows:

CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

Engagement administration and other matters

We expect to begin our audit on approximately April 1, 2025.

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. A list of information we expect to need for our audit and the dates required will be provided in a separate communication.

We will provide copies of our reports to the entity; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing confidential or sensitive information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the sole and exclusive property of CLA and constitutes confidential and proprietary information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to California Department of Education, California State Controllers Office, and authorizer(s), or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of CLA personnel. Furthermore, upon request, we may provide copies or electronic versions of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the California Department of Education, California State Controllers Office, and authorizer(s). If we are aware that a federal or state awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit

finding for guidance prior to destroying the audit documentation.

Professional standards require us to be independent with respect to you in the performance of these services. Any discussion that you have with our personnel regarding potential employment with you could impair our independence with respect to this engagement. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence and objectivity. Further, any employment offers to any staff members working on this engagement without our prior knowledge may require substantial additional procedures to ensure our independence. You will be responsible for any additional costs incurred to perform these procedures.

Our audit engagement ends on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific SOW for that service.

Government Auditing Standards require that we make our most recent external peer review report publicly available. The report is posted on our website at www.CLAconnect.com/Aboutus/.

Fees

Our professional fee is \$28,750.00. We will also bill for expenses (including travel, report production, word processing, postage, internal and administrative charges, etc.) plus a technology and client support fee of five percent (5%) of all professional fees billed. This estimate is based on anticipated cooperation from your personnel and their assistance with locating requested documents and preparing requested schedules. If the requested items are not available on the dates required or are not accurate, the fees and expenses will likely be higher. Our invoices, including applicable state and local taxes, will be rendered as work progresses and are payable on presentation.

There is a ten percent withholding clause per Education Code 14505.

Bill to be mailed on	Amount to be billed
April 2025	\$9,584.00
June 2025	\$9,583.00
October 2025	\$9,583.00

Additional state compliance procedures related to changes to the 2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel will be billed as out-of-scope.

Unexpected circumstances

We will advise you if unexpected circumstances require significant additional procedures resulting in a substantial increase in the fee estimate.

Changes in accounting and audit standards

Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services

described in the SOW increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Agreement

We appreciate the opportunity to provide the services described in this SOW related to the MSA. All terms and provisions of the MSA shall apply to these services. If you agree with the terms of this SOW, please sign below to indicate your acknowledgement and understanding of, and agreement with, this SOW.

Sincerely,

CliftonLarsonAllen LLP

Response:

This letter correctly sets forth the understanding of Method Schools.

DO NOT SIGN PDF -
PLEASE USE LINK
IN EMAIL

CLA
CLA

Lili Huang

Lili Huang, Principal

SIGNED 2/14/2025, 11:45:30 AM PST

Client
Method Schools

SIGN:

Stefanie Bryant, Chief Financial Officer

DATE:

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IN EMAIL



Method Schools Board of Directors POLICY

Fiscal Policies & Procedures – BP 2023-1

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 and can delegate 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 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) or designee may authorize expenditures and may sign related contracts within the approved budget. The Directors or designee 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 or designee, and submitted to Business Office with the related invoice.
2. Staff members authorized to make purchase requests or use AMEX cards shall enter each request in the purchasing module in SmartFox.
3. Expenditures should be pre-approved by a director or executive team member PRIOR to purchasing
4. When approving purchases, the authorized approver 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. Include the proper account coding
 - E. Determine if the price is competitive and prudent, and the 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.
5. 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 and includes check #, payee, date, and amount.
6. The Board of Directors must approve contracts over **\$75,000**.

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. The Purchasing policy applies to all credit card use
- B. Related documentation of all purchases will be reconciled on a monthly basis.
- C. If receipts are not available or are “missing”, the individual responsible for the charge will be responsible for the payment.
- D. Credit cards will bear the names of Method School and the corresponding Director.

CONTRACTS

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 insurance currently in effect. The Directors may also require that contract service providers list the school as an additional insured.
5. 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.
6. The Directors will approve proposed contracts and modifications in writing.
7. Contract service providers will be paid in accordance with approved contracts as work is performed.
8. The Director(s) are responsible for ensuring the terms of the contracts are fulfilled.

9. 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

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. (method of payment is at the discretion of Method Schools).
4. The employee and the Director(s) must sign 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/Professional Development Reimbursements

1. Purpose - This policy outlines the reimbursement guidelines for employees traveling on behalf of Method Schools. The policy is designed to ensure compliance with General Services Administration (GSA) rates for per diem expenses while providing flexibility for higher expenses with executive approval when necessary.

2. Scope - This policy applies to all employees who travel for business purposes and seek reimbursement for travel-related expenses.

The Director of the employees' department must pre-approve all out-of-town travel.

The Directors must pre-approve all Professional Development requests – See PD approval procedures.

3. Per Diem Rates - Method Schools follows the GSA-established rates for per diem allowances for lodging, meals, and incidental expenses. Employees can choose to be reimbursed for meal and incidental expenses in one of the following ways:

- **Option 1: GSA Per Diem Reimbursement**

Employees may claim the GSA per diem rate for the location to which they are traveling. Under this option, no receipts are required for meals and incidental expenses, as the GSA rate covers these costs.

- **Option 2: Company P-Card Usage**

If a company purchasing card (P-Card) is issued to the employee, it may be used for meal and incidental expenses. However, receipts must be provided as backup documentation for all transactions made with the P-Card. P-card use should be for

allowable expenses under the GSA rate, unless executive approval has been obtained for exceptions (see Section 5).

4. Lodging Expenses - 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.

Employees are required to book lodging at or below the GSA lodging rate for the location where they are staying. If the lodging rate exceeds the GSA rate due to unavailability or other legitimate reasons (e.g., a conference requiring specific accommodations), the employee must obtain executive approval prior to booking the higher-cost lodging.

5. Expenses Exceeding GSA Rates - In some circumstances, such as conferences, industry events, or high-demand periods, it may not be possible to book lodging or cover meal costs within the GSA rates. In these cases:

- Employees may submit a request for **Executive Approval** to incur expenses beyond the GSA rates.
- The request must include documentation showing that the higher rates are necessary and unavoidable (e.g., conference hotel requirements, peak travel season).
- **Executive Approval** must be obtained in advance of travel.

6. Mileage Reimbursement:

- Employees may be approved to use Method vehicles for work related travel.
- Employees will be reimbursed for mileage in their personal vehicle when pre-approved by the Directors.
- Mileage will be reimbursed at the annual IRS mileage rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled.

7. Receipts and Documentation

- Per Diem Option: No receipts are required for lodging, meals and incidental expenses if the employee opts for the GSA per diem and stays within the rates. An employee travel reimbursement form must be submitted in SmartFox purchasing.
- P-Card Usage: Receipts must be provided for all P-Card transactions. Any expenses charged to the P-Card that exceed GSA rates without executive approval will not be reimbursed and may become the responsibility of the employee. P-card expenses and related documentation must be submitted in SmartFox purchasing.

8. Non-Reimbursable Expenses

The following are examples of non-reimbursable expenses:

- Personal entertainment (movies, tours, etc.)
- Upgrades to hotel rooms or airfare beyond what is necessary for business purposes (unless pre-approved)
- Alcoholic beverages

9. Procedure for Submitting Reimbursement

Employees must submit reimbursement requests in SmartFox purchasing within 30 days of completing their travel. The reimbursement package must include:

- A completed employee expense report form
- Receipts (if P-Card was used or expenses exceed GSA rates)
- Documentation for any expenses exceeding GSA rates, with corresponding executive approval if applicable

Employees will be reimbursed via direct deposit with the payroll in which their submission is made (payroll dates are typically 9th-24th paid on the last day of the month and 25th-8th paid on the 15th)

10. Enforcement

Failure to comply with this policy may result in delayed or denied reimbursement and may lead to disciplinary action, including loss of P-Card privileges. Unauthorized purchases will not be reimbursed.

This policy aims to maintain clarity and fairness in handling travel expenses, ensuring that both employees and Method Schools are protected while adhering to GSA guidelines.

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 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 using the appropriate budget account code.
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.
10. Stale Dated Checks/Unclaimed Property: Under the Federal Uniform Commercial Code, checks are valid for 6 months. The state of California uses the UCC as model law, thus Method checks are valid for 6 months, beyond that term checks are considered state dated and a bank may/may not accept for deposit.

Per state law, a payee has four years to collect on payments recorded in writing. Method will attempt to contact payee to re-issue stale dated checks. Checks older than 4 years will be considered permanently stale and written off to Method's balance sheet.

Any unclaimed cashier's checks or money orders are subject to CA Escheat. However, the institution (ie bank) the item is drawn on is responsible.

The State Controller's Office describes unclaimed property:

Unclaimed property is generally defined as any financial asset left inactive by its owner for a period, typically three years. California unclaimed property law does not include real estate. The most common types of unclaimed property are:

- Bank accounts and safe deposit box contents
- Stocks, mutual funds, bonds, and dividends
- Uncashed cashier's checks and money orders
- Certificates of deposit
- Matured or terminated insurance policies.
- Estates Mineral interests and royalty payments
- Trust funds and escrow accounts
- Utility account deposits

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 according to California code and Method Investment Policy 3040.
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 10 percent of budgeted expenditures and other financing uses. The minimum fund balance/reserve of 10% is to ensure the school's ability to provide necessary services for 2-3 months of operations.

If the reserves are drawn down below the minimum required level of 10 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

Assets

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. All receipts for purchased assets shall be attached to the purchase request in SmartFox and saved with the transaction in the accounting system.
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.

Equipment

1. Equipment includes items such as computers, tech devices and accessories that do not exceed the \$5000 asset threshold.
2. All receipts for purchased equipment shall be attached to the purchase request in SmartFox and saved with the transaction in the accounting system.
3. Devices loaned to students for academic purposes shall be tracked/logged during the enrollment process. (See Policy BP 2022-1)
4. Devices provided to employees shall be tracked/logged during the onboarding process. (See Policy BP 2022-1).
5. The Directors will immediately be notified of all cases of theft, loss, damage or destruction of equipment.



Method Schools Board of Directors POLICY

Fiscal Policies & Procedures – BP 2023-1

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 and can delegate 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 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) or designee may authorize expenditures and may sign related contracts within the approved budget. The Directors or designee 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 or designee, and submitted to Business Office with the related invoice.
2. Staff members authorized to make purchase requests or use AMEX cards shall enter each request in the purchasing module in SmartFox.
3. Expenditures should be pre-approved by a director or executive team member PRIOR to purchasing
4. When approving purchases, the authorized approver 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. Include the proper account coding
 - E. Determine if the price is competitive and prudent, and the 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.
5. 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 and includes check #, payee, date, and amount.
6. The Board of Directors must approve contracts over **\$75,000**.

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. The Purchasing policy applies to all credit card use
- B. Related documentation of all purchases will be reconciled on a monthly basis.
- C. If receipts are not available or are “missing”, the individual responsible for the charge will be responsible for the payment.
- D. Credit cards will bear the names of Method School and the corresponding Director.

CONTRACTS

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 insurance currently in effect. The Directors may also require that contract service providers list the school as an additional insured.
5. 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.
6. The Directors will approve proposed contracts and modifications in writing.
7. Contract service providers will be paid in accordance with approved contracts as work is performed.
8. The Director(s) are responsible for ensuring the terms of the contracts are fulfilled.

9. 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

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. (method of payment is at the discretion of Method Schools).
4. The employee and the Director(s) must sign 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/Professional Development Reimbursements

1. Purpose - This policy outlines the reimbursement guidelines for employees traveling on behalf of Method Schools. The policy is designed to ensure compliance with General Services Administration (GSA) rates for per diem expenses while providing flexibility for higher expenses with executive approval when necessary.

2. Scope - This policy applies to all employees who travel for business purposes and seek reimbursement for travel-related expenses.

The Director of the employees' department must pre-approve all out-of-town travel.

The Directors must pre-approve all Professional Development requests – See PD approval procedures.

3. Per Diem Rates - Method Schools follows the GSA-established rates for per diem allowances for lodging, meals, and incidental expenses. Employees can choose to be reimbursed for meal and incidental expenses in one of the following ways:

- **Option 1: GSA Per Diem Reimbursement**

Employees may claim the GSA per diem rate for the location to which they are traveling. Under this option, no receipts are required for meals and incidental expenses, as the GSA rate covers these costs.

- **Option 2: Company P-Card Usage**

If a company purchasing card (P-Card) is issued to the employee, it may be used for meal and incidental expenses. However, receipts must be provided as backup documentation for all transactions made with the P-Card. P-card use should be for

allowable expenses under the GSA rate, unless executive approval has been obtained for exceptions (see Section 5).

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5. Expenses Exceeding GSA Rates - In some circumstances, such as conferences, industry events, or high-demand periods, it may not be possible to book lodging or cover meal costs within the GSA rates. In these cases:

- Employees may submit a request for **Executive Approval** to incur expenses beyond the GSA rates.
- The request must include documentation showing that the higher rates are necessary and unavoidable (e.g., conference hotel requirements, peak travel season).
- **Executive Approval** must be obtained in advance of travel.

6. Mileage Reimbursement:

- Employees may be approved to use Method vehicles for work related travel.
- Employees will be reimbursed for mileage in their personal vehicle when pre-approved by the Directors.
- Mileage will be reimbursed at the annual IRS mileage rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled.

7. Receipts and Documentation

- Per Diem Option: No receipts are required for lodging, meals and incidental expenses if the employee opts for the GSA per diem and stays within the rates. An employee travel reimbursement form must be submitted in SmartFox purchasing.
- P-Card Usage: Receipts must be provided for all P-Card transactions. Any expenses charged to the P-Card that exceed GSA rates without executive approval will not be reimbursed and may become the responsibility of the employee. P-card expenses and related documentation must be submitted in SmartFox purchasing.

8. Non-Reimbursable Expenses

The following are examples of non-reimbursable expenses:

- Personal entertainment (movies, tours, etc.)
- Upgrades to hotel rooms or airfare beyond what is necessary for business purposes (unless pre-approved)
- Alcoholic beverages

9. Procedure for Submitting Reimbursement

Employees must submit reimbursement requests in SmartFox purchasing within 30 days of completing their travel. The reimbursement package must include:

- A completed employee expense report form
- Receipts (if P-Card was used or expenses exceed GSA rates)
- Documentation for any expenses exceeding GSA rates, with corresponding executive approval if applicable

Employees will be reimbursed via direct deposit with the payroll in which their submission is made (payroll dates are typically 9th-24th paid on the last day of the month and 25th-8th paid on the 15th)

10. Enforcement

Failure to comply with this policy may result in delayed or denied reimbursement and may lead to disciplinary action, including loss of P-Card privileges. Unauthorized purchases will not be reimbursed.

This policy aims to maintain clarity and fairness in handling travel expenses, ensuring that both employees and Method Schools are protected while adhering to GSA guidelines.

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 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 using the appropriate budget account code.
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.
10. Stale Dated Checks/Unclaimed Property: Under the Federal Uniform Commercial Code, checks are valid for 6 months. The state of California uses the UCC as model law, thus Method checks are valid for 6 months, beyond that term checks are considered state dated and a bank may/may not accept for deposit.

Per state law, a payee has four years to collect on payments recorded in writing. Method will attempt to contact payee to re-issue stale dated checks. Checks older than 4 years will be considered permanently stale and written off to Method's balance sheet.

Any unclaimed cashier's checks or money orders are subject to CA Escheat. However, the institution (ie bank) the item is drawn on is responsible.

The State Controller's Office describes unclaimed property:

Unclaimed property is generally defined as any financial asset left inactive by its owner for a period, typically three years. California unclaimed property law does not include real estate. The most common types of unclaimed property are:

- Bank accounts and safe deposit box contents
- Stocks, mutual funds, bonds, and dividends
- Uncashed cashier's checks and money orders
- Certificates of deposit
- Matured or terminated insurance policies.
- Estates Mineral interests and royalty payments
- Trust funds and escrow accounts
- Utility account deposits

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 according to California code and Method Investment Policy 3040.
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 10 percent of budgeted expenditures and other financing uses. The minimum fund balance/reserve of 10% is to ensure the school's ability to provide necessary services for 2-3 months of operations.

If the reserves are drawn down below the minimum required level of 10 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

Assets

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. All receipts for purchased assets shall be attached to the purchase request in SmartFox and saved with the transaction in the accounting system.
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.

Equipment

1. Equipment includes items such as computers, tech devices and accessories that do not exceed the \$5000 asset threshold.
2. All receipts for purchased equipment shall be attached to the purchase request in SmartFox and saved with the transaction in the accounting system.
3. Devices loaned to students for academic purposes shall be tracked/logged during the enrollment process. (See Policy BP 2022-1)
4. Devices provided to employees shall be tracked/logged during the onboarding process. (See Policy BP 2022-1).
5. The Directors will immediately be notified of all cases of theft, loss, damage or destruction of equipment.

Second Interim Budgets

MARCH 12, 2025 BOARD OF DIRECTORS MEETING

24-25 Projected ADA progression

Entity	1st Int Proj. ADA	2nd Int Proj. ADA	1st Int % Allocation	2nd Int % Allocation
Method Schools	668	575	56%	55%
Method Schools LA	524	470	44%	45%
Combined	1192	1045		

24-25 2nd Interim Summary

Entity	7/1/2024 Balance (Actual)	Revenue Budget	Expenditure Budget	Net	6/30/2025 Balance (Forecast)
Method Schools	\$11,311,502	\$8,863,177	\$7,989,001	\$874,176	\$12,185,678
Method Schools LA	\$19,117,018	\$7,276,475	\$6,761,361	\$515,114	\$19,632,132
Combined	\$30,428,520	\$16,139,652	\$14,750,362	\$1,389,290	\$31,817,810



2024-25 2nd Interim Budget Report Narrative – Method Schools San Diego

1. Key Statistics

2022-23 P2 ADA: 445.02

2023-24 P2 ADA: 546

2024-25 Adopted Budget ADA: 565

2024-25 1st Interim Budget ADA: 668

2024-25 2nd Interim Budget ADA: 575

2. Revenue Assumptions

Enrollment and ADA estimates at the 2024-25 2nd Interim are trending approximately 93 ADA lower than the 1st Interim estimates – our 1st Interim projected 668 ADA and the 2nd Interim Budget is projecting 575 ADA. LCFF revenues have been adjusted to reflect the projected ADA of 620.55 based on the most recent version of the LCFF Calculator.

LCFF Revenues, including LCFF (8011), EPA (8012) and In-Lieu Taxes (8096) were all based on the calculations provided by the most recently released FCMAT LCFF Calculator. Total Revenues for these sources are estimated at \$7,417,312, which is a decrease of \$1,413,795 of LCFF Revenue sources when compared to the 1st Interim Budget

The basis for Other State Revenues is a combination of the following revenue sources: Non-Prop Lottery (\$109,955), Prop-20 Lottery (\$47,206), Mandate Block Grant (\$26,677), and State Special Education & Mental Health Funding (\$555,809). All revenue sources are based on the most recent projections from California School Services and El Dorado Charter SELPA. Finally, Method SD is also projecting \$48,458 from the newly implemented Prop 28 Program.

Federal Special Education Funds are expected to be \$57,760. Method SD does not expect any additional Federal Revenue as Method San Diego does not participate in any other Federal Programs.

Method San Diego is also projecting \$600,000 of Interest Income from funds kept in the San Diego County Treasury.

Overall, when comparing the 2nd Interim Budget to the 1st Interim Budget, Method San Diego is projecting a decrease of \$1,526,614 in total revenue – which is due primarily to the drop in LCFF Revenues sources from the decrease in projected P-2 ADA.

3. Expenditure Assumptions

Method San Diego will have approximately 38 Certificated FTEs on staff during 2024-25. The total budgeted Certificated Salaries of \$3,610,485 equates to an average of \$95,012 per FTE including teachers and certificated administrators.

Method San Diego offers competitive teacher salaries along with a competitive Health & Dental Medical and 403(b) Plans with a 1:1 company match to our employees. Method San Diego does not participate in CALSTRS or CALPERS.

Total staffing expenditures for 1000 level Certificated, 2000 level Classified and 3000 level Employee Benefits are down \$530,815 due to the reduction in ADA. (this is a net decrease due to ADA decrease, coupled with increased programming/service needs).

Total 4000 Level expenditures are up \$250,000 at the 2nd Interim Budget when compared to the 1st Interim Budget based on additional supplemental curriculum services as part of DMSA.

Overall, total expenditures have been reduced by \$253,813 at the 2nd Interim Budget when compared to the 1st Interim Budget due to the staffing reductions mentioned in 1000 and 2000 level.

MYP expense projections assume a 5% COLA increase each year over the previous year.

Other Notable Financial Narrative Notes

Any New Notices of Assignment and Dates of Repayment

Response: No new Notices of Assignment, see number 7 below for debt obligations.

Obligations for Debt Repayment

Response: Method San Diego has \$0.00 of debt. The only significant liability that Method SD has in our financials is a *Due to Grantor Governments* balance. This liability came from a 2023-24 FY overpayment in LCFF Funding. Method repays the LCFF overpayment back to the CDE with each month's monthly LCFF Apportionment on the same 5,5,9,9,9 schedule. Since the beginning of the fiscal year Method has paid back \$328,991 – which is documented in the 2nd Interim Cash Flow Projection along with the projected payments for the remaining months, with the obligation being completely paid back to the CDE by 6/30/2025.

Changes in Ending Fund Balances

Response: Method San Diego is projected to end the 2024-25 fiscal year with a surplus of \$874,176. Method San Diego beginning fund balance as of July 1st, 2024 was \$11,311,502, therefore the cumulative projected ending fund balance of \$12,185,678.

Assignment of Ending Fund Balances

Response: Method San Diego has no commitments of the Ending Fund Balance.

Cash Flow Statement

Response: Method Schools San Diego has no projected cash flow shortages during the 2024-25 fiscal year. As projected in the cashflow the school has a significant cash surplus each operating month. Generally, all Accounts Payables are paid on receipt as there are no cash restraints and therefore Method San Diego does not carry any significant month to month liabilities.

**CHARTER SCHOOL 2ND INTERIM REPORT
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2024 to June 30, 2025**

Charter School Certification

Charter School Name:	Method Schools
CDS #:	37-68049-0129221
Charter Approving Entity:	Dehesa Elementary
County:	San Diego
Charter #:	1617

For information regarding this report, please contact:

For Approving Entity:

Bradley Johnson

Name

Superintendent

Title

619-444-2161

Telephone

bradley.johnson@dehesasd.net

E-mail address

For Charter School:

Stefanie Bryant

Name

CFO

Title

801.360.9819

Telephone

sbryant@methodschoools.org

E-mail address

To the entity that approved the charter school:

 x) 2024-25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: _____

Date: _____

Charter School Official

(Original signature required)

Printed

Name: Stefanie Bryant

Title: CFO

To the Dehesa Elementary School District

 x) 2024-25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____

Date: _____

Authorized Representative of

Charter Approving Entity

(Original signature required)

Printed

Name: _____

Title: _____

To the Superintendent of Public Instruction:

 x) 2024-25 CHARTER SCHOOL SECOND INTERIM 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 SCHOOLS SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2024 to June 30, 2025

Charter School Name: Method Schools

CDS #: 37-68049-0129221

Charter Approving Entity: Dehesa Elementary

County: San Diego

Charter #: 1617

This charter school uses the following basis of accounting:
Please enter an "X" in the applicable box below; check only one box

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

Description	Object Code	Original Budget	Board Approved Operating Budget (B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
A. REVENUES								
1. LCFF Sources								
State Aid - Current Year	8011	7,059,814	8,529,992	3,766,522	7,157,813		7,157,813	(1,372,179)
Education Protection Account - Current Year	8012	113,000	133,600	54,654	115,136		115,136	(18,464)
State Aid - Prior Years	8019	0	0	0	0		0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	158,200	167,515	0	144,363		144,363	(23,152)
Other LCFF Transfers	8091, 8097	0	0	0	0		0	0
Total, LCFF Sources		7,331,014	8,831,107	3,821,176	7,417,312		7,417,312	(1,413,795)
2. Federal Revenues (see NOTE on last page)								
No Child Left Behind	8290	0	0	0		0	0	0
Special Education - Federal	8181, 8182	57,760	57,760	0		57,760	57,760	0
Child Nutrition - Federal	8220	0	0	0		0	0	0
Other Federal Revenues	8290	0	0	0	0	0	0	0
Total, Federal Revenues		57,760	57,760	0	0	57,760	57,760	0
3. Other State Revenues								
Special Education - State	StateRevSE	546,240	638,528	285,088		555,809	555,809	(82,719)
Child Nutrition Programs	8520	0	0	0		0	0	0
Mandated Costs Reimbursements	8550	25,050	31,574	26,677	26,677		26,677	(4,897)
Lottery - Unrestricted and Instructional Materials	8560	133,905	182,364	32,982	109,955	47,206	157,161	(25,203)
Low Performing Student Block Grant	8590	0	0	0	0	0	0	0
All Other State Revenues	StateRevAO	48,458	48,458	29,512	0	48,458	48,458	0
Total, Other State Revenues		753,653	900,924	374,259	136,632	651,473	788,105	(112,819)
4. Other Local Revenues								
Transfers from Sponsoring LEAs to Charter Schools	8791	0	0	0	0		0	0
All Other Local Revenues	LocalRevAO	400,000	600,000	546,189	600,000	0	600,000	0
Total, Local Revenues		400,000	600,000	546,189	600,000	0	600,000	0
5. TOTAL REVENUES		8,542,427	10,389,791	4,741,624	8,153,944	709,233	8,863,177	(1,526,614)
B. EXPENDITURES								
1. Certificated Salaries								
Teachers' Salaries	1100	3,000,508	3,360,569	1,844,227	2,820,599	291,076	3,111,675	(248,894)
Certificated Pupil Support Salaries	1200	0	0	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	481,392	539,159	279,791	498,810	0	498,810	(40,349)
Other Certificated Salaries	1900	0	0	0	0	0	0	0
Total, Certificated Salaries		3,481,900	3,899,728	2,124,018	3,319,409	291,076	3,610,485	(289,243)
2. Non-certificated Salaries								
Instructional Aides' Salaries	2100	146,296	163,852	66,049	183,439	0	183,439	19,587
Non-certificated Support Salaries	2200	70,823	158,459	45,784	109,461	0	109,461	(48,998)
Non-certificated Supervisors' and Administrators' Sal.	2300	423,355	474,157	221,995	359,292	0	359,292	(114,865)
Clerical and Office Salaries	2400	440,384	414,093	242,966	427,980	0	427,980	13,887
Other Non-certificated Salaries	2900	0	0	0	0	0	0	0
Total, Non-certificated Salaries		1,080,858	1,210,561	576,795	1,080,172	0	1,080,172	(130,389)

CHARTER SCHOOLS SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2024 to June 30, 2025

Charter School Name: Method Schools
CDS #: 37-68049-0129221

Description	Object Code	Original Budget	Board Approved Operating Budget (B)	Actuals to Date	second Interim Budget Unrestricted	second Interim Budget Restricted	second Interim Budget Total (D)	Difference (Col B & D)
3. Employee Benefits								
STRS	3101-3102	0	0	0	0	0	0	0
PERS	3201-3202	0	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	349,051	390,937	180,175	336,568	22,267	358,835	(32,102)
Health and Welfare Benefits	3401-3402	433,668	485,708	317,588	434,688	25,000	459,688	(26,020)
Unemployment Insurance	3501-3502	40,000	44,800	19,164	40,720	1,680	42,400	(2,400)
Workers' Compensation Insurance	3601-3602	45,628	51,103	42,823	51,832	2,111	53,943	2,840
Retiree Benefits	3701-3702	0	0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0	0	0
Other Employee Benefits	3901-3902	226,058	253,186	100,316	170,577	29,108	199,685	(53,501)
Total, Employee Benefits		1,094,405	1,225,734	660,066	1,034,385	80,166	1,114,551	(111,183)
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100	205,000	229,600	180,104	227,900	0	227,900	(1,700)
Books and Other Reference Materials	4200	400,000	400,000	440,440	650,000	0	650,000	250,000
Materials and Supplies	4300	50,000	81,200	39,932	22,075	54,775	76,850	(4,350)
Noncapitalized Equipment	4400	90,000	114,800	88,122	121,900	0	121,900	7,100
Food	4700	0	0	0	0	0	0	0
Total, Books and Supplies		745,000	825,600	748,598	1,021,875	54,775	1,076,650	251,050
5. Services and Other Operating Expenditures								
Subagreeemnts for Services	5100	0	0	0	0	0		
Travel and Conferences	5200	110,000	128,800	83,176	137,800	0	137,800	9,000
Dues and Memberships	5300	7,500	11,200	7,048	10,600	0	10,600	(600)
Insurance	5400	40,000	44,800	36,561	37,100	0	37,100	(7,700)
Operations and Housekeeping Services	5500	13,000	22,960	6,192	21,730	0	21,730	(1,230)
Rentals, Leases, Repairs, and Noncap. Improvements	5600	83,000	92,960	44,173	83,065	4,915	87,980	(4,980)
Professional/Consulting Services and Operating Expend.	5800	576,309	651,671	314,378	350,782	278,301	629,083	(22,588)
Communications	5900	115,000	128,800	87,560	182,850	0	182,850	54,050
Total, Services and Other Operating Expenditures		944,809	1,081,191	579,087	823,927	283,216	1,107,143	25,952
6. Capital Outlay								
(Objects 6100-6170, 6200-6500 for modified accrual basis only)								
Land and Land Improvements	6100-6170	0	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	0	0	0	0	0	0
Total, Capital Outlay		0	0	0	0	0	0	0
7. Other Outgo								
Tuition to Other Schools	7110-7143	0	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0	0	0
Debt Service:								
Interest	7438	0	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0	0
8. TOTAL EXPENDITURES		7,346,972	8,242,814	4,688,564	7,279,768	709,233	7,989,001	(253,813)
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,195,455	2,146,977	53,059	874,176	0	874,176	(1,272,801)

CHARTER SCHOOLS SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2024 to June 30, 2025

Charter School Name: Method Schools
CDS #: 37-68049-0129221

Description	Object Code	Original Budget	Board Approved Operating Budget (B)	Actuals to Date	second Interim Budget Unrestricted	second Interim Budget Restricted	second Interim Budget Total (D)	Difference (Col B & D)
D. OTHER FINANCING SOURCES / USES								
1. Other Sources	8930-8979	0	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	0	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		1,195,455	2,146,977	53,059	874,176	0	874,176	(1,272,801)
F. FUND BALANCE, RESERVES								
1. Beginning Fund Balance								
a. As of July 1	9791	10,966,950	11,311,502		11,311,502		11,311,502	0
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0		0		0	0
c. Adjusted Beginning Balance		10,966,950	11,311,502		11,311,502	0	11,311,502	
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		12,162,405	13,458,479		12,185,678	0	12,185,678	
Components of Ending Fund Balance:								
Reserve for Revolving Cash (equals object 9130)	9711	0	0		0	0	0	
Reserve for Stores (equals object 9320)	9712	0	0		0	0	0	
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0		0	0	0	
All Others	9719	0	0		0	0	0	
Legally Restricted Balance	9740	0	0			0	0	
Designated for Economic Uncertainties	9770	332,832	332,832		332,832		332,832	
Other Designations	9775, 9780	0	0		0	0	0	
Net Investment in Capital Assests (Accrual Basis Only)	9796	0	0		0	0	0	
Undesignated / Unappropriated Amount	9790	11,829,573	13,125,647		11,852,846	0	11,852,846	0

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name:	Method Schools
CDS #:	37-68049-0129221
Charter Approving Entity:	Dehesa Elementary
County:	San Diego
Charter #:	1617
Fiscal Year:	2024-25

2024-25 (populated from Alternative Form Tab)						
Description	Object Code	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total	Totals for 2025 26	Totals for 2026-27
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	7,157,813		7,157,813	7,342,649	7,630,576
Education Protection Account - Current Year	8012	115,136		115,136	115,136	115,136
State Aid - Prior Years	8019	0		0	0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	144,363		144,363	144,363	144,363
Other LCFF Transfers	8091, 8097	0		0	0	0
Total, LCFF Sources		7,417,312		7,417,312	7,602,148	7,890,075
2. Federal Revenues						
No Child Left Behind	8290		0	0	0	0
Special Education - Federal	8181, 8182		57,760	57,760	68,960	68,960
Child Nutrition - Federal	8220		0	0	0	0
Other Federal Revenues	8290	0	0	0	0	0
Total, Federal Revenues		0	57,760	57,760	68,960	68,960
3. Other State Revenues						
Special Education - State	StateRevSE		555,809	555,809	555,809	555,809
Child Nutrition Programs	8520		0	0	0	0
Mandated Costs Reimbursements	8550	26,677		26,677	24,372	24,372
Lottery - Unrestricted and Instructional Materials	8560	109,955	47,206	157,161	157,161	157,161
Low Performing Student Block Grant	8590	0	0	0	0	0
All Other State Revenues	StateRevAO	0	48,458	48,458	48,458	48,458
Total, Other State Revenues		136,632	651,473	788,105	785,800	785,800
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0		0	0	0
All Other Local Revenues	LocalRevAO	600,000	0	600,000	600,000	600,000
Total, Local Revenues		600,000	0	600,000	600,000	600,000
5. TOTAL REVENUES		8,153,944	709,233	8,863,177	9,056,908	9,344,835
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	2,820,599	291,076	3,111,675	3,267,258	3,422,842
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	498,810	0	498,810	523,750	548,690
Other Certificated Salaries	1900	0	0	0	0	0
Total, Certificated Salaries		3,319,409	291,076	3,610,485	3,791,008	3,971,532
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	183,439	0	183,439	192,611	201,783
Non-certificated Support Salaries	2200	109,461	0	109,461	114,934	120,407
Non-certificated Supervisors' and Administrators' Sal.	2300	359,292	0	359,292	377,256	395,221
Clerical and Office Salaries	2400	427,980	0	427,980	449,379	470,778
Other Non-certificated Salaries	2900	0	0	0	0	0
Total, Non-certificated Salaries		1,080,172	0	1,080,172	1,134,180	1,188,189

Description	Object Code	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total	Totals for 2025 26	Totals for 2026-27
3. Employee Benefits						
STRS	3101-3102	0	0	0	0	0
PERS	3201-3202	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	336,568	22,267	358,835	376,777	394,719
Health and Welfare Benefits	3401-3402	434,688	25,000	459,688	496,463	533,238
Unemployment Insurance	3501-3502	40,720	1,680	42,400	44,520	46,746
Workers' Compensation Insurance	3601-3602	51,832	2,111	53,943	56,640	59,337
Retiree Benefits	3701-3702	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0
Other Employee Benefits	3901-3902	170,577	29,108	199,685	209,670	219,654
Total, Employee Benefits		1,034,385	80,166	1,114,551	1,184,070	1,253,694
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	227,900	0	227,900	240,435	253,658
Books and Other Reference Materials	4200	650,000	0	650,000	685,750	723,466
Materials and Supplies	4300	22,075	54,775	76,850	81,077	85,536
Noncapitalized Equipment	4400	121,900	0	121,900	128,605	135,678
Food	4700	0	0	0	0	0
Total, Books and Supplies		1,021,875	54,775	1,076,650	1,135,867	1,198,338
5. Services and Other Operating Expenditures						
Subagreeemnts for Services	5100	0	0	0	0	0
Travel and Conferences	5200	137,800	0	137,800	145,379	153,375
Dues and Memberships	5300	10,600	0	10,600	11,183	11,798
Insurance	5400	37,100	0	37,100	39,141	41,293
Operations and Housekeeping Services	5500	21,730	0	21,730	22,925	24,186
Rentals, Leases, Repairs, and Noncap. Improvements	5600	83,065	4,915	87,980	92,819	97,924
Professional/Consulting Services and Operating Expend.	5800	350,782	278,301	629,083	661,452	696,529
Communications	5900	182,850	0	182,850	192,907	203,517
Total, Services and Other Operating Expenditures		823,927	283,216	1,107,143	1,165,806	1,228,622
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	0	0	0	0
Total, Capital Outlay		0	0	0	0	0
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0
Debt Service:						
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0
8. TOTAL EXPENDITURES		7,279,768	709,233	7,989,001	8,410,931	8,840,375
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		874,176	0	874,176	645,977	504,460

Description	Object Code	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total	Totals for 2025 26	Totals for 2026-27
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		874,176	0	874,176	645,977	504,460
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance		0	0			
a. As of July 1	9791	11,311,502	0	11,311,502	12,185,678	12,831,655
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0	0	0
c. Adjusted Beginning Balance		11,311,502	0	11,311,502	12,185,678	12,831,655
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		12,185,678	0	12,185,678	12,831,655	13,336,115
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0	0	0	0	0
Reserve for Stores (equals object 9320)	9712	0	0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0
All Others	9719	0	0	0	0	0
Legally Restricted Balance	9740		0	0	0	0
Designated for Economic Uncertainties	9770	332,832		332,832	332,832	332,832
Other Designations	9775, 9780	0	0	0	0	0
Net Investment in Capital Assests (Accrual Basis Only)	9796	0	0	0	0	0
Undesignated / Unappropriated Amount	9790	11,852,846	0	11,852,846	12,498,823	13,003,283

Method Schools - Cash Flow Statement 2/28/25

Object		2024-25 Second Interim Budget	July	August	September	October	November	December	January	February
Actuals required through the month of : October			Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Projection
A. BEGINNING CASH			20,817,633	11,669,503	11,328,919	11,575,433	11,517,144	10,179,231	10,198,023	10,417,223
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019	7,272,949	342,411	342,411	643,667	616,340	616,340	643,667	616,340	679,424
In Lieu Property Taxes	8099	144,363		0	0	0	0	0	0	0
Miscellaneous Funds	8080-8098									
Federal Revenue	8100-8299	57,760	0	0	0	0	0	0	0	0
Other State Revenue	8300-8599	788,105	4,697	4,697	8,454	8,454	84,120	9,791	254,046	67,053
Other Local Revenue	8600-8799	600,000	116,792	8,138	111,800	40,248	91,756	103,447	74,005	10,762
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS		8,863,177	463,900	355,246	763,921	665,042	792,216	756,905	944,391	757,239
C. DISBURSEMENTS										
Certificated Salaries	1000-1999	3,610,485	377,544	407,154	258,847	261,189	260,876	302,573	255,836	297,293
Classified Salaries	2000-2999	1,080,172	64,633	77,965	95,299	78,566	79,996	102,448	77,890	100,675
Employee Benefits	3000-3999	1,114,551	159,607	64,635	77,657	111,264	48,869	108,867	89,166	90,897
Books and Supplies	4000-4999	1,076,650	66,386	66,704	70,385	92,071	183,504	94,441	175,107	65,610
Services	5000-5999	1,107,143	89,800	57,996	106,606	91,887	96,962	65,949	69,887	105,611
Capital Outlay	6000-6599	0								
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS		7,989,001	757,970	674,454	608,794	634,977	670,206	674,278	667,885	660,087
D. BALANCE SHEET ITEMS		Beginning Balances								
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299	187,316	8,210	0	122,305	31,262			25,539	
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330	60,127	40,722							
Other Current Assets	9340	147,888				(40,500)				
Fixed Assets	9400						(1,357,099)	(10,000)	(29,010)	
SUBTOTAL		395,331	48,932	0	122,305	(9,238)	(1,357,099)	(10,000)	(3,471)	0
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	246,967	215,283	(8,531)	(22,917)	25,282				
Due To Other Funds	9610	647,153	29,908	29,908	53,835	53,835	53,835	53,835	53,835	53,835
Current Loans	9640	8,657,801	8,657,801							
Unearned Revenues	9650	211,748	0				48,989			
Deferred Inflows of Resources	9690									
SUBTOTAL		9,763,669	8,902,992	21,377	30,918	79,117	102,824	53,835	53,835	53,835
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(9,368,338)	(8,854,060)	(21,377)	91,387	(88,355)	(1,459,923)	(63,835)	(57,306)	(53,835)
E. NET INCREASE/DECREASE (B - C + D)			(9,148,130)	(340,584)	246,514	(58,289)	(1,337,913)	18,792	219,200	43,317
F. ENDING CASH (A + E)			11,669,503	11,328,919	11,575,433	11,517,144	10,179,231	10,198,023	10,417,223	10,460,540
G. ENDING CASH, PLUS ACCRUALS										

Method Schools - Cash Flow Statement 2/28/25

Object		2024-25 Second Interim Budget	March Projection	April Projection	May Projection	June Projection	Accruals	Adjustments	TOTAL
Actuals required through the month of : October									
A. BEGINNING CASH			10,460,540	10,531,183	10,574,500	10,617,817			
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	7,272,949	706,751	679,424	679,424	706,751			7,272,949
In Lieu Property Taxes	8099	144,363	0	0	0	0	144,363		144,363
Miscellaneous Funds	8080-8098								0
Federal Revenue	8100-8299	57,760	0	0	0	0	57,760		57,760
Other State Revenue	8300-8599	788,105	67,053	67,053	67,053	67,053	78,581		788,105
Other Local Revenue	8600-8799	600,000	10,762	10,762	10,762	10,762			600,000
Interfund Transfers In	8910-8929								0
All Other Financing Sources	8930-8979								0
TOTAL RECEIPTS		8,863,177	784,566	757,239	757,239	784,566	280,704	0	8,863,177
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	3,610,485	297,293	297,293	297,293	297,293			3,610,485
Classified Salaries	2000-2999	1,080,172	100,675	100,675	100,675	100,675			1,080,172
Employee Benefits	3000-3999	1,114,551	90,897	90,897	90,897	90,897			1,114,551
Books and Supplies	4000-4999	1,076,650	65,610	65,610	65,610	65,610			1,076,650
Services	5000-5999	1,107,143	105,611	105,611	105,611	105,611			1,107,143
Capital Outlay	6000-6599	0							0
Other Outgo	7000-7499								0
Interfund Transfers Out	7600-7629								0
All Other Financing Uses	7630-7699								0
TOTAL DISBURSEMENTS		7,989,001	660,087	660,087	660,087	660,087	0	0	7,989,001
D. BALANCE SHEET ITEMS		Beginning Balances							
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								0
Accounts Receivable	9200-9299	187,316							187,316
Due From Other Funds	9310								0
Stores	9320								0
Prepaid Expenditures	9330	60,127							40,722
Other Current Assets	9340	147,888							(40,500)
Fixed Assets	9400								(1,396,109)
SUBTOTAL		395,331	0	0	0	0	0	0	(1,208,571)
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	246,967					37,850		246,967
Due To Other Funds	9610	647,153	53,835	53,835	53,835	53,835			598,166
Current Loans	9640	8,657,801							8,657,801
Unearned Revenues	9650	211,748							48,989
Deferred Inflows of Resources	9690								0
SUBTOTAL		9,763,669	53,835	53,835	53,835	53,835	37,850	0	9,551,923
<u>Nonoperating</u>									
Suspense Clearing	9910								0
TOTAL BALANCE SHEET ITEMS		(9,368,338)	(53,835)	(53,835)	(53,835)	(53,835)	(37,850)	0	(10,760,494)
E. NET INCREASE/DECREASE (B - C + D)			70,644	43,317	43,317	70,644	242,854	0	(9,886,319)
F. ENDING CASH (A + E)			10,531,183	10,574,500	10,617,817	10,688,461			
G. ENDING CASH, PLUS ACCRUALS									10,931,315



2024-25 1st Interim Budget Report Narrative – Method Schools, LA

1. Key Statistics

2022-23 P2 ADA: 457.24

2023-24 P2 ADA: 571

2024-25 Adopted Budget ADA: 580

2024-25 1st Interim Budget ADA: 524

2024-25 2nd Interim Budget ADA: 470

2. Revenue Assumptions

Enrollment and ADA estimates at 2nd Interim Budget are trending approximately 55 ADA lower than the 1st Interim Budget estimates – our 1st Interim projected 524 ADA and the 2nd Interim Budget is projecting 470 ADA. LCFF revenues have been adjusted to the 470 ADA based on the most recent version of the LCFF Calculator.

LCFF Revenues, including LCFF (8011), EPA (8012) and In-Lieu Taxes (8096) were all based on the calculations provided by the most recently released FCMAT LCFF Calculator. Total Revenues for these sources are estimated at \$6,465,592, which is an increase of \$717,156 in LCFF Revenue Sources.

The basis for Other State Revenues is a combination of the following revenue sources: Non-Prop Lottery (\$89,917), Prop-20 Lottery (\$38,603), Mandate Block Grant (\$29,795), and State Special Education & Mental Health Funding (\$454,573). All revenue sources are based on the most recent projections from California School Services and El Dorado Charter SELPA. Finally, Method LA is also projecting \$30,143 from the newly implemented Prop 28 Program.

Federal Special Education Funds are expected to be \$32,800 and the only other Federal Revenue projected is a final allocation of the one-time Federal portion of the Expanded Learning Opportunities Grant (ELOG) for \$35,052. Method LA does not expect any additional Federal Revenue as Method LA does not participate in any other Federal Programs.

Method LA is projected to receive \$100,000 of interest income that is budgeted in Local Revenue.

Overall, when comparing the 2nd Interim Budget to the 1st Interim Budget, Method LA is projecting a decrease of \$773,896 in total revenue - which is due primarily to the decreases in LCFF Revenues sources from the decrease in projected P-2 ADA.

3. Expenditure Assumptions

Method Los Angeles will have approximately 37 Certificated FTEs on staff during 2024-25. The total budgeted Certificated Salaries of \$3,201,750 equates to an average of \$86,533 per FTE including teachers and administrators.

Method LA offers competitive teacher salaries along with a competitive Health & Dental Medical and 403(b) Plans with a 1:1 company match to our employees. Method Los Angeles does not participate in CALSTRS or CALPERS.

Total staffing expenditures for 1000 level Certificated, 2000 level Classified and 3000 level Employee Benefits have been increased by \$169,710 due to a slight increase in positions filled due to increased programming needs and student services.

Total 4000 Level expenditures are up \$43,950 at the 2nd Interim Budget when compared to the 1st Interim Budget.

Overall, total expenditures have been increased by \$328,056 at the 2nd Interim Budget when compared to the 1st Interim Budget. The over all increase is primarily due to fluctuations in expenditure allocations at the charter level.

MYP expense projections assume a 5% COLA increase each year over the previous year.

Other Notable Financial Narrative Notes

Any New Notices of Assignment and Dates of Repayment

Response: No new Notices of Assignment, see number 7 below for debt obligations.

Obligations for Debt Repayment

Response: Method Los Angeles has \$0.00 of debt. The only significant liability that Method LA has in our financials is a *Due to Grantor Governments* balance. This liability came from a 2023-24 FY overpayment in LCFF and Special Education Funding. Method repays the LCFF overpayment back to the CDE with each month's monthly LCFF Apportionment on the same 5,5,9,9,9 schedule. Since the beginning of the fiscal year Method has paid back \$1,206,504 – which is documented in the 2nd Interim Cash Flow Projection along with the projected payments for the remaining months.

Changes in Ending Fund Balances

Response: Method Los Angeles is projected to end the 2024-25 fiscal year with a surplus of \$515,114. Method Los Angeles beginning fund balance as of July 1st, 2024 was \$19,117,018, therefore the cumulative projected ending fund balance of \$19,632,132 as of June 30th, 2025.

Assignment of Ending Fund Balances

Response: Method Los Angeles has no commitments of the Ending Fund Balance.

Cash Flow Statement

Response: Method Schools LA has no projected cash flow shortages during the 2024-25 fiscal year. As projected in the cashflow the school has a significant cash surplus each operating month. Generally all Accounts Payables are paid on receipt as there are no cash restraints and therefore Method LA does not carry any significant month to month liabilities.

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM**
July 1, 2024 to June 30, 2025

Charter School Certification

Charter School Name:	Method Schools Los Angeles
CDS #:	19-175309-0137703
Charter Approving Entity:	Acton-Agua Dulce Unified School Dsitric
County:	Los Angeles
Charter #:	1697

For information regarding this report, please contact:

For Approving Entity:

Khai Nguyen

Name

Assistant Superintendent of Business Services

Title

661-773-5433

Telephone

knguyen@aadusd.k12.ca.us

E-mail address

For Charter School:

Stefanie Bryant

Name

CFO

Title

801.360.9819

Telephone

sbryant@methodschoools.org

E-mail address

To the entity that approved the charter school:

 x) 2024-25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: _____

Date: _____

Charter School Official

(Original signature required)

Printed

Name: Stefanie Bryant

Title: CFO

To the Acton-Agua Dulce Unified School District

 x) 2024-25 CHARTER SCHOOL SECOND INTERIM 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: Khai Nguyen

Title: Assisstant Superintende

To the Superintendent of Public Instruction:

 x) 2024-25 CHARTER SCHOOL SECOND INTERIM 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 SCHOOLS SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2024 to June 30, 2025

Charter School Name:	Method Schools LA
CDS #:	19-175309-0137703
Charter Approving Entity:	Acton-Aqua 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	Original Budget	Board Approved Operating Budget (B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
A. REVENUES								
1. LCFF Sources								
State Aid - Current Year	8011	7,619,123.00	6,830,007	4,089,977	6,148,683		6,148,683	(681,324)
Education Protection Account - Current Year	8012	116,000.00	104,800	57,169	94,154		94,154	(10,646)
State Aid - Prior Years	8019		0	0	0		0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	294,640.00	247,941	135,255	222,755		222,755	(25,186)
Other LCFF Transfers	8091, 8097	0.00	0	0	0		0	0
Total, LCFF Sources		8,029,763	7,182,748	4,282,401	6,465,592		6,465,592	(717,156)
2. Federal Revenues (see NOTE on last page)								
No Child Left Behind	8290	0.00	0	0		0	0	0
Special Education - Federal	8181, 8182	32,800.00	32,800	0		32,800	32,800	0
Child Nutrition - Federal	8220	0.00	0	0		0	0	0
Other Federal Revenues	8290	0.00	35,052	35,052	0	35,052	35,052	0
Total, Federal Revenues		32,800	32,800	35,052	0	67,852	67,852	0
3. Other State Revenues								
Special Education - State	StateRevSE	551,460.00	501,788	263,470		454,573	454,573	(47,215)
Child Nutrition Programs	8520	0.00	0	0		0	0	0
Mandated Costs Reimbursements	8550	27,447.00	24,788	29,795	29,795		29,795	5,007
Lottery - Unrestricted and Instructional Materials	8560	137,460.00	143,052	31,815	89,917	38,603	128,520	(14,532)
Low Performing Student Block Grant	8590	0.00	0		0	0	0	0
All Other State Revenues	StateRevAO	30,143.00	30,143	18,848	0	30,143	30,143	0
Total, Other State Revenues		746,510	699,771	343,928	119,712	523,319	643,031	(56,740)
4. Other Local Revenues								
Transfers from Sponsoring LEAs to Charter Schools	8791	0	0	0	0		0	0
All Other Local Revenues	LocalRevAO	100,000	100,000	73,223	100,000	0	100,000	0
Total, Local Revenues		100,000	100,000	73,223	100,000	0	100,000	0
5. TOTAL REVENUES		8,909,073	8,015,319	4,734,604	6,685,304	591,171	7,276,475	(773,896)
B. EXPENDITURES								
1. Certificated Salaries								
Teachers' Salaries	1100	3,000,508	2,640,447	1,461,809	2,500,791	258,618	2,759,409	118,962
Certificated Pupil Support Salaries	1200	0	0	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	481,392	423,625	219,836	442,341	0	442,341	18,716
Other Certificated Salaries	1900	0	0	0	0	0	0	0
Total, Certificated Salaries		3,481,900	3,064,072	1,681,644	2,943,132	258,618	3,201,750	137,678
2. Non-certificated Salaries								
Instructional Aides' Salaries	2100	146,296	128,740	67,063	147,505	15,167	162,672	33,932
Non-certificated Support Salaries	2200	70,823	124,503	35,973	97,069	0	97,069	(27,434)
Non-certificated Supervisors' and Administrators' Sal.	2300	423,355	372,552	174,425	318,617	0	318,617	(53,935)
Clerical and Office Salaries	2400	440,384	325,359	190,902	379,530	0	379,530	54,171
Other Non-certificated Salaries	2900	0	0	0	0	0	0	0
Total, Non-certificated Salaries		1,080,858	951,154	468,363	942,721	15,167	957,888	6,734

CHARTER SCHOOLS SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2024 to June 30, 2025

Charter School Name: Method Schools LA
CDS #: 19-175309-0137703

Description	Object Code	Original Budget	Board Approved Operating Budget (B)	Actuals to Date	second Interim Budget Unrestricted	second Interim Budget Restricted	second Interim Budget Total (D)	Difference (Col B & D)
3. Employee Benefits								
STRS	3101-3102	0	0	0	0	0	0	0
PERS	3201-3202	0	0	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	349,051	307,165	141,566	297,267	20,945	318,212	11,047
Health and Welfare Benefits	3401-3402	433,668	381,628	249,534	382,648	25,000	407,648	26,020
Unemployment Insurance	3501-3502	40,000	35,200	15,057	34,862	2,738	37,600	2,400
Workers' Compensation Insurance	3601-3602	45,628	40,152	33,647	46,178	1,658	47,836	7,684
Retiree Benefits	3701-3702	0	0	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0	0	0
Other Employee Benefits	3901-3902	226,059	198,932	82,417	149,700	27,379	177,079	(21,853)
Total, Employee Benefits		1,094,406	963,077	522,221	910,655	77,720	988,375	25,298
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100	205,000	180,400	141,510	202,100	0	202,100	21,700
Books and Other Reference Materials	4200	125,000	125,000	30,786	125,000	0	125,000	0
Materials and Supplies	4300	50,000	63,800	31,375	20,920	47,230	68,150	4,350
Noncapitalized Equipment	4400	90,000	90,200	69,239	86,100	22,000	108,100	17,900
Food	4700	0	0	0	0	0	0	0
Total, Books and Supplies		470,000	459,400	272,910	434,120	69,230	503,350	43,950
5. Services and Other Operating Expenditures								
Subagreeemnts for Services	5100	0	0	0	0	0		
Travel and Conferences	5200	110,000	101,200	65,352	122,200	0	122,200	21,000
Dues and Memberships	5300	7,500	8,800	5,538	9,400	0	9,400	600
Insurance	5400	40,000	35,200	28,726	32,900	0	32,900	(2,300)
Operations and Housekeeping Services	5500	13,000	18,040	4,865	19,270	0	19,270	1,230
Rentals, Leases, Repairs, and Noncap. Improvements	5600	83,000	73,040	34,707	74,159	3,861	78,020	4,980
Professional/Consulting Services and Operating Expend.	5800	743,893	658,122	269,167	519,483	166,575	686,058	27,936
Communications	5900	115,000	101,200	68,797	162,150	0	162,150	60,950
Total, Services and Other Operating Expenditures		1,112,393	995,602	477,153	939,562	170,436	1,109,998	114,396
6. Capital Outlay								
(Objects 6100-6170, 6200-6500 for modified accrual basis only)								
Land and Land Improvements	6100-6170	0	0	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0	0	0
Equipment	6400	0	0	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	0	0	0	0	0	0
Total, Capital Outlay		0	0	0	0	0	0	0
7. Other Outgo								
Tuition to Other Schools	7110-7143	0	0	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0	0	0
Debt Service:								
Interest	7438	0	0	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0	0	0
8. TOTAL EXPENDITURES		7,239,557	6,433,305	3,422,291	6,170,190	591,171	6,761,361	328,056
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,669,516	1,582,014	1,312,312	515,114	0	515,114	(1,066,900)

CHARTER SCHOOLS SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2024 to June 30, 2025

Charter School Name: Method Schools LA
CDS #: 19-175309-0137703

Description	Object Code	Original Budget	Board Approved Operating Budget (B)	Actuals to Date	second Interim Budget Unrestricted	second Interim Budget Restricted	second Interim Budget Total (D)	Difference (Col B & D)
D. OTHER FINANCING SOURCES / USES								
1. Other Sources	8930-8979	0	0	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	0	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		1,669,516	1,582,014	1,312,312	515,114	0	515,114	(1,066,900)
F. FUND BALANCE, RESERVES								
1. Beginning Fund Balance								
a. As of July 1	9791	18,592,173	19,117,018		19,117,018		19,117,018	0
b. Adjustments/Restatements to Beginning Balance	9793, 9795						0	0
c. Adjusted Beginning Balance		18,592,173	19,117,018		19,117,018	0	19,117,018	
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		20,261,689	20,699,032		19,632,132	0	19,632,132	
Components of Ending Fund Balance:								
Reserve for Revolving Cash (equals object 9130)	9711	0	0		0	0	0	
Reserve for Stores (equals object 9320)	9712	0	0		0	0	0	
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0		0	0	0	
All Others	9719	0	0		0	0	0	
Legally Restricted Balance	9740	0	0			0	0	
Designated for Economic Uncertainties	9770	361,977	361,977		321,665		321,665	
Other Designations	9775, 9780	0	0		0	0	0	
Net Investment in Capital Assests (Accrual Basis Only)	9796	0	0		0	0	0	
Undesignated / Unappropriated Amount	9790	19,899,712	20,337,055		19,310,467	0	19,310,467	0

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name:	Method Schools Los Angeles
CDS #:	19-175309-0137703
Charter Approving Entity:	Acton-Agua Dulce Unified School Dsistrict
County:	Los Angeles
Charter #:	1697
Fiscal Year:	2024-25

2024-25 (populated from Alternative Form Tab)						
Description	Object Code	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total	Totals for 2025 26	Totals for 2026-27
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	6,148,683		6,148,683	6,251,642	6,466,722
Education Protection Account - Current Year	8012	94,154		94,154	94,154	94,154
State Aid - Prior Years	8019	0		0	0	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	222,755		222,755	222,755	222,755
Other LCFF Transfers	8091, 8097	0		0	0	0
Total, LCFF Sources		6,465,592		6,465,592	6,568,551	6,783,631
2. Federal Revenues						
No Child Left Behind	8290		0	0	0	0
Special Education - Federal	8181, 8182		32,800	32,800	36,480	36,480
Child Nutrition - Federal	8220		0	0	0	0
Other Federal Revenues	8290	0	35,052	35,052	0	0
Total, Federal Revenues		0	67,852	67,852	36,480	36,480
3. Other State Revenues						
Special Education - State	StateRevSE		454,573	454,573	454,573	454,573
Child Nutrition Programs	8520		0	0	0	0
Mandated Costs Reimbursements	8550	29,795		29,795	29,795	29,795
Lottery - Unrestricted and Instructional Materials	8560	89,917	38,603	128,520	128,520	128,520
Low Performing Student Block Grant	8590	0	0	0	0	0
All Other State Revenues	StateRevAO	0	30,143	30,143	30,143	30,143
Total, Other State Revenues		119,712	523,319	643,031	643,031	643,031
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0		0	0	0
All Other Local Revenues	LocalRevAO	100,000	0	100,000	100,000	100,000
Total, Local Revenues		100,000	0	100,000	100,000	100,000
5. TOTAL REVENUES		6,685,304	591,171	7,276,475	7,348,062	7,563,142
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	2,500,791	258,618	2,759,409	2,897,380	3,035,350
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	442,341	0	442,341	464,458	486,575
Other Certificated Salaries	1900	0	0	0	0	0
Total, Certificated Salaries		2,943,132	258,618	3,201,750	3,361,838	3,521,925
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	147,505	15,167	162,672	170,806	178,939
Non-certificated Support Salaries	2200	97,069	0	97,069	101,923	106,776
Non-certificated Supervisors' and Administrators' Sal.	2300	318,617	0	318,617	334,548	350,479
Clerical and Office Salaries	2400	379,530	0	379,530	398,506	417,483
Other Non-certificated Salaries	2900	0	0	0	0	0
Total, Non-certificated Salaries		942,721	15,167	957,888	1,005,783	1,053,677

Description	Object Code	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total	Totals for 2025 26	Totals for 2026-27
3. Employee Benefits						
STRS	3101-3102	0	0	0	0	0
PERS	3201-3202	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	297,267	20,945	318,212	334,123	350,034
Health and Welfare Benefits	3401-3402	382,648	25,000	407,648	440,259	472,871
Unemployment Insurance	3501-3502	34,862	2,738	37,600	39,480	43,428
Workers' Compensation Insurance	3601-3602	46,178	1,658	47,836	50,228	52,619
Retiree Benefits	3701-3702	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0
Other Employee Benefits	3901-3902	149,700	27,379	177,079	185,933	194,787
Total, Employee Benefits		910,655	77,720	988,375	1,050,023	1,113,739
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	202,100	0	202,100	213,216	224,942
Books and Other Reference Materials	4200	125,000	0	125,000	131,875	139,128
Materials and Supplies	4300	20,920	47,230	68,150	71,898	75,853
Noncapitalized Equipment	4400	86,100	22,000	108,100	114,046	120,318
Food	4700	0	0	0	0	0
Total, Books and Supplies		434,120	69,230	503,350	531,035	560,241
5. Services and Other Operating Expenditures						
Subagreeemnts for Services	5100	0	0	0	0	0
Travel and Conferences	5200	122,200	0	122,200	128,921	136,012
Dues and Memberships	5300	9,400	0	9,400	9,917	10,462
Insurance	5400	32,900	0	32,900	34,710	36,619
Operations and Housekeeping Services	5500	19,270	0	19,270	20,330	21,448
Rentals, Leases, Repairs, and Noncap. Improvements	5600	74,159	3,861	78,020	82,311	86,838
Professional/Consulting Services and Operating Expend.	5800	519,483	166,575	686,058	716,211	751,217
Communications	5900	162,150	0	162,150	171,068	180,477
Total, Services and Other Operating Expenditures		939,562	170,436	1,109,998	1,163,468	1,223,073
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	0	0	0	0	0
Total, Capital Outlay		0	0	0	0	0
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0
Debt Service:						
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0
8. TOTAL EXPENDITURES		6,170,190	591,171	6,761,361	7,112,147	7,472,655
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		515,114	0	515,114	235,915	90,487

Description	Object Code	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total	Totals for 2025 26	Totals for 2026-27
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		515,114	0	515,114	235,915	90,487
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance		0	0			
a. As of July 1	9791	19,117,018	0	19,117,018	19,632,132	19,868,047
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0	0	0	0	0
c. Adjusted Beginning Balance		19,117,018	0	19,117,018	19,632,132	19,868,047
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		19,632,132	0	19,632,132	19,868,047	19,958,534
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0	0	0	0	0
Reserve for Stores (equals object 9320)	9712	0	0	0	0	0
Reserve for Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0
All Others	9719	0	0	0	0	0
Legally Restricted Balance	9740		0	0	0	0
Designated for Economic Uncertainties	9770	321,665		321,665	331,268	341,161
Other Designations	9775, 9780	0	0	0	0	0
Net Investment in Capital Assests (Accrual Basis Only)	9796	0	0	0	0	0
Undesignated / Unappropriated Amount	9790	19,310,467	0	19,310,467	19,536,779	19,617,373

Method Schools LA - Cash Flow Statement 2/28/2025

Object		2024-25 Second Interim Budget	July	August	September	October	November	December	January	February
Actuals required through the month of : October			Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Projection
A. BEGINNING CASH			14,108,795	22,072,954	21,831,768	21,748,238	21,795,700	21,863,171	21,875,588	22,177,634
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019	6,242,837	371,816	371,816	697,854	669,269	669,269	697,853	669,269	407,704
In Lieu Property Taxes	8099	222,755		16,230	32,461	21,641	21,641	21,641	21,641	21,641
Miscellaneous Funds	8080-8098									
Federal Revenue	8100-8299	67,852	0	0	35,052	0	0	0	0	0
Other State Revenue	8300-8599	643,031	3,892	3,892	7,006	7,006	169,782	37,532	114,819	46,969
Other Local Revenue	8600-8799	100,000	4,888	6,395	7,198	8,148	33	19,153	27,409	5,355
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS		7,276,475	380,596	398,333	779,571	706,064	860,725	776,178	833,137	481,669
C. DISBURSEMENTS										
Certificated Salaries	1000-1999	3,201,750	296,642	319,907	203,380	205,220	204,974	237,736	213,785	304,021
Classified Salaries	2000-2999	957,888	50,783	61,258	74,878	61,730	62,854	80,495	76,365	97,905
Employee Benefits	3000-3999	988,375	125,406	50,784	61,016	87,422	38,397	85,538	73,659	93,231
Books and Supplies	4000-4999	503,350	52,160	52,410	55,302	72,342	32,039	32,535	(23,877)	46,088
Services	5000-5999	1,109,998	70,557	45,568	83,762	72,197	78,692	56,662	69,713	126,569
Capital Outlay	6000-6599	0								
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS		6,761,361	595,548	529,927	478,338	498,911	416,955	492,966	409,646	667,814
D. BALANCE SHEET ITEMS		Beginning Balances								
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	14,108,795								
Accounts Receivable	9200-9299	136,730	(245,553)	(11,587)	(214,295)	78,168	(750)	(44,034)	72,279	
Due From Other Funds	9310		0							
Stores	9320									
Prepaid Expenditures	9330	60,127	40,722							
Other Current Assets	9340	8,658,394	8,657,801							
Deferred Outflows of Resources	9490									
SUBTOTAL		22,964,046	8,452,970	(11,587)	(214,295)	78,168	(750)	(44,034)	72,279	0
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	220,621	169,151	(6,703)	(18,006)	19,864	24,299	38,287	(19,946)	
Due To Other Funds	9610	2,311,644	104,708	104,708	188,474	217,995	188,474	188,474	213,671	188,474
Current Loans	9640	0	0	0	0	0	0	0	0	0
Unearned Revenues	9650	1,233,029	0				162,776			
Deferred Inflows of Resources	9690									
SUBTOTAL		3,765,294	273,859	98,005	170,468	237,859	375,549	226,761	193,725	188,474
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		19,198,752	8,179,111	(109,592)	(384,763)	(159,691)	(376,299)	(270,795)	(121,446)	(188,474)
E. NET INCREASE/DECREASE (B - C + D)			7,964,159	(241,186)	(83,530)	47,462	67,471	12,417	302,046	(374,619)
F. ENDING CASH (A + E)			22,072,954	21,831,768	21,748,238	21,795,700	21,863,171	21,875,588	22,177,634	21,803,016
G. ENDING CASH, PLUS ACCRUALS										

Method Schools LA - Cash Flow Statement 2/28/2025

Object		2024-25 Second Interim Budget	March Projection	April Projection	May Projection	June Projection	Accruals	Adjustments	TOTAL
Actuals required through the month of : October									
A. BEGINNING CASH			21,803,016	21,457,294	21,072,010	20,686,727			
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	6,242,837	436,289	407,704	407,704	436,289			6,242,837
In Lieu Property Taxes	8099	222,755	21,953	10,977	10,977	10,977	10,977		222,755
Miscellaneous Funds	8080-8098								0
Federal Revenue	8100-8299	67,852	0	0	0	0	32,800		67,852
Other State Revenue	8300-8599	643,031	46,969	46,969	46,969	46,969	64,260		643,031
Other Local Revenue	8600-8799	100,000	5,355	5,355	5,355	5,355			100,000
Interfund Transfers In	8910-8929								0
All Other Financing Sources	8930-8979								0
TOTAL RECEIPTS		7,276,475	510,566	471,005	471,005	499,590	108,037	0	7,276,475
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	3,201,750	304,021	304,021	304,021	304,021			3,201,750
Classified Salaries	2000-2999	957,888	97,905	97,905	97,905	97,905			957,888
Employee Benefits	3000-3999	988,375	93,231	93,231	93,231	93,231			988,375
Books and Supplies	4000-4999	503,350	46,088	46,088	46,088	46,088			503,350
Services	5000-5999	1,109,998	126,569	126,569	126,569	126,569			1,109,998
Capital Outlay	6000-6599	0							0
Other Outgo	7000-7499								0
Interfund Transfers Out	7600-7629								0
All Other Financing Uses	7630-7699								0
TOTAL DISBURSEMENTS		6,761,361	667,814	667,814	667,814	667,814	0	0	6,761,361
D. BALANCE SHEET ITEMS		Beginning Balances							
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	14,108,795							0
Accounts Receivable	9200-9299	136,730					502,501		136,730
Due From Other Funds	9310								0
Stores	9320								0
Prepaid Expenditures	9330	60,127							40,722
Other Current Assets	9340	8,658,394							8,657,801
Deferred Outflows of Resources	9490								0
SUBTOTAL		22,964,046	0	0	0	0	502,501	0	8,835,253
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	220,621					13,675		220,621
Due To Other Funds	9610	2,311,644	188,474	188,474	188,474	188,474			2,148,874
Current Loans	9640	0	0	0	0	0			0
Unearned Revenues	9650	1,233,029							162,776
Deferred Inflows of Resources	9690								0
SUBTOTAL		3,765,294	188,474	188,474	188,474	188,474	13,675	0	2,532,271
Nonoperating									
Suspense Clearing	9910								0
TOTAL BALANCE SHEET ITEMS		19,198,752	(188,474)	(188,474)	(188,474)	(188,474)	488,826	0	6,302,982
E. NET INCREASE/DECREASE (B - C + D)			(345,722)	(385,283)	(385,283)	(356,698)	596,863	0	6,818,096
F. ENDING CASH (A + E)			21,457,294	21,072,010	20,686,727	20,330,029			
G. ENDING CASH, PLUS ACCRUALS									20,926,891



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 4-year period to ensure their continued ability to achieve mastery of the state standards for ELA/Literacy

Bylaws of Method Schools Corporation

BYLAWS

OF

METHOD SCHOOLS CORPORATION

ARTICLE I

Purposes

The Corporation is organized for public and charitable 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 Directors ("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.

ARTICLE IV

Board of Directors

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.

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;
- 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 charters of the schools operated as or by the Corporation.

Section 2. Number of Directors.

The number of directors of the Corporation shall be no less than three (3) and no more than seven (7), unless changed by amendments to these Bylaws. The exact number of directors shall be fixed, within those limits, by a resolution adopted by the Board of Directors. All directors shall have full voting rights, including any representative

designated by the chartering authority as consistent with Education Code Section 47604(c). If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members.

In addition to the number of directors otherwise prescribed by these Bylaws, the Board may also include a pupil member pursuant to Education Code section 47604.2, with limited voting rights set by statute.

Section 3. Appointment and Board Composition.

All directors, except for the representative designated by the chartering authority, shall be appointed by the existing Board of Directors. The directors 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 Directors.

Each director shall hold office unless otherwise removed from office in accordance with these Bylaws for three (3) years and until a successor director has been designated and qualified.

Section 5. Resignation and Removal.

Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any director may resign effective upon giving written notice to the Chairperson, 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.

Any director, except for the representative designated by the chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority. Any vacancy caused by the removal of a director shall be filled as provided in Section 6.

Section 6. Vacancies.

i. A Board vacancy or vacancies shall be deemed to exist if any director dies, resigns, or is removed, or if the authorized number of directors is increased.

ii. The Board may declare vacant the office of any director 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. Vacancies on the Board of Directors, except for the representative designated by the chartering authority, may be filled by approval of the Board of Directors. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority. Each director shall hold office until the expiration of the term of the replaced director and until a successor has been designated and qualified.

iv. No reduction of the authorized number of directors shall have the effect of removing any director prior to the expiration of the director's term of office.

v. A nominating committee, composed of parents, teachers, and administration, will be created to select new Board members. Recommendations by the nominating committee will be voted on by the Board.

Section 7. Place of Meeting.

Meetings of the Board shall be held within the physical boundaries of the county in which the greatest number of pupils enrolled in the charter schools operated by the Corporation reside. A two-way teleconference location shall be established at each schoolsite and each resource center. The Board shall audio record, video record, or both, all the governing board meetings and post the recordings on the internet website of each charter school operated by the Corporation.

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 Brown Act and Education Code section 47604.1 to the extent required by law.

Annually the Board shall meet for the purpose of organization, election of officers, adoption of the regular Board meeting schedule 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 noticed by the Board in accordance with the Brown Act.

Section 9. Regular Meetings.

The Board shall adopt a regular Board meeting schedule at the annual Board meeting. The regular Board meeting schedule may be revised as necessary by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The Chairperson shall have the

authority to reschedule a regular meeting as necessary to establish a quorum of directors.

Section 10. Special Meetings.

Special meetings of the Board for any purpose may be called at any time by the Chairperson of the Board, if there is such an officer, or a majority of the Board of Directors. If a Chairperson has not been elected then the Vice-Chairperson is authorized to call a special meeting in place of the Chairperson. 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 twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting given by email, personal delivery or by phone.

ii. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation or as may have been given to the Corporation by the director 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 directors 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, the place, 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 directors then in office shall constitute a quorum. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is an act of the Board, except as otherwise provided by the California Nonprofit Corporation Law. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action

taken is approved by at least a majority of the required quorum for such meeting. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 13. Teleconference Meetings.¹

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the counties in which the charter school or schools are located;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public, shall be listed on the agenda, and members of the public shall be provided with an opportunity to address the Board of Directors directly at each teleconference location;²
- e. Members of the public must be able to hear what is said during the meeting; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name as a condition to attendance at the meeting.³

Section 14. Adjournment.

A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of

¹ Pursuant to Government Code Section 54953, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Section 54953(e) or 54953(f).

² This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

³ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 15. Rights of Inspection.

Every director has the 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. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney.

Section 16. Board Committees.

The Board may appoint an executive committee and one or more other committees each consisting of two (2) or more directors to serve at the pleasure of the Board. Only committees comprised solely of directors may exercise delegated authority of the Board. The Board may 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 amendment or repeal of bylaws or the adoption of new bylaws;
- d. The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;
- e. The creation of or the appointment of the members of other committees having the authority of the Board;

Any such committee must be created, and the members thereof appointed, by majority vote of the directors 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 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.

Section 17. Advisory Committees.

- a. The Chairperson, 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 Chairperson, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the committee chair. If a director is on a committee, he or she shall be the chair. Each member of a committee shall continue as such until the next annual meeting of the Board and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

Section 18. Meetings of Committees.

Meetings and actions of committees shall be governed by, held, and taken under the provisions of these Bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these Bylaws. If the Board of Directors has not adopted rules, the committee may do so. Meetings of a committee may be called by the Chairperson of the Board (if there is such a position), the chair 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. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. A committee may take action by majority vote.

Section 19. Resignation and Removal.

Any member of a committee may resign at any time by giving written notice to the chair of the committee or to the Chairperson of the Board. 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 Chairperson may, with prior approval of the Board, remove any appointed member of a committee. The Chairperson, 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.

Directors and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a director's actual and necessary expenses incurred in the conduct of the Corporation's business established by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 21. Non-liability of Directors.

No director 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 currently being 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 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. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 23. Standard of Care.

A director shall perform the duties of a director, including duties as a member of any committee of the Board upon which the trustee may serve, in good faith, in a manner such director 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 director, a director 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 director believes to be reliable and competent in the matters presented;
- ii. Counsel, independent accountants or other persons as to matters which the director believes to be within such person's professional or expert competence; or
- iii. A committee of the Board upon which the director does not serve that is composed exclusively of any or any combination of directors, persons described in paragraph (i), or persons described in paragraph (ii), as to matters within its designated authority, provided the director believes merits confidence and the director 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. Contracts with Directors.

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

Section 25. Contracts with Non-Director Designated Employees.

The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code and the applicable conflict of interest laws have been fulfilled.

Section 26. Corporate Loans and Advances.

The Corporation shall not make any loan of money or property to or guarantee the obligation of any director or officer. However, the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director, if, in the absence of such advance, such director or officer would be entitled to be reimbursed for such expenses by the Corporation.

Section 27. 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 director not later than 120 days after the close of the fiscal year. Such an 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 28. 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 director no later than 120 days after the close of the fiscal year. This requirement shall be satisfied by including the required information, as set forth below, in such annual report as set forth in Section 27.

ARTICLE V

Officers

Section 1. Officers.

The officers of this Corporation shall be a Chairperson, President, one or more vice chairpersons, Secretary and a Chief Financial Officer. The Corporation may also have at the discretion of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected by the Board. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as the President or Chairperson 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 Chairperson 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. Chairperson.

The Chairperson 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 Chairperson of the Board shall preside at all Board of Directors meetings.

The board President shall also perform other duties as directed by the Board.

Section 5. Vice Chairperson.

The Vice-Chairperson of the Board shall act as Chairperson of the Board in the absence of the Chairperson. The Vice-Chairperson shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 6. President.

The President, also known as the Chief Executive Officer, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 6. Secretary.

The Secretary shall keep or cause to be kept, at the principal office of the Corporation, 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 directors 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 the directors present and

absent; the vote or abstention of each Board member present for each action taken; 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 Chief Financial Officer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7. Chief Financial Officer.

The Chief Financial Officer 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 director. 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 Chairperson and the directors, 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.

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 Bylaws for regular election to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE VI

Indemnification

Section 1. Indemnification.

To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

Section 2. 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 3. Non-applicability 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 a 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 5140 of the California Nonprofit Public Benefit 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 Chairperson 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 Chairperson of the Board.

Section 4. Endorsement or Execution of Documents and Contracts.

By resolution of the Board, general signatory authority may be granted and delegated on behalf of the Corporation. Any such instruments may be signed by any other person or persons and in such a manner as from time to time shall be determined by the Board, or the Chairperson 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 directors then in office.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Method Schools Corporation, a California nonprofit public benefit corporation; that these Bylaws, consisting of ____ pages, are the Bylaws of the Corporation as adopted by the Board of Directors on _____; and that these Bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

Gloria Vargas, Secretary

Staff Work Day C

2025																													
Jul					Aug					Sep					Oct					Nov					Dec				
Date	Day	185	219	241	Date	Day	185	219	241	Date	Day	185	219	241	Date	Day	185	219	241	Date	Day	185	219	241	Date	Day	185	219	241
1	Tu		1	1	1	Fr		23	23	1	Mo	Labor Day			1	We	32	65	65	1	Sa				1	Mo	69	103	105
2	We		2	2	2	Sa				2	Tu	11	44	44	2	Th	33	66	66	2	Su				2	Tu	70	104	106
3	Th		3	3	3	Su				3	We	12	45	45	3	Fr	34	67	67	3	Mo	55	89	89	3	We	71	105	107
4	Fr	4th of July			4	Mo		24	24	4	Th	13	46	46	4	Sa				4	Tu	56	90	90	4	Th	72	106	108
5	Sa				5	Tu		25	25	5	Fr	14	47	47	5	Su				5	We	57	91	91	5	Fr	73	107	109
6	Su				6	We		26	26	6	Sa				6	Mo	35	68	68	6	Th	58	92	92	6	Sa			
7	Mo		4	4	7	Th		27	27	7	Su				7	Tu	36	69	69	7	Fr	59	93	93	7	Su			
8	Tu		5	5	8	Fr		28	28	8	Mo	15	48	48	8	We	37	70	70	8	Sa				8	Mo	74	108	110
9	We		6	6	9	Sa				9	Tu	16	49	49	9	Th	38	71	71	9	Su				9	Tu	75	109	111
10	Th		7	7	10	Su				10	We	17	50	50	10	Fr	39	72	72	10	Mo	60	94	94	10	We	76	110	112
11	Fr		8	8	11	Mo		29	29	11	Th	18	51	51	11	Sa				11	Tu	Veteran's Day			11	Th	77	111	113
12	Sa				12	Tu		30	30	12	Fr	19	52	52	12	Su				12	We	61	95	95	12	Fr	78	112	114
13	Su				13	We		31	31	13	Sa				13	Mo	40	73	73	13	Th	62	96	96	13	Sa			
14	Mo		9	9	14	Th	Prep	32	32	14	Su				14	Tu	41	74	74	14	Fr	63	97	97	14	Su			
15	Tu		10	10	15	Fr	Prep	33	33	15	Mo	20	53	53	15	We	42	75	75	15	Sa				15	Mo	79	113	115
16	We		11	11	16	Sa				16	Tu	21	54	54	16	Th	43	76	76	16	Su				16	Tu	80	114	116
17	Th		12	12	17	Su				17	We	22	55	55	17	Fr	44	78	78	17	Mo	64	98	98	17	We	81	115	117
18	Fr		13	13	18	Mo	1	34	34	18	Th	23	56	56	18	Sa				18	Tu	65	99	99	18	Th	82	116	118
19	Sa				19	Tu	2	35	35	19	Fr	24	57	57	19	Su				19	We	66	100	100	19	Fr	Prep	Prep	119
20	Su				20	We	3	36	36	20	Sa				20	Mo	45	79	79	20	Th	67	101	101	20	Sa			
21	Mo		14	14	21	Th	4	37	37	21	Su				21	Tu	46	80	80	21	Fr	68	102	102	21	Su			
22	Tu		15	15	22	Fr	5	38	38	22	Mo	25	58	58	22	We	47	81	81	22	Sa				22	Mo			
23	We		16	16	24	Sa				23	Tu	26	59	59	23	Th	48	82	82	23	Su				23	Tu			
24	Th		17	17	25	Su				24	We	27	60	60	24	Fr	49	83	83	24	Mo			103	24	We			
25	Fr		18	18	25	Mo	6	39	39	25	Th	28	61	61	25	Sa				25	Tu			104	25	Th	Christmas		
26	Sa				26	Tu	7	40	40	26	Fr	29	62	62	26	Su				26	We				26	Fr			
27	Su				27	We	8	41	41	27	Sa				27	Mo	50	84	84	27	Th	Thanksgiving			27	Sa			
28	Mo		19	19	28	Th	9	42	42	28	Su				28	Tu	51	85	85	28	Fr				28	Su			
29	Tu		20	20	29	Fr	10	43	43	29	Mo	30	63	63	29	We	52	86	86	29	Sa				29	Mo			
30	We		21	21	30	Sa				30	Tu	31	64	64	30	Th	53	87	87	30	Su				30	Tu			
31	Th		22	22	31	Su									31	Fr	54	88	88						31	We			
LP Count		22			21			21			18			19			14												

LP Count

22

21

21

18

19

14

184 Teachers ("opt out")

221 Teachers/SSM ("opt in" + non-certificated support)

241 Admin + Support Roles (non-exec)

Instructional Day

Prep Day - work
day, no students

Admin/Support Work Day

Holiday

31 We PTO Limited

alendar: 2025/26

2026																														
Jan					Feb					Mar					Apr					May					Jun					
Date	Day	185	219	241	Date	Day	185	219	241	Date	Day	185	219	241	Date	Day	185	219	241	Date	Day	185	221	241						
1	Th	New Year's			1	Su				1	Su				1	We	138	172	179	1	Fr	160	194	201	1	Mo	180	214	221	
2	Fr				2	Mo	102	136	139	2	Mo	120	154	157	2	Th	139	173	180	2	Sa				2	Tu	Prep	Prep	222	
3	Sa				3	Tu	103	137	140	3	Tu	121	155	158	3	Fr	140	174	181	3	Su				3	We	Prep	Prep	223	
4	Su				4	We	104	138	141	4	We	122	156	159	4	Sa				4	Mo	161	195	202	4	Th			224	
5	Mo	83	117	120	5	Th	105	139	142	5	Th	123	157	160	5	Su				5	Tu	162	196	203	5	Fr			225	
6	Tu	84	118	121	6	Fr	106	140	143	6	Fr	124	158	161	6	Mo	141	175	182	6	We	163	197	204	6	Sa				
7	We	85	119	122	7	Sa				7	Sa				7	Tu	142	176	183	7	Th	164	198	205	7	Su				
8	Th	86	120	123	8	Su				8	Su				8	We	143	177	184	8	Fr	165	199	206	8	Mo			226	
9	Fr	87	121	124	9	Mo	Lincoln Day			9	Mo	125	159	162	9	Th	144	178	185	9	Sa				9	Tu			227	
10	Sa				10	Tu	107	141	144	10	Tu	126	160	163	10	Fr	145	179	186	10	Su				10	We			228	
11	Su				11	We	108	142	145	11	We	127	161	164	11	Sa				11	Mo	166	200	207	11	Th			229	
12	Mo	88	122	125	12	Th	109	143	146	12	Th	128	162	165	12	Su				12	Tu	167	201	208	12	Fr			230	
13	Tu	89	123	126	13	Fr	110	144	147	13	Fr	129	163	166	13	Mo	146	180	187	13	We	168	202	209	13	Sa				
14	We	90	124	127	14	Sa				14	Sa				14	Tu	147	181	188	14	Th	169	203	210	14	Su				
15	Th	91	125	128	15	Su				15	Su				15	We	148	182	189	15	Fr	170	204	211	15	Mo			231	
16	Fr	92	126	129	16	Mo	President's			16	Mo			167	16	Th	149	183	190	16	Sa				16	Tu			232	
17	Sa				17	Tu	111	145	148	17	Tu			168	17	Fr	150	184	191	17	Su				17	We			233	
18	Su				18	We	112	146	149	18	We			169	18	Sa				18	Mo	171	205	212	18	Th	Juneteenth			
19	Mo	MLK Jr Day			19	Th	113	147	150	19	Th			170	19	Su			Easter	19	Tu	172	206	213	19	Fr			234	
20	Tu	93	127	130	20	Fr	114	148	151	20	Fr			171	20	Mo	151	185	192	20	We	173	207	214	20	Sa				
21	We	94	128	131	21	Sa				21	Sa				21	Tu	152	186	193	21	Th	174	208	215	21	Su				
22	Th	95	129	132	22	Su				22	Su				22	We	153	187	194	22	Fr	175	209	216	22	Mo			235	
23	Fr	96	130	133	23	Mo	115	149	152	23	Mo	130	164	172	23	Th	154	188	195	23	Sa				23	Tu			236	
24	Sa				24	Tu	116	150	153	24	Tu	131	165	173	24	Fr	155	189	196	24	Su				24	We			237	
25	Su				25	We	117	151	154	25	We	132	166	174	25	Sa				25	Mo	Mem. Day			25	Th			238	
26	Mo	97	131	134	26	Th	118	152	155	26	Th	133	167	175	26	Su				26	Tu	176	210	217	26	Fr			239	
27	Tu	98	132	135	27	Fr	119	153	156	27	Fr	134	168	176	27	Mo	156	190	197	27	We	177	211	218	27	Sa				
28	We	99	133	136	28	Sa				28	Sa				28	Tu	157	191	198	28	Th	178	212	219	28	Su				
29	Th	100	134	137						29	Su				29	We	158	192	199	29	Fr	179	213	220	29	Mo		Prep	240	
30	Fr	101	135	138						30	Mo	135	169	177	30	Th	159	193	200	30	Sa				30	Tu			Prep	241
31	Sa									31	Tu	136	170	178						31	Su									
19					18					17					13					0					0					

Board Approval: 8/9/2022;
3/11/2025

Method Schools Board Policy 6160

Deleted: [INSERT DATE]

Tiered Reengagement, and Involuntary Removal Policy

Per California Education Code Section 51747, Method Schools (or the "Charter School") maintains a board policy establishing that a failure to complete two (2) assignments per subject area during any period of 20 school days, or to otherwise make satisfactory educational progress, shall trigger tiered reengagement procedures and an evaluation to determine whether it is in the best interest of the pupil to remain in independent study. If the determination following this evaluation is that independent study is not in the best interest of the pupil, the pupil shall be recommended for involuntary removal pursuant to the procedures below.

Tiered Re-Engagement Triggers

Deleted: ¶

Charter School's tiered engagement process shall be triggered for the following pupils:

- a. All pupils who are not generating attendance for 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
- b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
- c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

Re-engagement Process.

Deleted: ¶

Upon the above triggers, following tiered reengagement process will be enacted:

Deleted: For all pupils who are in violation of the written agreement, the

Stage One (Outreach): Verification of current contact information for each enrolled pupil. AND Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation.

Deleted: policy

Stage Two (Parent-Teacher Conference): A parent-teacher conference with the teacher of record will be scheduled to determine pupil needs, including connection with health and social services as necessary.

Stage Three (SST Meeting): An SST (to include parent, pupil, teacher of record, and student success manager) will be held to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the evaluation for satisfactory progress as defined by the board policy.

written independent study agreement.

Stage Four (Best Interest Evaluation): The Head of School, the Homeroom Teacher, and the Department Director will conduct the Best Interest Evaluation to determine whether it is in the best interests of the pupil to remain in independent study.

Best Interest Evaluation Triggers

In accordance with the School's Board policy on independent study, the Head of School and/or designee shall conduct a Best Interest Evaluation to determine whether it is in the best interests of the pupil to remain enrolled in independent study upon the following triggers:

- 1) When any pupil fails to complete the minimum of two (2) work samples per subject per learning period in which they are enrolled.
- 2) In the event a student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
 - The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - Learning required concepts, as determined by the supervising teacher.
 - Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Conducting the Best-Interest Evaluation

The Best Interest Evaluation may include but is not limited to the review of the following:

- 1) Attendance based on completion of assignments as quantified by the assigned teacher(s) of record;
- 2) Demonstration of skills on assignments;
- 3) Standardized test scores;
- 4) Written tests and reports if appropriate;
- 5) Oral or written presentations;
- 6) Pupil's attitude toward learning and achievement;
- 7) Punctual attendance at scheduled appointments;
- 8) Ability to meet scheduled appointments;
- 9) Preparedness for scheduled appointments;
- 10) Pupil demonstration of adequate and appropriate progress toward
- 11) Common Core State Standards;
- 12) Appropriate learning environment;
- 13) Parent/guardian ability to support pupil learning in the home.

As part of the evaluation process, the pupil, parent/guardian, or if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder (all generally referred throughout as "Parent/guardian") will be invited to present evidence to the individual or individuals conducting the evaluation. During this meeting, the School will determine whether it is in the best interest of the pupil to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's mandatory interim record.

Deleted: Senior Director

Deleted: Options for local in-person instruction will be provided to the student-pupil-learning coach. Students will be withdrawn from Method Schools **five days** from the Stage Four meeting.

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If Charter School recommends removal from independent study as a result of the Best Interest Evaluation, and the pupil has a Section 504 Plan or IEP, Charter School shall schedule an IEP meeting or Section 504 meeting (as applicable) following applicable legal timelines, to determine the following:

- 1) Whether the missed assignments were caused by or had a direct and substantial relationship to the pupil's disability; or
- 2) Whether the missed assignments were the direct result of the School's failure to implement the IEP or Section 504 Plan, as applicable.

If the answer to either (1) or (2), above, is yes, then the missed assignments are a manifestation of the pupil's disability and the School will follow applicable state and federal laws to ensure that the pupil is offered a free appropriate public education.

If the answer to both (1) and (2), above, is no, then the pupil may be removed from independent study consistent with this policy.

This meeting may be combined with the Best Interest Evaluation at the discretion of Charter School.

Notice of Decision and Opportunity to Request a Hearing Prior to Removal

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the parent/guardian shall be notified in writing of Charter School's intent to remove the pupil as it is not in their best interest to remain in independent study. The Notice shall be in the native language of the parent/guardian and provided no less than five (5) schooldays before the effective date of pupil's removal. The Notice shall include the following:

- 1) Charter School's intent to remove the pupil as it is not in their best interest to remain in independent study.
- 2) The opportunity of the Parent(s) to request a hearing that follows the same procedures as Charter School's disciplinary hearings. Parent/guardian (or the pupil if over 18) must submit the request for hearing writing within five (5) calendar days from the date of the Notice.
- 3) If parent/guardian or pupil over 18 requests a hearing:
 - a. It will be scheduled following Charter School's expulsion hearing procedures as outlined in the School's approved charter.
 - b. The pupil shall remain enrolled and shall not be removed until Charter School issues a final decision.

- 4) If no hearing is requested, the pupil shall be removed from the school on the date listed on the notice.

Determination of Appropriateness for Re-Enrollment following Involuntary Removal

Charter School is committed to ensuring that Independent Study is an effective learning model for all enrolled students.

In accordance with the school's suspension, expulsion, and involuntary removal procedures, Students who are involuntarily removed from Method Schools may be given a rehabilitation plan upon removal which may include, but is not limited to, periodic

Commented [MB2]: A manifestation determination review (MDR) is required before a school involuntarily removes an IEP/504 student for a violation of the school's code of conduct. While MDRs are most often utilized when a student commits a disciplinary infraction worthy of suspension/expulsion, "code of conduct" has been interpreted by OAH to also apply to a school's attendance/truancy policies. That said, those cases have exclusively focused on traditional, classroom-based schools. Thus, it is unclear if the MDR requirement applies when a student is being recommended for removal from an independent study program due to master agreement violations. The idea here is that failure to complete assignments in a non-classroom based program is equivalent to truancy conduct in non-classroom based programs.

The most conservative and recommended approach to avoid potential liability is to conduct an MDR prior to removal. Please let us know if you have any questions about this.

If the school decides to convene an MDR, it should be done PRIOR to issuing the Notice described in the paragraph below.

Commented [MB3]: This process is legally required before a student is involuntarily removed pursuant to this policy.

Commented [MB4]: Please let us know if you would like a sample Involuntary Removal Notice.

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Commented [MB5]: Language below is consistent with the readmission procedures in the charter petition.

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involuntarily removed pursuant to this policy, shall not be eligible for re-enrollment in Method Schools' Independent Study program for a period of **one full semester**.

The decision to readmit a pupil who was previously involuntarily removed pursuant to this policy shall be in the sole discretion of the Method Schools Board following a meeting with the Director and the pupil and guardian to determine whether the pupil has successfully completed the rehabilitation plan. 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.

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Deleted: **Tiered Re-Engagement Policy**, student progress and engagement will be regularly monitored. If a student reaches **Tier 4** within the re-engagement process, the school shall conduct an evaluation to determine whether Independent Study remains an appropriate educational setting for the student.

Moved up [1]: A student who is exited due to this determination shall not be eligible for re-enrollment in Method Schools' Independent Study program for a period of **one full semester**.

Deleted: If, based on this evaluation, the school determines that Independent Study is **not an appropriate placement**, the student will be exited from the program.



Board Approval: 8/9/2022;
3/11/2025

Method Schools Board Policy 6060 Independent Study Policy

Method Schools (the "Charter School") shall offer independent study to meet the educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Method Schools Board of Directors for implementation at Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be last day of each learning period (20 days) in which the learning samples are collected. Students must have two (2) work samples per subject per learning period in which they are enrolled.
2. The Head of School, the Homeroom Teacher, and the Department Director under the guidance of the Tiered Re-engagement Strategy will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete the minimum of two (2) work samples per subject per learning period in which they are enrolled.
 - b. In the event student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
 - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
 - c. When the student fails to attend a 10% minimum instructional time over four continuous weeks.

Deleted: the Charter School's Tiered Reengagement Policy which considers

- d. When the student fails to participate in 50% of assigned live instructional sessions over the course of a month.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Deleted: provided at a level of quality and intellectual challenge

4. The Charter School has adopted tiered reengagement strategies for the following pupils:

a. All pupils who are not generating attendance for 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;

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b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or

c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

Deleted: more than (3) school days or 60% of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 517.47.(g). These procedures are as follows:¶

- a. Verification of current contact information for each enrolled pupil;
- b. Notification to parents or guardians of lack of participation within one (1) school day of the absence or lack of participation;
- c. Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
- d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

- a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:

Deleted: When the evaluation described above under paragraph 2.b.iv. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

1. Daily instructional opportunities via videoconferencing provided by the supervising teacher

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- ii. Weekly 1:1 meetings via videoconferencing provided by the supervising teacher
 - iii. (3rd Grade) Assigned Targeted Direct Instruction via videoconferencing for individualized instructional needs.
 - b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and weekly synchronous instruction for all pupils throughout the school year by each pupil's ~~teacher or teachers of record~~ shall be as follows:
 - i. Weekly 1:1 meeting with the supervising teacher
 - ii. Weekly homeroom instructional session
 - . Daily instructional opportunities via subject specific lessons, Targeted Direct Instruction, Study Hall, and teacher office hours via videoconferencing
 - c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's ~~teacher or teachers of record~~ shall be as follows:
 - i. Weekly 1:1 meeting with the supervising teacher
 - ii. Weekly homeroom instructional session
6. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: Supervising teacher and department lead and/or High School Counselor, where applicable, will complete a final parent conference closing out the student, recommending local educational alternatives, and withdrawing process.
7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
- a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - f. 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.

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- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- h. 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.
1. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, before 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 the certificated employees designated as having direct responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
8. The Charter School shall require a newly signed Independent Study Master Agreement in the event that the teacher of record is on leave for 60 or more instructional days. A long-term substitute teaching for a length of 1-59 days will maintain the initial Independent Study Master Agreement.
9. The Charter School shall comply with the Education Code sections 51744 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
10. The CEO, Co-Founder shall establish regulations to implement these policies in accordance with the law.

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Board Policy 5060
Revised March 2025

SUSPENSION AND EXPULSION POLICY

Suspension and expulsion are mandatory subjects in each school's charter under CA charter law; thus, any suspension and expulsion policy drafted should be in alignment with your school's charter (or, alternatively, the charter should be amended in advance of adopting any policies that may conflict with its terms). Charter schools are presumably exempt from the many Education Code provisions governing suspension and expulsion of students, though some charter drafters (perhaps unwittingly) have committed to comply with them. These Education Code provisions enumerate the offenses that mandate discipline and dictate much of the suspension and expulsion process. Federal law describing the process that must be provided to students, mostly in the form of court decisions, governs student suspension and expulsion and provides students with so-called "due process" rights before they are suspended and expelled.

Extensive laws governing discipline of special education students also presumably govern. It is important that at least one member of the school's staff be well-versed in these policies and know how to implement them in accordance with the law. The same should hold true for key board members. The implementation of the suspension and expulsion policy should not be delegated to staff without the required understanding of these process requirements.

Charter schools are also required to allow for other state and federal protections for students, such as first amendment rights, when crafting the substance of their suspension and expulsion policies and identifying the offenses that will result in suspension and expulsion.

Prior to enacting "zero tolerance" policies, schools should consult with legal counsel to determine the then current parameters for such a policy.

The draft policies below are drafted to address the most serious disciplinary problems after a school's less severe disciplinary practices (not shown here and presumably designed to be corrective and proactive in nature) have proven ineffective and where students present a substantial and ongoing disruption to the school's operations and/or a danger to other students and/or staff.

I. Introduction

This Pupil Suspension and Expulsion Policy (the "Policy") for **Method Schools** ("School") has been established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. At the same time, the School intends to provide effective interventions for pupils who engage in acts of problematic behavior to help them change their behavior and avoid exclusion from the School.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. The Policy will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. School 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 this Policy is available on request at Method Schools' office.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition. School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

School staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places the staff member's body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
- Use a prone restraint.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

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, the IDEA, the Americans with Disabilities Act of 1990 (“ADA”) and all applicable 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.

II. Suspension

A. Definition

Suspension is the temporary removal of a pupil from class instruction for adjustment or disciplinary reasons. Suspension does not mean any of the following:

- Reassignment to another education program or class at the School where the pupil will receive continuing instruction for the length of day prescribed by the Board for pupils of the same grade level;
- Referral to a certificated employee designated by the Chief Executive Officer to advise pupils;
- Removal from the class, but without reassignment to another class for the remainder of the class period without sending the pupil to the Chief Academic Officer or designee.

While suspended, the pupil may not loiter on or about any School grounds at any time, nor attend or participate in any School activity at any time, no matter where such activity is taking place. Violation may result in further disciplinary action.

The School shall consider suspension from School only when other means of correction fail to bring about proper conduct or where the student’s presence would constitute a danger to persons or property or seriously disrupt the educational process.

B. Authority

Education Code section 48910 permits a teacher in a traditional public school to suspend a student for any of the acts enumerated in section 48900 for the day of suspension and the following day. It also permits the teacher to send the pupil to the principal for consideration of suspension. Charter schools, though presumably exempt from these laws, may provide the same or greater rights to teachers.

Given that there are due process requirements that must be met even at the short-term suspension stage, it is recommended that teachers not be given the authority to suspend, unless the teachers are trained on appropriate suspension process requirements. Thus, the first part of the provided policy is optional depending upon whether the teacher is given authority to suspend.

The following policy provides that the Principal may suspend a student for a period not to exceed 5 days, mirroring Education Code section 48911 (even though it is not binding on charter schools). Particular procedural requirements apply to short-term suspensions (those 10 days or less). Thus,

suspensions should be for no more than 10 days because greater procedural protections apply to suspensions of greater than 10 days. In addition, certain special education rights attach for suspensions of 10 days (consecutive or cumulative) in the school year.

On a recommendation for expulsion, the Board of Directors may suspend a special education student being considered for expulsion in accordance with the laws relating to expulsion of special education students.

A pupil may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to school activity or school attendance of Method Schools. A pupil may be suspended or expelled for acts that are enumerated in this Policy and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, or while going to or coming from a school sponsored activity
- All acts related to school activity or school attendance occurring within the School **[Note: This statement is required by the Safe Place to Learn Act. Education Code § 234.1(a).]**

C. Grounds

Education Code sections 48900, et seq., identify the offenses for which a student may be suspended and expelled. These sections are not binding on charter schools. Thus, charter schools may identify offenses different than those identified in the Education Code as grounds for suspension and/or expulsion. The following list of offenses is modeled, with slight modification, after the offenses listed in the Education Code.

If your charter schools is an LEA receiving federal funds under the federal Every Student Succeeds Act, the LEA must follow California's law requiring a year-long expulsion of a student for bringing a firearm to school or possessing a firearm at school (there are limited exceptions to this requirement). There are additional reporting requirements tied to this funding relating to expulsions.

When developing the grounds for suspension or expulsion, charter schools are limited by certain constitutional rights that students retain while at school. Generally, these include the freedoms guaranteed under the First Amendment (freedom of speech, assembly, etc.) and those under the Fourteenth Amendment (due process). Nonetheless, schools may create rules that reasonably promote an identified safety, discipline or educational goal. Thus, schools may limit expressions involving lewd, vulgar, obscene or plainly offensive speech and may regulate school sponsored activities such as publications, theatrical productions or other conduct related to the school's curriculum or basic educational mission. CSDC suggests that you consult with legal counsel to ensure appropriateness when drafting new grounds for suspension and expulsion.

Arguably, charter schools may impose suspension and expulsion for absences, tardies or trancies. The legislature, however, has expressed its intent that alternatives to suspension or expulsion be

imposed against pupils who are truant, tardy or otherwise absent from school. While not binding on charter schools, it is a method followed by traditional public schools.

The **Head of School** may use his/her discretion to provide alternatives to suspension or expulsion recommendations that are age appropriate and designed to address and correct the student's specific misbehavior. Alternatively, students may be suspended or recommended for expulsion for any of the following acts (whether completed, attempted or threatened) when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
- 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 an authorized certificated school employee, with the **Head of School** or designee's written concurrence
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 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 the same as a controlled substance, alcoholic beverage or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property
- Stole or attempted to steal school property or private property (as used in this policy, "school property" includes but is not limited to electronic files and databases)
- 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, betel and e-cigarettes, whether or not they contain tobacco. However this section does not prohibit the use or possession by a pupil of his or her own prescription products. Pupils who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5
- Knowingly received stolen school property or private property

- 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
- Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 289, or former section 288a, or committed a sexual battery as defined in Penal Code section 243.4
- 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
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing. “Hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. “Hazing” does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicated to have the effect of one or more the of the following:
 - Placing a reasonable pupil(s) in fear of harm to that pupil(s)’ person or property;
 - Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health;
 - Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance;
 - Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
- An electronic act, for purposes of the immediately preceding paragraph, means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:
 - A message, text, sound or image.
 - A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying

the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- Creating a false profile for the purpose of having one or more of the effects listed above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- An act of cyber sexual bullying.
 - For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
 - Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.
- An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- A “reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill and judgment in conduct for a person that age, or for a person of that age with the pupil’s exceptional needs.
- Made terrorist threats against school officials and/or school property. For the purpose of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000.00, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of charter school property, or the personal property of the person threatened or his/her immediate family.
- For students in grades 4 to 12, committed sexual harassment
- Caused or participated in an act of hate violence
- Carried, possessed, sold or otherwise furnished an electronic signaling device
- Committed vandalism/malicious mischief
- Violated academic ethics

- Falsified or misinterpreted notes or phone calls of parents or guardians
- Falsely activated fire alarm
- Habitually violated the dress code
- 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
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: those set forth in Penal Code section 422.55, including immigration status, and Education Code section 220, disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school. **[Note: This basis is required under the Safe Place to Learn Act.]**
- A pupil who aids or abets, as defined in section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this policy, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be recommended for expulsion.

Students shall not be suspended on the basis of having 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 (the “Act”), and those Acts shall not constitute grounds for a student enrolled in kindergarten or any of grades 1 to 12 to be recommended for expulsion.

A certificated or classified employee may refer a student to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in Education Code section 48900.5(b) for any of the Acts.

A school administrator shall, within five business days, document the actions taken in response to the referral identified above and place that documentation in the student’s record to be available for access, to the extent permissible under state and federal law. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

A suspension or expulsion shall not be imposed against a student based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or recommended for expulsion for misconduct not specified above.

D. Procedures Required to Suspend

Step One

Students maintain their constitutional rights in school against unreasonable searches and seizures under the 4th Amendment to the U.S. Constitution and under article 1, section 13 of the California Constitution. In order to conduct a lawful search, a school official must have reasonable grounds for suspecting a search will turn up evidence that a student has violated or is violating the law or rules of the school. Furthermore, the search must not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Consult with competent legal counsel about the scope of any search, including the search of a cellular phone before conducting such a search. The search must be reasonable in light of the alleged wrongdoing.

The **Head of School** shall investigate the incident and determine whether or not it merits suspension.

Searches: In order to investigate an incident, a student's attire,¹ personal property, vehicle or school property, including books, desks, school lockers, computers and other electronic devices, may be searched by a Principal or designee who has reasonable suspicion that a student has violated or is violating the law or the rules of the school. *Illegally possessed items shall be confiscated and turned over to the police.*

Step Two

For suspensions of 10 days or less, notice and a rudimentary hearing is required by the Constitution and must take place before the decision to suspend. Specifically, unless a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, a student is entitled to be given oral or written notice of the charges against him/her and, if he/she denies them, an explanation of the evidence the authorities have and an opportunity to present his side of the story before deciding to suspend. If a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the notice and rudimentary hearing should follow as soon as practicable. The rudimentary hearing afforded must provide an informal give-and-take between student and disciplinarian, prior to the suspension, where the student is first told what he/she is accused of doing and what is the basis is of the accusation. The Education Code has been amended to require school districts to additionally inform the pupil of the other means of correction that were attempted before the suspension at this informal conference. If your school has committed to follow the Education Code for suspensions and expulsions, you should include this language in your policy.

Unless a student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, a suspension will be preceded by an informal conference between the **Head of School** and the student in which the student shall be orally informed of the reason for the suspension, the

¹ This does not include removing clothing to permit visual inspection of the under clothing, breasts, buttocks or genitalia of the pupil.

evidence against that student, the other means of correction that were attempted before the suspension and be given the opportunity to present informal proof of that student's side of the story. If the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the informal conference will 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, hospitalization or detention in a correctional facility.

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, by telephone, by email or in person to inform that person of the suspension and the reasons therefor and the employee may state the date and time when the student may return to school..

If a student is suspended without the informal conference, both the student and the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, will be notified of a student's right to return to school for the purpose of a conference.

The parent or guardian of a student, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, shall respond without delay to a request from school officials to attend a conference regarding the student's behavior.

Penalties shall not be imposed on a student for failure of the student's parent or guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, at the conference.

Step Three

The **Head of School** determines the appropriate length of the suspension (up to 5 days). When suspensions do not include a recommendation for expulsion, they shall not exceed 5 consecutive school days per suspension.

Step Four

Courts have found that due process requires a notice to the parents by telephone, mail or other appropriate method, within a reasonable time after the suspension, advising of the fact of such suspension, its duration and reasons therefor, and further stating that if desired, a prompt meeting or hearing will be held at which the suspension may be discussed with school officials. Additionally, if requested, a meeting or hearing within a reasonable time at which the suspended student may also be

present, where the student shall be afforded an opportunity to present informal proof of his side of the case.

To ensure consistency and appropriate process, it is recommended that the charter school create a "Notice of Suspension Form" that contains all required information and instructions for the school official in charge of sending it to the parents, and maintaining records at the school.

The **Head of School** fills out a Notice of Suspension Form, a copy of which will be sent to the student's parent/guardian and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, and to the student. A copy of this form is also placed in the student's cumulative file at the School. The Notice of Suspension Form shall state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. The notice shall also state that if desired by the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, a prompt meeting or hearing will be held at which the suspension may be discussed and at which the student may be present and afforded an opportunity to present informal proof of his/her side of the case. Additionally, if the School officials wish to ask the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay.

Step Five

Education Code section 48902 requires traditional public schools to report certain offenses to law enforcement. For instance, if a student may have violated Penal Code section 245 (assault with a deadly weapon or by force likely to produce great bodily harm), the principal must notify law enforcement before suspension. Additionally, if a student may have violated Education Code sections 48900(c) or (d) (dealing with use, possession, etc., of alcohol, narcotics or controlled substances), the principal must notify law enforcement within one school day. While this section is arguably not binding on charter schools, it may be a policy the school wishes to adopt.

If the school receives federal funding, the school must include in its policy referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school.

If the school chooses a policy where certain student information is disclosed and the school receives federal funds, ensure that the limitations of Family Educational Rights and Privacy Act (20 U.S.C. 1232g) are followed.

The **Head of School** determines whether the offense warrants a police report. **Head of School** will report certain offenses to law enforcement authorities in accordance with Education Code section 48902.

When **Head of School** releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the **Head of School** shall take immediate steps to notify the parent, guardian or responsible relative of the minor regarding the release of the minor to the officer and regarding the

place to which the minor is reportedly being taken, unless the minor has been taken into custody as a victim of suspected child abuse.

Step Six

This is an optional policy that is used to provide students with a clear understanding of future behavioral expectations. Many schools, after a student has been suspended, will require a behavior contract so that all parties involved – student, parent and school – have a written record of what is expected from the student and parent. If the behavior contract is broken by the student, a more severe form of discipline, such as expulsion, may be appropriate depending upon the circumstances.

The **Head of School** may require the student and his/her parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, to sign a contract that states the conditions that the student is expected to meet while at the School. Copies of the signed contract are kept by the school and given to the parent/guardian.

Step Seven

The Education Code requires a charter petition to include a statement that, in addition to the suspension procedures identified in Education Code section 47605(c)(5)(J), the student is given certain rights to receive homework when the student is suspended for 2 or more schooldays.

Upon the request of a parent/guardian/educational rights holder/student, and for foster children, their attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, a teacher shall provide to a student in any of grades 1 to 12 who has been suspended from the School for two or more schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Special Education and Section 504 Student Suspensions

There are extensive state and federal laws regulating the treatment of students with special needs under the IDEA. These laws apply to the suspension and expulsion procedures for these students. While the regulations applicable to 504 students give the LEA the ability to develop procedures for suspension and expulsion of those students, most 504 student advocates believe that the same processes applicable under the IDEA apply to 504 students. Thus, this policy is drafted to include 504 students in the manifestation determination process required under the IDEA. Many of the actions required by the law and this section will be handled in coordination with the LEA providing special education services to charter school students, if the charter school is not an LEA for special education services. This policy relating to special education students assumes that the

charter school is not the LEA providing special education services. However, the school will need to work with the LEA to ensure that it is not violating any procedural rights afforded to special education students. If the charter school provides its own special education services, it must follow the requirements mandated by state and federal law and modify its policy as appropriate.

If a special education student experiences a change of placement (removal from the school for more than 10 consecutive days or a series of removals that constitute a pattern, certain rights attach. For instance, the LEA must continue to provide educational services to that child during any expulsion or suspension in excess of those 10 days. Additionally, a special education student who is removed from school more than 10 days, which removal does not constitute a change of placement, is still entitled to receive educational services during any expulsion or suspension in excess of those 10 days, although those services may differ from services under a change of placement. An LEA is not required to provide educational services to a suspended student with a disability during a suspension of 10 days and less if services are not provided to general education students. Carefully review all other requirements identified in the federal law and regulations to ensure that special education students' rights are covered.

If a special education student experiences a change of placement, certain rights attach to the student. Within 10 school days of the decision of a change of placement, the LEA, the parent, and relevant members of the student's IEP team (as determined by the parent and LEA) must review all relevant information in the student's file, including the IEP, any teacher observations and any relevant information provided by the parents to determine if 1) the conduct in question was caused by, or had a direct and substantial relationship to, the disability, or 2) the conduct in question was the direct result of the LEA's failure to implement the IEP. If either of these items is determined in the positive, the conduct in question must be determined a manifestation of the child's disability. If the behavior is determined a manifestation of the disability, the IEP team must either: 1) conduct a functional behavioral assessment, unless it had done so before the behavior that resulted in the change of placement, and implement a behavioral intervention plan for the child; or 2) if the behavioral intervention plan already has been developed, the team must review it and modify it, as necessary, to address the behavior. The IEP team must also return the child to the placement from which he/she was removed, unless the parent and the LEA agree to a change of placement as a part of the modification of the behavioral intervention plan.

The school has the ability to suspend a special education student for additional removals in excess of 10 days, which do not constitute a change in placement, however, it is recommended that ANY removal of a special education student in excess of 10 days be considered a potential change of placement, thus triggering a manifestation determination meeting. Therefore, for any removal of a special education student in excess of 10 days (cumulative or consecutive), a manifestation determination meeting should be held and the resulting evaluation by the IEP team if the behavior was a manifestation of the disability.

Failure to provide these required due process procedures may result in liability to the school and/or LEA.

If after the manifestation determination meeting it is determined that the behavior of the child was not a manifestation of the child's disability, the relevant disciplinary procedures applicable to general education students may be applied to the child, except that the school must provide educational services.

STUDENT POLICY #6 –PUPIL SUSPENSION AND EXPULSION POLICY

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When suspensions involve special education students or students with a 504 plan, a manifestation determination meeting shall be held no later than the 10th suspension day (whether consecutive or cumulative for the school year). The **Head of School** shall notify the student's special education teacher or regular education teacher when the student's cumulative days of suspension for that school year reaches eight. That teacher shall promptly notify **Director of Special Education** of the need for the manifestation determination meeting. The manifestation determination meeting shall include the LEA, the parent, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, and relevant members of the student's IEP Team or 504 Plan Team (as determined by the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, and the LEA).

The student shall be treated as a general education student for disciplinary purposes, except to the extent that educational services must continue, if at the manifestation determination meeting the following are both determined in the negative, after reviewing all relevant information in the student's file, including the student's IEP or 504 Plan, any teacher observations and any relevant information provided by the parents: 1) the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability under the IDEA or section 504; or 2) the conduct in question was the direct result of the LEA's failure to implement the IEP or 504 Plan. If it is determined at the manifestation determination meeting that 1) or 2) is answered in the affirmative, the conduct is deemed a manifestation of the disability.

If the conduct is deemed a manifestation of the disability, the IEP Team or 504 Plan Team must conduct a functional behavioral assessment (or other appropriate assessment for the 504 student), create a plan and implement it, or if the plan is preexisting, review it and modify it as necessary to address the behavior.

In the case of a manifestation of a disability, the student will be returned to the placement from which he/she was removed, unless the LEA and parent agree to a change of placement as part of the modification of the behavioral intervention plan or updated 504 Plan. For special education and 504 students, a new manifestation determination meeting is required for all proposed suspensions exceeding ten cumulative days in one school year.

The special education student may be removed from school to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student: 1) carries a weapon to or possesses a weapon at school, on school premises or to or at a school function under the jurisdiction of the School; 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 under the jurisdiction of the School; or 3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the School.

E. Appeal Process

Charter schools are not obligated by law to provide an appeal process for suspensions. It is, however, good practice to build into the school system a layered approach to final decisions relating to discipline. This policy is designed to give the school administrator the first opportunity to correct any deficiency, then the governing board for the school.

A student or the student's parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her School related offenses. Appeals must be made first in writing at the School level, and should be directed to the **Chief Academic Officer** within **30** of days of the School sending the Notice of Suspension Form to the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, and the student. The **Chief Academic Officer** will attempt to resolve the appeal with a written response within ten school days of receiving the written appeal. After appeal at the School level, if further appeal is desired, the student or parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, should appeal in writing to the Method Board of Directors within **30** days of the date of the School level written response and should direct it to the **Board President** for final resolution within 15 school days. If any appeal is denied, the student, his/her parent/guardian may place a written rebuttal to the action in the student's file.

III. Expulsion

A. Definition

The definition of expulsion may have some practical difficulties relating to special education students that are expelled. Under federal law, special education students are entitled to continuing education services during suspension or expulsion after they have been suspended for 10 days within any school year. Whether the school functions as its own LEA or as an arm of the granting agency, it will need to ensure that the student continues to receive continuing educational services. If the charter school is its own LEA and is responsible to provide its own special education services, it would be required to provide services to students even if the student is expelled and thus disenrolled from the school.

The same problem occurs if the Memorandum of Understanding with the chartering authority relating to special education services places the onus on the charter school to provide continuing education services during suspension or expulsion.

The expulsion processes identified below (steps one through nine), in conjunction with the due process required for suspensions, demonstrate that students have many rights that must be followed by the charter school before expelling the student. Thus, it is recommended that the school fill out a "Due Process Checklist" to be provided to the expulsion hearing panel providing evidence that the student was afforded the due process required by law.

Expulsion means involuntary disenrollment from the charter school.

B. Authority

Generally, the governing body of the charter school (or a formal committee thereof) makes the final determination regarding student expulsion. Whoever makes the final decision, the student is entitled to a due process hearing conducted by an impartial panel. This panel may be the governing body or may be a separate administrative panel who then recommends expulsion to the governing body to make a final decision.

Traditional public schools must adhere to the Education Code, which allows the governing board to preside over the expulsion hearing, allows the school district to contract with the county hearing officer or with the Office of Administrative Hearings of the State of California. Alternatively, the school district may appoint a panel of three or more certificated persons, none of whom is a member of the Board or employed on the staff of the school in which the pupil is enrolled. While not binding, these are options that may be adopted by charter schools.

In any event, the key is that the hearing be fair and impartial. This means that panel members cannot have a state of mind that would preclude a fair hearing. Courts have determined that the probability of actual bias is too great to allow a panel member to remain in the following situations: 1) panel member has a direct pecuniary interest; 2) panel member has been a target of personal abuse from the person before him/her; 3) panel member is enmeshed in other matters involving the person whose rights he/she is determining; 4) panel member may have prejudiced the case because of a prior participation as an accuser, investigator, fact finder or initial decision maker.

A student may be expelled either by the Board following a hearing before it or by the Board upon a recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel may recommend expulsion of any student found to have committed an expellable offense.

The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class or program that is deemed appropriate for the rehabilitation of the pupil [or other conditions such as good behavior, attendance, etc.]. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

C. Grounds for Expulsion

Refer to the text box under "Grounds for Suspension" for a related discussion.

The Education Code contains several grounds upon which, when a student has been found to have committed certain acts, he/she must be suspended and recommended for expulsion, or recommended for expulsion unless particular circumstances render it inappropriate. These provisions take the discretion away from the school leaders whether to recommend expulsions. Charter schools may adopt these so-called mandatory expulsion provisions or create their own or reject them all together. This policy is drafted so as to adopt the mandatory expulsion provisions of the Education Code and

as such, are broken into the categories of expulsions reflected in the Education Code. Revise this policy accordingly if your school chooses not to use these mandatory expulsion provisions. Mandatory expulsions do not excuse the school from affording a student his/her due process rights, nor does it change a special education student of his/her rights to continuing education services upon expulsion.

Category I Expulsions – Mandatory Recommendation for Expulsion

The **Head of School** shall immediately suspend a student, and recommend for expulsion, a student who has committed one or more of the following acts:

- Possessing, selling or otherwise furnishing a firearm when a school employee verifies firearm possession, unless the student obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or his/her designee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive

Category II Expulsions – Recommendation for Expulsion Required, Unless Inappropriate Under the Circumstances

A student who has committed one of the following acts of misconduct must be recommended for expulsion, unless the **Head of School** determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

- Causing physical injury to another person, except in self-defense
- Possession of any knife, explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or for possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician
- Robbery or extortion
- Assault or battery on a school employee

Category III Expulsions – Discretionary Expulsion Recommendation

In the discretion of the **Head of School** or his/her designee, any act that warrants suspension may warrant expulsion. Additionally, a student may be expelled for misconduct that is not listed above if the acts disrupt and/or present ongoing health and/or safety concerns, or the student has repeatedly engaged in the misconduct.

In no event, however, will a student be expelled for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials or other school personnel engaged in the performance of their duties.

D. Procedures to Expel a Student

Step One

Head of School investigates the incident and determines whether the offense results in a suspension. If so, the **Head of School** follows the procedures to suspend the student as outlined above.

Step Two

Often it is desirable to extend a student's suspension pending the expulsion determination. If the suspension pending expulsion exceeds 10 days, the process identified below must be followed. Education Code section 48911(g) provides that an extension of suspension pending expulsion may be granted only if it is determined that the student's presence at the school would cause a danger to persons or property or a threat of disrupting the instructional process. While this section is not binding on charter schools, it may be a standard that a school wishes to adopt. This policy is drafted to adopt this standard.

Education Code section 48903 provides that the maximum number of days a student may be suspended in one school year may not exceed 20. This section is not binding on charter schools and does not appear to be mandated by case law.

In the discretion of **Head of School**, a student's suspension may be extended pending expulsion. If such extended suspension exceeds 10 days, and for any suspension exceeding 10 days, the following procedures must be followed: 1) The Executive Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) The School will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel. At this hearing, it will be determined whether the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.

If the proposed extended suspension is under 10 days, a meeting is held within 10 school days of the student's suspension to extend the suspension. The student and his/her parent/guardian are invited to attend this meeting with **Head of School** or his/her designee. Other members of school administration may also be present.

At this meeting, the offense and the repercussions are discussed. An extension of the suspension may be granted only if the **Head of School** or his/her designee has determined, after the meeting, that the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory expulsion

recommendation, this is discussed so that it is understood by all parties. The purpose of the meeting is to decide upon the extension of the suspension order and may be held in conjunction with the initial meeting with the parents after the suspension.

Step Three

Due process requires that the student be given notice of the nature of the expulsion hearing and the basic rights afforded to the student at the hearing. Therefore, the notice given to the student must include a statement of the specific charge, the right to be represented by counsel or other advocate, to present testimony, evidence, and witnesses and to confront and cross-examine adverse witnesses. Students are entitled to a timely hearing. This right implicates the need for gathering facts, confronting witnesses while memories are fresh, and providing the student an opportunity to explain his conduct. Education Code section 48918 provides that an expulsion hearing shall be held within 30 school days of the date expulsion is recommended. Courts have determined that this timeframe is the legislature's attempt to define the period of delay during which it is reasonable to summarily deprive the student of his fundamental right to public education, thus appears to be binding on charter schools. Thus, charter schools should not deviate from the 30 day rule.

The School shall send a letter to the student and parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, regarding the expulsion hearing. The expulsion hearing shall be held no later than 30 school days of the date that expulsion is recommended, unless a brief extension is requested by the student or his/her parent/guardian.

The letter shall be sent via certified mail to the student and parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, to the address reflected in the pupil's student file at least 10 calendar days before the date of the hearing. The letter shall notify the student and parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker, when and where the expulsion hearing will take place and the rights of the student with respect to the hearing, including:

- The date and place of the expulsion hearing;
- A statement of the facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the School's disciplinary rules relating to the alleged violation;
- 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; **[NOTE: Education Code section 48915.1 provides disclosure requirements for students expelled.]**

- The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or an advocate; **[NOTE: Students have a right to be represented by counsel.]**
- The right to inspect and obtain copies of all documents to be used at the hearing; **[NOTE: This provision is arguably not required by federal due process, but is a good idea.]**
- The opportunity to present testimony, evidence and witnesses and confront and question witnesses who testify at the hearing; **[NOTE: If the revelation of the name of a student witness or requiring that the student testify could subject the student to risk, statements and reports of such students may be relied on in lieu of live testimony and student's names do not have to be revealed.]**
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.

Step Four

The **Registrar** shall maintain documents that may be used at the hearing and make them available for review by the student and/or parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker. These papers may include, but are not limited to, the following: A record of the student's attendance and grades, a record of previous infractions, a statement of the facts surrounding the case; a statement of the facts surrounding the case made by a witness, a law enforcement agency's report and any other relevant matter.

Step Five

An expulsion hearing shall be held before **Method Schools' Board of Directors**. 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 a complete written transcription of the proceedings can be made.

While the 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 **Board of Directors** to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on evidence produced at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay evidence, although sworn declarations may be admitted as testimony from witnesses who are determined by the **Board of Directors** that disclosure of their identity or live 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.

Step Six

The school has the discretion to set the deadline for rendering the final decision. This policy, however, is drafted to reflect the time deadlines contained in Education Code section 48918.

The decision of the **Method Schools' Board of Directors** shall be in the form of a written recommendation, with findings of fact, to the Board of Directors who will make a final determination regarding the expulsion. The final decision by the **Board President** shall be made within 10 days following the conclusion of the hearing, or within 40 school days after the date of the pupil's removal from the School for the incident for which the recommendation for expulsion is made. If the **Method Schools' Board of Directors** decides not to recommend expulsion, the pupil shall be reinstated and permitted to return to classroom programs. The decision not to recommend expulsion shall be final.

Step Seven

The right to appeal is not mandated, although it is a right provided to expelled students in traditional public schools. It is recommended that an appeal process be adopted by the charter school. In traditional public schools in California, students appeal to their County Boards of Education when they dispute an expulsion decision. Charter schools may pursue this route. If, however, the County Board of Education will not hear charter school expulsion appeals, the school should create an appeal process itself. It may choose to create an elaborate appeal system establishing a new panel of retired or current school administrators who are not related to the school who will hear the appeal, following the appeal procedures outlined in Education Code sections 48921-48924. Or, the school may adopt something less rigorous. The draft below models the traditional public system appeal process. The Education Code requires that charter schools notify the superintendent of the school district (often the charter granting district) the pupil's last known address within 30 days. If requested by the district, the charter school is required to provide the school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. The school is not required to inform the student or parent/guardian of his/her obligation to inform a new district in which the student wishes to enroll about his/her status. It is a recommended practice, however.

The **Head of School**, or designee, following a decision of the Board of Directors to expel a student, shall send written notice of the decision to expel, including the **Method Schools' Board of Directors'** findings of fact, to the student or parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for Indian children, their tribal social worker and, if applicable, their county social worker. The notice shall include the following:

- Notice of the specific offense committed by the student;
- Notice of the right to appeal the expulsion to the County Board of Education. If that Board does not hear such appeals, the student may submit a written objection and request for reconsideration

to the school's Board of Directors within 10 days. Decisions of the Board of Directors shall be final.

- 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 within the charter school

Within 30 days of the decision to expel, the **Head of School** shall send written notice of the decision to expel to the student's district of residence, the County Office of Education and the charter granting district (if different than the student's district of residence). This notice shall include the student's name and the specific expellable offense committed by the student.

Step Eight

Special education students remain entitled to continued educational services. If the charter school is its own LEA, the charter school is required to provide these services. Check your school's special education MOU to see who remains responsible for continuing educational services for suspended and expelled students. If the charter-granting agency is the LEA (as is the case with most charter schools) the charter school and LEA must work together to ensure that students continue to receive educational services upon expulsion.

Expelled students are responsible for seeking alternative education programs, including but not limited to, programs within the County or their school district of residence.

Step Nine

The school shall maintain records of all student suspensions and expulsions at the school site. Such records shall be made available for **Dehesa Elementary School District's** review upon request.

Students who are expelled from the charter school shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors, or its designee, at the time of the expulsion order, which may include, but is not limited to, a 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.

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 Board of Directors or its designee following a meeting with the **Head of School** and the pupil and parent/guardian 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 **Head of School** shall make a recommendation to the Board of Directors following the meeting regarding his/her determination. The pupil's readmission is also contingent upon the school's capacity and any other admission requirements in effect at the time the student seeks admission or readmission.

Adopted:

Amended:



2024-2025



STUDENT/PARENT HANDBOOK

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11. APPENDIX: 2023-24 Student Services Annual Notices



Welcome! Heading into our eleventh year of operation, Method Schools is poised to continue to build, grow, and improve upon a strong foundation of community, culture, and student success.

We are excited to bring an effective online program that offers both flexibility and rigor. We hope to continue to grow our Method Schools community in dynamic ways through more in-person opportunities, student social and leadership activities, and a focus on growth and improvement.

As always, we thank you for choosing Method Schools, and we are excited for another year to grow and learn from each other.

Philosophy and Vision

Method Schools' mission is to aggressively advance K-12 education through continuously developing models that promote targeted student growth and a culture of inclusivity and equality.

We aim to do this in the following ways:

- Develop breakthrough practices and tools for students
- Facilitate growth within a diverse student population
- Cultivate a student focused program
- Promote a professional and staff driven culture.

With a vision that now focuses on growth in all facets of the organization, Method Schools seeks to accomplish this by developing superior tools and practices to effectively serve every student, enhancing internal synchronization to collectively build premium tools and practices, and creating a culture worthy of talent and dedication.

Method Schools Expected Outcomes

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

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

**READ CRITICALLY**

I can make meaning from diverse media to better understand the world around me.

**LEARN INDEPENDENTLY**

I can develop a plan, monitor my progress, and persevere through challenges to achieve my goal.

**EXPRESS IDEAS**

I can communicate through diverse formats for a range of purposes and audiences.

**NAVIGATE CONFLICT**

I can develop skills, strategies, and emotional awareness while navigating conflict with others.

**INVESTIGATE THROUGH INQUIRY**

I can explore questions and build knowledge through inquiry.

**SEEK AND APPLY FEEDBACK**

I can accept feedback from others and ask questions when I need more guidance or input.

**REASON QUANTITATIVELY**

I can work with numerical data, solve problems, and construct mathematical solutions.

**BUILD NETWORKS**

I can initiate relationships with diverse individuals and networks for a purpose, and sustain relationships with authenticity and care.

**USE SOURCES**

I can assess the credibility of sources and synthesize my new learning to build knowledge.

**SUSTAIN WELLNESS**

I can support my own physical, emotional, and social health to live a healthy and productive life.

**DESIGN SOLUTIONS**

I can engage in a systematic design process to develop data-informed solutions to authentic design challenges.

**ENGAGE AS A CITIZEN**

I can participate in my community, build my civic knowledge, and take action to improve my community.

Method Schools 2024

Method Schools works with a shared goal of educating its students to their fullest potential and is built on a foundation of collaboration between the parents, students, and our highly-qualified staff.

Calendar

Method Schools' calendar is posted on its website and can be found at www.methodschoools.org/school-calendar.

Enrollment

Method Schools are public schools of choice.

There is no discrimination in the admission of students to the school on the basis of race, creed, color, handicapping condition, or gender. Method Schools provides a free and appropriate public

education (FAPE) to all of its students. All students; however, need to be able to meet the enrollment requirements.

Method Schools will enroll students in grades Kindergarten – 12th Grade for the 2023-24 school year. Student registration is always online at www.methodschoools.org. The enrollment process must be completed in full and submitted with all the required documentation prior to being accepted.

Questions regarding the status of your enrollment should be directed to the front offices. Students who have received services under the Individuals with Disabilities in Education Improvement Act (IDEIA) must provide this information at the time of enrollment. A Method Schools staff member will contact you to ensure proper placement of your student into our program.

It is understood that no student who qualifies for special education services under the Individuals with Disabilities in Education (IDEA) shall participate in independent study unless it is specifically authorized under his/her IEP.

Concurrent enrollment in another public or private school is prohibited at Method Schools and will cause the student to be withdrawn immediately. This does not include college-level coursework. Please refer to our enrollment requirements.

Fees

Method Schools does not charge fees for our programs or services provided to our families. Enrollment with Method is always tuition-free; however, as with many school programs, certain expenses do fall within the responsibility of enrolled families: Ink for printers, the cost of transportation to and from school, Method Schools sponsored events, and the cost for providing paper are a few examples.

Enrollment Requirements

Age Requirement

A student will be admitted to Kindergarten at the beginning of a school year if the child will have his/her fifth birthday on or before September 1st of the school year.

Immunizations

All of the following are required for enrollment into Method Schools.

- Diphtheria
- Measles
- Mumps (except for children who have reached the age of 7 years old)
- Pertussis (whooping cough)
- Poliomyelitis

- Rubella
- Tetanus
- Hepatitis B
- Varicella (chicken pox) – persons already admitted into California public or private schools at the Kindergarten level or about, before July 1, 2001, shall be exempt from Varicella immunization requirement for school entry.
- TDAP (pertussis) – the TDAP must be administered after a student's seventh birthday but before entering the 7th grade.

The schools' verification of immunization is through written medical records from your doctor or immunization clinic. Pupils who fail to complete the series of required immunizations within the specified time will be denied enrollment until the series has been completed. Exceptions are allowed under the following conditions:

- o The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain identifying the specific nature of probable duration of the medical condition.
- o As of January 1, 2016, due to Senate Bill 277, a parent may no longer request exemption of their child from immunization for personal or religious beliefs for students. The bill does exempt pupils enrolled in an independent study program, who do not receive classroom-based instruction. Any child leaving the United States for a short vacation, to any country considered by Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure, such as, Mexico, Philippines, India or Southeast Asia must call the County of Tuberculosis clinic for TB screening upon return.

Mid-Year Enrollment

Students will be provided with a pacing guide based on their date of enrollment. Students may be expected to complete assignments from earlier modules in order to meet the minimum requirements for passing the course with full credits. Students will be given up to 2 weeks to catch up to the current pacing of their peers.

“Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student's withdrawal from Method Schools. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re-enroll for the remainder of the current academic year and one academic year following.”

Withdrawals

If you decide to withdraw a student from Method Schools, please communicate your decision through your Homeroom Teacher. Your teacher will schedule a final virtual conference to ensure that your student receives the appropriate academic and attendance credit. During this meeting, you will be required to submit work samples that your student has completed since your last

conference and sign learning journals. Shipping labels required for the return of the loaned teaching materials, including laptops, will arrive within 2-3 weeks from the date you notified your teacher of your withdrawal.

Change of Contact Information

Please notify our enrollment specialists should your contact information change and provide any updated proof of residency for your new address. Our staff will update the records accordingly. Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student address. Parents are requested to update their account information in the online curriculum should their email address change. Communication is often sent via email to the email address listed in the online curriculum. Thus, we would like to keep all records up-to-date.

Unable to Contact

In any school, but especially in a virtual school, regular communication with your Method Schools teacher is essential for your student's success in our program. If you are planning to be out of state, on vacation, or otherwise unable to communicate with your teacher for a period of time please notify your teacher so that proper arrangements to monitor your student's progress and attendance can be made.

Due to the enrollment requirements of our school, if your teacher is unable to contact you for 2 days, Method will attempt contact via phone and email requesting contact. If after these procedures have been followed and contact has not been made within 24 hours, it will be assumed that your child is enrolled in another educational program, and your child will be withdrawn.

Attendance

Method Schools offers students a Personalized Learning Education through an online, independent study model. Independent study is substantially equivalent in quality and quantity to classroom instruction thereby ensuring that a student is assigned a full day's worth of work equivalent to that which he/she would be assigned in a classroom setting. Independent study students have the same access to existing services and resources as other students in the school in which the independent study student is enrolled.

Daily Engagement

Using the following resources, Method Schools students are expected to **engage daily** with their learning.

- Login to the required curriculum platform (Smartfox)
- Usage of iReady
- Learning materials as assigned by the Homeroom Teacher (teacher of record)

Students enjoy freedom and flexibility, while parents appreciate the accountability that the school provides them as the primary educator of their student.

Synchronous Instruction and Live Interaction

The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous (live) instruction:

1. For pupils in kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
 - a. Daily instructional classes via videoconferencing provided by the supervising teacher
 - b. Weekly 1:1 meetings via videoconferencing provided by the supervising teacher
 - c. (3rd grade) Assigned Supplemental Support Instruction/Classes via videoconferencing for individualized instructional needs.
2. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live synchronous instruction between the pupil and a certificated or non-certificated employee of the Charter School and weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
 - a. Weekly 1:1 meeting with the supervising teacher
 - b. Weekly homeroom instructional session
 - c. Daily instruction subject specific classes, Supplemental Support Instruction/Classes (as assigned), Study Hall, and teacher office hours via videoconferencing
3. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned HRT shall be as follows:
 - a. Weekly 1:1, 30 min meeting with HRT
 - b. Weekly homeroom instructional session
 - c. Optional Office Hours with content teacher
 - d. Supplemental, Support Instruction/Classes (as assigned)

ISMA - Independent Study Master Agreement

Method Schools' Independent Study Master Agreement is filled out each semester for each student enrolled in the program. Our practice is to meet with students at least every 20 days to review outcomes and to collect work samples.

A current Independent Study Master Agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

Uniform Complaint Procedures

State regulations require Method Schools to address allegations of unlawful discrimination and complaints alleging violation of federal or state regulations in programs and activities receiving state funds: adult basic education, SIP, EIA/LEP, Title 1, Title 6, vocational education, special education, child development, child nutrition, Miller-Unruh special reading, tenth grade

counseling, and school-based coordinated programs. Details on [Method Schools' Policy and Procedures and Uniform Complaint Form](#) are linked or can be found on the school website.

Learning Periods

Learning periods, or LPs, last approximately one month with 5 in fall semester and 5 falling in spring semester.

Work Samples

Work samples are collected at the beginning of every Learning Period throughout the school year. Teachers collect 2 samples per subject area each learning period for a minimum of 8 per LP.

Two work samples per enrolled course must be completed in order to maintain satisfactory minimum requirements for attendance. **Students may still tier if submitted work or lack of work does not meet academic engagement progress.*

Daily Educational Activity Record - Learning Journals

Each student at Method Schools must log activity every school day. Method Schools asks that this “daily engagement” be documented on a daily basis.

Student activity may include work in curriculum, work assigned in educational platforms, one to one meetings with homeroom teachers, or participation in course or tutoring sessions. Daily activity must be logged by the student or parent in the following format:

- “Participated in live (name/type) class”
- “ School event or field trip”
- “Completed assignments in (educational platform)”
- “Offline assignment”

An uploaded file of the activity or assignment must accompany the submission.

Activity records must be signed by the student, parent, and teacher of record at the end of each month.

Method Schools recognize that families may not evenly distribute student’s work assignments over weekdays. However, due to strict state law requirements for charter school attendance, **Method Schools expects each student to be engaged in an educational activity on each weekday that Method Schools is in session.** This should not be read as Method Schools asks that a

parent/guardian refrain from documenting “daily engagement” on a day where a student did not engage in any educational activity required of them by the assignments. By law, work done on weekends or other days when school is not in session cannot be used to “make-up” weekdays where no “daily engagement” occurred.

Multi-Tiered Systems of Support

Method Schools has adopted a multi-tiered systems of support model in line with the California Department of Education’s guidelines for MTSS.



CA MTSS is built on the premise that universal support must be provided for all students while recognizing that some may need supplemental support at **various times** and a few students may require more intensified support **some of the time** to be successful in the most inclusive and equitable learning environment of their grade level peers.

CA MTSS is broken down by: Universal, Supplemental, and Intensified supports in three areas: 1) academics, 2) SEL, 3) Behavioral and for the Virtual Independent Study space we also have 4) Attendance

One of these supports is a tiered re-engagement policy for all pupils who are in violation of the written agreement pursuant to [Education Code Section 51747\(g\)](#). These procedures are as follows:

1. Verification of current contact information for each enrolled pupil;
2. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
3. Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
4. When the evaluation described above under paragraph 2.b.iv. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil’s written agreement and reconsider the independent study program’s impact on the pupil’s achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil’s written independent study agreement.

Tiered re-engagement strategies are added layers of support to provide academic resources for 1 or more of the triggers and eliminate the continued movement through tiers.

**Please note that students who end the school year in a tier will begin the following school year on a support plan.*

The Homeroom Teacher and the Grade Level Lead under the guidance of the Tiered Re-engagement Strategy will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

1. When any pupil fails to complete the minimum of two (2) work samples per subject per learning period in which they are enrolled.
2. In the event student's educational progress falls below satisfactory levels as determined by the Charter School's Tiered Re-engagement Policy which considers ALL of the following indicators:
 - a. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - b. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - c. When the student fails to attend a 10% minimum instructional time over four continuous weeks.
 - d. When the student fails to participate in 50% of assigned live instructional sessions over the course of a month.
 - e. Learning required concepts, as determined by the supervising teacher.
 - f. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Academic Policy

Commitment to Growth

Method Schools is committed to providing an exceptional academic program based on an ongoing use of data and well-researched best instructional practices. With that, Method closely monitors students and their academic growth using rigorous curriculum, advanced instructional methods, and internal diagnostic and benchmark assessments that closely align to state assessments. Students are expected to test as part of their overall academic program.

We, at Method, hold a high expectation of all students to participate in all elements of our academic program including annual state testing. If you have any concerns about the full participation in Method's educational model, please discuss this with a Method staff member.

Learning Coach

The Learning Coach is identified as the parent(s) or guardian on record. The learning coach can specify and give permission for another point of contact to be included in communication between LC and Elementary

The learning coach is responsible for communicating and supporting their enrolled student in their curriculum, attendance, technology, and academic scheduling. They are the main support in the independent learning environment.

Learning Coach Expectations

The Learning Coach is the person primarily responsible for supervising the student(s) during regular school hours (8:30am – 3pm). In terms of attendance, Learning Coaches have two major responsibilities:

1. Meet with their Homeroom Teacher and Student NO LESS than one time per Learning Period for approximately 30 minutes.
2. Sign, with their Student's and Homeroom Teacher, their student's Learning Journal once per Learning Period and/or month.

In addition to maintaining attendance with Method Schools, the Learning Coach also:

- Ensures that the student is participating appropriately in the instructional program. This can include but is NOT limited to:
 - Completing assigned lessons
 - Completing assessments
 - Participating in a weekly virtual session with the homeroom teacher (may include supplemental instruction)
 - Participating in a weekly homeroom group session with the homeroom teacher and other homeroom students (may include supplemental instruction)
 - Having the student available and actively participating in the meetings and in person assessments or instructional assistance as assigned by Method.
- Ensures that the student participates in interventions as deemed necessary by our staff.
- Can read and understand the curriculum and instructional materials provided by Method Schools.
- With help from Method staff, identifies and supports the student with any academic issues.
- Supports the student in attending state-mandated testing.
- Has a working phone number, email account, and internet access at the time of enrollment, and knows that email is the primary means of communication.
- Monitors email and phone messages daily and responds to all calls and emails from Method staff within 48 hours.
- Maintains the student's enrollment by meeting attendance requirements as laid out by Method Schools.

- Informs Method staff within 48 hours of any changes to contact information (i.e., address, phone number, and email address).
- Submits work samples as requested by Method staff in a timely manner.
- Treats teachers and staff with respect and professionalism. This includes but is not limited to:
 - Not using rude language (including profanity, yelling, badgering) on the phone, email or in person.
 - Not threaten teachers and/or staff on the phone, email or in person.
- Is available to meet with teachers and/or staff with reasonable accommodation.

Parent/Guardian and/or Learning Coach: No Communication

Regular communication with your Method Schools Homeroom Teacher is a requirement of our program. If you are planning to be out of state, on vacation, or otherwise unable to communicate with your teacher for a period of time please notify your teacher so that proper arrangements to monitor your student's progress and attendance can be made.

Due to the enrollment requirements of our school, if your teacher is unable to contact you for 2 days, Method will attempt contact via phone requesting contact. If after these procedures have been followed and contact has not been made within 24 hours, it will be assumed that your child is enrolled in another educational program and your child will be withdrawn.

State Standardized Tests

As members of a public charter school, our students participate in all state-mandated tests. Participation rates are critical to the success of our school. According to recent regulations, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California.

A testing schedule will be distributed to all families. Individual student performance results on statewide achievement testing will be distributed to both parents and teachers in a timely manner.

Promotion/Retention

Method Schools approach to learning is highly individualized to student's needs based on data-driven instructional practices and a Multi-Tiered System of Supports that targets each student's individual needs.

Method Schools make every effort to meet students where they are by providing ample support and interventions in order to allow students to matriculate from one grade to the next. Retaining a student is a practice that is rarely, if ever, considered based on Method's philosophy and approach of personalizing learning to a student's abilities rather than reassigning grade level. To determine eligibility for a grade retention or promotion, we must allow ample time for interventions to be put

in place, data to be gathered, and documentation of student response to interventions to meet the student's learning concern.

Process to Determine Promotion/Retention

1. Identification of Learning Concern
• Student, parent, or homeroom teacher expresses a learning concern. • Homeroom teachers, parents, and students work collaboratively to implement general interventions. • Homeroom teacher documents students' responses to general interventions. If there is no response to intervention, student is elevated to Student Success Team Meeting
2. Student, parent, or homeroom teacher expresses a learning concern.
• Homeroom teachers, parents, and students work collaboratively to implement general interventions. • Homeroom teacher documents students' responses to general interventions. If there is no response to intervention, student is elevated to Student Success Team Meeting
3. Student Success Team #1 (SST-1) Meeting
• Learning concerns documented • Targeted interventions agreed upon • Date for follow up agreed upon at the meeting. Timeline for follow up is dependent on severity of learning concern. If no response to interventions at SST-1, student elevated to Student Success Team #2 (SST-2) meeting
4. Student Success Team #2 (SST-2) Meeting
• Learning concerns documented • Interventions adjusted based on students response to interventions in SST-1 • Date for follow up agreed upon at the meeting. Timeline for follow up is dependent on severity of learning concern. If no response to interventions at SST-2, students are elevated to assessment meetings.
5. Assessment Meeting
• Determine the need for Special Education assessment • Records review for appropriate grade placement • Determine appropriate placement in independent study model

If it is determined, a special education assessment is appropriate, the Special Education department will arrange for an assessment plan to determine special education eligibility.

Although extremely rare, any recommendations for a student's retention or promotions are taken to Method's Board for final approval. Method cannot guarantee the recommendation or denial of retention or promotion as each request is taken on a case by case basis. Please refer to the [board policy](#) for more details on student promotion or retention

Student Success Team Meetings

Pupils who are not making sufficient progress and/or have excessive absences within one learning period, and have not corrected behavior despite enrollment in MTSS shall be required to attend a Student Success Team meeting, along with their learning coach, to determine whether it is in the best interest of the pupil to remain in independent study. This conference shall be held as soon as possible, and the pupil will receive written notice of the Student Success Team Meeting. The pupil

may request one postponement, not to exceed five (5) school days, of the conference for good cause.

At the meeting, the parent/guardian or adult student shall be informed of the reason for the meeting and the evidence supporting the concerns for the student's academic health. The student and/or representative shall be given the opportunity to present information and share their concerns/obstacles during the meeting. Method staff will take any information presented by the parent or learning coach and student into consideration when determining mandatory interventions for the student for continued enrollment. Additional factors will be considered including, but not limited to, the following:

- Student's grades at the time of the evaluation
- Student's progress in the independent study curriculum
- Student's attendance at required live sessions
- Teacher observation and feedback
- Student's participation in their assigned MTSS

Staff decisions shall be provided in writing to the parent/guardian within three days of the evaluation. Method Schools staff may:

- Find independent study still in the student's best interest
- Place the student on attendance probation to be evaluated again at the next attendance period if the student continues to fail to engage in daily activities
- Use other alternatives to improve attendance and engagement
- Find that it is not in the student's best interest to remain in independent study.

If Method staff finds that it is not in the best interest to remain in independent study, then the student shall be withdrawn from enrollment at Method Schools and the parent/guardian will immediately enroll in a site-based program through the local school district or other appropriate educational program. Method Schools' decisions are final.

Academic Dishonesty and Plagiarism Policy

Academic dishonesty, cheating, and plagiarism are any attempt to obtain credit through fraudulent, deceptive, or dishonest means.

Plagiarism is the presentation of someone else's ideas or work as one's own. This constitutes fraud or theft. Plagiarism or any form of academic dishonesty is a grave offense and will not be tolerated.

If a teacher or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the teacher may exercise one or more of the options listed below, depending on the severity of the offense.

Some examples of academic dishonesty are (but are not limited to):

- Using another's work and claiming it as your own.
- Copying other students' work or allowing your work to be copied.
- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- Copying from text, websites, or other course materials.
- Purchasing a paper or project.
- "Recycling" an assignment – submitting an assignment to more than one course.
- Asking for answers in any social media forum, discussion, or chatroom.
- Manipulating online assessments to achieve a passing score without mastering the content.
- AI assistance will be considered plagiarism if students copy and paste AI responses and claim them as their own work. Students should use AI assistance as a support, scaffold and tool, not as a replacement for their own thoughts and work.

Consequences for academic dishonesty

First Offense–Content teacher will remove credit for any assignment related to the offense and communicate to the HR teacher. HR Teacher will contact and conference with parents and students regarding the offense and discuss the repercussions of additional offenses. Teacher will provide required resources to help students succeed while maintaining academic integrity. The student will be required to resubmit assignment(s) to receive credit.

Second Offense– Content teacher will remove credit for any assignment related to the offense and communicate to the HR teacher. Administrators/ department lead will conference with the teacher, parent, and student regarding the seriousness of academic integrity. The student may be required additional supervision (example: complete assessments in the online classroom) to help support the student to be successful in the future. The student can redo the assignment but will only receive ½ credit.

Third Offense– Content teacher will remove credit for any assignment related to the offense. Administrators/ department leads will conference with the teacher, parent, and student regarding the seriousness of academic integrity. The student may be withdrawn from Method Schools and placed back in their school of residence. A letter will be placed in the student's file. The repeat incidents will be noted in the student's permanent file. Plagiarized assignments will not be allowed to be resubmitted for credit.

Avoiding Plagiarism

Students must give credit for any information that is not either the result of original research or common knowledge. If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and on the reference page. If

students are unsure whether he/she should cite, he/she is encouraged to cite. Students are also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as the Essential Little Brown Handbook and for formatting questions refer to manuals such as The MLA Handbook for the Humanities, The Publication Manual of the APA for social sciences and business and The CBE Style Manual for natural and applied sciences. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and revoked access to course(s). The use of current and relevant technology is encouraged at Method Schools as we know that business leaders want a tech-literate workforce. Students are encouraged to work with their teachers to determine how to use AI platforms like Grammarly, ChatGPT, and other AI tools as thought-partners, not thought-replacers.

“Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student’s withdrawal from Method Schools. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re – enroll for the remainder of the current academic year and one academic year following.”

Method Schools Sponsored Fitness and Athletic Training Policy

Method Schools believes that physical fitness, athletic training and sports participation can be part of a well-rounded curriculum and educational experience. Method supports student participation in fitness and athletic training upon request to ensure students are offered a holistic experience. Method-sponsored athletic participation is a privilege that requires satisfactory academic achievement and attendance as outlined in Method’s MTSS.

Tiering could impact the sponsored fitness training. Affected students are placed on academic probation and their athletic training would not be the responsibility of Method Schools while on academic probation.

Students who participate in Method Schools’ sponsored fitness or athletic training are expected to meet the requirements of attendance and engagement as set forth by their grade level for live instruction classes, weekly 1-to-1 meetings, and daily login to the provided curriculum.

Grade Appeal Policy

The official transcript is a complete representation of a student’s academic record. It is of utmost importance that accurate record keeping and grade reporting is timely.

A petition or request for transcript review can be submitted to Method Schools to review records and coursework.

In the event of inaccuracies, any changes to official transcripts are made only after a thorough review of the transcript by counselors and course teachers. Gradebooks, master agreements, and report cards are reviewed to support the changes to ensure its accuracy. No changes are made without the approval of the course teacher and Method administration.

Extra Credit Policy

Extra credit is an opportunity to

- deepen or extend learning and develop mastery of the learning outcomes
- reinforce their understanding of concepts taught in class

Extra credit is not:

- a way for students to make up incomplete or unsubmitted assignments or to provide a last-minute effort for the student

Summary & Guidelines

1. Extra credit points may not exceed 5% of course points. ex. 800 course pts.= 40pts EC
2. Extra credit beyond the approved opportunities listed in course modules must be approved by administrators, defined as the Principal, Assistant Principal, and or Director under the conditions that will provide an opportunity without compromising the academic needs, requirements, or expectations of the student.
3. Extra credit points should not exceed more than 10 points in a semester for parent participation in webinars within a semester.

Special Education

An Overview

What is Special Education?

The Education for All Handicapped Children was enacted by Congress in 1975 creating special education. This law has been revised several times since its original passage and is now known as the Individuals with Disabilities Education Act (IDEA). Children must be identified, tested, and have a qualifying disability that negatively impacts their education. The Individuals with Disabilities Education Act (IDEA) states that each child who has a disability, needs special education and related services will receive FAPE (free appropriate public education).

What are the 13 disabilities recognized by IDEA and California?

IDEA specifies 13 classifications of disabilities; however, a child's school performance must be "adversely affected" by a disability to qualify for the special education program.

- Autism Spectrum Disorder (ASD). ASD is a developmental disability that significantly affects verbal, nonverbal communication, social interaction, and sometimes impacts behavior. It is generally evident before the age of three. Common characteristics often associated with autism are engagement in repetitive activities, stereotyped movements, resistance to environmental change or changes in daily routines, and unusual responses to sensory experiences.
- Deafblindness is a concomitant (simultaneous) hearing and visual impairment, the combination of which causes severe communication, developmental, and educational problems. In this category, a student's needs cannot be met with just deaf or blind services only.
- Deafness is a hearing impairment, whether permanent or fluctuating, which impairs the processing of linguistic information through hearing, even with amplification. If any equipment can correct a hearing problem, then the student does not qualify under the definition of deafness.
- Emotional Disturbance (ED) is an inability to learn which cannot be explained by intellectual, sensory, or health factors. It typically manifests as an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behaviors or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; and a tendency to develop physical symptoms or fears asocial with personal or school problems. Common examples may include anxiety disorder, schizophrenia, bipolar disorder, obsessive-compulsive disorder, and depression.
- Hard of Hearing or Hearing Impairment may be permanent or fluctuating, which impairs the processing of linguistic information through hearing, even with amplification, and which adversely affects educational performance. Processing linguistic information includes speech and language reception and speech and language discrimination.
- Intellectual disability (ID) is a student who has significantly below average general intellectual abilities existing concurrently with deficits in adaptive behavior. These students typically have poor communication, self-care, and social skills. Most of these students are on a modified curriculum. Common examples include down syndrome or mental retardation.
- Multiple disabilities (MD) include concomitant impairments of at least two disabilities or more, the combination of which causes such severe educational needs that they cannot be accommodated by special education programs solely for one of the impairments. The term does not include deaf-blindness.

- Orthopedic Impairment (OI) is a severe orthopedic impairment that adversely affects the student's educational performance due to the lack of ability to move their bodies. One common example is cerebral palsy.
- Other Health Impairment (OHI) is an umbrella term that covers any other condition or illness that limits a child's strength, energy, or alertness. One common example is Attention Deficit Hyperactivity Disorder (ADHD), which impacts attention and executive function.
- Speech or language impairment (SLI). Students with this disability may demonstrate difficulty understanding or using spoken language to such an extent that it adversely affects his or her educational performance and cannot be corrected without special education and related services. Common speech disorders may include articulation (reduced intelligibility) and/or stuttering.
- Specific Learning Disability (SLD) is the most common category and is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken, or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. This disability must result in a severe discrepancy between his/her intellectual ability and achievement in one or more academic areas.
- Traumatic brain injury (TBI). This is a brain injury caused by an accident or some kind of physical force. Services and needs must be on a case-by-case basis based on the severity of the injury.
- Visual impairment (VI) includes both partial sight and blindness impacting educational performance. If eyewear can correct a vision problem, then the student does not qualify under the definition of visual impairment.

What is an IEP?

An Individualized Education Plan (IEP) is written to annually provide a child with a disability with a specially designed education. It will include eligibility status, present levels, accommodations, modifications, and goals. IEP goals are written to show “meaningful educational benefit” for students based on their ability level. The IEP is written, updated, reviewed, and agreed upon every year. Initial tests are conducted to determine eligibility and every three years testing must be conducted to determine ongoing eligibility. Students with an IEP are not exempted from the attendance requirements of Independent Study including live attendance and are subject to the tiered re-engagement policy as required.

What is a modified curriculum?

A modified curriculum is a change in what is being taught to or expected from the student to adjust for a reduced comprehension level and may entail changing some or all of the curriculum. The curriculum is adjusted to the child's instructional level which may be one grade level below or several and should be agreed upon between parents & teachers. Students on a modified curriculum may not be eligible for a high school diploma but may receive a certificate of completion upon completing high school.

What is a 504 plan?

Students who do not qualify for an IEP may sometimes be offered a 504 plan. A 504 Plan is a blueprint for how the school will provide support and remove barriers for a student with a disability. It may provide accommodations, services, supports, and any other agreed-upon reasonable changes to the learning environment to enable students to learn alongside their peers. Unlike an IEP, there is no standard 504 Plan; however, a school site may have a structured form. These plans may vary from student to student as it is based on individual needs. The plan is reviewed yearly and every three years for continued eligibility. Students with a 504 are not exempted from the attendance requirements of Independent Study and are subject to the tiered re-engagement policy as required.

What are adaptations?

Adaptations are frequently used by teachers. They are quick and easy changes to the classroom environment such as moving an easily distracted child away from the window, providing blockades, noise reduction headphones or seating the student closer to the front. Adaptations provide access for a student with a disability to participate in a course, standard, or test but does not alter or lower the course standards. Some adaptations may be found on 504 Plans or IEPs.

What are accommodations?

Accommodations are frequently used by teachers and are methods used to assist with student learning without changing the academic content nor standards assessed. These are often found on 504 Plans or IEPs and are based on student needs and/or disabilities. The following types are listed below:

Presentation - the way information is presented.

Response - the way a student completes an assignment.

Setting - the environment of the student

Time/schedule - dates, days, hours, minutes, and other time issues

Organizational - the ability to keep a student organized and focused.

Study - methods to teach students to retain information and self-study, which may be called accommodations or simply strategies.

Students enrolling with an IEP

Method Schools is a charter school that facilitates admissions for a student with an IEP in the same manner as for a student without an IEP per federal and state laws. Students will provide the same enrollment information as non-IEP students such as proof of residency, a legal form of identification for the child, and vaccination records, etc. Typically, students enroll and then provide the IEP. For students transferring from a traditional in-person campus within the same school district, the IEP will usually stay in place with possible minor word changes to reflect an online at-home setting instead of in-classroom instruction. For example, an IEP may state that the student will go to a specific classroom for instruction and testing; however, the IEP language should be changed to state learning and assessments will be achieved through Method Schools' online framework, and parents acknowledge this fact and may choose to enroll their child with the stated understanding. If the student relocates from another school district, we provide comparable services and maintain the original IEP as much as reasonably possible, disclosing adaptations and accommodations to Method's virtual instruction format. An initial 30-day IEP meeting is scheduled as soon as possible after official enrollment to review the existing IEP, and parental input is highly encouraged. A copy of parental rights is always provided to the parents and included with the proposed IEP draft that will be discussed at the 30-day IEP meeting.

In cases where a student enrolls from another state, the procedures are slightly different. We still have the initial 30-day IEP meeting, provide a copy of parental rights, and offer temporary comparable services and/or accommodations, but we also explain that the state of California requires us to assess the student to ensure that he/she meets the state's qualifications for special education in California. Parents are requested to sign a testing consent form and another meeting is scheduled after assessment for IEP qualification has been completed by a state-approved professional who is authorized to assess students for special education services. The current timeline for this phase is within 60 days to allow sufficient time for student assessments but we will seek a timelier testing period to allow the subsequent IEP determination meeting to occur as soon as possible. We follow this protocol in compliance with EDC 5604(c), which states, "Once a child has been referred for an initial assessment to determine whether the child is an individual with exceptional needs and to determine the educational needs of the child, these determinations shall be made, and an individualized education program team meeting shall occur within 60 days of receiving parental consent for the assessment, pursuant to the subdivision." In the event a student does not qualify for the special education program under California's criteria, we inform parents their children might qualify for appropriate accommodations and/or services as provided by a 504 Plan pursuant to the Rehabilitation Act of 1973. The parameters of inclusion in such a plan are discussed with parents for their approval, or should parents decide to decline the 504 Plan option, the child is retained at Method Schools as a general education student.

Child Find

Method Schools participates in a comprehensive "child find" protocol to identify students who have or may have exceptional needs. All instructional, support and administrative staff seek to participate in the "child find" protocol of the special education local plan area (SELPA). These systems include a variety policies and practices that are not limited to the following:

- Comprehensive post-enrollment practices that aim to identify students with exceptional needs in order to ensure that all instructional, support and administrative staff is aware of all students who have identified special needs
- Continuous efforts to maintaining and nurturing relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion
- Ongoing professional development and training for all instructional, support and administrative staff, to ensure proper identification of special needs within all students
- As part of the Multi-tiered Support System, continuously review and monitor all student assessment data, including state mandated testing and all internal assessments in order to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services

School Policies

Confidentiality

Please notify our enrollment specialists should your contact information change and provide any updated proof of residency for your new address. Our staff will update the records accordingly. Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student address. Parents are requested to update their account information in the online curriculum should their email address change. Communication is often sent via email to the email address listed in the online curriculum. Thus, we would like to keep all records up-to-date.

Code of Conduct

Freedom of speech and expression is valued not only throughout society but also, and particularly, in the academic setting. No more is this so than in the classroom.

At Method Schools, a classroom is defined as many different locations. These may include, but are not limited to:

- Online classroom sessions.
- Any Method Schools event
- Any Method Schools community area.

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established.

- When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
- Conflicting opinions among members of a class are respected and responded to in a professional manner.
- No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
- No offensive comments, language, or gestures are part of the classroom environment.
- Posting anonymous messages is not permitted unless authorized by the course's online teacher.
Impersonating another person is also strictly prohibited.
- Use only your own username and password, and do not share these with anyone.
- Do not post personal information (any social media, YouTube, Facebook, email address, etc.)
- Do not interfere with other users' ability to access Method Schools or disclose anyone's password to others or allow them to use another user's account. **You** are responsible for all activity that is associated with your user name and password.
- Do not download, transmit or post material that is intended for personal gain or profit, non- Method Schools commercial activities, non-Method Schools product advertising, or political lobbying on a Method Schools owned instructional computing resource.
- Do not use Method Schools instructional computing resources to sell or purchase any illegal items or substances.
- Do not upload or post any software on Method Schools instructional computing resources that are not specifically required and approved for your assignments.
- Do not post any MP3 files, compressed video, or other non-instructional files to any Method Schools server.
- Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain email, viruses, or other intentionally destructive content.

Adherence to this code of conduct will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.

Bullying and Intimidation

Method Schools believes that all students have a right to a safe and healthy school environment. To that end, the schools and community have an obligation to promote mutual respect, tolerance, and acceptance. Method Schools will not tolerate any act of intimidation including direct physical contact, gestures, comments, threats or actions, either written, verbal or physical, which cause, threaten to cause or are likely to cause bodily harm, social isolation, manipulation, or personal

degradation at any school site, at any school activity whether on or off campus, while traveling to and from school or a school sponsored activity, or during the lunch period, whether on or off the school site.

Discipline

In order to promote learning and protect the safety and well-being of all students, Method Schools adheres to the Suspension and Expulsion guidelines established by California Education Code Section 48900. When a student interferes with the learning, safety, and well-being of students, it may be necessary to suspend or expel a student from regular classroom instruction. Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, and the use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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

Dress Code

It is important to require a standard of dress for when students attend a school-related event. These instances include (but are not limited to) online web conferences, outings, testing, community day, etc. Clothing worn should promote the learning process and appropriate behavior. It is expected that students will wear clothing that is consistent with their health, safety, and welfare.

The following standard of dress must be observed in these instances:

- Clothing and shoes must be suitable from all scheduled classroom activities including physical education, science labs, and other activities where unique hazards exist.

- Clothing, shoes, and accessories must not pose a threat to the safety of any student or staff.
- Hats, hoodies, and other headwear must allow the face and ears to be visible and not interfere with the line of sight to any student or staff (religious headwear excluded).
- Clothing, jewelry, and accessories that contain images and/or writing that refer to alcoholic beverages, illegal drugs, or racist epithets may not be worn.
- Clothing, jewelry, and accessories that contain images and/or writing with messages of hostility toward race, ethnicity, culture, and religion.
- Students must wear a top/shirt with pants/shorts/skirt, or a dress.
- Clothing must cover undergarments.

Student Records

Your student's records may be viewed at any time pursuant to the Notification of Rights under FERPA. Please provide our office with five (5) days' notice so that the record may be pulled. The record must be viewed in the presence of a Method Schools administrative staff member.

Method Schools' Registrar will send a Release of Student Records form to your student's previous school upon enrollment in order to obtain your student's records. It is the responsibility of your previous school to mail the records to Method Schools at that time.

Should you decide to withdraw from Method Schools and transfer to a new school, your new school will contact Method Schools to request your student's records, and we will mail the records to them.

Should you decide to withdraw from Method Schools and teach in the home, please contact our school offices and we will mail a copy of your student records to you.

Work Permits

Students requesting a work permit need to speak with their Method teacher, complete the required paperwork, and submit it to their Method Schools teacher. Work permits are only issued to students who meet the following guidelines the following guidelines after enrollment for a full quarter:

Attendance & Grades

- All students are expected to attend their scheduled classes during the designated class times. Regular attendance enables active participation, course material engagement, and teacher and peer interaction.
- Maintain at least a 2.0 GPA.

- Are not deficient in attendance or academic progress as indicated by placement in tiered re-engagement

Communication with Employers

- Student must inform their employer about the required high school class times. Communicate availability, ensuring the employer understands the commitment to the student's education.

Protected Class Time

To provide an optimal learning environment, we have set aside specific hours that are protected for required class time.

- High School; every Mon-Friday 10:00 am to 12:00 pm, students are expected to attend their scheduled classes without conflicting work obligations.

Smartfox Online Platform

- Log into Smartfox every scheduled school day before 3:00 pm.

Digital Citizenship and Policy

Method Schools will provide users with the privilege of email accounts for the purpose of school-related communication. Email accounts are hosted on and availability and use is restricted based on school policies. If users are provided with email accounts the account should be used with care. Users should not send personal information or attempt to open files or follow links from unknown or untrusted origins. Users should use appropriate language and only communicate with other people as allowed by the school policy. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage is monitored and archived.

Method Schools Position on Cyber Bullying and Digital Citizenship

- Cyberbullying will not be tolerated and is strictly forbidden.
- Engaging in cyberbullying to harm (physically or emotionally) another person will result in severe disciplinary action and loss of privileges.
- In some cases, cyberbullying can be a crime.
- Users should remember that digital activities are monitored and retained.
- Students shall receive age-appropriate education including, but not limited to appropriate online behaviors in social networking sites, chat rooms, electronic communications etc.; the dangers inherent with the online disclosure of personally identifiable information; and, consequences of unlawful activities, including cyberbullying awareness and response, and other unlawful or inappropriate online activities by students.

Social Media

Students cannot use their school email account to open social media accounts or for any other use than for school communication.

Hacking

There are both state and federal laws in place to protect the privacy of both email and social media. Hacking of either of these types of accounts is an illegal action by the student. Students need to be reminded that accessing another student's Method email, Google drive, or social media accounts is considered an illegal act but also a serious offense and will not be tolerated by Method Schools. Immediate disciplinary action will be taken.

Student Users should never share personal information including phone number, address, social security number, birthday, or financial information over the internet without permission from an adult. Users recognize that communicating over the internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others. Users should never agree to meet in real life someone they meet online without parental permission. If users see a message, comment, image, or anything else online that makes them concerned for their personal safety, they should immediately bring it to the attention of an adult.

Zoom Nettiquette

Disruptions in zoom meetings are considered a disciplinary offense and are taken seriously. Dropping into zoom meetings that are not a student's assigned meeting with the intent to disrupt will result in immediate disciplinary action.

Disruptive behavior includes but not limited to:

- Yelling
- Using obscene or profane language including racial slurs
- Making gestures
- Appearing in an undressed manner
- Showing visuals or sharing audio that is sexual or political in nature outside of the curriculum

Disciplinary action may include but not limited and dependent upon the seriousness of the offense:

- Meeting with HRT, Director of Dept, and or Senior Director of Schools
- Temporary hold on live sessions that will result in lost points for specific zoom classes and/or attendance
- Possible suspension from school

Cyberbullying

Cyberbullying will not be tolerated and can take on many forms. Understanding the different ways technology can be used to hurt others can help prevent it from happening.

- **Flaming**- Online fights using electronic messages with angry or vulgar language.
- **Harassment**- Repeatedly sending nasty, mean, and insulting messages.
- **Denigration**- "Dissing" someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.

- **Impersonation**- Pretending to be someone else and sending or posting material to get that person in trouble or damage their reputation.
- **Outing**- Sharing someone's secrets or embarrassing information or images online.
- **Trickery**- Tricking someone into revealing secrets or embarrassing information and then sharing it online.
- **Exclusion**- Intentionally and cruelly excluding someone.
- **Cyberstalking**- Repeated, intense harassment and denigration that includes threats or creates significant fear.

Loaner Laptops

Method Schools loans school laptops to students for academic purposes. It is the student's responsibility to care for the equipment and ensure it is maintained in a safe environment. If the computer is lost, stolen, or damaged, parents/guardians and the student need to notify the school immediately.

The laptop and all accessories are the property of Method Schools and is loaned to the student for educational purposes and only for the academic term. Students may not deface or destroy this property in any way. Inappropriate material on the machine may result in the student losing the use of this computer. The equipment will be returned to the school on a date to be requested or sooner if the student is discharged from school prior to the end of the school year.

If the laptop equipment is lost, stolen, or damaged while in the borrower's possession, the borrower is responsible for the replacement or repair thereof of the device the student was loaned. Method Schools issues different loaner devices for students ranging from \$179-799 based on their needs. Borrower will be given a loaner receipt that includes items assigned and their replacement cost at the time of receiving their loaner equipment. The borrower may use laptop equipment only for non-commercial and Method Schools purposes.

Student Responsibilities

Your laptop is an important learning tool and is for educational purposes only. The student must be willing to accept the following responsibilities.

- I know this computer is on loan to me. All school policies, procedures, applicable laws, and the Network and Internet Policy must be followed. I understand that any violation could result in the loss of the computer for my use.
- I will treat the laptop with care and will be responsible for using the laptop.
- I will not load or delete any software from the laptop and I will comply with all copyright laws.
- I will not give personal information when using the internet.
- I will not attempt to make any repairs to the laptop.
- I understand that misuse or inappropriate use as determined by school personnel may result in any and/or all of the following:
 - Student conference

- Parent conference
- Cancellation of access privileges and/or loss of computer privileges
- School disciplinary actions

Consumable/Non-Consumable Policy

- All materials ordered with state funding, including consumable items, such as workbooks, pencils, paper, clay, and any other materials consumable in nature, are the property of the school.
- Materials are loaned to enrolled students for their educational usage only. The items must be returned to the school via the assigned Enrollment Specialist when the student is done using that item, or when the student leaves the school.
- If an item has been "consumed" by the student—used up and no longer usable by any other student—then it can be "archived" by the Enrollment Specialist.
- If a student disenrolls or is dropped by the school prior to the end of the school year for any reason, all materials must be returned to the school within two business days. Families will be billed for any items not returned, including those that are consumable in nature. Student transcripts will not be released until all materials are returned. This includes Method Chrome books and charging cords.

Instructional Funding Policy

- The instructional funds (IF) are set up in the SF parent portal and parents can request for approved service vendors, request online managed licenses (OMLs), or choose to participate in school provided supplemental services and products.
- Instructional fund rates are subject to change each year.
- Instructional funding is prorated by day for late enrollment.
- All materials purchased with IFs is the property of the school and must be returned upon leaving our school; including consumables. Parents will be responsible to pay for materials lost, stolen, damaged, or not returned to the school.
- Method Schools has ultimate oversight of instructional funding expenditures.
- Students enrolled in Method Schools sponsored athletic programs use IF for their athletic training and do not receive a balance on their dashboard.
 - Students who withdraw from a Method Schools' athletic program will not receive further funds for the school year unless a prorated unused balance remains.
- Students who withdraw from Method Schools during the active school year and return within the same school year will not receive a new pro-rated balance but will have their prior balance reinstated unless they were actively enrolled in a Method Schools athletic program or the prior balanced was consumed.
- Student balances do not roll over school year to school year
- Balances are not paid out to families
- OMLs and vendor subscriptions are limited to specific deadline requests.

- Vendors who have students enrolled in Method Schools cannot invoice for services for their own child

Elementary School Policies

Attendance

Absence Defined

No login recorded in the curriculum platform and no work submitted for a school day.

Missed Engagement

Students who miss live instructional classes will lose 1-2 points from the live engagement course assignment weekly. Students who miss more than 2 live instructional engagements will be contacted to determine if academic interventions are needed to assist with supporting engagement.

Vacation/ Illness/ Family Emergency

Families must inform the Homeroom teacher by email and/or call the school line to inform them their student(s) will be out of school due to illness, vacation, or family emergency. Students who have appointments are not excused and are required to still log into their courses and submit work. Due to the independent online learning format, students can log into the platform and submit course work at any point during the day and evening to maintain good attendance standing.

Students going on vacation will need to work with their Homeroom teacher regarding work progress and plan. Parents need to provide 1 week or more notice if they will be on vacation and agree to the offline work plan. Parents are responsible for inputting the offline work into the learning journal for days “absent” and they should attempt to log into any required Live Instructional classes/1-1 meetings to meet the attendance requirements and avoid Tiering. The department lead and homeroom teacher will work together with the parent to support learning and a plan for the student to make up missed work.

Weekly Homeroom Meetings (1 on 1)

Students/ parents are required to email their homeroom teacher as soon as possible if they will miss their weekly meeting. The teacher will reach out with an alternative makeup day and time. Families are to make every effort to meet the rescheduling meetings.

- Students who miss 1 or more weekly meetings without rescheduling may be referred for tiered re-engagement under MTSS.

- 3 or more missed weekly meetings including continuous rescheduled meetings will be flagged for a Student Success Team Meeting.

Engagement

Students are required to log into the assigned curriculum platform daily to work on lessons, quizzes, and assignments. It is recommended that students spend a minimum of 4 hrs daily engaging in curriculum.

Morning Meetings

Morning meetings daily by grade level are required.

Pacing Guides

The weekly pacing guide will be broken down into daily chunks and students will receive daily goals aligned with the weekly pacing. Unless specified otherwise by the student's homeroom teacher.

5th Grade

Students will be assigned a grade level Math, Language Arts, and Science (5th grade only) live instruction class. Attendance is mandatory for live instruction classes. Class attendance is 5 points in that subject class course. Missed classes impact a student's grade.

iReady Diagnostic Testing

iReady diagnostics conducted during regular intervals assess and determine a student's need for Supplemental Supports under MTSS. Students whose scores determine supplemental supports are needed are required to attend the assigned Supplemental Math and/or Language Arts class during the week. Students will remain in supplemental support classes until they have shown adequate progress toward grade level growth.

Weekly 1 to 1 Meeting

Weekly meetings with a Homeroom teacher are required. This is a 30-minute meeting with the Homeroom teacher assigned to the student. Students will discuss course progress, work on assignments, receive personal academic support from their homeroom teacher. It is also a requirement for attendance.

Live Instruction

Class Behavior & Expectations

Students are expected to demonstrate respect during live instruction classes, 1 to 1 meetings, supplemental support classes, and with communication to all Method Staff. Come prepared to class with the necessary materials. Computer charged, paper, and pencil

Student expectations during live instruction:

- Muting during instruction
- Raising hand
- Positive attitude
- Respectful chat with staff and students
- Cameras on
- First & Last name on Zoom
- Dress in appropriate attire
- No distracting behavior
- Response to teacher's instructions/questions/ and participation

Students who cause disruptions or disrespectful behavior/ communication in class will be warned and parents/guardians notified.

Disruptive behavior as described but not limited to:

- Inappropriate comments involving threats
- demeaning comments aimed at a student(s) or teacher
- Inappropriate in a sexual content
- Distractive and off topic
- Camera filters/ or actions behind the camera

Continued issues will result in a behavior contract created by the Homeroom teachers, department lead and signed by parent and student. Behavior contract may include:

- restriction(s) to class
- breakout room for time-out of no more than 5 min.
- Positive reinforcement for behavior
- Time limit on the behavior contract

Curriculum

Students in 2-5 will be provided with log in access to the Smartfox curriculum platform. Students in Kindergarten through first grade will be provided login information for the K12 curriculum platform.

- Each student will also work within the iReady program daily equaling 45 minutes in Math and 45 minutes in Reading.

*** Changes to curriculum or assignments will be approved by the homeroom teacher and Director of K8 or with the direction of the Special Education Director where applicable.**

8 work samples are required each learning period, though more assignments are required to make adequate progress in each class.

Grading Policy

Grades 3-5 Grading Scale

A	90 - 100
B	80 - 89
C	70-79
D	60-69
F	Below 60

Grades K-2 Grading Scale

E	Exceeds Expectations
M	Meets Expectations
P	Partially Meets Expectations
I	Incomplete

Report Cards

Report cards are issued at the end of Semester 1 and Semester 2. Homeroom teachers will conference with students and parents the week after report cards are sent out for Semester 1. Parents will be invited to their student's scheduled 1 to 1 for a remote call or zoom.

Progress Reports

Progress reports are sent out quarterly. These are mid-point progress grades between semester grades. Homeroom teachers may give more frequent reports at that discretion and that of a SSM and department lead. Greater frequency of progress reports will occur with Academic and Attendance Action Plan.

Middle School Policies

Middle School Academic Policy

Progress in Curriculum

Method Schools offer students the opportunity to work in a self-paced learning environment where academic course levels are tailored to meet the student at his/her point of need. With this being said;

- Progress is logged daily. Students must make continuous progress (actively engaged and completing assignments) in the curriculum.
- Students are required to complete diagnostic testing (done typically three times in the school year) per their homeroom teacher to determine progression.

Students are required to attend daily live subject session courses that will be assigned by their homeroom teacher. Students must attend a live session for each of their assigned courses and Targeted Direct Instruction if assigned to the student. Students may receive additional support via study halls.

Lack of Progress

Teachers will send parents/students an email reminder if there has been no academic engagement documented in SF by 3:00 pm. It is expected that students will login to SF to either work in their courses or record other academic activities into their Learning Journals by 11:00 pm.

If there is no recorded activity in SF or SF learning journal, it is considered an unexcused absence and will be handled according to the response below:

Grade Level Promotion

Method Schools start with the expectation that most of our students who regularly attend school will be promoted to the next grade level by the end of the school year. Grade-level promotion is not based solely on percentages, numbers of lessons completed, or test scores. Rather, grade-level promotion is based on a more comprehensive view that includes satisfactory progress in skill development, acceptable attendance, prior school experience, and achievement on lesson assessments and teacher assessment of student ability. As would be the case in a traditional classroom, students at Method will exhibit a significant range of achievement in a certain grade and most students in this range will move to the next grade.

Report Cards

Method Schools will provide a written report card or progress report for each student:

- At the end of each QUARTER (Progress report)
- At the end of each SEMESTER (Report card)

The report card will include an indicator of the student's progress as well as a short narrative report provided by the child's teacher.

Grades 6-8 Grading Scale

A	90 - 100
B	80 - 89
C	70-79
D	60-69
F	Below 60

Each report of progress is a “snapshot,” an important indicator of where a student is in his or her lesson schedule in a particular grade. Progress and achievement will vary according to lesson planning, teaching schedules, the date when a student enrolls, the student's learning style, and aptitude.

Students beginning after the start of school will receive a progress report based on the completion of lessons in accordance with the amount of time they have been enrolled.

Late Work

The belief and expectation of our faculty and school governance structure is that our students will work to exceed their goals and personal expectations. Method Schools Faculty strives to support all students in this endeavor. The course instructor and/or homeroom teacher will work to support students with missing or late assignments. Grading and content penalties may apply to assignments once submitted.

Middle School Attendance Policy

Independent Study Master Agreement (ISMA)

California Independent Study regulations require that any student enrolled in Method Schools has signed an Independent Study Master Agreement on file for each year they are enrolled. The student, the parent/guardian and our teachers must sign the agreement. Additionally, should a learning coach other than the parent/guardian be responsible for instruction, he/she must also sign the Master Agreement. Please work with your teacher to ensure that your child's ISMA is signed in a timely manner. ISMAs **without** all signatures will not be considered enrolled until all signatures are collected.

“Failure to provide a signed Independent Study Master Agreement prior to each year will result in your child’s withdrawal from our program due to this state requirement.”

Attendance

Absence Defined

No login recorded in the curriculum platform and no work submitted for a school day.

Missed Engagement

Students can make up missed classes by completing the missed assignment and turning it in within 1 week from the missed class for 3 of the 5 points.

Make-up work must be completed within 1 week of missed class for credit. Unless special circumstances and the Homeroom teacher agrees with department’s lead’s approval.

Any further absences will result in a Student Success Team meeting for academic intervention.

Vacation/ Illness/ Family Emergency

Families must inform the Homeroom teacher by email and/or call the school line to inform them their student(s) will be out of school due to illness, vacation, or family emergency. Students who have appointments are not excused and are required to still log into their courses and submit work. Due to the independent online learning format, students can log into the platform and submit course work at any point during the day and evening to maintain good attendance standing.

Students going on vacation will need to work with their Homeroom teacher regarding work progress and plan. Parents need to provide 1 week or more notice if they will be on vacation and agree to the offline work plan. Parents are responsible for inputting the offline work into the learning journal for days “absent” and they should attempt to log into any required Live Instructional classes/1-1 meetings to meet the attendance requirements and avoid tiering. Vacation days are not considered “excused” due the nature of independent study program.

Weekly Homeroom Meetings (1 on 1)

Students/ parents are required to email their homeroom teacher as soon as possible if they will miss their weekly meeting. The teacher will reach out with an alternative makeup day and time. Families are to make every effort to meet the rescheduling meetings.

- Students who miss 1 or more weekly meetings without rescheduling may be referred for tiered re-engagement.

- 3 or more missed weekly meetings including continuous rescheduled meetings may result in referral for a Student Success Team Meeting.

Engagement

Students are required to log into the assigned curriculum platform daily to work on lessons, quizzes, and assignments. It is recommended that students spend a minimum of 4 hrs daily engaging in curriculum.

Live Content Sessions

Live content session meetings daily by grade level and subject are required. Attendance is mandatory for live instruction classes. Class attendance is 5 points in that subject class course. Missed classes impact a student's grade.

Pacing Guides

The weekly pacing guide will be broken down into daily chunks and students will receive daily goals aligned with the weekly pacing. Unless specified otherwise by the student's homeroom teacher.

iReady Diagnostic Testing

iReady diagnostics conducted during regular intervals assess and determine a student's need for Supplemental Supports under MTSS. Students whose scores determine supplemental supports are needed are required to attend the assigned Supplemental Math and/or Language Arts class during the week. Students will remain in supplemental support classes until they have shown adequate progress toward grade level growth.

Weekly 1 on 1 Meeting

Weekly meetings with a Homeroom teacher are required. This is a 30 minute meeting with the student's Homeroom teacher. Students will discuss course progress, work on assignments, receive personal academic support from their homeroom teacher. It is also a requirement for attendance.

Live Instruction

Class Behavior & Expectations

Students are expected to demonstrate respect during live instruction classes, 1 on 1 meetings, and with communication to all Method Staff. Come prepared to class with the necessary materials. Computer charged, paper, and pencil

Student expectations during live instruction:

- Muting during instruction
- Raising hand
- Positive attitude
- Respectful chat with staff and students
- Cameras on
- First & Last name on Zoom
- Dress in appropriate attire
- No distracting behavior
- Response to teacher's instructions/questions/ and participation

Students who cause disruptions or disrespectful behavior/ communication in class will be warned and parents/guardians notified.

Disruptive behavior as described but not limited to:

- Inappropriate comments involving threats
- demeaning comments aimed at a student(s) or teacher
- Inappropriate in a sexual content
- Distractive and off topic
- Camera filters/ or actions behind the camera

Continued issues will result in a behavior contract created by the Homeroom teachers, department lead and signed by parent and student. Behavior contract may include:

- restriction(s) to class
- breakout room for time-out of no more than 5 min.
- Positive reinforcement for behavior
- Time limit on the behavior contract

High School Policies

Daily Academic Engagement

Students must engage in academic activity each scheduled school day, Monday through Friday. Examples of academic activities include viewing lessons, completing quizzes, submitting assignments, and meeting with teachers. Meetings with teachers and attending study halls are also considered academic activities. If students do not login to Smartfox while completing academic activities (for instance, reading or writing assignments outside of Smartfox, academic project participation, meetings with teachers, etc.), **students must record those activities into their Learning Journals via the Smartfox Student Dashboard Missing Activity Report.**

3:00 PM Attendance Letter

If there has been no academic engagement documented in Smartfox by 3:00 pm, Monday through Friday, teachers will send parents and students an email reminder. Communication to the parent/guardian number on file will also be sent notifying of the “absence”. It is expected that students will log in to Smartfox to work in their courses or record other academic activities into their SmartFox Learning Journals that evening.

If there is no recorded activity in Smartfox or the student’s Smartfox Learning Journal, it is considered an **unexcused absence**.

Meeting Participation

1 on 1 Meetings - Students must attend weekly or 2x weekly 1 on 1 HRT meetings. If a student is unable to attend their scheduled meeting, they must provide a 24 hour notice to the HRT. Missing a 1 on 1 meeting with no 24 hour notice will result in an unexcused participation absence and a letter of notification will be issued to parent, student, and Student Success Manager.

Missing 2 consecutive 1 on 1 meetings will result in a mandatory Parent/Student/Teacher Conference. Students who miss more than four 1 on 1 meetings in any one semester will be recommended for an SST (Student Success Team Meeting) and are at risk of withdrawal.

Office Hours - Office Hour participation is voluntary for students who are academically on track. HRTs may require students to attend Office Hours as an academic support intervention any time a student's grade drops below a 60% based on low scoring graded items or falling behind the assigned pacing guide.

After the grade is above 60%, attendance is again voluntary. Once an Office Hour is assigned by the HRT and a student fails to attend, it is considered a participation absence and falls under the same policy as missed 1:1 meetings. Missing 2 consecutive assigned Office Hours, either excused or unexcused, will result in a mandatory Parent/Student/Teacher Conference. Students who miss more than 4 assigned Office Hours in any one semester will be recommended for an SST and are at risk of withdrawal.

Academics

Course Placement

After initial enrollment, students will take the NWEA placement diagnostic assessment, and a counselor will review transcript and/or withdrawal grades from previous high school. Students will be enrolled into 6 courses equalling 30 credits unless there are extenuating circumstances.

Personalized Pacing

Based upon results of initial NWEA placement diagnostic exam and review of past academic performance, each course will have personalized pacing options available to best fit the student's needs.

Accelerated Pacing

To qualify for accelerated pace Math and English courses (6 week completion pace), students must score at or above grade level on their NWEA Reading and Math Placement diagnostic assessment. All students, including those that placed at or above grade level on their placement assessment, may participate in full semester Math and English courses.

Satisfactory Progress

Students are expected to maintain satisfactory academic progress in all assigned courses and complete assigned work **daily**, Monday through Friday. We recommend that students spend between 4-6 hours per day participating in academic activities. Progress reports are sent to parents frequently each semester.

HRTs will work with students to make sure the weekly assigned work is challenging and feasible. Any failed course will need to be repeated to replace the failing grade.

Supplemental Supports

Additionally, to ensure that all students attain proficiency in Math and Language Arts, 9th-11th grade students are required to meet proficiency on the annual NWEA assessment and additional diagnostics. Students not performing at grade level will be referred to supplemental support under MTSS and will be required to attend weekly math or ELA supplemental live sessions until they can show adequate progress toward grade level standards.

Year Round Option

Students who do not maintain satisfactory progress in credit completion will be encouraged to attend year-round to remain on track for graduation. All high school students may attend Method year round to meet their graduation timeline goals.

Grading Scale (9-12)

Letter Grade	Percent Grade	4.0 Scale
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0

D	60-69	1.0
F	Below 60	0.0

Graduation Requirements (BP 5130)

To prepare students for a rigorous post-secondary education, Method Schools offers a course catalog that includes courses with a-g and NCAA approval. All core courses align with the state's current academic standards and frameworks.

Any student wishing to attend Method Schools at the beginning of any school year, but coming in with previously failed core classes will be required to begin school on the first day of the new school year.

The following guidelines refer to graduation requirements for students seeking a diploma or Certificate of Educational Achievement from Method Schools:

1. Students shall maintain a satisfactory citizenship record.
2. Five credits will be given for each semester course satisfactorily completed; the full number of credits may be granted to a student who satisfactorily completes the requirements for each course in less than the prescribed time. Fewer than five credits may be earned in variable credit courses. Any variation from this must be done on an individual basis and have prior approval of the high school principal.
3. A student who has not fulfilled the requirements of either the high school diploma or the Certificate of Educational Achievement shall not participate in the graduation ceremony. A student with or without a disability may be awarded a Certificate of Educational Achievement if the student has met at least one of the following requirements:
 - a. Satisfactory completion of all coursework required by the course of study approved by the Governing Board.
 - b. Satisfactory completion of the goals and objectives or an alternative course of study as defined on the student's Individual Education Plan (IEP).

Although such students do not receive a high school diploma, students earning a Certificate of Educational Achievement may participate in all graduation ceremonies and activities with no distinction from those who receive diplomas. (CA Ed Code § 56390 - 56392). *Pursuant to AB 181 section 51225.31, some students with significant cognitive disabilities may qualify for California's Alternative Pathway to a Diploma.*

4. Students graduating with the classes of 2028 and beyond shall complete a minimum of 220 credits including the requirements outlined below. Students may begin earning credits toward high school graduation upon the completion of the eighth grade.

Students will meet the graduation requirements for their class at the time their original (entering) class graduates. (Under normal circumstances the original class is defined as that ninth-grade class that the student was (or would have been) a part of when they entered high school.)

Our goal at Method Schools is to prepare every high school student for their post-secondary aspirations. While all students are encouraged to complete the minimum requirements for college admission regardless of their post-secondary plans, students who graduate with a Method Schools diploma are required to take a rigorous course of study that includes at least the following minimum requirements:

Students shall obtain a minimum of 220 credits as follows*:

English	40 credits
Math	30 credits (algebra, geometry required)
Science	30 credits (physical, biological/life science w lab)
Social Studies	30 credits (world history, US history, government/economics)
Health	5 credits (CHYA requirements are met in this course)
PE	20 credits** (10 credits must be obtained during freshman year) ** <i>unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)</i>
Fine Arts or World Language or CTE	10 credits
Ethnic Studies	5 credits (<i>beginning with the class of 2030 per CA AB 101</i>)
Electives	55 credits (<i>50 additional elective credits beginning with the class of 2030</i>)
*Per AB 167, students in foster care who transfer to a new school while in grades eleven or twelve may be able to graduate from high school without meeting the local graduation requirements that exceed the state minimum course requirements. In these cases, the district [or school] would need to conclude that the student would not reasonably be able to complete the additional local graduation requirements during the student's remaining time in high school.	

A-G Eligibility

In order to be a-g eligible, students are required to earn an additional 10-20 credits and are required to take specific courses in addition to graduation requirements. Students will be advised by their counselor regarding required courses to meet the a-g requirements.

Subject	Credits

Area A: English	Same as grad rqmts
Area B: Mathematics (Algebra req.)	10 addl credits recommended
Area C: Social Science	Same as grad rqmts
Area D: Science (Including Biology w/Lab and a Physical Science w/Lab)	Same as grad rqmts
Area E: World Languages*	20 in same language
Area F: Visual/Performing Arts	10 in same course
College-Prep Elective (chosen from A-F categories, or another approved UC course)	10

Additional Requirements for College-Bound Students:

- GPA 3.0 (3.4 for non-residents) in all A-G courses with no grade below a C

- *Waiver of World Language requirement:

If you can demonstrate competency in a language other than English that is equivalent to or higher than that expected of students who have completed two years of a language other than English study, you may be allowed a waiver for this language requirement. For further information, contact the campuses to which you are applying.

NCAA eligibility = 220-230 Credits required to graduate

To meet eligibility requirements for NCAA, students must complete an additional 10 credits and are required to take specific courses in addition to graduation requirements.

Subject	Credits
English	Same as grad rqmts
Math (Algebra req.)	+10**
Social Science	+ 10**
Science (Including Biology w/Lab and a Physical Science w/Lab)	+10*

World Languages (Suggested 2 years of the same language)	+20**

Additional Requirements for NCAA Student-Athletes:

- Register on the NCAA Eligibility Center in grade 10
- *English, math, or natural/physical science: One additional year of any (10 credits)
- **English, math, natural/physical science, social science, foreign language, comparative religion or philosophy - 4 additional years (40 credits)
- Complete 10 core courses, including seven in English, math, or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.

Additional Requirements for Students Interested in Joining the Military:

- Review the specific requirements for each branch of the military before contacting a recruiter. *Do your homework.*
- Speak with a recruiter regarding taking the ASVAB exam.

Course Transfer Policy

Students enrolled late and transferring in from a prior school will have their transcripts reviewed. Every effort will be made to place the students in corresponding courses to complete for full semester credit.

Counselors and administrators will review the courses and standards to ensure that the courses match standard alignment.

- UC/CSU approved
- Counselor/ Principal verification

Transferring credits from a school using a different credit system, Method School will evaluate the course and transfer the course and credits into the appropriate format. (i.e., quarter to semester, trimester to semester).

Additional Requirements for Students Interested in Joining the Military:

Community college courses must be taken under concurrent enrollment to be transferable for dual credit. Non-remedial academic courses taken at a community college can be credited as dual college and high school credit.

Counselors and administrators will review the courses and standards to assess that the courses match high school credit categories and will approve the enrollment with the community college.

Transfer Credits Withdrawn Students

Students transferring out before the end of a semester will receive partial credit if they have completed paced work with a transfer grade. Students missing a significant amount of paced work at the time of withdrawal with a failing grade of an F will have noted “in progress” and no credit transferred.

Changes in Class Schedule

Students may drop with a W no later than the drop dates established by Method Schools calendar, 2 weeks after the semester starts.

Drops after the deadline shall receive an F grade on the transcript unless otherwise decided by the school director or designee because of extenuating circumstances.

Attendance for students marked with a W will also be marked as “No Activity” (Red) if they drop both classes or did no work in general. Students will be marked drop on the day of the drop, not the day of last work.

Requirements for Concurrent Enrollment in Community College

High school students actively enrolled at Method Schools are expected to complete the majority, if not all, of their high school-earned credits in Method Schools-approved high school courses. Students may earn dual high school credit from a California community college, based on review and approval of the course or courses by Method Schools. Students must complete the college’s Concurrent Enrollment form and submit it to Method Schools for approval. Students must submit the form and be granted approval prior to beginning the course. Method Schools will approve or not approve the submitted course, based on demonstrated rigor, alignment to the standards, need, student status in their Method Schools courses, and Method Schools’ Board approved graduation requirements. Approved courses may or may not be eligible for UC A-G approval.

Method high school students wishing to enroll in a community college must submit all forms to their Method College Counselor prior to enrollment in each semester. Students are free to select courses they’re interested in, but the counselor may suggest courses that meet their educational needs. **Not all courses students take at a community college will be granted high school credit and all courses must be pre-approved by the student’s Method Schools counselor.** Students will only be permitted to register for classes that their counselor approves. Each form needs to be signed by the student’s Method Schools Counselor. Students must also have the signature of a parent or guardian authorizing the student’s participation in the program on their Concurrent Enrollment form.

Students are limited to six units, or two classes, per semester if they are in good academic standing with Method Schools.

All coursework taken will appear on the student's community college transcript. If the coursework is pre-approved the student will receive credit from Method Schools on their high school transcript. Method Schools accepts no financial responsibility for students taking community college courses and students must be aware that there are possible book, lab, and other costs associated with attendance at the community college.

The community college is not responsible for the supervision of minor students anywhere on campus outside of the classroom setting. College faculty are not expected to wait with students until their ride arrives. At times, classes may be dismissed early. A student's college course attendance requirement may not supercede any synchronous requirements for Method Schools.

Students must adhere to all college policies on course requirements, attendance, dates and deadlines, and any other applicable policies and procedures including the Student Code of Conduct. See the college catalog or schedule of classes for policies.

Steps for High School Concurrent Enrollment

1. Select a College, read the class schedule, and choose a course you would like to take.
2. Meet with your Method Schools Counselor to discuss course choice.
3. Get your parent's approval for attending a college class.
4. Complete an admissions application from the community college as a Concurrent Enrollment student.
5. Submit the high school [concurrent enrollment form](#) to the Method Schools Counselor to obtain their signature and discuss your selection. Some colleges submit these documents to counselors digitally so be sure you have your Method Schools counselor's correct email address.
6. Students may be required to take assessments if enrolled in English, Math, or ESL courses and must adhere to any prerequisite requirements.
7. In order for students to receive their concurrent enrollment credit, Method Schools must receive the final transcript with the class taken from the community college.

2023-2024 Student Services Annual Notices

Animal Dissections

Method Schools utilizes virtual labs. However, in the case that educational projects or in-person activities involve the use of animals, pupils may choose to refrain from participating in educational

projects involving the harmful or destructive use of animals based on moral objections, and may complete an alternative educational project acceptable to the teacher. In order to refrain from participation, a parent or guardian must submit a written note of the objections to participating in an educational project involving the harmful or destructive use of animals. The written note may be submitted via email to the homeroom teacher.

Availability of Health Insurance

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals [“DACA”] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. MediCal enrollment is available year-round. Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:

http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

Method Schools shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil's family.

Availability of Prospectus

Method Schools makes available to any parent or legal guardian, a school prospectus, including the curriculum, titles, descriptions, and instructional aims of every course offered via its website: methodschools.org.

Upon request, Method Schools will make available a print copy to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, Method Schools may charge for the prospectus in an amount not to exceed the cost of duplication.

Cal Grant Program [HERE](#)

All pupils enrolled in grade 12 will be deemed Cal Grant applicants, unless they, or their parent or guardian if the pupil is 17 years or younger, specifically opts-out of such notification. Method Schools will electronically submit each 12th grade pupil's grade point average by October 1, including the sophomore year, the summer following the sophomore, and the junior year, and the

summer following the junior year. A pupil of 18 years of age or a parent or guardian of a pupil 17 years or younger, may by written statement, opt out of the Cal Grant program.

Cal Grants are for students who are pursuing an undergraduate degree or vocational or career training, and do not have to be repaid. In addition to meeting the financial criteria and Cal Grant requirements, you must:

- submit the [FAFSA](#) or [CA Dream Act Application](#) and your verified [Cal Grant GPA](#) by the deadline
 - be a U.S. citizen or eligible noncitizen or meet AB540 eligibility criteria
 - be a California resident for 1 year
 - attend a qualifying California college
 - not have a bachelor's or professional degree
 - have financial need at the college of your choice
 - have family income and assets below the minimum levels
 - be enrolled or plan to enroll in a program leading to an undergraduate degree or certificate
 - be enrolled or plan to enroll at least half time
 - not owe a refund on any state or federal grant or be in default on a student loan
 - not be incarcerated
 - maintain the Satisfactory Academic Progress standards as established by the school.
- Recipients who do not meet the standards are ineligible for Cal Grant payment and will not use eligibility during the terms they are ineligible for payment.

Concussion & Head Injuries

Pursuant to the athletic programs offered by Method, (apart from athletic activity during the regular school day or as part of a physical education course) Method will provide each student athlete's parent and guardian with a "concussion and head injury" information sheet. A signed notice of verification shall be signed and returned by the athlete's parent or guardian before the athlete may participate in practice or competition. Also, pursuant to the athletic programs offered by Method (apart from athletic activity during the regular school day or as part of a physical education course) Method shall annually give the Opioid Factsheet for Patients to each athlete. The athlete, and if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign the document acknowledging receipt of the factsheet and return it to the district before the athlete initiates practice or competition.

English Immersion Program

In order to facilitate parental choice of program, Method will inform any parent or guardian of a pupil who is to be placed in a structured English immersion program and will notify the parent or guardian of an opportunity to apply for a parental exception waiver.

Human Trafficking Prevention

The governing board of Method will work with their schools that maintain any grades 6 to 12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods in those schools by January 1, 2020.

Immunizations

All of the following are required for enrollment into Method Schools

- Diphtheria
- Measles
- Mumps (except for children who have reached the age of 7 years old)
- Pertussis (whooping cough)
- Poliomyelitis
- Rubella
- Tetanus
- Hepatitis B
- Varicella (chicken pox) – persons already admitted into California public or private schools at the Kindergarten level or about, before July 1, 2001, shall be exempt from Varicella immunization requirements for school entry.
- TDAP (pertussis) – the TDAP must be administered after a student's seventh birthday but before entering the 7th grade.

The schools' verification of immunization is through written medical records from your doctor or immunization clinic. Exceptions are allowed under the following conditions:

- o The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain identifying the specific nature of probable duration of the medical condition.
- o As of January 1, 2016, due to Senate Bill 277, a parent may no longer request exemption of their child from immunization for personal or religious beliefs for students. The bill does exempt pupils enrolled in an independent study program, who do not receive classroom-based instruction. Any child leaving the United States for a short vacation, to any country considered by Center of Disease Control and Prevention (D) to have increased risk of TB exposure, such as, Mexico, Philippines, India or Southeast Asia must call the County of Tuberculosis clinic for TB screening upon return.

Involuntary Removal Process

No student shall be involuntarily removed by Method Schools for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or,

if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder.

The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with Method Schools expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Method Schools issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to Method Schools suspension and expulsion policy. Upon parent/guardian request for a hearing, Method Schools will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of Method Schools expulsion hearing process. If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If a parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. Page 8 of 40 A hearing decision not to disenroll the student does not prevent Method Schools from making a similar recommendation in the future should student truancy continue or reoccur.

Mental Health Services

Method Schools recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at Method Schools and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child: Available on Campus: • School-based counseling services – your child is encouraged to directly contact Jade Fernandez, Head of Schools, by coming into the main office during school hours and making an appointment to speak with a counselor. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary. • Special education services – if you believe your child may have a disability, you are encouraged to directly contact Christine Young, Special Education Director at 951-461-4620 X 7019 to request an evaluation.

Refer to the below resources available for your student:

- CareSolace - a concierge service which will connect you to local mental health resources. Information can be found at www.caresolace.com/ms or by calling 24/7 at 888-515-0595 or email weserve@caresolace.org
- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit www.thetrevorproject.org
- ROWI Teen & Parent Wellness Centers - This organization provides comprehensive mental health services for teens with locations across Southern California. www.ROWIteen.com

Prescription medication while on campus – if your child requires prescription medication during school hours while participating in an in-person activity and you would like assistance from School staff in providing this medication to your child, please contact your child’s homeroom teacher and the Director of Schools.

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the Registrar if you have questions about this requirement.

Parent and Family Engagement

Method Schools aims to provide all students in our school significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act (“ESEA”). Method Schools staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of Method Schools complete Policy is available upon request in the main office.

Pregnant and Parenting Students

Method Schools recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil’s physician, which the pupil may take before the birth of the pupil’s infant if there is a medical necessity and after childbirth during the

school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. Method Schools will ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program. Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during the pregnant or parenting pupil's leave, including, but not limited to, makeup work plans and re enrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in Method Schools if it is necessary in order for the pupil to be able to complete any graduation requirements, unless Method Schools determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school. Complaints of noncompliance with laws relating to pregnant or parenting pupils may be filed under the Uniform Complaint Procedures ("UCP") of Method Schools. The complaint may be filed in writing via the website. A copy of the UCP is available for download on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Director of Schools.

Right to Ask for Teacher Qualifications

Parents or guardians of all pupils may request specified professional qualifications of the student's classroom teacher(s) and assigned paraprofessional(s).

School Safety Plan

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

Method Schools has established a Comprehensive School Safety Plan. The Plan is available upon request via the website.

Section 504 Notice

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is

accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Sexual Health Education

Students enrolled in Method Schools programs or activities may receive instruction in personal health and public safety, which may include accident prevention, first aid, fire prevention, conservation of resources, and health education including comprehensive sexual health education and HIV prevention. Method plans to provide comprehensive sexual health education and/or HIV prevention education in grades 7 and 11. The instruction shall include, among other things, information about sexual harassment, sexual abuse, and human trafficking. Information on human trafficking shall include both of the following: a. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and b. Information on how social media and mobile device applications are used for human trafficking. Students will be taught by Method personnel or an outside agency. If Method decides to arrange for an outside consultant to provide comprehensive sexual health education and/or HIV prevention education, Method will provide notice to parents no fewer than 14 days before the instruction is delivered by mail or another form of communication. A pupil's parent or guardian has the right to request from Method, a copy of the California Healthy Youth Act, Education Code section 51930, et. seq. A pupil's parent or guardian also has the right to inspect and review the written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education by contacting the school in which their child is enrolled. A pupil's parent or guardian may submit a written request to excuse the pupil from participation in any class involving comprehensive sexual education or HIV prevention education by submitting their request in writing to the school in which their child is enrolled. The excused pupil shall not be subject to disciplinary action, academic penalty, or other sanction if the pupil's parent or guardian declines to permit the pupil to receive comprehensive sexual health education or HIV prevention education. Alternative educational activity shall be made available to pupils whose parents or guardians have requested that they not receive this instruction.

State Testing: CAASPP

As members of a public charter school, our students participate in all state-mandated tests. Participation rates are critical to the success of our school. According to recent regulations, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California.

A testing schedule will be distributed to all families. Individual student performance results on statewide achievement testing will be distributed to both parents and teachers in a timely manner.

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Policies

Education of Foster, Homeless Children & Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

1. "Foster/Juvenile Court Youth" refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. "Former juvenile court school pupils" refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to Method Schools.
3. "Child of a military family" refers to a student who resides in the household of an active duty military member.
4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to Method Schools from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of his or her immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as "Foster and Mobile Youth."

Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent."

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison. School Liaison: The School Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)): Jade Fernandez, Senior Director of Schools, jfernandez@methodschoools.org or 38750 Sky Canyon Rd., Suite B, Murrieta, CA 92563

The School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at Method Schools.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by Method Schools, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, Method Schools, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging

State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act. The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/Acceptance of Course Work>: Method Schools will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

For any homeless student who enrolls at Method Schools, a copy of Method Schools complete policy shall be provided at the time of enrollment. The complete Policy is available below: Method Modern Public Schools / methodschools.org / info@methodschools.org / 951-461-4620

Notification of Rights of Children of Military Families and Other Protected Pupils

A pupil who is a “child of a military family” is defined as a school-aged child or children, enrolled in kindergarten through twelfth grade, in the household of an active duty member. “Active duty” means full time status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. sections 1209 and 1211. Children of military families who transfer between schools any time after the completion of the pupil’s second year of high school shall be exempt from all coursework and other graduation requirements adopted by the governing board of the local educational agency that are in addition to the statewide coursework requirements, unless the local educational agency makes a finding that the child of a military family is reasonably able to complete the local educational agency’s graduation requirements in time to graduate from high school by the end of the pupil’s fourth year of high school.

Within 30 days of the child of a military family’s transfer into a school, the local educational agency should determine whether the child of a military family is reasonably able to complete the local educational agency’s graduation requirements within the pupil’s fifth year of high school. If the pupil is reasonably able to complete the local educational agency’s graduation requirements within a fifth year of high school, the local educational agency shall do all of the following:

- (1) Inform the pupil of his or her option to remain in school for a fifth year to complete the local educational agency’s graduation requirements.
- (2) Inform the pupil, and the educational rights holder, about how remaining in school for a fifth year to complete the local educational agency’s graduation requirements will affect the pupil’s ability to gain admission to a postsecondary educational institution.

(3) Provide information to the pupil about transfer opportunities available through the California Community Colleges.

(4) Permit the pupil to stay in school for a fifth year to complete the local educational agency's graduation requirements upon agreement with the pupil, if the pupil is 18 years of age or older, or, if the pupil is under 18 years of age, upon agreement with the educational rights holder.

Within 30 calendar days of the date that a pupil who is a child of a military family who may qualify for the exemption from local graduation requirements transfers into a school, the school district shall notify the pupil and the pupil's parent or guardian of the availability of the exemption and whether the pupil qualifies for an exemption.

If the District fails to provide timely notice, the pupil shall be eligible for the exemption from local graduation requirements, even if that notification occurs after the pupil no longer meets the definition of "a child of a military family." If a child of a military family is exempt from local graduation requirements pursuant to this section and completes the statewide coursework requirements before the end of his or her fourth year of high school and that pupil would otherwise be entitled to remain in attendance at the school, a school or local educational agency shall not require or request that the pupil graduate before the end of his or her fourth year of high school, nor shall the child of a military family be required to accept the exemption or be denied enrollment in courses for which they are otherwise eligible.

If a child of a military family is not exempt from local graduation requirements or has previously declined the exemption pursuant to this section, a local educational agency shall exempt the pupil at any time if an exemption is requested by the pupil and the pupil qualifies for the exemption. The exemption shall apply after the pupil no longer meets the definition of "a child of a military family" while he or she is enrolled in school or if the pupil transfers to another school or school district.

A school district shall not require and a parent or guardian shall not request a child of a military family to transfer schools solely to qualify the pupil for an exemption under this section.

The local educational agency shall accept coursework satisfactorily completed by a pupil who is a child of a military family while attending another public school (including schools operated by the United States Department of Defense), a juvenile court school, or a nonpublic, nonsectarian school or agency even if the pupil did not complete the entire course and issue that pupil full or partial credit for the coursework completed.

The local educational agency may not require a child of a military family to retake a course if the pupil has satisfactorily completed the entire course in a public school, a juvenile court school, or a nonpublic, nonsectarian school or agency. If the pupil did not complete the entire course, the local educational agency may not require the pupil to retake the portion of the course the pupil completed unless the local educational agency in consultation with the educational rights holder, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the child of a military family shall be enrolled in the same or equivalent course, if applicable, so that the pupil may continue and complete the entire course. The pupil shall not be prevented from taking or retaking a course to meet eligibility requirements for admission to the California State University or University of California.

A complaint of noncompliance with the requirements of this section may be filed with the local educational agency under the Uniform Complaint Procedures set forth in Chapter 5.1

(commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations. A complainant not satisfied with the decision of a local educational agency may appeal the decision to the CDE and shall receive a written decision regarding the appeal within 60 days of the CDE's receipt of the appeal. If a local educational agency finds merit in a complaint, or the Superintendent finds merit in an appeal, the local educational agency shall provide a remedy to the affected pupil.

The above protections shall also apply to pupils in foster care, pupils who are homeless, former juvenile court school pupils, migratory children, and pupils participating in a newcomer program, as defined in Education Code section 51225.2(a)

Educational Records and Student Information Policy

Your student's records may be viewed at any time pursuant to the Notification of Rights under FERPA. Please provide our office with five (5) days notice so that the record may be pulled. The record must be viewed in the presence of Method Schools Administrative Staff Member. Students who transfer into Method Schools will complete the Release of Student Records Form Included in the student enrollment package. Our office will send this form to your student's previous school upon receipt in order to obtain your student's records. It is the responsibility of your previous school to mail the records to Method Schools at that time. Should you decide to withdraw from Method Schools and transfer to a new school, your new school will contact Method Schools to request your student's records, and we will mail the records to them. Should you decide to withdraw from Method Schools and teach in the home, please contact our school offices and we will email a copy of your student records to you.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Method Schools receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Method Schools to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the

request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if

the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Employee Interactions with Students Policy

Method Schools teachers and staff may not communicate with students via personal text message or direct messaging in any social media platforms.

All communication with students is to be sent only through the following public communication platforms: Smartfox Broadcast Messaging, Zoom, Email, Sagebot and any other Method approved platforms.

Method recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property. For clarification purposes, the following examples are offered for direction and guidance of School personnel: A. Examples of PERMITTED actions (NOT corporal punishment) 1. Stopping a student from fighting with another student; 2. Preventing a pupil from committing an act of vandalism; 3. Defending yourself from physical injury or assault by a student; 4. Forcing a pupil to give up a weapon or dangerous object; 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills; 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities. B. Examples of PROHIBITED actions (corporal punishment) 1. Hitting, shoving, pushing, or physically restraining a student as a means of control; 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment; 3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff. Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?" For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust. Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors

is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct. Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although personal interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to an administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse. Examples of Specific Behaviors The following examples are not an exhaustive list: Unacceptable Staff/Student Behaviors (Violations of this Policy) (a) Giving gifts to an individual student that are of a personal and intimate nature. (b) Kissing of any kind. (c) Any type of unnecessary physical contact with a student in a private situation. (d) Intentionally being alone with a student away from the school. (e) Making or participating in sexually inappropriate comments. (f) Sexual jokes. (g) Seeking emotional involvement with a student for your benefit. (h) Listening to or telling stories that are sexually oriented. (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding. (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior. Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission (These behaviors should only be exercised when a staff member has parent and supervisor permission.) (a) Giving students a ride to/from school or school activities. (b) Being alone in a room with a student at school with the door closed. (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence) (a) Remarks about the physical attributes or development of anyone. (b) Excessive attention toward a particular student. (c) Sending emails, text messages or letters to students if the content is not about school activities. Acceptable and Recommended Staff/Student Behaviors (a) Getting parents' written consent for any after-school activity. (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions. (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology). (d) Keeping the door open when alone with a student. (e) Keeping reasonable space between you and your students. (f) Stopping

and correcting students if they cross your own personal boundaries. (g) Keeping parents informed when a significant issue develops about a student. (h) Keeping after-class discussions with a student professional and brief. (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries. (j) Involving your supervisor if conflict arises with the student. (k) Informing the School Director about situations that have the potential to become more severe. (l) Making detailed notes about an incident that could evolve into a more serious situation later. (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers. (n) Asking another staff member to be present if you will be alone with any type of special needs student. (o) Asking another staff member to be present when you must be alone with a student after regular school hours. (p) Giving students praise and recognition without touching them, (q) Pats on the back, high fives, and handshakes are acceptable. (r) Keeping your professional conduct a high priority. (s) Asking yourself if your actions are worth your job and career.

English Learners

Method Schools meets all applicable legal requirements for English Learners (“EL”) in regards to annual notification to parents, student identification, placement, program options, EL and core content instruction, facilitator qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Method Schools has developed policies in place to ensure proper placement, evaluation and support for ELs and the rights of students and parents. In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a Home Language Survey upon enrollment at the school. Cal. Education Code § 52164.1. Students who indicate that their home language is other than English are assessed using the English Language Proficiency Assessment for California (ELPAC). ELPAC assessment takes place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school, and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The English language proficiency of all currently enrolled English learners is assessed in accordance with the test coordinator’s directions and California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the learner’s Individualized Education Program (“IEP”) or Section 504 plan. An alternate assessment for English language proficiency is administered to learners who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP. Method Schools staff notifies parents of the school’s responsibility to conduct ELPAC testing and informs parents of ELPAC assessment results within 30 calendar days following receipt of test results from the test coordinator. Parents and guardians are informed of their rights, and they are encouraged to participate in the reclassification process. Results of students’ designation and English proficiencies are reported annually to the state on the school’s R30-LC report. In addition to the program options that support students who are English learners, teachers utilize Specially Designed Academic Instruction in English (SDAIE) strategies in their

instruction, which include a variety of strategies to shelter instruction towards language acquisition and are based on the latest California ELD Standards. Method Schools continues to administer the ELPAC as the state's measure of ELP and for federal accountability under Title III of the ESEA. Students are expected to advance at least 1 ELD level or the equivalent ELPAC Proficiency Level Descriptor, each year. At the end of each school year, the Director or designee uses data including ELPAC scores, progress reports, annual test scores and the student's teachers and parent feedback, to determine if the learner is ready to be reclassified. The Director or designee also collaborates with teachers to present data to determine if a student has progressed to the next ELD Proficiency Level. To evaluate different data sources effectively, Method Schools has established a reclassification process, to determine if an English learner is ready for reclassification. If the student meets or exceeds the standards outlined in the reclassification process, a reclassification letter is sent to these student's parents. Reclassified students continue to be monitored over a two-year period to ensure their continued ability to achieve mastery of the state standards for ELA/Literacy

Nondiscrimination Statement Policy

The Board of Directors of Method Schools recognizes that it is responsible for complying with applicable laws and regulations governing educational programs. It is the policy and commitment of Method Schools to not discriminate on the basis of race, age, color, sex, national origin, physical or mental disability, or religion. Equal Employment Opportunity, Method Schools is an organization is committed to a policy of equal employment opportunity and does not discriminate in the terms, conditions, or privileges of employment on account of race, age, color, sex, national origin, physical or mental disability, or religion or otherwise as may be prohibited by federal and state law.

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

For any concerns or questions regarding discrimination, equity or Title IX, please contact:

Tracy Kimmel
trobertson@methodschoools.org

Jade Fernandez
jfernandez@methodschoools.org

Special Education

Method Schools offer special education services within our full-inclusion model general education independent study model. These services are available for all students who have been identified as qualifying for special needs. In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the California Education Code, Method works to both identify and serve eligible children. Any parent who suspects that their child may have a disability should discuss their concerns with their child's regular education teacher. Any Special Education needs or concerns should be directed to the Director. Method Schools complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 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.

Suicide Prevention Policy

Method Schools understand that it is critical to play a leading role in implementing policies that follow best practices, are developmentally appropriate, and are culturally responsive. Equally important are parents and guardians, who also play a key role in youth suicide prevention. It is critical that school staff members actively and continuously engage and educate parents on suicide prevention policies and practices in place at the school and in the community.

This outlined policy has been utilized from a template offered by a suicide prevention agency and as Method School will continue to further refine this policy and it is further developed. Method Schools has adopted its own suicide prevention curriculum program called Hope Squad and has integrated it into our current LMS for students to utilize.

The school, especially the school psychologist and other school-employed mental health professionals, plays an integral role in suicide prevention. The Policy recommends that each school district designate suicide prevention coordinators at the district and the school levels. These people would help plan and implement suicide prevention policies and practices and be the points of contact when a student, parent, or staff member is concerned that a student is at elevated risk for suicide. Coordinators would work with administrators and other school staff to ensure that additional recommended preventive steps be taken school-wide (for example, that staff receive annual professional development on how to recognize the warning signs of suicide and make referrals for help; and that developmentally appropriate, student centered education about mental health and suicide prevention be infused into the K-12 health curriculum). School psychologists are critical resources for schools and are a logical choice for serving as these suicide prevention coordinators. School psychologists should also be involved in the development and implementation of suicide prevention education for staff and students. However, it is equally important that school employed mental health professionals receive annual professional development on best practices in risk assessment and crisis intervention so that they are equipped with the knowledge and tools needed to respond safely and effectively when receiving referrals from staff and students.

A key component of supporting overall student wellness and suicide prevention is access to a continuum of school-based mental health supports. Early identification of at-risk students can enhance opportunities for positive outcomes by addressing problems as they first arise. This enables the school, and in particular the school-employed mental health professional, to support the young person and the family in identifying and implementing potential solutions together,

before the problem develops into a crisis situation in need of more intensive intervention or treatment. Assessment and referral. It is important to take every statement regarding suicide or a wish to die be taken seriously. Although each school and school district will have unique policies and procedures for conducting threat assessments, the Policy outlines specific actions to take when a young person is thought to be at risk for suicide, when a suicide attempt is made in school, and when an attempt is made outside of the school setting.

In all cases, the school should make every attempt to notify the student's parent or guardian. When a student makes a verbal or written suicide threat, or if the student presents with several risk factors and a staff member is concerned, this student should be seen by a school-employed mental health professional within the same school day. That professional would conduct the risk assessment and facilitate any necessary referrals to an outside mental health agency. If the school-employed mental health professional is not immediately available, the school nurse or school administrator should assist the student until the mental health professional can be brought in. During this time, the student should be under constant supervision to ensure safety, and the suicide prevention coordinator should be made aware of the situation as soon as possible. Additionally, the school-employed mental health professional or principal should notify the student's parent or guardian to assist them with an urgent referral, if necessary, or to help facilitate an appointment with another health care provider. If such a referral is made, school staff should seek permission from the parent or guardian to exchange information with the outside healthcare provider. When a suicide attempt has been made during the school day, all students should be removed from the immediate area as soon as possible and the health and safety of the student who made the attempt should be of primary concern. The student should be supervised until any necessary medical treatment has been provided, per district emergency medical policy. If appropriate, a mental health assessment should be immediately requested and the principal, school suicide prevention coordinator, and the student's parent or guardian should be contacted. Based on the specific school or district policy, as well as the judgment of the school principal and school mental health staff, additional steps should be taken to ensure the safety and well-being of any students who may have been affected by the suicide attempt. Re-entry procedure. Each school and district will have specific procedures for handling students who are returning to school after a mental health crisis such as a suicide attempt or psychiatric hospitalization based on the specific needs and unique population of the school.

However, The Policy recommends that the following three specific components be a part of any re-entry plan:

- A designated school employed mental health professional will coordinate with the student, family, and any outside mental health providers (if permission was granted).
- The parent or guardian will provide documentation from a healthcare provider that the student is no longer a danger to themselves or others.
- The designated school-employed mental health person will determine what supports are needed to help the student readjust to the school community and meet with him or her periodically to address any concerns.

Postvention: Suicide in a school community is tremendously sad, often unexpected, and can leave a school with many uncertainties about what to do next. Schools need reliable information, practical tools, and pragmatic guidance to help students and the community at-large as they struggle to cope with and respond to the loss. The Policy, coupled with more detailed guidance from NASP and AFS (included in the resource section below) can help.

The specific circumstances surrounding a death by suicide will guide the school and community response. However, to prevent suicide contagion while effectively managing the situation, the Policy suggests the development and implementation of an action plan with the following steps:

- **Verify the death:** Even if the student's death is perceived to be suicide, it should not be considered such until confirmed by the coroner's office or local police department.
- **Assess the situation:** The school/district crisis team should consider the impact of the suicide on the student and community population and determine the appropriate resources and supports needed for individual students as well as the general school population.
- **Share information:** It is important to report only confirmed and factual information to faculty, students, and families. Additionally, the school should inform parents about supports available to students in school, as well as available resources in the community.
- **Avoid suicide contagion:** The crisis team should work with teachers and families to identify students who may be at a high risk of suicide and those who are most significantly impacted by the student's death.
- **Initiate support services:** School-employed mental health professionals should collaboratively determine which students need additional risk assessment or mental health support services and implement those as needed.
- **Develop memorial plans:** School communities often wish to memorialize a student who has died. It can be challenging for schools to strike a balance between compassionately meeting the needs of grieving students while preserving the ability of the school to fulfill its primary purpose of education. In the case of suicide, schools must consider how to appropriately memorialize the student who died without risking suicide contagion among other students who may themselves be at risk. Treating all deaths in the same way avoids stigma and also protects against inadvertently sensationalizing the suicide loss. Wherever possible, schools should meet with the student's friends and coordinate with the student's family to identify a meaningful, safe approach to acknowledging the loss.

External Communication: Following a student suicide, the media will almost certainly want to become involved in reporting the story. Although the school cannot control everything that is reported, there are steps that schools can take to help contain the media firestorm that often follows the report of a suicide. In many cases, a school has a designated media spokesperson who will respond to all media inquiries. The Policy recommends that the media spokesperson:

- Keep the suicide coordinator, superintendent, and other relevant administrators updated on how the school is handling the necessary postvention activities.
- Prepare a statement for the media that only includes confirmation of the death, the school's postvention plans, and available resources.

- Encourage the media to respect the privacy of the student who died and the family, and to avoid sensationalizing the suicide (e.g., putting story on the front page, describing the method of suicide). Additionally, the spokesperson should strongly suggest that the media refrain from speculating about the reason for the suicide.

Suspension and Expulsion Policy

In order to promote learning and protect the safety and well-being of all students, Method Schools adheres to the Suspension and Expulsion guidelines established by California Education Code Section 48900. When a student interferes with the learning, safety, and well-being of students, it may be necessary to suspend or expel a student from regular classroom instruction or activity. Method Schools staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students.

If a Method Schools administrator does recommend expulsion for a specified offense, a student is entitled to a hearing within 30 school days after that determination, unless the student or parents or guardians request in writing that the hearing be postponed. It is important to note that suspension for students in grades kindergarten to grade eight, inclusive, for disruption or defiance (EC Section 48900[k]) is prohibited, and expulsion for students in kindergarten to grade twelve, inclusive, is also prohibited.

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

Pursuant to EC Section 48900 paragraphs (v) and (w) Method Schools will encourage other means of correction, rather than suspension or expulsion, be used to bring about proper conduct as part of a Multi-Tiered System of Supports. This Multi-Tiered System of Supports includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, which may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community. This also includes referral to a School Attendance Review Board for students who are habitually insubordinate or disorderly during attendance at school (EC Section 48263).

Pursuant to EC 48915(c), Method Schools will recommend **mandatory** expulsion in the event that the following acts are committed at school or during a school activity:

1. Firearm

1. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.
2. Selling or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in *Health and Safety Code* Section 11053 et. seq.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC48900 or committing sexual battery as defined in subdivision (n) of 48900.
5. Possession of an explosive.

Pursuant to EC Section 48915 (a) an administrator shall **recommend** expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance:

1. Causing serious physical injury to another person, except in self-defense. EC Section 48915 (a)(1).
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. EC Section 48915 (a)(2).
3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the *Health and Safety Code*, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
4. Robbery or extortion. EC Section 48915 (a)(4).
5. Assault or battery, or threat of, on a school employee.

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

Method Schools will abide by **discretionary** expulsion guidelines pursuant EC 48900 in circumstances where acts committed at school or school activity or on the way to and from school or school activity, including:

1. Inflicted physical injury†
2. Possessed dangerous objects
3. Possessed drugs or alcohol (policy determines which offense)
4. Sold look alike substance representing drugs or alcohol
5. Committed robbery/extortion
6. Caused damage to property‡
7. Committed theft

8. Used tobacco (policy determines which offense)
9. Committed obscenity/profanity/vulgarity
10. Possessed or sold drug paraphernalia
11. Disrupted or defied school staff
12. Received stolen property
13. Possessed imitation firearm
14. Committed sexual harassment
15. Harassed, threatened or intimidated a student witness
16. Sold prescription drug Soma
17. Committed hazing
18. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

† Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in *Penal Code* 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.

‡ Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.

Hearing & Due Process

Pursuant to EC 48918, Method Schools will hold hearings that will include, but are not necessarily limited to, all of the following:

(a) (1) The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 schooldays after the date the principal or the superintendent of schools determines that the pupil has committed any of the acts enumerated in Section 48900, unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations shall specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the governing board of the school district.

(2) Within 10 school days after the conclusion of the hearing, the governing board of Method Schools shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed. If the hearing is held by a hearing officer or an

administrative panel, or if the governing board of the school district does not meet on a weekly basis, the governing board of the school district shall decide whether to expel the pupil within 40 schooldays after the date of the pupil's removal from his or her school of attendance for the incident for which the recommendation for expulsion is made by the principal or the superintendent of schools, unless the pupil requests in writing that the decision be postponed.

(3) If compliance by the governing board of Method Schools with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable during the regular school year, the superintendent of schools or the superintendent's designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. If compliance by the governing board of the school district with the time requirements for the conducting of an expulsion hearing under this subdivision is impractical due to a summer recess of governing board meetings of more than two weeks, the days during the recess period shall not be counted as school days in meeting the time requirements. The days not counted as school days in meeting the time requirements for an expulsion hearing because of a summer recess of governing board meetings shall not exceed 20 schooldays, as defined in subdivision (c) of Section 48925, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

(b) Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days before the date of the hearing. The notice shall include all of the following:

- (1) The date and place of the hearing.
- (2) A statement of the specific facts and charges upon which the proposed expulsion is based.
- (3) A copy of the disciplinary rules of Method Schools that relate to the alleged violation.
- (4) A notice of the parent, guardian, or pupil's obligation pursuant to subdivision (b) of Section 48915.1.
- (5) Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a nonattorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of

Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. This section does not require a pupil or the pupil's parent or guardian to be represented by legal counsel or by a nonattorney adviser at the hearing.

(A) For purposes of this section, "legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

(B) For purposes of this section, "nonattorney adviser" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the pupil or pupil's parent or guardian to provide assistance at the hearing.

(c) (1) Notwithstanding Section 35145, the governing board of Method Schools shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the governing board of Method Schools may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

(2) If the governing board of the Method Schools or the hearing officer or administrative panel appointed under subdivision (d) to conduct the hearing admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.

(3) If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

(d) Instead of conducting an expulsion hearing itself, the governing board of Method Schools may contract with the county hearing officer, or with the Office of Administrative Hearings pursuant to Chapter 14 (commencing with Section 27720) of Part 3 of Division 2

of Title 3 of the Government Code and Section 35207 of this code, for a hearing officer to conduct the hearing. The governing board of Method Schools may also appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the governing board of Method Schools or employed on the staff of the school in which the pupil is enrolled. The hearing shall be conducted in accordance with all of the procedures established under this section.

(e) Within three school days after the hearing, the hearing officer or administrative panel shall determine whether to recommend the expulsion of the pupil to the governing board of Method Schools. If the hearing officer or administrative panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the superintendent of schools or the superintendent's designee shall consult with Method Schools personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated and may be referred to his or her prior school or another comprehensive school, or, pursuant to the procedures set forth in Section 48432.5, a continuation school of Method Schools. The decision not to recommend expulsion shall be final.

(f) (1) If the hearing officer or administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the governing board of Method Schools. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing. If the governing board of the Method Schools accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendations submitted by the hearing officer or panel or upon the results of any supplementary hearing conducted pursuant to this section that the governing board of Method Schools may order.

(2) The decision of the governing board of Method Schools to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this section, no evidence to expel shall be based solely upon hearsay evidence. The governing board of Method Schools or the hearing officer or administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at

the hearing in the form of sworn declarations that shall be examined only by the governing board of Method Schools or the hearing officer or administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

(h) (1) Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the governing board of Method Schools to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.

(2) In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, evidence of specific instances, of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

(i) (1) Before the hearing has commenced, the governing board of Method Schools issue subpoenas at the request of either the superintendent of schools or the superintendent's designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the governing board of Method Schools or the hearing officer or administrative panel may, upon request of either the county superintendent of schools or the superintendent's designee or the pupil, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.

(2) Any objection raised by the superintendent of schools or the superintendent's designee or the pupil to the issuance of subpoenas may be considered by the governing board of Method Schools in closed session, or in open session, if so requested by the pupil before the meeting. Any decision by the governing board of Method Schools in response to an objection to the issuance of subpoenas shall be final and binding.

(3) If the governing board of Method Schools hearing officer, or administrative panel determines, in accordance with subdivision (f), that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for in subdivision (f).

(4) Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

(j) Whether an expulsion hearing is conducted by the governing board of Method Schools or before a hearing officer or administrative panel, final action to expel a pupil shall be taken only by the governing board of Method Schools in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the superintendent of schools or his or her designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:

(1) Notice of the right to appeal the expulsion to the county board of education.

(2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion.

(3) Notice of the obligation of the parent, guardian, or pupil under subdivision (b) of Section 48915.1, upon the pupil's enrollment in a new school, to inform that school district of the pupil's expulsion.

(k) (1) The governing board of Method Schools shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

(2) The expulsion order and the causes for the expulsion shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Tobacco-Free Schools

Method Schools takes the use of tobacco, drugs, or alcohol by any student seriously. Students involved in the possession, sale and/or use of behavior affecting substances shall be subject to disciplinary procedures which may result in suspension or expulsion. Method Schools is committed to taking positive action through education, counseling, parental involvement, medical referral, and police referral in the handling of incidents in the schools involving the possession, sale, and/or

use of behavior affecting substances and drug paraphernalia. These substances shall include but not be limited to marijuana, LSD, glue, alcohol, and barbiturates.

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

Use or Possession

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

In addition, the following action may be taken:

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

Selling or Providing

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

1. The school administrator shall advise the local juvenile narcotics officer or law enforcement personnel. Juvenile authorities will make the decision as to whether they or the school will notify the parent.

2. The school administrator will escort the student to the school office and confront him/her with the suspicion. The administrator may notify the police before taking the student to the office. The student should be removed from a classroom by a school administrator or designee when there is reasonable cause.

3. For reasonable cause, a search for drugs may be made by the administrator. This may include searching the student's locker and/or other School-owned facilities such as science drawers, shop lockers, etc. Such search should be conducted by the administrator with at least one other certificated person as witness. No school staff member should search a student, but may ask a student to volunteer for self search. In cases when a personal search seems to be in order, the administrator should call for a law enforcement officer to make the search. Repeated attempts shall be made to notify the student's parent/guardian before the personal search is made.

4. The student may be questioned by the school administrator without notifying the student of his/her rights, but if the administrator believes that a law has been broken, the police will be notified. When there is good evidence that a student has actually used, sold or is in possession of narcotics or drug paraphernalia on or about school premises or at school-sponsored functions, the police must be notified. Regardless of any legal action taken by the police, the School must immediately suspend the student according to the provisions of BP/AR 5144.1 – Suspension and Expulsion/Due Process. The school administrator may, at his/her discretion, recommend expulsion to the Governing Board.

Uniform Complaint Procedures

The Board of Directors of Method Schools recognizes that it is responsible for complying with applicable laws and regulations governing educational programs. This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by a local educational agency of state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, and bullying.

This policy outlines Method Schools' UCP and provides a comprehensive approach to resolution on any complaint. A complaint is a written and signed statement by a complainant alleging a violation of state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, Method Schools shall assist the complainant in the filing of the complaint.

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain any school equipment or supplies.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity. This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept. of Social Services (DSS), Protective Services Division or appropriate law enforcement agency (or equivalent in the State of Tennessee.)
2. Health and safety complaints regarding a Child Development Program shall be referred to Dept. of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities (or equivalent in the State of Tennessee.)
3. Employment discrimination complaints shall be sent to the State Dept. of Fair Employment and Housing (DFEH, or equivalent in the State of Tennessee.)
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education.

The responsibilities of Method Schools

Method Schools has the primary responsibility to insure compliance with applicable state laws and regulations. We shall investigate complaints alleging failure to comply with applicable state laws and regulations and/or alleging discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity and seek to resolve those complaints in accordance with our UCP procedures. In regards to complaints of noncompliance with laws

relating to pupil fees, if Method Schools finds merit in a complaint a remedy will be provided to all affected pupils, parents and guardians, that, where applicable, will include reasonable efforts by Method Schools to ensure full reimbursement to all affected pupils, parents and guardians. Our UCP policies shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remain confidential as appropriate.

The person responsible for receiving and investigating complaints and ensuring our compliance with state laws and regulations is: Jade Fernandez, Senior Director of Schools

Method Schools
ATTN: Jade Fernandez
38750 Sky Canyon Rd., Suite B
Murrieta, CA 92563

We ensure that the person above, who is responsible for compliance and/or investigations, is knowledgeable about the laws/programs that he/she is assigned to investigate. Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school. We shall annually notify in writing our pupils, employees, parents or guardians of our pupils, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties of our UCP process regarding an alleged violation by a local agency or state law or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. The UCP Annual Notice will be disseminated to all of the six required groups each year and will include information on how to appeal to the CDE. An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

Our UCP Annual Notice shall also advise the recipient of any civil law remedies that may be available under state discrimination, harassment, intimidation, and bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice. A copy of this UCP complaint policies and procedures document shall be available free of charge. Filing a complaint with the Method Schools Emergency or urgent facilities conditions that pose a threat to the health or safety of pupils or staff, and teacher vacancies or misassignments, and complaints that allege discrimination, harassment, intimidation, and bullying, any individual, public agency or organization may file a written complaint with our district superintendent or his or her designee alleging a matter which, if true, would constitute a violation by our LEA of - or state law or regulation governing a program. A complaint of noncompliance with laws relating to pupil fees may be filed with the principal of a school under the Uniform Complaint Procedures and may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

An investigation of alleged unlawful discrimination, harassment, intimidation, and bullying shall be initiated by filing a complaint no later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and bullying. The time for filing may be extended in writing by our district superintendent or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing may be extended by our superintendent or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six-month time period. Our superintendent shall respond immediately upon a receipt of a request for extension. The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process. Within 60 calendar days from the date of the receipt of the complaint, we shall conduct and complete an investigation of the complaint in accordance with our UCP policies and procedures and prepare a written Decision; also known as a final report. This time period may be extended by written agreement of the complainant.

The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of non-compliance with state laws and/or regulations. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by Method Schools to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We shall issue a Decision based on the evidence. The Decision shall be in writing and sent to the complainant within 60 calendar days from receipt of the complaint by the local educational agency. The Decision should contain:

- (i) the findings of fact based on the evidence gathered,
- (ii) conclusion of law,
- (iii) disposition of the complaint,
- (iv) the rationale for such disposition,

(v) corrective actions, if any are warranted,
(vi) notice of the complainant's right to appeal our LEA Decision to the CDE, and (vii) procedures to be followed for initiating an appeal to the CDE.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

Method Schools reserves the right to modify locations for receipt of forms as necessary.

COMMUNITY COMPLAINT FORM

Name : _____

Address: _____

Telephone: _____ E-mail: _____

1. School site and person you are filing a complaint against:

2. Has this been discussed with him/her?

Y ___ N ___ Date:

3. Has the complaint been discussed with the principal or supervisor?

Y ___ N ___ Date:

Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is Needed.

What remedy or action do you suggest?

Signature _____

Date _____

Date received by Method Schools Corporate Office _____

Student Freedom of Speech/Expression Policy

Education Code sections 48907 and 48950 were amended in 2010 to explicitly include charter schools within their reach. Section 48907 requires charter schools to adopt rules and regulations in the form of a written publications code, including reasonable provisions for the time, place and manner of conducting such activities within that school's jurisdiction. This policy is drafted in conformity with section 48907. Section 48950 essentially provides that students may not be disciplined for speech that is constitutionally protected.

A. PURPOSE AND SCOPE

1. To outline administrative procedures relating to individual rights and responsibilities of students in the exercise of free speech on school grounds outside the classroom situation.
2. To serve as a starting point for discussion of student rights and responsibilities in the study of the Bill of Rights in American government courses, moving to personal level aspects of government formerly treated more impersonally.
3. This procedure includes distribution of literature, publicity, use of bulletin boards, non-school publications, spoken work, symbolic speech (e.g., buttons, armbands, flags), and petitions.

B. LEGAL AND POLICY BASIS

1. Reference: Education Code Sections 48907, 48950, 51501, 51520; State Board of Education Guidelines for Student Expression (10–15–71).

C. GENERAL

1. Suggestions or questions concerning this procedure should be directed to the Superintendent.
2. Definitions
 - a. **School-sponsored materials (or official school publications):**
Materials developed, printed, or produced and distributed, in whole or in part, at school expense. "At school expense" includes use of school staff time, facilities, equipment, or supplies.

- b. **Non-school-sponsored student materials:** Materials developed and printed off campus by students for distribution by students on campus.
- c. **Non-school materials:** Materials developed and printed by community organizations and/or individuals.

3. Free Speech and Public School-Age Students.

Federal judicial decree has profoundly changed the law governing First Amendment “free speech” rights of students on public school grounds. The two cases most directly related to this change of law in California are *Tinker v. Des Moines Independent Community School* (decided by a three-judge Federal Court in February 1969) and *Rowe vs. Campbell Union High School District* (decided by a three-judge Federal Court convened in the U.S. Court for the Northern of California in September 1970). In the *Tinker* case, the U.S. Supreme Court set up a three- pronged test to judge the constitutional validity of any school regulation attempting to circumscribe the exercise of First Amendment “free speech” rights by students. The court said that “. . . conduct by the student, in class or out of it, which for any reason—it stems from time, place, or type of behavior—(1) materially disrupts classwork, or (2) involves substantial disorder, or (3) (involves) invasion of the rights of others . . .” may properly be proscribed by school authorities.

In the *Campbell Union High School District* case, the federal court summarized the legal status of students today:

- a. Students are “persons” within the meaning of the Constitution and are possessed of fundamental rights that are not lost in school.
- b. Students are not the “closed circuit” recipients of only that which the state wishes to communicate; they may not be confined to officially approved sentiments.
- c. Student freedom of speech includes personal communication of controversial ideas.
- d. School officials have the burden of showing constitutionally valid justifications for limitations on student speech.
- e. A generalized fear or apprehension of a disturbance is not a constitutionally adequate justification. A desire to avoid the expression of controversial or unpopular ideas or the discomfort and unpleasantness that accompany them is not a constitutionally adequate justification.
- f. School officials must demonstrate that the prohibited speech would have actually caused substantial and material disruption of, or

interference with, classwork, or with the requirements of discipline appropriate to the operation of the school. Reasonable time, place, and manner regulations regarding expression of ideas orally or in writing are permissible, as they are in any other public institution or facility. The new criteria, discussed generally above, have been framed in terms of practical guidelines pertinent to the public school setting in California. These practical guidelines appear in C.5. and C.6.

4. In addition to the evolving legal mandates described in this procedure, another significant dimension of First Amendment “free speech” rights in the public school must be considered. Responsible exercise of “free speech” rights should be recognized as a prime educational objective. This goal, which is indispensable to the successful continuation and improvement of our democracy, cannot be achieved without the close cooperation of the Board of Trustees; the administrative, teaching, and classified staff; the students; and the citizens who are served by public schools.

5. General Rights and Responsibilities Applying to All Manner of Free Speech.

Included in, but not limited to, forms of free expression available to students are school- sponsored materials, literature, publicity, bulletin boards, non-school publications, the spoken word, symbolic speech (e.g., armbands, buttons, signboards, flags), and petitions. The right of free speech guaranteed by the First Amendment to the United States Constitution shall not be restricted nor shall disciplinary action be taken because of the exercise thereof, if the exercise of such right is in accord with the following:

- a. It is not likely to substantially disrupt or materially interfere with the educational program. The fundamental purpose of the public school is to provide an educational program; it includes classwork, school activity programs, or any other element of programs conducted by the school. Every student enrolled therein has a right to participate without hindrance or unlawful denial by anyone. The educational program includes supervisory and disciplinary authority of teachers and administrators, both inside and outside the classroom as prescribed by law.
- b. Similarly, any act by students or others that substantially or materially impairs the capacity of a school official to perform his / her professional work in the school shall not be permitted. This includes complaints relating to the personal or professional capacity of a school official to render service to the school that are defamatory or slanderous and that are calculated to cause disturbance and disruption of school activities. (After exhausting all administrative remedies, complaints may be made to the LPS Board of Trustees.)
- c. It does not infringe on the rights of others.

In addition to the right of any student to an education free from disruption, hindrance or unlawful denial, other individual rights must not be violated, including:

- (1) The right to be secure in person and in property—free from threats to health and safety.
- (2) The right to be free from coercion—to be left alone.
- (3) The right to respect for the dignity of the individual and the expression of his/her views and opinions.

d. It does not involve substantial disorder.

Any act through which, in the judgment of school officials, physical injury and/or property damage is anticipated or does occur, shall not be permitted. Similarly, any act that so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school shall be prohibited.

e. It does not violate existing laws covering specific matters including, but not limited to:

- (1) Harmful matter: Matter that, taken as a whole, . . . [T]he predominant appeal of which to the average person, applying contemporary standards, is to prurient interest; i.e., a shameful or morbid interest in nudity, sex, or excretion; and is matter which taken as a whole goes substantially beyond customary limits of candor in description or representation of such matters; and is matter which taken as a whole is utterly without redeeming social importance for minors. (Penal Code Sec. 313, 313.1; Ginsburg v. New York, 390 U. S. 629, 1968.)
- (2) Profanity: Matter containing words that, according to standards of the Leadership Public Schools/ school community, are deemed to be profanity (Education Code Sections 48900 and 44806; Penal Code Section 415; California Code of Regulations, Title 5, Section 300).
- (3) Prejudicial or discriminatory matter: Matter advocating prejudice or discrimination on account of sex, race, ethnic origin, or religion (Education Code Sections 51500–51501 and 44806.)
- (4) Injurious matter: Matter that encourages or advocates the use of tobacco, intoxicating liquor, narcotics, or other hallucinogenic or dangerous drugs (Education Code Section 48900).
- (5) Materials or instruction concerning human reproduction and venereal disease. This matter may not be distributed because state law prohibits students from receiving such information in the schools without first having written approval of their parents/guardians. (Education Code Sections 51550, 51551, 51820; Procedure 4188.)
- (6) Libel or slander: Matter, disseminated either in writing or verbally, that defames a person or, in some cases, a private organization. (Civil Code Sections 44 et seq.)

- f. It does not advocate breaking the law. Any material that advocates breaking the law or school regulations is prohibited. This includes any material that would incite students so as to create a clear and present danger of the committing of unlawful acts on school premises or of causing substantial and material disruption of, or interference with, classwork or with requirements of discipline appropriate to the operation of the school.
- g. It does not endorse political candidates or ballot measures. Endorsements of political candidates or ballot measures are prohibited (applicable to school-sponsored materials only). Newspapers, however, may publish stories on the issues as long as both sides are discussed.
- h. It does not violate the time, place, and manner regulations of the individual school designed to ensure compliance with the above restrictions (C.6.)

6. Local school time, place, and manner regulations shall be established by each school and should address:

- a. School-sponsored materials.

School-sponsored materials should be submitted by a student to the Superintendent or designee for review prior to time of printing and/or distribution of such materials. (A student editor who fails to submit a publication for review and publishes materials which are obscene, discriminatory, libelous, or otherwise in violation of C.5. and C.6. of this procedure, shall be held personally responsible and shall be subject to disciplinary action. Note: Failure to submit a publication for review, in itself, is not cause for disciplinary action.) It is the responsibility of the designated officials (journalism advisor or advisors of student publications) in each school to supervise publication activities, to maintain professional standards of English and journalism, and to comply with the provisions of this procedure (Education Code Section 48907). Student editors shall be fully responsible for assigning and editing the news and feature content of their publications (Education Code Section 48907).

(1) School official(s) designated by the Superintendent as authorized to receive and review written materials submitted pursuant to this procedure shall be specifically identified. The office to which such materials shall be submitted also shall be specifically identified.

(2) In order to prevent the "prior review" provision from operating as an invalid "prior restraint," the school official reviewing written materials shall give his/her views with regard to violations of this procedure and forward a response within four hours following submission of such materials, unless the material is submitted after 10:30 a.m. on any school day, in which case the school official shall give his/her views before noon

on the following school day. Such views must be given in writing to the student, with a copy kept by the Superintendent or designee in the case of noncompliance. The decision of the Superintendent or designee may be appealed to the appropriate instructional leader who shall render a decision within four (4) work hours and communicate that decision to the student. The decision and appeal process should not cause the student to miss the publishing deadline for the item.

(3) A review of written materials submitted hereunder shall not be construed to mean that the school necessarily agrees with or approves of the views contained in material distributed.

b. Non-school-sponsored student materials. Materials printed by students off campus and intended for distribution on campus shall include the

Superintendent's office in the distribution. When such materials are in violation of prohibitions listed in C.5. or the "time, place, and manner" regulations of this procedure, the Superintendent may stop distribution and discipline those responsible.

(Distribution of materials which are not in violation of C.5. may not be prevented through censorship or actions which might constitute prior restraint.) The student assumes sole responsibility for any materials distributed that are in violation of statutes and/or provisions of this procedure.

C. Specific rules governing distribution of printed materials and circulation of petitions

(1) Time of such activity shall be limited to periods before school, after dismissal, and during established lunch periods as deemed feasible by the Superintendent.

(2) Place of the activity shall be reasonably restricted to permit normal flow of traffic within the school, in lunch locations, and at exterior doors, and to avoid interference with school programs.

(3) Manner of conducting such activity shall be restricted to prevent coercion and undue levels of noise.

(4) School shall require that all printed matter distributed or circulated on school property be identified with the name of sponsoring organizations or individuals, both school-connected and non-school-connected.

(5) School may require that the individual(s) or group(s) distributing materials assume responsibility for cleanup of those materials that contribute to littering.

d. Buttons, badges, armbands, flags, and other items of symbolic speech bearing slogans, sayings, or symbols are permitted as another form of expression, provided the message or symbol does not violate

provisions of this procedure. Only American and California State flags may be flown from the main (school) flag pole. A flag other than American or California State flags may be flown from a portable stand at a time, place, and manner specified by the Superintendent in accordance with C.6.f. Permanent structures may not be installed without permission of the Superintendent.

- e. Bulletin boards and the posting of publicity. School authorities may restrict the use of certain bulletin boards and display areas to school announcements. Additional bulletin board and/or display space shall be provided for use of students and student organizations.

The following limitations on use of such areas must be observed:

- (1) Identification of the student or student group issuing a notice shall be required on any posted notice.
- (2) All notices shall be officially dated prior to posting and such material shall be removed after a prescribed time to ensure full access to bulletin boards by others.
- (3) Bulletin board space should be made available to all students under uniform rules approved by the Superintendent.

f. Privileges accorded students who, as individuals, are members of community organization youth programs. Students who, as individuals, are members of community youth organizations not considered school clubs, may disseminate information regarding youth organizations activities as provided in C.6.e.

g. Public expression on school grounds (outside the classroom). Students have the right to engage in speech or other communication that, when engaged in off campus, is protected under the First Amendment (Education Code Section 48950). A student shall have the right, either publicly or privately, to express opinions, to take stands, and to support causes. There shall be no limitations to this right except as specified below:

- (1) An area for speaking to mass groups of students shall be set aside by the Superintendent.
- (2) Time of such expressions shall be limited to periods before school begins, after dismissal, and during established lunch periods as deemed feasible by the Superintendent.
- (3) Manner of such expression shall be such as to prevent undue noise, substantial disorder, or infringement upon the rights of others not to listen. Therefore, electronic sound-amplification systems or devices of any kind are prohibited for this purpose unless allowed by school the Superintendent.
- (4) Such expression must be in compliance with C.5.

(5) Violations. Acts in violation of any of the above limitations and rules constitute defiance of school regulations and can result in suspension or other appropriate disciplinary action.

(6) Others. This term is used to describe all persons who are not students enrolled in the school, staff members of the school, or other school employees with legitimate business at the school site. Such persons may not come on to school grounds without permission of the Superintendent or designee.

D. IMPLEMENTATION

1. To establish specific written school guidelines and procedures, the CEO:
 - a. May develop specific written school regulations and guidelines consistent with this procedure. In doing so, Superintendent may consult with faculty, students, and other interested parties.
 - b. May designate other administrator, teacher, or group(s) to function as his/her designee in carrying out all or part of function of reviewing materials submitted for compliance with school policy and procedure.
 - c. May communicate accepted school guidelines and procedures, as well as school guidelines and limitations, as deemed necessary, to all students, staff, and parents. (Student handbook, faculty handbook, and parent newsletter may be used.) Guidelines include time, place, manner, penalties for violation, and "prior submission" review procedure for school-sponsored materials.
2. Prior to printing and/or distribution
 - a. Student
 - (1) Prepares or obtains printed materials, petitions, buttons, badges, armbands, and flags.
 - (2) Identifies all written material with name of student or organization that sponsored/prepared it.
 - (3) Checks for compliance with provisions of local school regulations.
 - (4) Submits, at his/her option, school-sponsored materials to Superintendent or designee for review as provided in C.6.a.
 - (5) Includes Superintendent's office in distribution of non-school-sponsored materials.
 - b. Superintendent or designee

- (1) Reviews materials only on the basis of established limitations and guidelines.
 - (2) Expresses his/her views as to applicability of such established limitations and guidelines to school-sponsored materials. Consults with Legal Counsel as appropriate.
 - (3) Notifies student(s) of his/her views on school-sponsored materials. Provides student with written notice of noncompliance with this procedure if such is the case.
- c. Appeal from declaration of noncompliance by Superintendent or designee
- (1) Student may appeal to appropriate instructional leader having jurisdiction over school in which student is enrolled.
 - (2) Instructional leader shall make his/her decision on the appeal within a reasonable period of time and communicate decision to student.
 - (3) Nothing herein shall preclude a student from further appealing instructional leader's decision to the LPS Board of Trustees.

California student free expression law (1977)

In addition to the First Amendment to the U.S. Constitution, states can also provide free speech protection to their own citizens by enacting state laws or regulations. The California Student Free Expression Law is such a provision and provides student journalists attending California public high schools, including charter schools, with added protection against administrative censorship. The law also protect teachers and other school personnel against retaliation for students' lawful exercise of their free-speech rights. California's law, passed in 1977 and amended over the years to include protection for charter schools and advisers , was the first state law in the country specifically protecting student media. It is the only such law to pre-date the U.S. Supreme Court's 1988 *Hazelwood* decision and was the model for the anti-*Hazelwood* and New Voices laws that have followed.

Cal. Educ. Code Section 48907 – Student exercise of free expression

48907(a) Pupils of the public schools, including charter schools, shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities, except that expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

(b) The governing board or body of each school or charter school and each county board of education shall adopt rules and regulations in the form of a written publications code, which

shall include reasonable provisions for the time, place, and manner of conducting such activities within its respective jurisdiction.

(c) Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of a journalism adviser or advisers of pupil publications within each school to supervise the production of the pupil staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section.

(d) There shall be no prior restraint of material prepared for official school publications except insofar as it violates this section. School officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this section.

(e) "Official school publications" refers to material produced by pupils in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

(f) This section does not prohibit or prevent the governing board or body of a school or charter school from adopting otherwise valid rules and regulations relating to oral communication by pupils upon the premises of each school.

(g) An employee shall not be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a pupil engaged in the conduct authorized under this section, or refusing to infringe upon conduct that is protected by this section, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

(Amended by Stats. 2010, Ch. 142, Sec. 2. (SB 438) Effective January 1, 2011.)

2024-25 Student/Parent Handbook
Acknowledgement of Receipt

Please indicate that you **have reviewed and agree to abide by the Method Schools Student/Parent Handbook for the year 2024-25.**

And that you have **reviewed and acknowledge receipt of the 2024-2025 Annual Notifications via Method Schools** by completing the acknowledgement of receipt linked below.

[2024-2025 Acknowledgement of Student Parent Handbook](#)

MINUTES (in Review)



METHOD SCHOOLS BOARD OF DIRECTORS MEETING

Name:	Method Schools Corporation
Date:	Tuesday, December 10, 2024
Time:	6:28 PM to 7:43 PM (PST)
Location:	Method Schools HQ, 38750 Sky Canyon Drive, Suite B, Murrieta, CA 92563
Board Members:	Shannon Clark, Gloria Vargas, Steven Dorsey, Tyler Roberts
Attendees:	Sarah Delawder, Sarah Avanesian, Jade Fernandez, Jessica Spallino, Mark Holley, Stefanie Bryant, Tracy Robertson, Becca Santos
Apologies:	Carolyn Andrews, Yvette Serratos, Tanaya Burnham

1. Opening Meeting

1.1 Roll Call

Start 6:28PM

Board Members:

Present: Tyler Roberts, Steven Dorsey, Shannon Clark, and Gloria Vargas

Absent: Carolyn Andrews

Staff:

Jessica Spallino

Mark Holley

Jade Fernandez

Stefanie Bryant

Pete Getz

Sarah Delawder

Sarah Avanesian

Tracy Robertson

Rebecca Santos

Zoom Recording:

https://methodschools.zoom.us/rec/share/c2FCSSxmRI2gcZUqNVVb0LQ0gO2jv_4wYYxEzY6SZgv6zG7XqhG_H03Uzzo12u9S.wwNslQz1uhwU9DgP

2. Public Comment

2.1 Instructions for Presentations to the Board by Parents and Citizens

3. Management Reports

3.1 CEO Report

Great news! We had growth on our CA Dashboard.

- Academic growth in Language Arts moved from Orange to Yellow
- Academic growth in Math moved from Red to Yellow.
- Chronic Absenteeism moved from Red to Green.
- College & Career Readiness and Graduation Rate dropped - these two areas are a concern we are researching on as to why.
- We are now in the Middle category for reauthorization, it puts us in a great position.

For Ranking among similar school models to Method. We ranked #6 for Method Schools, LA and #9 for Method Schools.

iReady we are noticing huge growth from Diagnostic 1 to 2.

- K-8: Reading 45% growth to 50%
- High School Math 66% growth to 73%

OKRs: NPS has gone down as academics have gone up. We are looking at parent involvement activities. Executive Leadership Development Program: Sarah A. is working across the board within the organization to help this development.

3.2 CBO Report

New HQ has been purchased, we are anticipating a move in date of January/February 2025. The price gives us flexibility for anticipated future capital requirements.

Marketing: Enrollment is up 1,192. We've had growth 10/11 years. Enrollment went down during the transition from Covid to the restrictions lifting for in person schools. It has been harder to grow so we are focusing on partnerships. Referrals and Website traction are our most productive channels.

Development Team has made some major progress and enhancements to Smartfox. It is now more mobile friendly, faster loading, smoother, teachers can assign accommodations for students, and enhanced progress reporting.

Director of Expansion, Pete Getz Update:

The Academy our dual enrollment program has 14 students enrolled and now down to 11. We won't be able to continue for Spring of 2025 due to enrollment minimum. Targeting for 2026 to continue with a single pathway. Our current students enrolled are doing amazing.

We are looking to bring on more facilities for the beginning of the year to increase enrollment in 2026. We are submitting a new seat-based with Dehesa, a county wide authorization with Imperial Country Department of Education. We are trying to duplicate DMSA in different counties. We have also started the draft of Method Foundation a Non-Profit and hoping to roll out in the next 6 months. We hope to have it support academics, scholarships, and keep families within the community. We are also working with ROWI and adding more Mental Health programs, we've taken about 10-15 students.

3.3 CAO Report

Mid Year LCAP:

CFO, Stefanie: Overview budget for parents, we've not made any changes mid year.

CAO, Jade:

We have added accommodations, performance and achievement, inclusive and collaborative activity, and improve and implement MTSS. We are looking at data more frequently and intently. Goal is to add more professional development and a multilingual learning program. Student attendance hitting lower than we wanted, so we are creating more parent success, parent advisory community, and more events with Student Leadership.

Question Board Member: Shannon Clark

Do you offer training tips balance for the parent as the teacher?

Response: Jade

Yes we have Parent Success Managers that meet once a month to offer tips and advise. We also have guests speakers that attend each meeting.

Lastly, our academic moved from low to middle.

4. Major Decisions

4.1 FY23-24 Audited Financial Statements



4.1 FY 23-24 Audited Financial Statements

4 Supported: Tyler Roberts, Steven Dorsey, Shannon Clark, Gloria Vargas

0 Opposed

0 Abstained

Decision Date: Dec 10, 2024
Mover: Shannon Clark
Seconder: Gloria Vargas
Outcome: Approved

Stefanie: Final Audit and signed governance. All around cash and end balance is healthy.



FY23-24 Audited Financial Statements

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts

0 Opposed:

0 Abstained:

Decision Date: Dec 10, 2024
Outcome: Approved

4.2 FY24-25 1st Interim Reports, Method Schools and Method Schools, LA

Stefanie: Interim 1st ADA: Bulk spent on salaries. We had a shift in ADA. Usually always 50/50, as Dehesa has grown with DMSA and expenses we are now 60/40.



4.2 FY24-25 1st Interim Report Method Schools and Method Schools, LA

4 Supported: Tyler Roberts, Steven Dorsey, Shannon Clark, Gloria Vargas

0 Opposed

0 Abstained

Decision Date: Dec 10, 2024
Mover: Gloria Vargas
Seconder: Shannon Clark
Outcome: Approved

**FY24-25 1st Interim Reports, Method Schools and Method Schools, LA**

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts

0 Opposed:

0 Abstained:

Decision Date: Dec 10, 2024
Outcome: Approved

4.3 BP 3010 Fiscal Policies & Procedures Revision to Include Travel Policy

Stefanie: Travel policies and procedures added per diems with GSA rates.

**4.3 BP 3010 Fiscal Policies & Procedures Revision to Include Travel Policy**

4 Supported: Tyler Roberts, Steven Dorsey, Shannon Clark, Gloria Vargas

0 Opposed

0 Abstained

Decision Date: Dec 10, 2024
Mover: Shannon Clark
Seconder: Gloria Vargas
Outcome: Approved

4.4 Performance Bonus- additional %**4.4 Performance Bonus - Additional %**

4 Supported: Tyler Roberts, Steven Dorsey, Shannon Clark, Gloria Vargas

0 Opposed

0 Abstained

Decision Date: Dec 10, 2024
Mover: Gloria Vargas
Seconder: Shannon Clark
Outcome: Approved

Stefanie - Proposing a 1.5% bonus due to academic growth. Lowered it from 2.5 due to not reaching OKRs.

4.5 Board Policy 4140- Leave Policy, Revised

Tracy - New requirement to add up to 5 days for reproductive loss on Leave Policy.

**4.5 Board Policy 4140 - Leave Policy Revised**

4 Supported: Tyler Roberts, Steven Dorsey, Shannon Clark, Gloria Vargas

0 Opposed

0 Abstained

Decision Date: Dec 10, 2024
Mover: Shannon Clark

Seconded: Gloria Vargas
Outcome: Approved

5. Consent Items

5.1 Confirm Minutes- 10-1-2024

Method Schools Board of Directors Meeting Oct 1, 2024, the minutes were confirmed as presented.



5.1 Confirm Minutes

4 Supported: Tyler Roberts, Steven Dorsey, Shannon Clark, Gloria Vargas

0 Opposed

0 Abstained

Decision Date: Dec 10, 2024

Outcome: Approved

5.2 Check Register (September-November)



5.2 Check Register (September - November)

4 Supported: Tyler Roberts, Steven Dorsey, Shannon Clark, Gloria Vargas

0 Opposed

0 Abstained

Decision Date: Dec 10, 2024

Outcome: Approved

5.3 Quarterly Investment Report



5.3 Quarterly Investment Report

4 Supported: Tyler Roberts, Steven Dorsey, Shannon Clark, Gloria Vargas

0 Opposed

0 Abstained

Decision Date: Dec 10, 2024

Outcome: Approved

6. Discussion

7. Close Meeting

7.1 Close the meeting

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

10/1/2024 Board Meeting Recording Link

https://methodschools.zoom.us/rec/share/XFBdMGQisTIQwCn_A7hezXdtYiB5kFS_O-vHQh38nsdnr9cYQIR76L1awk9-qGIA.oreYFQO2hAnPvr96

Next Meeting 12/17/2024

Signature:_____

Date:_____

Method Schools Corporation

Check Detail

December 2024 - February 2025

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
9120-4 Checking #2						
12/02/2024	Expenditure		MetLife Small Business Center		R	-6,776.53
				METKC DES:INSPREMIUM ID:KMXXXXX4840001 INDN:METHOD SCHOOLS CORPORA CO ID:XXXXX81829 PPD		6,776.53
12/02/2024	Expenditure		Anthem Blue Cross		R	-51,886.99
				ANTHEM BLUE I01O DES:CORP PYMT ID:FL00684642 INDN:METHOD SCHOOLS CORP CO ID:CP35214571 CCD		51,886.99
12/04/2024	Bill Payment (Check)	7311	Nu Cabling Inc.		R	-10,636.27
						-10,636.27
12/04/2024	Expenditure	Payroll 12/5/24- Tax	Zenefits	Payroll 12/5/24 - Y. Serratos Leave Pay	R	-539.74
				Payroll 12/5/24 - Y. Serratos Leave Pay		107.19
				Payroll 12/5/24 - Y. Serratos Leave Pay		141.15
				Payroll 12/5/24 - Y. Serratos Leave Pay		141.15
				Payroll 12/5/24 - Y. Serratos Leave Pay		33.01
				Payroll 12/5/24 - Y. Serratos Leave Pay		33.01
				Payroll 12/5/24 - Y. Serratos Leave Pay		25.04
				Payroll 12/5/24 - Y. Serratos Leave Pay		59.19
12/04/2024	Expenditure		Richard Palanca		R	-4,400.00
				RICHARDPALANCA DES:IAT PAYPAL ID:XXXXX88731495 INDN:STEFANIE BRYANT CO ID:XXXXX0487C IAT PMT INFO: WEB XXXXXXXXXXXX00440000		4,400.00
12/04/2024	Expenditure	Payroll 12/5/24	Zenefits	Payroll 12.5.24 - Y. Serratos Leave Pay	R	-1,768.94
				Payroll 12.5.24 - Y. Serratos Leave Pay		2,367.20
				Payroll 12.5.24 - Y. Serratos Leave Pay		-90.65
				Payroll 12.5.24 - Y. Serratos Leave Pay		142.03
				Payroll 12.5.24 - Y. Serratos Leave Pay		142.03
				Payroll 12.5.24 - Y. Serratos Leave Pay		142.03
				Payroll 12.5.24 - Y. Serratos Leave Pay		-107.19
				Payroll 12.5.24 - Y. Serratos Leave Pay		-141.15
				Payroll 12.5.24 - Y. Serratos Leave Pay		-33.01
				Payroll 12.5.24 - Y. Serratos Leave Pay		-25.04
				Payroll 12.5.24 - Y. Serratos Leave Pay		-59.19
12/04/2024	Expenditure		Adobe		R	-34.99
				PURCHASE 1203 ADOBE INC. 408-536-6000 CA XXXXX2943XXXXXXXXXXXX6991 RECURRING CKCD 5734 XXXXXXXXXXXX513561		34.99
12/04/2024	Bill Payment (Check)		UMB Bank - FBO PlanMember Services		R	-23,461.89
						-23,461.89

Method Schools Corporation

Check Detail

December 2024 - February 2025

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
12/05/2024	Bill Payment (Check)	7312	Diamond Sports Development		R	-2,200.00
						-2,200.00
12/05/2024	Bill Payment (Check)	7313	eat2explore (pay via check)		R	-168.00
						-168.00
12/05/2024	Bill Payment (Check)	7314	Rock Fitness		R	-340.00
						-340.00
12/05/2024	Expenditure	Payroll 12/6/24	Zenefits	Payroll 12/6/24 - L. Rosas Final Pay	R	-2,112.90
				Payroll 12/6/24 - L. Rosas Final Pay		3,013.01
				Payroll 12/6/24 - L. Rosas Final Pay		180.78
				Payroll 12/6/24 - L. Rosas Final Pay		180.78
				Payroll 12/6/24 - L. Rosas Final Pay		180.78
				Payroll 12/6/24 - L. Rosas Final Pay		-322.90
				Payroll 12/6/24 - L. Rosas Final Pay		-186.81
				Payroll 12/6/24 - L. Rosas Final Pay		-43.69
				Payroll 12/6/24 - L. Rosas Final Pay		-33.14
				Payroll 12/6/24 - L. Rosas Final Pay		-132.79
12/05/2024	Expenditure	Payroll 12/6/24- Tax	Zenefits	Payroll 12/6/24 - L. Rosas Final Pay	R	-949.83
				Payroll 12/6/24 - L. Rosas Final Pay		322.90
				Payroll 12/6/24 - L. Rosas Final Pay		186.81
				Payroll 12/6/24 - L. Rosas Final Pay		186.81
				Payroll 12/6/24 - L. Rosas Final Pay		43.69
				Payroll 12/6/24 - L. Rosas Final Pay		43.69
				Payroll 12/6/24 - L. Rosas Final Pay		33.14
				Payroll 12/6/24 - L. Rosas Final Pay		132.79
12/05/2024	Bill Payment (Check)		Creative Back Office		R	-6,875.00
						-6,875.00
12/05/2024	Bill Payment (Check)		Platinum Athletics Prep Academy		R	-2,100.00
						-2,100.00
12/06/2024	Expenditure		Bank of America		R	-15.00
				REMOTE DEPOSIT MONTHLY FEE		15.00
12/06/2024	Bill Payment (Check)		Qualtrics LLC		R	-13,650.00
						-13,650.00
12/10/2024	Bill Payment	7315	Charlie Rose		C	-1,883.47

Method Schools Corporation

Check Detail

December 2024 - February 2025

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
	(Check)		Baseball			-1,883.47
12/10/2024	Bill Payment (Check)	7316	Melissa Marshall		R	-7,943.54
						-7,943.54
12/10/2024	Expenditure		Zenefits	ZENEFITS DES:XXXXX60078 ID:2TN15A30QTFDO8D INDN:METHOD SCHOOLS CORPORA CO ID:XXXXX45293 CCD	R	-72.00 72.00
12/11/2024	Expenditure	Payroll 12/12/24- Tax	Zenefits	Payroll 12/12/24 - K. Roman-Wensing PTO Payout	R	-1,094.26
				Payroll 12/12/24 - K. Roman-Wensing PTO Payout		276.92
				Payroll 12/12/24 - K. Roman-Wensing PTO Payout		243.08
				Payroll 12/12/24 - K. Roman-Wensing PTO Payout		243.08
				Payroll 12/12/24 - K. Roman-Wensing PTO Payout		56.85
				Payroll 12/12/24 - K. Roman-Wensing PTO Payout		56.85
				Payroll 12/12/24 - K. Roman-Wensing PTO Payout		43.13
				Payroll 12/12/24 - K. Roman-Wensing PTO Payout		174.35
12/11/2024	Expenditure	Payroll 12/12/24	Zenefits	Payroll 12/12/24 - K. Roman-Wensing PTO Payout	R	-2,891.13
				Payroll 12/12/24 - K. Roman-Wensing PTO Payout		3,920.70
				Payroll 12/12/24 - K. Roman-Wensing PTO Payout		235.24
				Payroll 12/12/24 - K. Roman-Wensing PTO Payout		235.24
				Payroll 12/12/24 - K. Roman-Wensing PTO Payout		235.24
				Payroll 12/12/24 - K. Roman-Wensing PTO Payout		-276.92
				Payroll 12/12/24 - K. Roman-Wensing PTO Payout		-243.08
				Payroll 12/12/24 - K. Roman-Wensing PTO Payout		-56.85
				Payroll 12/12/24 - K. Roman-Wensing PTO Payout		-43.13
				Payroll 12/12/24 - K. Roman-Wensing PTO Payout		-174.35
12/11/2024	Bill Payment (Check)		Phenom Sports Stars		R	-3,300.00
						-3,300.00
12/11/2024	Bill Payment (Check)		Platinum Athletics Prep Academy		R	-600.00
						-600.00
12/11/2024	Bill Payment (Check)		Riffs Music		R	-765.00
						-765.00
12/11/2024	Bill Payment (Check)		FAST Development		R	-10,400.00
						-10,400.00
12/11/2024	Bill Payment (Check)		Carl Hudson		R	-7,150.00

Method Schools Corporation

Check Detail

December 2024 - February 2025

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
						-7,150.00
12/11/2024	Bill Payment (Check)		UMB Bank - FBO PlanMember Services		R	-284.06
						-284.06
12/11/2024	Bill Payment (Check)		UMB Bank - FBO PlanMember Services		R	-361.56
						-361.56
12/12/2024	Expenditure	Payroll 12/13/24- SLRY	Zenefits		R	-
				Payroll 12/13/24-SLRY		203,637.54
						-
						203,637.54
12/12/2024	Expenditure		Zenefits		R	-1,323.93
				ZENEFITS DES:TAXPAYMENT ID:ZNFTS61847658 INDN:METHOD SCHOOLS CORPORA CO ID:RXXXXX5288 CCD		-1,323.93
12/12/2024	Expenditure		Zenefits		R	-
						106,836.51
				ZENEFITS DES:TAXPAYMENT ID:ZNFTS61844490 INDN:METHOD SCHOOLS CORPORA CO ID:RXXXXX5288 CCD		-
						106,836.51
12/12/2024	Expenditure	Payroll 12/13/24	Zenefits		R	-5,194.76
				Payroll 12/13/24 - Dec Bonus		-5,194.76
12/12/2024	Expenditure		Zenefits		R	-19,033.70
				ZENEFITS DES:TAXPAYMENT ID:ZNFTS61835991 INDN:METHOD SCHOOLS CORPORA CO ID:RXXXXX5288 CCD		-19,033.70
12/12/2024	Expenditure	Payroll 12/13/24- HRLY	Zenefits		R	-75,643.68
				Payroll 12/13/24-HRLY		-75,643.68
12/13/2024	Bill Payment (Check)	7317	Temecula Valley Driving School (Cavco Enterprises)		R	-1,647.00
						-1,647.00
12/16/2024	Expenditure		Trello.com		R	-237.50
				PURCHASE 1213 TRELLO.COM* ATLISSIAN ATLISSIAN.COMNY XXXXX1643XXXXXXXXXX5678 RECURRING CKCD 5734 XXXXXXXXXXXX513553		237.50
12/16/2024	Expenditure		Think Outside LLC		R	-178.00
				THINK OUTSIDE LL DES:SALE ID: INDN:METHOD SCHOOLS CORPORA CO ID:XXXXX86202 CCD		178.00

Method Schools Corporation

Check Detail

December 2024 - February 2025

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
12/16/2024	Bill Payment (Check)		Mohamed Noor (Top Ballers Training)		R	-22,550.00
						-22,550.00
12/17/2024	Expenditure		Rancho California Water District		R	-300.00
				CHECKCARD 1216 RANCHO CA WATER DIST TEMECULA CA XXXXX1543XXXXXXXXXX0521 4900 XXXXXXXXXXXX969181	CKCD	300.00
12/17/2024	Bill Payment (Check)		UMB Bank - FBO PlanMember Services		R	-470.48
						-470.48
12/17/2024	Bill Payment (Check)		UMB Bank - FBO PlanMember Services		R	-30,700.09
						-30,700.09
12/18/2024	Bill Payment (Check)	7318	CodeWizardsHQ		R	-447.00
						-447.00
12/18/2024	Bill Payment (Check)	7319	Santee Community Services Dept.		R	-4,424.00
						-4,424.00
12/18/2024	Bill Payment (Check)	7321	Ariel Macon-Richard		R	-350.00
						-350.00
12/18/2024	Expenditure		Richard Palanca		R	-4,400.00
				RICHARDPALANCA DES:IAT PAYPAL ID:XXXXX30394238 INDN:STEFANIE BRYANT CO ID:XXXXX0487C IAT PMT INFO: WEB XXXXXXXXXXXX00440000		4,400.00
12/18/2024	Bill Payment (Check)		Troy Gingrich		R	-1,050.00
						-1,050.00
12/19/2024	Bill Payment (Check)	7322	Wonder Psychological Services, Inc.		R	-4,300.00
						-4,300.00
12/19/2024	Expenditure		Microsoft		R	-9.99
				PURCHASE 1219 Microsoft*Microsoft 365 WA XXXXX2943XXXXXXXXXX5062 RECURRING XXXXXXXXXX513553	XXX-XX16830 CKCD 5818	9.99
12/19/2024	Bill Payment		RCM Technologies,		R	-3,705.00

Method Schools Corporation

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DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
	(Check)		Inc.			-3,705.00
12/19/2024	Bill Payment (Check)		RCM Technologies, Inc.		R	-11,210.00
						-11,210.00
12/19/2024	Bill Payment (Check)		RCM Technologies, Inc.		R	-3,610.00
						-3,610.00
12/23/2024	Expenditure		Timely		R	-5.40
				PURCHASE 1223 TIME.LY NORTH VANCOUVBC XXXXX4243XXXXXXXXXX2710 RECURRING CKCD 7372 XXXXXXXXXXXX513553		5.40
12/23/2024	Bill Payment (Check)		Gympass US, LLC		R	-3,402.92
						-3,402.92
12/23/2024	Bill Payment (Check)		Grattan Holdings, Inc.		R	-4,647.36
						-4,647.36
12/24/2024	Bill Payment (Check)	7323	Carolyn Andrews		R	-500.00
						-500.00
12/24/2024	Bill Payment (Check)	7324	Gloria Vargas		R	-500.00
						-500.00
12/24/2024	Bill Payment (Check)	7325	Shannon Clark		R	-500.00
						-500.00
12/24/2024	Bill Payment (Check)	7326	Steve Dorsey		R	-500.00
						-500.00
12/24/2024	Bill Payment (Check)	7327	Tyler Roberts		R	-500.00
						-500.00
12/24/2024	Bill Payment (Check)	7328	Marsh & McLennan Agency LLC		R	-4,185.00
						-4,185.00
12/24/2024	Bill Payment (Check)	7329	Propel Solutions, Inc.		R	-662.66
						-662.66

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DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
12/24/2024	Bill Payment (Check)	7330	Creative Bar Acquisitions, LLC		R	-3,501.00
						-3,501.00
12/24/2024	Expenditure		Kaiser	KAISER GROUP DUE DES:INTERNET ID:XXXXXXXXXX17122 INDN:XXXXX1000XXXXX86316191 CO ID:XXXXX40030 WEB	R	-16,972.03
						16,972.03
12/26/2024	Bill Payment (Check)		CWF Inc.		R	-10,000.00
						-10,000.00
12/27/2024	Bill Payment (Check)	7331	Sally Feng*		R	-200.00
						-200.00
12/27/2024	Expenditure		Frontier	FRONTIER COMMUNI DES:BILL PAY ID:XXXXX994431 INDN:STEFANIE BRYANT CO ID:XXXXX52911 CCD	R	-411.49
						411.49
12/30/2024	Expenditure		Zenefits	Payroll 12/31/24-HRLY	R	-65,753.65
						-65,753.65
12/30/2024	Expenditure	Payroll 12/31/24- SLRY	Zenefits	Payroll 12/31/24-SLRY	R	-
						158,317.43
						-
						158,317.43
12/30/2024	Expenditure		Zenefits	ZENEFITS DES:TAXPAYMENT ID:ZNFTS62344350 INDN:METHOD SCHOOLS CORPORA CO ID:RXXXXX5288 CCD	R	-71,871.80
						-71,871.80
12/30/2024	Expenditure		Zenefits	ZENEFITS DES:TAXPAYMENT ID:ZNFTS62346489 INDN:METHOD SCHOOLS CORPORA CO ID:RXXXXX5288 CCD	R	-13,656.22
						-13,656.22
12/31/2024	Expenditure		Anthem Blue Cross	ANTHEM BLUE I01O DES:CORP PYMT ID:FL00882224 INDN:METHOD SCHOOLS CORP CO ID:CP35214571 CCD	R	-48,366.59
						48,366.59
12/31/2024	Expenditure		AppFolio, Inc.	AppFolio, Inc. F DES:WEB PMTS ID:7TD1S4 INDN:Method Schools Corpora CO ID:XXXXX06550 CCD	R	-2.49
						2.49
12/31/2024	Expenditure		Covey Commercial	Covey Commercial DES:WEB PMTS ID:LRS5C INDN:Method Schools Corpora CO ID:XXXXX12565 CCD	R	-1,480.00
						1,480.00
01/02/2025	Expenditure		MetLife Small Business Center	METKC DES:INSPREMIUM ID:KMXXXXX4840001 INDN:METHOD SCHOOLS CORPORA CO ID:XXXXX81829 PPD	R	-6,590.19
						6,590.19

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DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
01/06/2025	Bill Payment (Check)	7333	Raddish Kids		R	-1,018.29
						-1,018.29
01/06/2025	Bill Payment (Check)	7334	Temecula Valley Driving School (Cavco Enterprises)		R	-699.00
						-699.00
01/06/2025	Bill Payment (Check)	7332	City of Riverside - PRCSD		R	-305.00
						-305.00
01/06/2025	Expenditure		Adobe		R	-34.99
				PURCHASE 0103 ADOBE INC. 408-536-6000 CA XXXXX2950XXXXXXXXXX8907 RECURRING CKCD 5734 XXXXXXXXXX513561		34.99
01/06/2025	Expenditure		Costco		R	-72.14
				COSTCO WHSE #1 01/06 #XXXXX4421 PURCHASE COSTCO WHSE #1390 MURRIETA CA CKCD 5300 XXXXXXXXXXXX513561		72.14
01/06/2025	Bill Payment (Check)		UMB Bank - FBO PlanMember Services		R	-23,499.71
						-23,499.71
01/07/2025	Bill Payment (Check)	7335	Diamond Sports Development		R	-1,800.00
						-1,800.00
01/07/2025	Expenditure		Richard Palanca		R	-5,280.00
				RICHARDPALANCA DES:IAT PAYPAL ID:XXXXX52974153 INDN:STEFANIE BRYANT CO ID:XXXXX0487C IAT PMT INFO: WEB XXXXXXXXXXXX00528000		5,280.00
01/07/2025	Bill Payment (Check)		Creative Back Office		R	-6,875.00
						-6,875.00
01/08/2025	Expenditure				R	-15.00
				REMOTE DEPOSIT MONTHLY FEE		15.00
01/08/2025	Expenditure		Cisdem Inc.		R	-149.95
				PAID by ACH - Cisdem Data Recovery for Mac - Lifetime License		149.95
01/10/2025	Expenditure		Zenefits		R	-90.00
				ZENEFITS DES:XXXXX60078 ID:2TSOMZCR047OX70 INDN:METHOD SCHOOLS CORPORA CO ID:XXXXX45293 CCD		90.00
01/10/2025	Bill Payment		Platinum Athletics		R	-2,700.00

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DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
	(Check)		Prep Academy			-2,700.00
01/13/2025	Bill Payment (Check)	7336	Tyler Roberts		R	-696.15
						-696.15
01/14/2025	Bill Payment (Check)	7337	Jacob Hayes		R	-700.00
						-700.00
01/14/2025	Expenditure		Trello.com		R	-237.50
				PURCHASE 0113 TRELLO.COM* ATCLASSIAN ATCLASSIAN.COMNY XXXXX1650XXXXXXXXXX4851 RECURRING CKCD 5734 XXXXXXXXXXXX513553		237.50
01/14/2025	Expenditure	Payroll 1/15/25- SLRY	Zenefits	Payroll 1/15/25-SLRY	R	-
				Payroll 1/15/25-SLRY		-
						158,541.99
						-
						158,541.99
01/14/2025	Expenditure	Payroll 1/15/25- HRLY	Zenefits	Payroll 1/15/25-HRLY	R	-56,540.28
				Payroll 1/15/25-HRLY		-56,540.28
01/14/2025	Expenditure	Payroll 1/15/25- SLTx	Zenefits	Payroll 1/15/25-SLTx	R	-79,924.73
				Payroll 1/15/25-SLTx		-79,924.73
01/14/2025	Expenditure	Payroll 1/15/25- HRTx	Zenefits	Payroll 1/15/25-HRTx	R	-13,881.44
				Payroll 1/15/25-HRTx		-13,881.44
01/14/2025	Expenditure				R	-40.00
				PAYPAL DES:INST XFER ID:CLARKCOUNTY INDN:STEFANIE BRYANT CO ID:PAYPALS177 WEB		40.00
01/14/2025	Expenditure		Zenefits	Payroll 12/31/24-SLRY - Shane Holloway court order child support	R	-125.00
				Payroll 12/31/24-SLRY - Shane Holloway court order child support		-125.00
01/15/2025	Expenditure		Zenefits		R	-10,654.10
				FUTA tax credit payment		10,654.10
01/15/2025	Bill Payment (Check)		Riffs Music		R	-660.00
						-660.00
01/15/2025	Bill Payment (Check)		Carl Hudson		R	-6,500.00

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DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
						-6,500.00
01/16/2025	Bill Payment (Check)	7338	Message Logix, Inc. dba K12 Alerts			-1,000.00
						-1,000.00
01/16/2025	Expenditure	Payroll 1/17/25	Zenefits	Payroll 1/17/25-Y. Serratos PTO	R	-2,127.01
				Payroll 1/17/25-Y. Serratos PTO		2,840.64
				Payroll 1/17/25-Y. Serratos PTO		170.44
				Payroll 1/17/25-Y. Serratos PTO		-192.19
				Payroll 1/17/25-Y. Serratos PTO		-176.12
				Payroll 1/17/25-Y. Serratos PTO		-41.19
				Payroll 1/17/25-Y. Serratos PTO		-34.09
				Payroll 1/17/25-Y. Serratos PTO		-99.60
				Payroll 1/17/25-Y. Serratos PTO		170.44
				Payroll 1/17/25-Y. Serratos PTO		170.44
01/16/2025	Expenditure	Payroll 1/17/25- Tax	Zenefits	Payroll 1/17/25-Y. Serratos PTO-Tax	R	-820.15
				Payroll 1/17/25-Y. Serratos PTO-Tax		192.19
				Payroll 1/17/25-Y. Serratos PTO-Tax		176.12
				Payroll 1/17/25-Y. Serratos PTO-Tax		176.12
				Payroll 1/17/25-Y. Serratos PTO-Tax		41.19
				Payroll 1/17/25-Y. Serratos PTO-Tax		41.19
				Payroll 1/17/25-Y. Serratos PTO-Tax		34.09
				Payroll 1/17/25-Y. Serratos PTO-Tax		99.60
				Payroll 1/17/25-Y. Serratos PTO-Tax		2.84
				Payroll 1/17/25-Y. Serratos PTO-Tax		56.81
01/17/2025	Bill Payment (Check)	7339	Crate Expectations		R	-779.20
						-779.20
01/17/2025	Bill Payment (Check)	7340	Rock Fitness		R	-340.00
						-340.00
01/17/2025	Bill Payment (Check)	7341	West Coast Krav Mag Temecula		R	-796.00
						-796.00
01/17/2025	Bill Payment (Check)	7342	Wonder Psychological Services, Inc.		C	-4,100.00
						-4,100.00
01/17/2025	Expenditure	Payroll 1/21/25	Zenefits	Payroll 1/21/25-EE Pay Correction	R	-1,284.81
				Payroll 1/21/25-EE Pay Correction		1,486.00
				Payroll 1/21/25-EE Pay Correction		-61.08

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DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
				Payroll 1/21/25-EE Pay Correction		-92.13
				Payroll 1/21/25-EE Pay Correction		-21.55
				Payroll 1/21/25-EE Pay Correction		-17.83
				Payroll 1/21/25-EE Pay Correction		-8.60
01/17/2025	Expenditure	Payroll 1/21/25- Tax	Zenefits	Payroll 1/21/25-EE Pay Correction	R	-346.08
				Payroll 1/21/25-EE Pay Correction		61.08
				Payroll 1/21/25-EE Pay Correction		92.13
				Payroll 1/21/25-EE Pay Correction		92.13
				Payroll 1/21/25-EE Pay Correction		21.55
				Payroll 1/21/25-EE Pay Correction		21.55
				Payroll 1/21/25-EE Pay Correction		17.83
				Payroll 1/21/25-EE Pay Correction		8.60
				Payroll 1/21/25-EE Pay Correction		1.49
				Payroll 1/21/25-EE Pay Correction		29.72
01/21/2025	Bill Payment (Check)	7344	Marsh & McLennan Agency LLC		R	-4,185.00
						-4,185.00
01/21/2025	Bill Payment (Check)	7345	Sportsplex USA		R	-9,450.00
						-9,450.00
01/21/2025	Expenditure		Microsoft		R	-9.99
				PURCHASE 0119 MICROSOFT*MICROSOFT 36 MICROSOFT.COMWA XXXXX3450XXXXXXXXXX6303 RECURRING CKCD 5818 XXXXXXXXXXXX513553		9.99
01/21/2025	Bill Payment (Check)		CWF Inc.		R	-29,010.00
						-29,010.00
01/21/2025	Bill Payment (Check)		ABA Enhancement LLC		R	-2,700.00
						-2,700.00
01/21/2025	Bill Payment (Check)		Troy Gingrich		R	-1,050.00
						-1,050.00
01/21/2025	Bill Payment (Check)		APA Benefits Inc.		R	-1,500.00
						-1,500.00
01/22/2025	Expenditure		Richard Palanca		R	-4,840.00
				RICHARDPALANCA DES:IAT PAYPAL ID:XXXXX71291114 INDN:STEFANIE BRYANT CO ID:XXXXX0487C IAT PMT INFO: WEB XXXXXXXXXXXX00484000		4,840.00

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DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
01/22/2025	Expenditure	Payroll 1/23/25	Zenefits	Payroll 1/23/25-J. Walsh Travel Reimb.	R	-638.90
				Payroll 1/23/25-J. Walsh Travel Reimb.		638.90
01/22/2025	Bill Payment (Check)		UMB Bank - FBO PlanMember Services		R	-25,754.20
						-25,754.20
01/23/2025	Expenditure		Pitney Bowes	PITNEY BOWES DES:PAYMENT ID:XXXXXXXXXX81080 INDN:Accounts Payable CO ID:XXXXX86389 CCD	R	-902.18
						902.18
01/23/2025	Expenditure		Timely	PURCHASE 0123 TIME.LY NORTH VANCOUVBC XXXXX4250XXXXXXXXXX6056 RECURRING CKCD 7372 XXXXXXXXXXXX513553	R	-2.70
						2.70
01/24/2025	Bill Payment (Check)	7346	Carolyn Andrews		R	-500.00
						-500.00
01/24/2025	Bill Payment (Check)	7347	Cobra Complete		C	-523.72
						-523.72
01/24/2025	Bill Payment (Check)	7348	Diamond Sports Development		R	-3,000.00
						-3,000.00
01/24/2025	Bill Payment (Check)	7349	Gloria Vargas		R	-500.00
						-500.00
01/24/2025	Bill Payment (Check)	7350	Shannon Clark		C	-500.00
						-500.00
01/24/2025	Bill Payment (Check)	7351	Steve Dorsey		R	-500.00
						-500.00
01/24/2025	Bill Payment (Check)	7352	Tyler Roberts		R	-500.00
						-500.00
01/24/2025	Expenditure		Kaiser	KAISER GROUP DUE DES:INTERNET ID:XXXXXXXXXX60110 INDN:XXXXX1000XXXXX58189392 CO ID:XXXXX40030 WEB	R	-16,972.03
						16,972.03
01/27/2025	Bill Payment (Check)		Gympass US, LLC		R	-3,477.68
						-3,477.68

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DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
01/27/2025	Bill Payment (Check)		Alpha Therapy Center Inc.		R	-11,111.00
						-11,111.00
01/27/2025	Bill Payment (Check)		Mohamed Noor (Top Ballers Training)		R	-25,025.00
						-25,025.00
01/27/2025	Bill Payment (Check)		Phenom Sports Stars		R	-3,300.00
						-3,300.00
01/27/2025	Bill Payment (Check)		Crush Baseball		R	-6,000.00
						-6,000.00
01/28/2025	Expenditure		Frontier	FRONTIER COMMUNI DES:BILL PAY ID:XXXXX224281 INDN:STEFANIE BRYANT CO ID:XXXXX52911 CCD	R	-411.68
						411.68
01/28/2025	Bill Payment (Check)		Limitless Fitness Training LLC		R	-15,000.00
						-15,000.00
01/28/2025	Bill Payment (Check)		Grattan Holdings, Inc.		R	-4,647.36
						-4,647.36
01/30/2025	Bill Payment (Check)	7353	CodeWizardsHQ		C	-894.00
						-894.00
01/30/2025	Bill Payment (Check)	7354	Football's Everything Wharehouse		C	-787.50
						-787.50
01/30/2025	Bill Payment (Check)	7355	Honest History Co.		C	-60.06
						-60.06
01/30/2025	Bill Payment (Check)	7356	SAN DIEGO CAP HITTING LLC		C	-3,200.00
						-3,200.00
01/30/2025	Bill Payment (Check)	7357	Santee Community Services Dept.		C	-4,424.00
						-4,424.00
01/30/2025	Expenditure	Payroll 1/31/25- HRLY	Zenefits	Payroll 1/31/25-HRLY	R	-68,871.91

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DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
				Payroll 1/31/25-HRLY		-68,871.91
01/30/2025	Expenditure	Payroll 1/31/25- SLRY	Zenefits	Payroll 1/31/25-SLRY	R	- 162,024.77
				Payroll 1/31/25-SLRY		- 162,024.77
01/30/2025	Expenditure	Payroll 1/31/25- HRTx	Zenefits	Payroll 1/31/25-HRTx	R	-13,839.27
				Payroll 1/31/25-HRTx		-13,839.27
01/30/2025	Expenditure	Payroll 1/31/25- SLTx	Zenefits	Payroll 1/31/25-SLTx	R	-81,444.25
				Payroll 1/31/25-SLTx		-81,444.25
01/31/2025	Expenditure		Anthem Blue Cross	ANTHEM BLUE I01O DES:CORP PYMT ID:FL00081879 INDN:METHOD SCHOOLS CORP CO ID:CP35214571 CCD	R	-50,612.76 50,612.76
01/31/2025	Expenditure		Covey Commercial	Covey Commercial DES:WEB PMTS ID:HSRFBC INDN:Method Schools Corpora CO ID:XXXXX12565 CCD	R	-1,480.00 1,480.00
01/31/2025	Expenditure		AppFolio, Inc.	AppFolio, Inc. F DES:WEB PMTS ID:FYFPV4 INDN:Method Schools Corpora CO ID:XXXXX06550 CCD	R	-2.49 2.49
01/31/2025	Bill Payment (Check)		Limitless Fitness Training LLC		C	-14,400.00 -14,400.00
01/31/2025	Bill Payment (Check)		The Stepping Stones Group LLC		C	-27.75 -27.75
02/03/2025	Expenditure		MetLife Small Business Center	METKC DES:INSPREMIUM ID:KMXXXXXX4840001 INDN:METHOD SCHOOLS CORPORA CO ID:XXXXX81829 PPD	C	-6,721.20 6,721.20
02/03/2025	Expenditure	Payroll 2/4/25- PayCor	Zenefits	Payroll 2/4/25-Pay Correction	C	-770.61
				Payroll 2/4/25-Pay Correction		-770.61
02/03/2025	Expenditure	Pay 2/4/25- PayCoTax	Zenefits	Payroll 2/4/25-Pay Correction Tax	C	-42.26
				Payroll 2/4/25-Pay Correction Tax		-42.26

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DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
02/04/2025	Bill Payment (Check)	7358	Melissa Marshall		C	-5,123.30
						-5,123.30
02/04/2025	Expenditure		Adobe		C	-34.99
				PURCHASE 0203 ADOBE INC. 408-536-6000 CA XXXXX2950XXXXXXXXXX8369 RECURRING CKCD 5734 XXXXXXXXXX513561		34.99
02/04/2025	Expenditure		Think Outside LLC		C	-178.00
				Intruactional Fund Request, Subscription: Quarterly (Ages 7-16) Think Outside Box. PO 1417 Student Alexis DeJesus 11th grader		178.00
02/05/2025	Expenditure		Richard Palanca		C	-5,280.00
				Payment to Senior Software Engineer for work done 1/16/2025 - 1/31/2025. Invoice Number: 0074		5,280.00
02/05/2025	Bill Payment (Check)		UMB Bank - FBO PlanMember Services		C	-340.88
						-340.88
02/05/2025	Bill Payment (Check)		UMB Bank - FBO PlanMember Services		C	-25,599.04
						-25,599.04
02/05/2025	Bill Payment (Check)		FAST Development		C	-9,075.00
						-9,075.00
02/05/2025	Bill Payment (Check)		Platinum Athletics Prep Academy		C	-3,600.00
						-3,600.00
02/05/2025	Bill Payment (Check)		RCM Technologies, Inc.		C	-3,657.50
						-3,657.50
02/05/2025	Bill Payment (Check)		RCM Technologies, Inc.		C	-11,400.00
						-11,400.00
02/05/2025	Bill Payment (Check)		RCM Technologies, Inc.		C	-6,507.50
						-6,507.50
02/07/2025	Expenditure		Bank of America		C	-15.00
				REMOTE DEPOSIT MONTHLY FEE		15.00
02/10/2025	Bill Payment (Check)	7359	Creative Bar Acquisitions, LLC		C	-3,501.00

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DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
						-3,501.00
02/10/2025	Expenditure		Association of California School Administrators	CHECKCARD 0207 WWW.ACSA.ORG XX443216 CA XXXXX6650XXXXXXXXXX5124 8699 XXXXXXXXXXXX969181	C	-1,768.56
				XXX- CKCD		1,768.56
02/10/2025	Bill Payment (Check)		Edmentum		C	-59,617.50
						-59,617.50
02/11/2025	Expenditure		Zenefits	ZENEFITS DES:XXXXX60078 ID:2TYC4PLF439C3HM INDN:METHOD SCHOOLS CORPORA CO ID:XXXXX45293 CCD	C	-90.00
						90.00
02/11/2025	Expenditure		Cubicles Office Environments	Cubicles Office DES:PURCHASE ID:XXXXX2588 INDN:Stefanie Bryant CO ID:XXXXX10526 PPD	C	-25,000.00
						25,000.00
02/11/2025	Expenditure		Cubicles Office Environments	Cubicles Office DES:PURCHASE ID:XXXXX2735 INDN:Stefanie Bryant CO ID:XXXXX10526 PPD	C	-5,000.00
						5,000.00
02/11/2025	Bill Payment (Check)		Edmentum		C	-400.00
						-400.00
02/11/2025	Bill Payment (Check)		Edmentum		C	-200.00
						-200.00
02/11/2025	Bill Payment (Check)		Edmentum		C	-3,250.00
						-3,250.00
02/11/2025	Bill Payment (Check)		Carl Hudson		C	-9,375.00
						-9,375.00
02/11/2025	Bill Payment (Check)		Creative Back Office		C	-6,875.00
						-6,875.00
02/12/2025	Expenditure		BioBox Labs	BIOBOX LABS LLC DES:SALE ID: INDN:METHOD SCHOOLS CORPORA CO ID:XXXXX86202 CCD	C	-243.60
						243.60
02/12/2025	Expenditure		BioBox Labs	BIOBOX LABS LLC DES:SALE ID:	C	-476.28
						476.28

Method Schools Corporation

Check Detail

December 2024 - February 2025

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
INDN:METHOD SCHOOLS CORPORA CO ID:XXXXX86202 CCD						
02/12/2025	Expenditure		Cubicles Office Environments		C	-30,000.00
				Cubicles Office DES:PURCHASE ID:XXXXX4452 INDN:Stefanie Bryant CO ID:XXXXX10526 PPD		30,000.00
02/13/2025	Expenditure		Cubicles Office Environments		C	-1,917.81
				Cubicles Office DES:PURCHASE ID:XXXXX2722 INDN:Stefanie Bryant CO ID:XXXXX10526 PPD		1,917.81
02/13/2025	Expenditure	Payroll 2/14/25- HRLY	Zenefits	Payroll 2/14/25-HRLY	C	-64,034.42
				Payroll 2/14/25-HRLY		-64,034.42
02/13/2025	Expenditure	Payroll 2/14/25- SLRY	Zenefits	Payroll 2/14/25-SLRY	C	-
				Payroll 2/14/25-SLRY		159,007.92
						-
						159,007.92
02/13/2025	Expenditure	Payroll 2/14/25- SLTx	Zenefits	Payroll 2/14/25-SLTx	C	-77,112.29
				Payroll 2/14/25-SLTx		-77,112.29
02/13/2025	Expenditure	Payroll 2/14/25- HRTx	Zenefits	Payroll 2/14/25-HRTx	C	-13,384.24
				Payroll 2/14/25-HRTx		-13,384.24
02/13/2025	Bill Payment (Check)		FAST Development		C	-15,675.00
						-15,675.00
02/13/2025	Bill Payment (Check)		California Charter Schools Association		C	-125.00
						-125.00
02/14/2025	Expenditure		Trello.com		C	-237.50
				PURCHASE 0213 TRELLO.COM* ATlassian ATLASSIAN.COMNY XXXXX1650XXXXXXXXXX4072 RECURRING CKCD 5734 XXXXXXXXXXXX513553		237.50
02/18/2025	Expenditure		Rancho California Water District		C	-355.31
				CHECKCARD 0214 RANCHO CA WATER DISTRIC 296-6900 CA XXXXX9850XXXXXXXXXX1437 4900 XXXXXXXXXXXX969181	951- CKCD	355.31
02/18/2025	Bill Payment		UMB Bank - FBO		C	-25,667.90

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December 2024 - February 2025

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
	(Check)		PlanMember Services			-25,667.90
02/19/2025	Bill Payment (Check)	7360	CodeWizardsHQ		C	-894.00
						-894.00
02/19/2025	Bill Payment (Check)	7361	Football's Everything Wharehouse		C	-1,750.00
						-1,750.00
02/19/2025	Bill Payment (Check)	7362	Temecula Valley Driving School (Cavco Enterprises)		C	-1,168.00
						-1,168.00
02/19/2025	Bill Payment (Check)	7363	Wonder Psychological Services, Inc.			-6,950.00
						-6,950.00
02/19/2025	Expenditure		Microsoft		C	-12.99
				PURCHASE 0219 Microsoft*Microsoft 365 WA XXXXX2950XXXXXXXXXX8065 RECURRING XXXXXXXXXX513553	XXX-XX16830 CKCD 5818	12.99
02/19/2025	Bill Payment (Check)		Instructure, Inc.		C	-1,566.00
						-1,566.00
02/19/2025	Bill Payment (Check)		RCM Technologies, Inc.		C	-7,600.00
						-7,600.00
02/19/2025	Bill Payment (Check)		RCM Technologies, Inc.		C	-3,135.00
						-3,135.00
02/19/2025	Bill Payment (Check)		RCM Technologies, Inc.		C	-6,175.00
						-6,175.00
02/19/2025	Bill Payment (Check)		APA Benefits Inc.		C	-1,000.00
						-1,000.00
02/24/2025	Bill Payment (Check)	7364	Accrediting Commission For Schools			-2,970.00
						-2,970.00
02/24/2025	Bill Payment	7365	Carolyn Andrews		C	-500.00

Method Schools Corporation

Check Detail

December 2024 - February 2025

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
	(Check)					-500.00
02/24/2025	Bill Payment (Check)	7367	Gloria Vargas		C	-500.00
						-500.00
02/24/2025	Bill Payment (Check)	7368	Rock Fitness			-85.00
						-85.00
02/24/2025	Bill Payment (Check)	7369	Shannon Clark			-500.00
						-500.00
02/24/2025	Bill Payment (Check)	7370	Steve Dorsey		C	-500.00
						-500.00
02/24/2025	Bill Payment (Check)	7371	Tyler Roberts		C	-500.00
						-500.00
02/24/2025	Bill Payment (Check)	7372	West Coast Krav Mag Temecula		C	-199.00
						-199.00
02/24/2025	Bill Payment (Check)	7366	Creative Bar Acquisitions, LLC		C	-3,501.00
						-3,501.00
02/24/2025	Expenditure		San Diego Hockey Development Center		C	-2,000.00
				November 2024 - January 2025 Hockey Development Center provides onsite training for Hockey Student Athletes twice a week		2,000.00
02/24/2025	Expenditure		Pitney Bowes		C	-705.25
				PITNEY BOWES DES:PAYMENT ID:XXXXXXXXXX81080 INDN:Accounts Payable CO ID:XXXXX86389 CCD		705.25
02/24/2025	Expenditure		Timely		C	-16.20
				PURCHASE 0223 TIME.LY NORTH VANCOUVBC XXXXX4250XXXXXXXXXX5157 RECURRING CKCD 7372 XXXXXXXXXXXX513553		16.20
02/24/2025	Bill Payment (Check)		Mohamed Noor (Top Ballers Training)		C	-33,400.00
						-33,400.00
02/24/2025	Bill Payment (Check)		Time4Learning		C	-119.85
						-119.85

Method Schools Corporation

Check Detail

December 2024 - February 2025

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
02/24/2025	Bill Payment (Check)		Alpha Therapy Center Inc.		C	-18,202.50
						-18,202.50
02/24/2025	Bill Payment (Check)		Riffs Music		C	-1,045.00
						-1,045.00
02/24/2025	Bill Payment (Check)		Troy Gingrich		C	-1,800.00
						-1,800.00
02/24/2025	Bill Payment (Check)		Grattan Holdings, Inc.		C	-4,647.36
						-4,647.36
02/25/2025	Expenditure		Kaiser	KAISER GROUP DUE DES:INTERNET ID:XXXXXXXXXX92242 INDN:XXXXX1000XXXXX25422037 CO ID:XXXXX40030 WEB	C	-16,972.03
						16,972.03
02/25/2025	Expenditure		Richard Palanca	RICHARDPALANCA DES:IAT PAYPAL ID:XXXXX86705179 INDN:STEFANIE BRYANT CO ID:XXXXX0487C IAT PMT INFO: WEB XXXXXXXXXXXX00440000	C	-4,400.00
						4,400.00
02/25/2025	Expenditure	Payroll 2.26.25- G.Wal	Zenefits	Payroll 2.26.25 - G. Waller Mileage	C	-2,110.50
				Payroll 2.26.25 - G. Waller Mileage		2,110.50
02/26/2025	Expenditure		TalkBox.Mom, Inc.	TALKBOX.MOM DES:SALE ID: INDN:METHOD SCHOOLS CORPORA CO ID:XXXXX86202 CCD	C	-247.94
						247.94
02/27/2025	Expenditure		BioBox Labs	BIOBOX LABS LLC DES:SALE ID: INDN:METHOD SCHOOLS CORPORA CO ID:XXXXX86202 CCD	C	-241.36
						241.36
02/27/2025	Expenditure		BioBox Labs	BIOBOX LABS LLC DES:SALE ID: INDN:METHOD SCHOOLS CORPORA CO ID:XXXXX86202 CCD	C	-241.36
						241.36
02/27/2025	Expenditure		Frontier	FRONTIER COMMUNI DES:BILL PAY ID:XXXXX947231 INDN:STEFANIE BRYANT CO ID:XXXXX52911 CCD	C	-411.58
						411.58
02/27/2025	Expenditure	Payroll 2/28/25- SLTx	Zenefits	Payroll 2/28/25-SLTx	C	-76,099.90
				Payroll 2/28/25-SLTx		-76,099.90
02/27/2025	Expenditure	Payroll	Zenefits	Payroll 2/28/25-HRLY	C	-62,950.39

Method Schools Corporation

Check Detail

December 2024 - February 2025

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
		2/28/25- HRLY		Payroll 2/28/25-HRLY		-62,950.39
02/27/2025	Expenditure	Payroll 2/28/25- HRTx	Zenefits	Payroll 2/28/25-HRTx	C	-13,668.99
				Payroll 2/28/25-HRTx		-13,668.99
02/27/2025	Expenditure	Payroll 2/28/25- SLRY	Zenefits	Payroll 2/28/25-SLRY	C	-
				Payroll 2/28/25-SLRY		157,532.77
						-
						157,532.77
02/27/2025	Bill Payment (Check)		Marsh & McLennan Agency LLC		C	-4,185.00
						-4,185.00
02/28/2025	Expenditure		Zenefits		C	-61.39
				ZENEFITS DES:TAXPAYMENT ID:ZNFTS64090722 INDN:METHOD SCHOOLS CORPORA CO ID:RXXXXX5288 CCD		-61.39
02/28/2025	Expenditure		Zenefits		C	-300.79
				Zenefits DES:PAYROLL ID:ZNFTS64090491 INDN:Method Schools Corpora CO ID:XXXXX32658 CCD		-300.79

90 Day Investment results

Investment Account	Account Balance at 02.28.25	90 Day Earnings	FYTD Earnings	Annual Yield
Fidelity Money Market	\$ 6,433,568.79	\$ 62,157.99	\$ 183,299.07	2.85%
San Diego Treasury	\$ 18,081,665.27	\$ 180,380.72	\$ 459,046.08	2.54%
Bank of America Flex CD	\$ 1,035,139.65	\$ 6,014.94	\$ 35,139.65	3.39%

Cash Accounts

Cash accounts	Account Balance at 02.28.25	90 Day Earnings	FYTD Earnings	Annual Yield
Bank of America Savings	\$ 7,240,256.76	\$ 197.38	\$ 988.16	0.01%
Bank of America Checking	\$ 181,461.03	N/A	N/A	N/A
AMEX Cash	\$ 172,436.89	\$ 547.51	\$ 2,566.62	1.49%

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
MethodSchools	Jade Fernandez, Chief Academic Officer	jfernandez@methodschoools.org ; (951) 461-4620 x7000

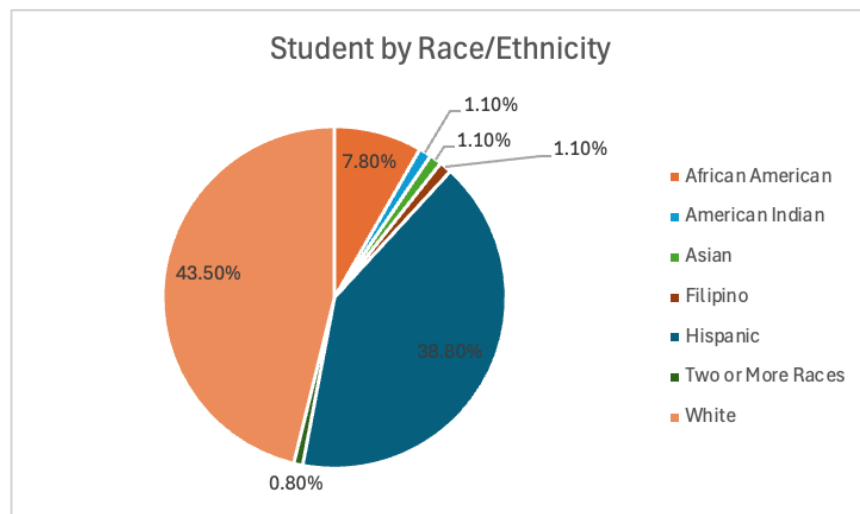
Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Method Schools is an independent study charter school serving grades TK-12 in San Diego and its contiguous counties. Established in 2014, Method is a non-classroom based program that serves students through a highly differentiated online instructional program. Method strives to meet its mission, “At Method Schools, we shape a thriving educational community that values service, mutual respect, and a shared commitment to personal and academic growth.”

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



Significant Subgroups

Students with Disabilities	19.1%
Socioeconomically Disadvantaged	37.1%

Method Schools' educational program is designed with personalization and flexibility at its core, ensuring that each student succeed. By meeting students where they are academically and adapting instruction to their unique needs, Method empowers them to achieve their full potential. Some key components of Method's approach include:

- Online coursework is standards-based and completed independently with support from a learning coach and a CA-credentialed Method Schools teacher.
- Students and/or their learning coach meet weekly with Method Schools staff to review coursework, complete assessments, and tailor learning to individual needs.
- A Multi-Tiered System of Supports (MTSS) is applied based on data points, observations, and feedback from teachers, students, and parents.
- Students regularly communicate with teachers via email, text, or phone and can access additional support through study lounges, Teach Squads, and homework clubs. Further interventions are available as needed.

Method Schools continues to expand its offerings, including programs like Dehesa Method Sports Academy and The Academy at Method Schools, while also building partnerships with mental health treatment centers and athletic programs. By adapting to the diverse needs of students—from student-athletes to those requiring specialized support—Method's flexible model provides an ideal learning environment for its students.

Reflections: Annual Performance

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

In the previous year, Method Schools recognized the need to strengthen its instructional approach due to low academic indicators in English Language Arts and Mathematics. With a commitment to improving student outcomes, the school focused on refining curriculum, expanding instructional staff, and enhancing support for all learners. These efforts have led to measurable progress, as reflected in the latest California School Dashboard results.

Key Improvements:

- **Academic Growth:** Method Schools has made significant gains, moving from Orange in English Language Arts and Red in Mathematics to Yellow in both categories, demonstrating notable improvement in student achievement.
- **Leadership & Staff Development:** A renewed focus on professional learning, strategic vision, and personalized coaching ensures that educators are equipped to provide high-quality instruction and support.
- **SmartFox Curriculum Expansion:** Method continues to develop its competency-based SmartFox curriculum, incorporating best practices for independent learning while maintaining rigor and alignment with current state standards.

Looking ahead, Method Schools remains committed to continuous improvement through:

- The strategic expansion of programs and learning opportunities to meet the diverse needs of students.
- Strengthening relationships with families, learning coaches, and parents to foster a collaborative learning environment.
- Building on the strong gains in staff development to further enhance instructional effectiveness and student success.

By continuing to innovate and adapt, Method Schools ensures that every student receives the support and resources necessary to thrive.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Leadership and Administration	In development of its LCAP, Method actively consulted with the executive team through its monthly meetings, within its Leadership Development program, and with school leaders in leadership meetings. These meetings serve as vital platforms for the thorough review and discussion of key metrics such as student performance, experience satisfaction from all stakeholders, and enrollment data. The executive team provided invaluable insights and perspectives, ensuring that the LCAP was informed by a comprehensive understanding of the organization's objectives and challenges.
Students	Student input played a central role in the development of the LCAP ensuring that the plan accurately reflects the needs and aspirations of the student body. Various channels were utilized to gather this input, including student satisfaction surveys, student interviews, and analysis of student performance data. Homeroom teachers spoke with a small sampling of their students to get insight on their school experience, their unique needs, and where they feel Method can improve. Responses were collected, shared, and analyzed collaboratively during Method's quarterly in-person data meeting.
Parents	Parent input was instrumental in shaping the LCAP. Parent surveys provided a structured platform for gathering feedback. Additionally, parent phone interviews and focus group discussions provided opportunities for more personalized engagement, allowing for nuanced insights to be captured. By actively involving parents through these various channels, the LCAP was enriched with a comprehensive understanding of parental priorities, concerns, and aspirations, fostering a plan that is not only aligned with student needs but also reflective of the broader community's values and expectations.

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

While the LCAP tool is updated annually, stakeholder feedback, academic performance data, and enrollment trends are continuously analyzed as part of Method Schools' strategic operations. On a quarterly basis, Method reports its progress toward both short- and long-term objectives

through in-person staff and board meetings, allowing for ongoing evaluation and adjustments to ensure the school meets its goals. 2025-26 Method Schools & ... 6.1 a ;

The adopted LCAP has been significantly shaped by input from key educational partners, including the executive team, students, and parents. Through regular meetings, the executive team reviews critical metrics such as student performance, stakeholder satisfaction, and enrollment data, ensuring that organizational objectives align with real-time needs and challenges. Student feedback remains central to this process, gathered through satisfaction surveys, consultations with student leadership, interviews, and academic performance data analysis. Additionally, targeted outreach to specific student subgroups ensures that the LCAP reflects the needs of all learners.

Parent engagement is also a critical component, with insights collected through surveys, the Parent Advisory Committee, phone interviews, and focus groups. This ongoing dialogue allows Method to understand and incorporate parental priorities, ensuring the LCAP aligns with the broader community's expectations and values.

Based on stakeholder input and a review of school performance data, Method Schools has identified the following key areas for focus and resource allocation:

- **Sustaining and further improving academic performance** following significant gains in English Language Arts and Mathematics.
- **Fostering an inclusive and collaborative learning environment** that exceeds the expectations of all educational partners.
- **Enhancing the Multi-Tiered System of Supports (MTSS) framework** to provide targeted interventions and ensure all students receive the support they need to succeed.

Of these priorities, developing staff remains the primary focus goal. Staff interviews, surveys, and academic performance data indicate that a well-developed MTSS framework has a direct impact on student success, staff satisfaction, and the continuous growth of all learners, particularly unduplicated students. By making ongoing, data-driven refinements throughout the year, Method Schools ensures that its LCAP remains a living document—one that evolves in response to stakeholder needs and drives continuous improvement.

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	ELA Diagnostic	The following are % of students meeting or above grade level: K - 100 1 - 56 2 - 75 3 - 47 4 - 41 5 - 43 6 - 45 7 - 37 8 - 38 9 - 62 10 - 59 11 - 48	The following are % of students meeting or above grade level: D3 K- 40% 1 -33% 2 - 13% 3 -50% 4 - 51% 5 - 11% 6 - 27% 7 - 23% 8 - 41% 9 - 80% 10 - 81% 11 - 65%*	[Insert target outcome here]	Overall average 2025-26 Method Schools & ... 6.1 a students at or above grade level.	grades 3, 4, 6-11. Method declined in grades K-2 and 5-7.
2	Math Diagnostic	The following are % of students meeting or above grade level: K - 100 1 - 44 2 - 42 3 - 20 4 - 55 5 - 36 6 - 41 7 - 33 8 - 42 9 - 52 10 - 58 11 - 51	The following are % of students meeting or above grade level: D3 K - 40% 1 - 20% 2 - 14% 3 - 6% 4 - 24% 5 - 14% 6 - 29% 7 - 33% 8 - 39% 9 -78% 10 -76% 11 - 79%*	[Insert target outcome here]	Overall average of 55% students at or above grade level.	Method improved in grades 9-11. Method declined in lower grades K-8.
3	ELA CAASPP	In 2023, Method Schools' overall distance from standard English Language Arts is 52.2	In 2024, Method Schools' overall distance from standard in English Language Arts is 30.1	[Insert outcome here]	In 2025, Method Schools' Distance from Standard will be 0.	Method improved their distance from standard by 22.1 points.

4	Math CAASPP	In 2023, Method Schools' overall distance from standard in Mathematics is 100.1	In 2024, Method Schools' overall distance from standard in Mathematics is 78.6	[Insert target outcome here]	In 2025, Method Schools' Distance from standard will be 0.	2025-26 Method Schools & ... 6.1 a mathematics distance from standard by 21.5 points
5	A-G completion rate	A-G completion rate is 10.5%	A-G completion rate is 15.1%	[Insert target outcome here]	A-G completion rate will be 80%	A-G completion rate improved by 4.6%
6	Graduation Rate	Method Schools' graduation rate is 93.2%	Method Schools' graduation rate is 68.8%	[Insert outcome here]	Method Schools will achieve a graduation rate of 95%	Graduation rate declined by 24.4%
7	ELPAC Development Levels	Based on 2023 ELPAC Summative 20% - Well Developed 33% - Moderately Developed 33% - Somewhat Developed 13% - Minimally Developed	Based on 2024 ELPAC Summative 16% - Well Developed 58% - Moderately Developed 16% - Somewhat Developed 11% - Minimally Developed	[Insert target outcome here]	Based on 2027 ELPAC Summative 33% - Well Developed 33% - Moderately Developed 20% Somewhat Developed 13% Minimally Developed	English Language Development proficiency overall improved with most student moving to moderately and well developed proficiency levels.

**11th grade percentage reflects Diagnostic 2 data. 11th graders do not take the NWEA in Diagnostic 3.*

Goal Analysis for 2025-26

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

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

Method Schools made moderate progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year. Method made significant gains in CA Dashboard metrics while declining in others.

Successful Implementation

- Action 1.1 Edmentum - Method successfully adopted Edmentum Courseware classes at the high school level.
- Action 1.2 Smartfox Curriculum - Method successfully completed and adopted Smartfox curriculum at grades 2-8. Looking ahead, Method plans to expand high school course catalog over the next two years.

Implementation Challenges:

- Action 1.3 ELA and Math Specialists - Due to unforeseen challenges in recruitment and staffing, we were unable to hire specialist instructors as originally intended. To ensure students still received necessary support, Method adjusted its by utilizing our current instructional staff to teach intervention classes. Despite these adjustments, our instructors have effectively delivered intervention programs and have worked closely with students to address learning gaps.

- Action 1.4 SPED Supports - Method Schools faced challenges in expanding SPED supports due to the unexpected loss of its 2025-26 Method Schools & ... 6.1 a foundational training on IEP development and meetings. To address this, the school contracted SPED SAI services, allowing SPED staff to focus on training, while also providing additional professional development for general education teachers to improve collaboration with the SPED department.
- Action 1.6 Multi Language Support - Method Schools moderately implemented its Multilanguage Support action by hiring an English teacher with experience in multilanguage support and integrating English Language Development (ELD) courses through the Edmentum Courseware catalog. Challenges included ensuring consistent engagement and support for multilingual learners within the online platform. Moving forward, the school aims to enhance direct instructional support and refine strategies to better meet the needs of multilingual students especially in an online environment.

Non-Implementation

- Action 1.5 Counselor Development - Method Schools planned to enhance counselor development as part of its efforts to improve academic performance and student support. However, this action was not implemented due to the downsizing of the counselor team and the limited availability of remaining counselors to attend professional development conferences. Despite this setback, the school continues to explore alternative training opportunities and strategies to strengthen counseling services within existing capacity.

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

Method experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

Action 1.3 ELA and Math Specialist. Budgeted \$98,000 Est. Expenditure \$45,700. Difference due to unfilled positions, existing positions filled need until specific positions can be hired.

Action 1.4 SPED Supports. Budgeted \$275,000 Est. Expenditures \$249,000. Difference is due to the loss of the SPED director mid year.

Action 1.5 - Counselor Development. Budgeted \$3000 Est. Expenditure \$0. Action not implemented as noted above.

Action 1.6 Multi-language Development. Budgeted \$50,000 Est. Expenditures \$37,000. Difference due to mid-year timing of hiring this position.

Percentage of Improved Services differences of note: none

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving goal 1, as demonstrated by the above metrics.

- Action 1.1 and Action 1.2 Edmentum and Smartfox curriculum demonstrated strong effectiveness as evidenced by increased ELA and mathematics achievement scores in CAASPP.
- Action 1.3 ELA and Math specialists shows moderate effectiveness as growth varied by grade level. Further analysis of instruction by grade is required to improve overall effectiveness across all grades.

- Action 1.4 SPED supports demonstrates strong effectiveness despite its challenges. Special education students showed growth 2025-26 Method Schools & ... 6.1 a population on CAASPP. Qualitatively, teachers report a better understanding of their special education students and the process in prescribing accommodations and supporting their learning.
- Action 1.5 Counselor Development shows limited effectiveness based on A-G completion rate increasing but overall graduation rate declining. Further investment in counselor training and analysis of graduation rate are necessary.
- Action 1.6 English Language supports showed moderate effectiveness as students continue to move toward well developed proficiency per the summative ELPAC assessment.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes to current goal focusing on academic achievement.

Metrics modifications:

Metrics 1.1 and 1.2 - The manner in which the metric was previously reported did not take into account increasing the % of students at or above benchmark will be measured between fall and spring data rather than comparing year by year.

Actions modifications:

Action 1.3 ELA and Math specialists will no longer be hired and rather further investment will go toward expanding the overall teaching staff and supporting their implementation of intervention classes as part of the overall MTSS model.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Edmentum	Edmentum Courseware provides engaging and interactive learning materials, including multimedia resources and interactive assessments, which can increase student engagement and motivation. The data-driven insights provided by Edmentum enable teachers to monitor student progress in real-time, identify areas for improvement, and adjust instruction accordingly. Edmentum Exactpath offers a comprehensive platform tailored to individual student needs, allowing for personalized instruction and targeted intervention. This adaptive approach ensures that students receive instruction at their appropriate skill levels, addressing learning gaps and promoting mastery of key concepts.	\$30,250	Yes

2	Smartfox Curriculum Development	Developing an internal curriculum for grades 2-12 that is competency-based standards-aligned, and tailored to Method Schools' independent study and virtual learning model will significantly enhance student success.		
3	ELA and Math Specialists	Creating two roles, Math and ELA Intervention Specialists, will significantly enhance and improve services by providing structured, targeted instruction to underperforming students. These specialists will offer personalized support and intervention strategies tailored specifically to address students' deficits in math and English language arts (ELA). The specialists will also closely monitor student progress, adjust instruction as needed, and track outcomes to ensure its effectiveness.	\$98,000	Yes
4	SPED Supports	As Method's Special Education population continues to grow, more emphasis on focus on expanding the range of its services, resources, accommodations, and interventions designed to meet the unique needs of students with disabilities or exceptionalities. Method intends to incorporate professional development, parent and family engagement, and an expansion of special education resources available to its students. Funding will come from SPED funds.	\$275,000	Yes
5	Counselor Development	Counselor development refers to the continuous growth, training, and professional development of counselors to enhance their knowledge, skills, and effectiveness in providing counseling services to students. Counselor development will encompass specialized training and attendance at college guidance conferences, expansion of collaboration and advocacy opportunities for students, and supporting counselors to make data informed decisions.	\$3000	Yes
6	Multilingual Development Program	The expansion of Multi-Language Development program will include language acquisition support, differentiated instruction, family and community engagement, and opening access to academic content. By investing in the expansion of the ELD program, schools can enhance the educational experiences and outcomes of English language learners and promote their success in school and beyond.	\$50,000	Yes

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on stakeholder surveys, staff and parent interviews, and engagement data, Method designed this goal to enhance satisfaction by fostering a more inclusive and collaborative school culture. It aims to strengthen communication, increase participation, and ensure all stakeholders feel valued and involved in decision-making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Advisory Committee Participation	Method's Parent Advisory Committee has 16 active members.	Method's Parent Advisory Committee has 2 active members.	[Insert outcome here]	Method's Parent Advisory Committee will equal 10% of student population.	Method's Parent Advisory Committee decreased to 2 active members.
2	Parent Satisfaction	Based on the Fall parent satisfaction survey, Method earned an 85% satisfaction score from parents.	Based on Spring 2025 parent satisfaction survey, Method earned an 86% satisfaction score from parents.	[Insert outcome here]	Method will earned an 95% satisfaction score from parents.	Parent satisfaction increased by 1%
3	Student Satisfaction	Based on the Fall student satisfaction survey, Method earned an 80% satisfaction score from its students.	Based on the Fall student satisfaction survey, Method earned an 74% satisfaction score from its students.	[Insert outcome here]	90% of students will rate Method Schools 9 or 10 in terms of satisfaction.	Student satisfaction decreased by 6%
4	Staff Satisfaction	65% of staff rated their overall satisfaction with their work experience at Method.	76% of staff rated their overall satisfaction with their work experience at Method.	[Insert outcome here]	90% of staff will rate their overall satisfaction with their work experience at Method.	Overall satisfaction increased by 11%
5	Student Attendance	Method Schools maintains an average daily attendance of 95% per LP.	Method Schools average daily attendance	[Insert outcome here]	Method Schools will maintain an average daily attendance of 95%	[Insert current difference from baseline here]
6	Staff Evaluation Scores	Based on midyear evaluations, Method staff achieved an overall staff performance score of 89%.	Based on midyear evaluations, Method staff achieved an overall staff performance score of 89%.	[Insert outcome here]	Method Schools will improve staff performance to 90%.	This is a new metric.
7 (3.3)	Leadership Effectiveness	The following departments rated their leader "Extremely Effective" K-8: 50% High School: 50% SSM: 43% Classified: 50%	87% of staff rated leadership extremely or very effective.	[Insert outcome here]	Across all departments, 90% of staff will rate leadership "extremely effective"	Staff's rating of leadership effectiveness doubled to 87%

Goal Analysis for 2024-25

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

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

Method Schools made moderate progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- Action 2.1 Method added two additional stipend Parent Success Manager roles. The Parent Success Managers facilitate the Parent Advisory Committee, host Parent Workshops, and support parents
- Action 2.3 Method continues to provide opportunities for student leadership, social activities such as bonfires, field days, service learning, and traditional school events like Prom and Grad Night.

Implementation Challenges:

- Action 2.2 Parent Advisory Committee shows a decline in activity due to changes in ways Method incentivize their attendance. Parent surveys show that the majority of parents (58%) prefer a low level of involvement instead wanting to focus on their role as a learning coach only. 10% of parents want a high level of involvement including serving on the Parent Advisory Committee.

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

Method experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

No material differences for goal 2 actions.

Percentage of Improved Services differences of note:

No material percentage of approved differences for goal 2.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving goal 2, as determined by both quantitative and qualitative indicators.

- Action 2.1 and 2.3 shows strong effectiveness as evidenced by an increase in overall satisfaction and an overall growth in student attendance and enrollment.
- Action 2.2 shows limited effectiveness as evidenced by low turnout in the Parent Advisory Committee. Further exploration revealed that the majority of parents do not want a high level of involvement at school and desire only to focus on their role as learning coach. Action 2.2 should be revised to meet parents' expressed needs.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year on prior practice. 2025-26 Method Schools & ... 6.1 a

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP Cycle:

Goal Description: No changes to current goal focusing on active engagement of all stakeholders.

Metrics Modifications:

- Removed: Professional Development Surveys metrics as it is not measurable.
- Removed: Metric 2.4 Staff Satisfaction will no longer include eNPS and will be measured by overall satisfaction on staff surveys.
- Removed: ADA metric will be removed. In lieu of measuring student growth, Method will utilize student enrollment numbers and this metric will be moved to fall under Goal 4.
- Added: Staff evaluation scores were added as a measure of overall effectiveness of professional learning.

Actions Modifications:

To better reflect the engagement and satisfaction of all stakeholders, Method will move the actions 3.1 and 3.3 to Goal 2. These actions involve improving the professional development and training of all Method staff.

Expected Outcomes:

- Based on parent feedback, the Parent Advisory Target Outcome will be adjusted to reflect 10% of the student population.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Success Program	Method's Parent Success Program involves a structured initiative designed to provide assistance, resources, guidance, and empowerment to parents or guardians in supporting their children's academic, social, emotional, and developmental needs. This includes providing parent workshops, parent education, and parent support through Parent Success Managers. By equipping parents with the support and resources they need, schools can create a collaborative and supportive educational environment that promotes the success and well-being of all students.	\$6,100	Yes
2	Parent Advisory Committee	A Parent Advisory Committee (PAC) is a group of parents or guardians who come together to advise, collaborate with, and provide feedback to the school on matters related to education, school policies, programs, and initiatives. By expanding the committee's reach and influence, schools can strengthen partnerships with families, enhance communication and decision-making processes, and ultimately improve outcomes for all students.	\$47,000	Yes
3	Student Clubs and Leadership	Method intends to increase the variety of extracurricular activities available to students and providing opportunities for student leadership roles within these clubs. Student clubs cover a wide range of interests, including academic, artistic, athletic, cultural, and service-oriented pursuits. These clubs often provide a platform for students to explore their interests, develop skills, build relationships, and take on leadership roles.	\$7,000	Yes
4 (3.1)	Leadership Development Program	Method developed a structured initiative designed to cultivate and enhance the leadership skills, abilities, and qualities of individuals within Method. This includes a combination of training, coaching, mentoring, experiential learning, and professional development activities aimed at equipping participants with the knowledge, competencies, and mindset necessary to effectively lead and influence others. Its intent is to develop communication and collaboration skills, promote role modeling and mentor support, and empowerment of Method leaders to better support its teams.	\$72,850	No
5 (3.3)	Director of Instruction Role	The role of a Director of Instruction is a leadership position responsible for overseeing instructional practices and the implementation of educational programs to enhance student learning outcomes. The role will provide structure and guidance toward	\$84,000	Yes

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Student Attendance	Method Schools maintains an average daily attendance of 95% per LP.	Method Schools	[Insert outcome here]	Method will maintain an average daily attendance rate of 95% per learning period.	Metho
2	Tiered Reengagement Process Effectiveness	2% of student population (12% of withdrawn students) were withdrawn due to not meeting requirements of the program.	2% of student population (12% of withdrawn students) were withdrawn due to not meeting requirements of the program.		Method Schools will reduce the % of withdrawn students due to not meeting requirements of the program to 5%.	This is a new metric.
3	Chronic Absenteeism	9.5% of students were chronically absent in 2024.	9.5% of students were chronically absent in 2024.		Method Schools will reduce the % of chronically absent students to 5%	This is a new metric.

Goal Analysis for 2024-25

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

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

Method made significant progress towards the implementation and planned actions while adapting to emerging needs and challenges throughout the year.

Successful implementation:

- Action 3.1 Leadership Development Program: By the year end, Method will have completed Year 1 of the Leadership Development program. Based on a winter survey, 87% of staff rated Method leadership extremely or very effective.
- Action 3.2 Director of Instruction: The role was hired and has successfully implemented a refined MTSS guide, professional learning plan, and coaching program.
- Action 3.3 Professional Development Program: A school leadership development program that mirrors the leadership development program is in its initial phases. A full year of professional learning including workshops, school wide professional learning and professional coaching has been successfully implemented.
- Action 3.4 MTSS Implementation: Method refocused training on the pillars of Multi-Tiered System of Supports, a MTSS guide has been published, and instructional staff participates in training and collaborate towards ongoing improvement.

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

Method experienced some differences in the planned expenditures and estimated actual expenditures due to v and the realities of implementation.

Expenditures differences of note:

Action 3.3 - Budgeted \$70,000 Est. Expenditures \$37,500. The difference between budgeted and estimated expenditures is simply due to an overestimation of budget needs. This goal coincides with related goals and the needed resources were less than anticipated.

Percentage of Improved Services differences of note: none

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

Based on our analysis of metrics and outcomes, the implementation of the actions should a high level of effectiveness in achieving goal 3 as demonstrated by both quantitative and qualitative data.

- Action 3.4 Staff feedback demonstrates a better understanding of Multi-Tiered System of Supports as well as intensive interventions for students with disabilities including special education and students with 504 plans. Further, Method showed significant gains in chronic absenteeism between 2023 and 2024.
- Between fall and spring semester, Method shows a higher effectiveness in supporting students proactively and avoiding tiered re-engagement altogether. Tiered re-engagement process effectiveness will be measured moving forward by measuring percentage of students who reached tier 4 in the tiered engagement process.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP Cycle:

Goal Description: No changes to current goal focusing on the implementation and refinement of Multi-Tiered System of Supports.

Metrics Modifications:

Removed: Classroom Observation Data metric was removed as lesson engagement does not accurately reflect effectiveness of the Multi-Tiered System of Supports. Additionally, Method instructional staff no longer use the platform that measures engagement data within their live instruction.

Removed: Professional Development Survey goal as it does not accurately reflect progress towards Goal 3.

Moved: Metric 3.3 Leadership Effectiveness will fall under Goal 2 as a measurement of meeting and exceeding the expectations of all stakeholders. Method modified professional development metric to include survey data on effectiveness of professional learning.

Added: New metrics Tiered Re-engagement Effectiveness and Chronic Absenteeism to properly measure effectiveness of Multi-Tiered System of Supports

Actions Modifications:

Moved: Action 3.1 Leadership Development and 3.2 Director of Instruction will fall under Goal 2.

Added: Action 3.5 Smartfox MTSS Tracker

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

Actions

Action #	Title	Description	Total Funds	Contributing
1 (3.3)	Professional Development Program	Method's restructuring of its professional development program will encompass ongoing training, learning opportunities, and support for educators to enhance their knowledge, skills, and effectiveness in teaching and supporting students. Guided by the Director of Instruction, the professional development program will directly target teacher needs including training on Multi-Tiered System of Supports, Instructional coaching, classroom observations, and personalized learning approaches for Method's teaching staff.	\$70,000	Yes
2 (3.4)	Schoolwide MTSS Implementation	The Multi-Tiered System of Supports (MTSS) is a comprehensive framework designed to provide systematic, data-driven support to all students by addressing their academic, behavioral, and social-emotional needs. Refocusing on the MTSS framework can contribute to increasing or improving services, especially for special education and unduplicated students, in several ways: early intervention and identification, differentiated instruction, collaboration and data-based decision making, resource allocation, and personalized support.	\$197,200	Yes
3	Smartfox MTSS Tracker	An efficient system for tracking student engagement in all components of Method's independent study program is required in order to better identify students who may need additional intervention and better track the effectiveness of interventions implemented for students.	\$5000	Yes

Goal

Goal #	Description	Type of Goal
4	Method Schools will expand its reach to students through targeted outreach, retention strategies, and program enhancements to ensure sustainable growth and long-term success.	Broad

State Priorities addressed by this goal.

- Priority 3: Parental Involvement and Family Engagement
- Priority 5: Student Engagement
- Priority 7: Conditions of Learning

An explanation of why the LEA has developed this goal.

In response to several key factors impacting student enrollment, retention, and overall educational access, Method Schools developed this goal to ensure continued student success, financial stability, and program expansion. Increasing enrollment extends Method’s high-quality education model to students particularly those who find success in a non-traditional learning environment. Student retention helps maintain steady enrollment numbers as well as supports Method’s goal of academic achievement as data shows that the longer students stay at Method, the more successful they are.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Annual student enrollment	Student enrollment in 2024 was 361.	Student enrollment in 2024 was 361.		Overall student enrollment in 2027 will be 450 students	This is a new goal.
2	Sports Academy Enrollment Growth	Student enrollment in 2024 was 84.	Student enrollment in 2024 was 84.		Sports Academy enrollment will be 150 students	This is a new goal.
3	The Academy at Method Schools Enrollment Growth	The Academy at Method Schools was revamped in 2024-25. Enrollment this year is 0.	The Academy at Method Schools was revamped in 2024-25. Enrollment this year is 0.		The Academy at Method Schools enrollment will be 50 students	This is a new goal.

Goal Analysis for 2025-26

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

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

This is a new goal. Not applicable in 2025-26.

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

This is a new goal. Not applicable in 2025-26.

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

This is a new goal. Not applicable in 2025-26.

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

This is a new goal. Not applicable in 2025-26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Director of Expansion role	The Director of Expansion role will drive strategic enrollment growth and outreach efforts. This position will focus on developing and implementing targeted recruitment strategies, strengthening community partnerships, and enhancing marketing efforts to attract and retain students.	\$90,000	No
2	Strengthen retention strategies	Enhance student and family engagement through personalized support, academic resources, and extracurricular opportunities.	\$15,000	Yes
3	Expand course offerings and program opportunities	Expand course offerings, career pathways, and extracurricular programs to attract diverse student populations.	\$15,000	Yes
4	Monitor and evaluate enrollment growth efforts	Regularly analyze enrollment trends and feedback to adjust strategies as needed.	\$3750	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$568,202	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.2%	0%	\$0	6.2%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

1.2	Smartfox Curriculum Development	Smartfox curriculum development is competency-based and standards aligned ensuring that educational content directly targets students' learning needs and addressed identified needs by providing a structured framework for comprehensive learning. The implementation fosters equitable access to high quality learning for all students.	2025-26 Method Schools & ... 6.1 a CAASPP Performance, Diagnostic Data
1.3	ELA and Math Specialists	The ELA and Mathematics intervention roles address identified needs by offering targeted supports to struggling in core subjects, ensures individualized assistance to improve proficiency levels and ensures access to resources necessary for academic success to all students.	CAASPP Performance, Diagnostic Data
1.5	Counselor Development	Counselor development and training ensures students are supported in their pathways to high school diplomas as well as transitions to postsecondary plans. Counselor development and training will provide effective workshops and education to students will support college and career readiness for unduplicated students.	Graduation Rate, A-G Completion, CCI Indicator
2.1	Parent Success Program	Parent Success Program meets the needs of independent study students. It includes parent education workshops and targeted parent support from the parent success manager for students identified by the MTSS framework.	Parent workshop and event attendance and Parent satisfaction surveys
2.2	Parent Advisory Committee	The Parent Advisory Committee (PAC) will provide parent input on the specific needs and wants of Method families. PAC provides invaluable feedback for all its students including the needs of unduplicated.	Parent advisory committee participation, parent satisfaction surveys
2.3	Student Clubs and Leadership	Student clubs and leadership opportunities fosters a sense of belonging, student voice and agency, personal growth, and skill development among students. It is provided on a schoolwide basis to promote inclusivity and enhance student engagement.	Student satisfaction surveys, student participation and attendance

2.4 (3.1)	Leadership Development Program	The leadership development program will address identified needs by equipping educators with necessary skills, knowledge, and support to lead and manage all aspects of the school community, especially the unique needs of its unduplicated students. It is provided to promote collaborative leadership, cultivate continuous improvement, and ensure the development of staff and students.	2025-26 Method Schools & ... 6.1 a Leadership evaluation scores
2.5 (3.2)	Director of Instruction Role	The director of instruction role will address identified needs of teacher instruction especially instructional strategies, assessment practices to ensure alignment to specific learning needs of unduplicated students and the wider student population. Director of instruction is provided on a schoolwide basis to maintain consistency, coherence, and effectiveness across the organization	Staff evaluation and staff satisfaction scores
3.1 (3.3)	Professional Development Program	The professional development program will offer specific and tailored training and support to educators through coaching and offering best instructional practices. The specific focus on Multi-Tiered System of Supports framework addresses staff's ability to meet diverse student needs and provides a cohesive approach to improvement and growth.	Staff evaluation scores
4.1	Director of Expansion role	Unduplicated students, including low-income, foster youth, and English learners, benefit from increased access to diverse educational opportunities and personalized support. The new role will enhance outreach efforts, ensuring these students and their families are aware of and have access to Method Schools' programs. This role will operate school-wide to support overall enrollment growth while prioritizing equity in recruitment and retention.	Overall student enrollment growth, Sports Academy enrollment growth, The Academy enrollment growth

4.2	Strengthen retention strategies	Many unduplicated students require additional academic, social-emotional, and engagement support to persist in their education and succeed. Strengthening retention strategies, including academic interventions, mentorship programs, and family engagement, ensures these students receive targeted, ongoing support. This action is implemented LEA-wide to create a stable, supportive environment for all students while prioritizing those facing systemic barriers.	2025-26 Method Schools & ... 6.1 a Overall student enrollment, Tiered Reengagement
4.3	Expand course offerings and program opportunities	Unduplicated students benefit from diverse academic pathways, career training, and extracurricular options to support individualized learning and future readiness. Expanding course offerings and programs—including career and technical education (CTE), dual enrollment, and specialized learning tracks—provides these students with more accessible and flexible pathways. This action is school-wide, ensuring all students benefit while addressing the unique needs of unduplicated student groups.	Overall student enrollment, sports academy enrollment growth, Academy enrollment growth
4.4	Monitor and evaluate enrollment growth efforts	Ensuring equitable access to Method Schools requires continuous assessment of enrollment patterns, outreach effectiveness, and student success rates. Implementing data-driven monitoring and evaluation allows the LEA to adjust strategies and target support where it's needed most. This action is LEA-wide, ensuring sustainable growth while maintaining a strong focus on equitable access for unduplicated student groups.	Overall student enrollment growth, Sports Academy enrollment growth, The Academy enrollment growth

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Effectiveness
1.4	SPED Supports	The expansion of Special Education services ensures high-quality instruction and individualized attention to special education students. The expansion of services and resources for special education population will ensure varied services and resources that meet individualized learner needs.	CAASPP Performance, Diagnostic Data
1.6	As Method's English Learner population increases annually, Method recognizes the need to build a comprehensive Multi-Language Development program that addresses the unique and specific English development learning needs of the English Learner population.	A comprehensive multi-language development program will support English learner students to develop fluency with a particular focus on academic English. The program will include: identifying multi-language learners, ensure curriculum supports EL needs, develop instructional strategies, and provide support services including the creation of an English Learner Advisory Committee to ensure the needs of specifically English Learners are heard and addressed.	ELPI Indicator, Reclassification rates, and ELPAC scores

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

[Provide description here]

Additional Concentration Grant Funding

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

N/A Method Schools does not get concentration grant funding

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	127:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	18:1	N/A

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input (2025-26 Method Schools & ... 6.1 a partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2025-26 Method Schools & ... 6.1 a
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for

LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas of need, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

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

- When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student performance levels on the Dashboard that the Focus Goal is addressing; or,
- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or

guides the modification of those services and supports. Evidence-based supports and strategies are most common when supported by research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *E* 2025-26 Method Schools & ... 6.1 a th unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their

educational partners in the decision of whether or not to revise a baseline and to communicate with their educational partners. 2025-26 Method Schools & ... 6.1 a

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG fund action supported by LREBG funding the action description must:

- Identify the action as an LREBG action;
- Include an explanation of how research supports the selected action;
- Identify the metric(s) being used to monitor the impact of the action; and
- Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services

requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (S 2025-26 Method Schools & ... 6.1 a provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42 2025-26 Method Schools & ... 6.1 a s it will receive in the coming year.

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

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

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the L 2025-26 Method Schools & ... 6.1 a condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent. 2025-26 Method Schools & ... 6.1 a
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will 2025-26 Method Schools & ... 6.1 a based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned a 2025-26 Method Schools & ... 6.1 a Percentage of Improved Services will display “Not Required.”

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by 1 2025-26 Method Schools & ... 6.1 a converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

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

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

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

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

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

California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Method Schools

CDS Code: 1617

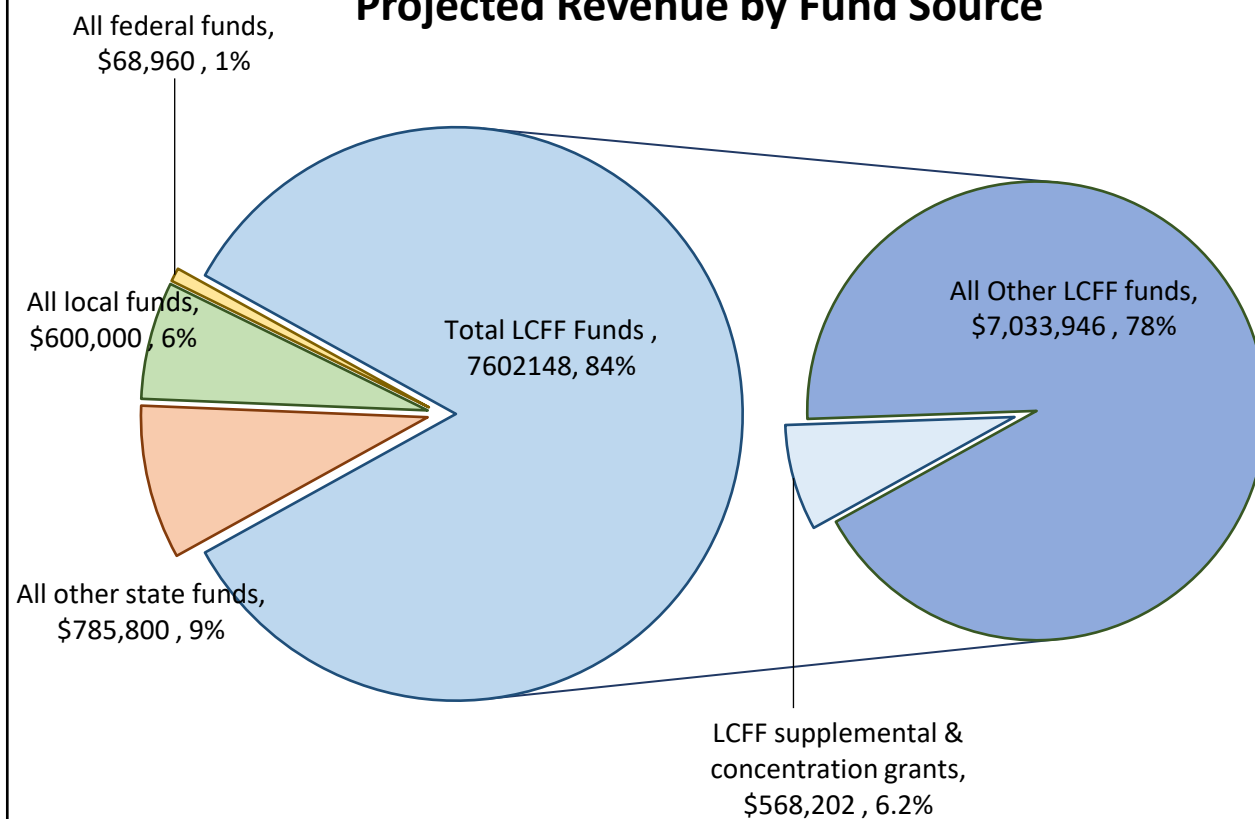
School Year: 25-26

LEA contact information: Stefanie Bryant

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 25-26 School Year

Projected Revenue by Fund Source

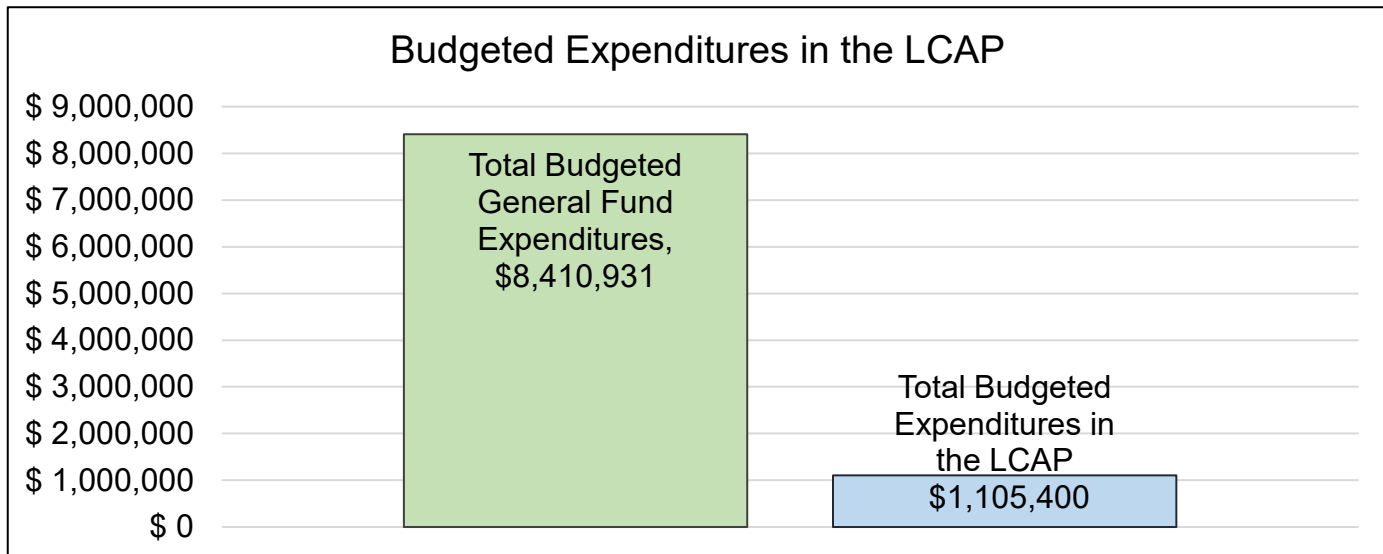


This chart shows the total general purpose revenue Method Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Method Schools is \$9,056,908.00, of which \$7,602,148.00 is Local Control Funding Formula (LCFF), \$785,800.00 is other state funds, \$600,000.00 is local funds, and \$68,960.00 is federal funds. Of the \$7,602,148.00 in LCFF Funds, \$568,202.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Method Schools plans to spend for 25-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Method Schools plans to spend \$8,410,931.00 for the 25-26 school year. Of that amount, \$1,105,400.00 is tied to actions/services in the LCAP and \$7,305,531.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

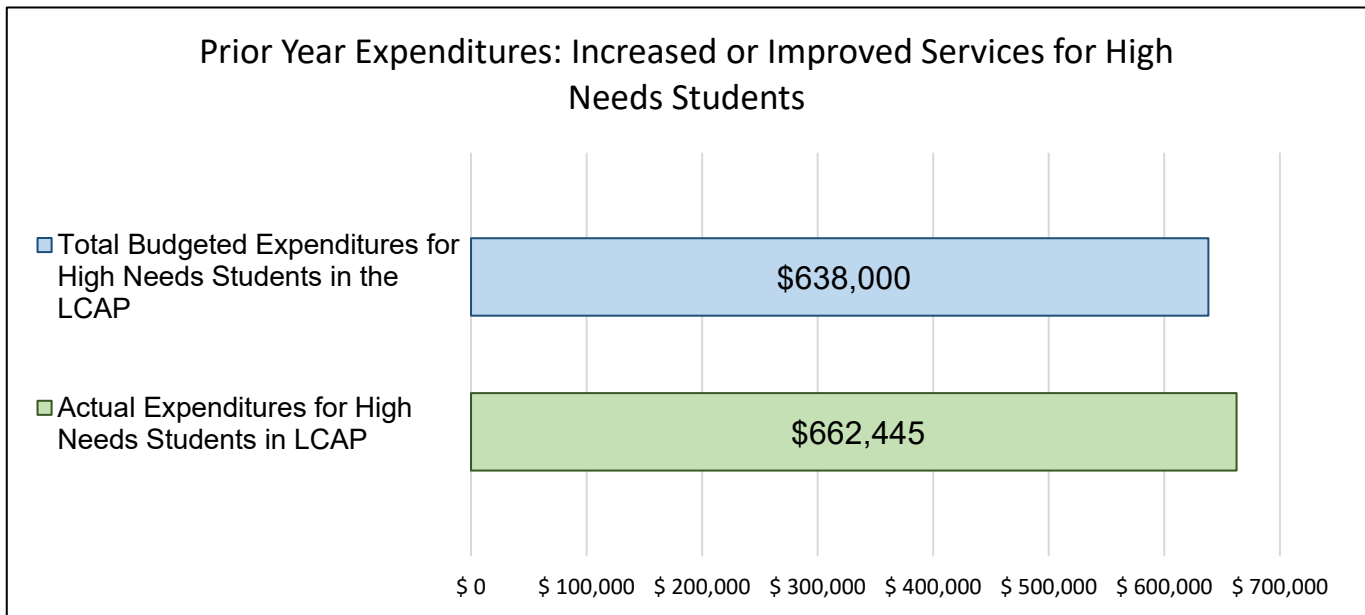
General fund revenue not included in the LCAP plan includes all day to day instructional operations and administrative costs

Increased or Improved Services for High Needs Students in the LCAP for the 25-26 School Year

In 25-26, Method Schools is projecting it will receive \$568,202.00 based on the enrollment of foster youth, English learner, and low-income students. Method Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Method Schools plans to spend \$638,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 24-25



This chart compares what Method Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Method Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 24-25, Method Schools's LCAP budgeted \$638,000.00 for planned actions to increase or improve services for high needs students. Method Schools actually spent \$662,445.00 for actions to increase or improve services for high needs students in 24-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Method Schools, LA	Jade Fernandez, Chief Academic Officer	jfernandez@methodschools.org ; (951) 461-4620 x7000

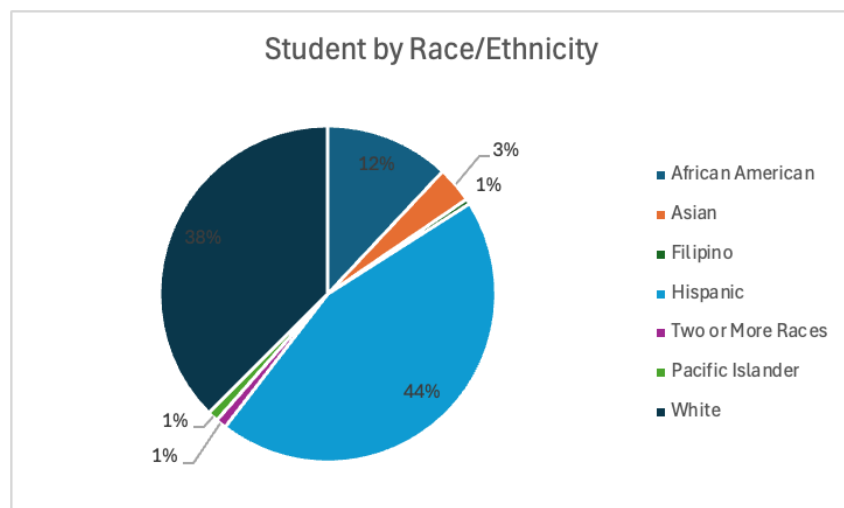
Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Method Schools, LA is an independent study charter school serving grades TK-12 in Los Angeles and its contiguous counties. Method is a non-classroom based program that serves students through a highly differentiated online instructional program. Method strives to meet its mission, “At Method Schools, we shape a thriving educational community that values service, mutual respect, and a shared commitment to personal and academic growth.”

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



Significant Subgroups

English Learners	8.8%
Students with Disabilities	57.2%
Socioeconomically Disadvantaged	14.4%

Method Schools' educational program is designed with personalization and flexibility at its core, ensuring that each student succeed. By meeting students where they are academically and adapting instruction to their unique needs, Method empowers them to achieve their full potential. Some key components of Method's approach include:

- Online coursework is standards-based and completed independently with support from a learning coach and a CA-credentialed Method Schools teacher.
- Students and/or their learning coach meet weekly with Method Schools staff to review coursework, complete assessments, and tailor learning to individual needs.
- A Multi-Tiered System of Supports (MTSS) is applied based on data points, observations, and feedback from teachers, students, and parents.
- Students regularly communicate with teachers via email, text, or phone and can access additional support through study lounges, Teach Squads, and homework clubs. Further interventions are available as needed.

Method Schools continues to expand its offerings, including programs like Dehesa Method Sports Academy and The Academy at Method Schools, while also building partnerships with mental health treatment centers and athletic programs. By adapting to the diverse needs of students—from student-athletes to those requiring specialized support—Method's flexible model provides an ideal learning environment for its students.

Reflections: Annual Performance

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

In the previous year, Method Schools recognized the need to strengthen its instructional approach due to low academic indicators in English Language Arts and Mathematics. With a commitment to improving student outcomes, the school focused on refining curriculum, expanding instructional staff, and enhancing support for all learners. These efforts have led to measurable progress, as reflected in the latest California School Dashboard results.

Key Improvements:

- **Academic Growth:** Method Schools has made significant gains, moving from Orange in English Language Arts and Red in Mathematics to Yellow in both categories, demonstrating notable improvement in student achievement.
- **Leadership & Staff Development:** A renewed focus on professional learning, strategic vision, and personalized coaching ensures that educators are equipped to provide high-quality instruction and support.
- **SmartFox Curriculum Expansion:** Method continues to develop its competency-based SmartFox curriculum, incorporating best practices for independent learning while maintaining rigor and alignment with current state standards.

Looking ahead, Method Schools remains committed to continuous improvement through:

- The strategic expansion of programs and learning opportunities to meet the diverse needs of students.
- Strengthening relationships with families, learning coaches, and parents to foster a collaborative learning environment.
- Building on the strong gains in staff development to further enhance instructional effectiveness and student success.

By continuing to innovate and adapt, Method Schools ensures that every student receives the support and resources necessary to thrive.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Leadership and Administration	In development of its LCAP, Method actively consulted with the executive team through its monthly meetings, within its Leadership Development program, and with school leaders in leadership meetings. These meetings serve as vital platforms for the thorough review and discussion of key metrics such as student performance, experience satisfaction from all stakeholders, and enrollment data. The executive team provided invaluable insights and perspectives, ensuring that the LCAP was informed by a comprehensive understanding of the organization's objectives and challenges.
Students	Student input played a central role in the development of the LCAP ensuring that the plan accurately reflects the needs and aspirations of the student body. Various channels were utilized to gather this input, including student satisfaction surveys, student interviews, and analysis of student performance data. Homeroom teachers spoke with a small sampling of their students to get insight on their school experience, their unique needs, and where they feel Method can improve. Responses were collected, shared, and analyzed collaboratively during Method's quarterly in-person data meeting.
Parents	Parent input was instrumental in shaping the LCAP. Parent surveys provided a structured platform for gathering feedback. Additionally, parent phone interviews and focus group discussions provided opportunities for more personalized engagement, allowing for nuanced insights to be captured. By actively involving parents through these various channels, the LCAP was enriched with a comprehensive understanding of parental priorities, concerns, and aspirations, fostering a plan that is not only aligned with student needs but also reflective of the broader community's values and expectations.

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

While the LCAP tool is updated annually, stakeholder feedback, academic performance data, and enrollment trends are continuously analyzed as part of Method Schools' strategic operations. On a quarterly basis, Method reports its progress toward both short- and long-term objectives

through in-person staff and board meetings, allowing for ongoing evaluation and adjustments to ensure the school meets its goals. 2025-26 Method Schools & Method Schools 6.1 c ;

The adopted LCAP has been significantly shaped by input from key educational partners, including the executive team, students, and parents. Through regular meetings, the executive team reviews critical metrics such as student performance, stakeholder satisfaction, and enrollment data, ensuring that organizational objectives align with real-time needs and challenges. Student feedback remains central to this process, gathered through satisfaction surveys, consultations with student leadership, interviews, and academic performance data analysis. Additionally, targeted outreach to specific student subgroups ensures that the LCAP reflects the needs of all learners.

Parent engagement is also a critical component, with insights collected through surveys, the Parent Advisory Committee, phone interviews, and focus groups. This ongoing dialogue allows Method to understand and incorporate parental priorities, ensuring the LCAP aligns with the broader community's expectations and values.

Based on stakeholder input and a review of school performance data, Method Schools has identified the following key areas for focus and resource allocation:

- **Sustaining and further improving academic performance** following significant gains in English Language Arts and Mathematics.
- **Fostering an inclusive and collaborative learning environment** that exceeds the expectations of all educational partners.
- **Enhancing the Multi-Tiered System of Supports (MTSS) framework** to provide targeted interventions and ensure all students receive the support they need to succeed.

Of these priorities, developing staff remains the primary focus goal. Staff interviews, surveys, and academic performance data indicate that a well-developed MTSS framework has a direct impact on student success, staff satisfaction, and the continuous growth of all learners, particularly underserved students. By making ongoing, data-driven refinements throughout the year, Method Schools ensures that its LCAP remains a living document—one that evolves in response to stakeholder needs and drives continuous improvement.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	ELA Diagnostic	The following are % of students meeting or above grade level: K - 100 1 - 56 2 - 75 3 - 47 4 - 41 5 - 43 6 - 45 7 - 37 8 - 38 9 - 62 10 - 59 11 - 48	The following are % of students meeting or above grade level: D3 K- 40% 1 -33% 2 - 13% 3 -50% 4 - 51% 5 - 11% 6 - 27% 7 - 23% 8 - 41% 9 - 80% 10 - 81% 11 - 65%*	[Insert target outcome here]	Overall average 2025-26 Method Schools & M... 6.1 c students at or above grade level.	grades 3, 4, 6-11. Method declined in grades K-2 and 5-7.
2	Math Diagnostic	The following are % of students meeting or above grade level: K - 100 1 - 44 2 - 42 3 - 20 4 - 55 5 - 36 6 - 41 7 - 33 8 - 42 9 - 52 10 - 58 11 - 51	The following are % of students meeting or above grade level: D3 K - 40% 1 - 20% 2 - 14% 3 - 6% 4 - 24% 5 - 14% 6 - 29% 7 - 33% 8 - 39% 9 -78% 10 -76% 11 - 79%*	[Insert target outcome here]	Overall average of 55% students at or above grade level.	Method improved in grades 9-11. Method declined in lower grades K-8.
3	ELA CAASPP	In 2023, Method Schools' overall distance from standard English Language Arts is 51.5	In 2024, Method Schools' overall distance from standard in English Language Arts is 16.3	[Insert outcome here]	In 2025, Method Schools' Distance from Standard will be 0.	Method improved their distance from standard by 35.2 points.

4	Math CAASPP	In 2023, Method Schools' overall distance from standard in Mathematics is 100.6	In 2024, Method Schools' overall distance from standard in Mathematics is 57.7	[Insert target outcome here]	In 2025, Method Schools' Distance from standard will be 0.	2025-26 Method Schools & Mathematics distance from standard by 42.9 points
5	A-G completion rate	A-G completion rate is 20%	A-G completion rate is 25	[Insert target outcome here]	A-G completion rate will be 80%	A-G completion rate improved by 5%
6	Graduation Rate	Method Schools' graduation rate is 88.1%	Method Schools' graduation rate is 68.5%	[Insert outcome here]	Method Schools will achieve a graduation rate of 95%	Graduation rate declined by 19.6%
7	ELPAC Development Levels	Based on 2023 ELPAC Summative 20% - Well Developed 33% - Moderately Developed 33% - Somewhat Developed 13% - Minimally Developed	Based on 2024 ELPAC Summative 16% - Well Developed 39% - Moderately Developed 32% - Somewhat Developed 13% - Minimally Developed	[Insert target outcome here]	Based on 2027 ELPAC Summative 33% - Well Developed 33% - Moderately Developed 20% Somewhat Developed 13% Minimally Developed	English Language Development proficiency overall improved with most student moving to moderately and well developed proficiency levels.

*11th grade percentage reflects Diagnostic 2 data. 11th graders do not take the NWEA in Diagnostic 3.

Goal Analysis for 2025-26

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

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

Method Schools made moderate progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year. Method made significant gains in CA Dashboard metrics while declining in others.

Successful Implementation

- Action 1.1 Edmentum - Method successfully adopted Edmentum Courseware classes at the high school level.
- Action 1.2 Smartfox Curriculum - Method successfully completed and adopted Smartfox curriculum at grades 2-8. Looking ahead, Method plans to expand high school course catalog over the next two years.

Implementation Challenges:

- Action 1.3 ELA and Math Specialists - Due to unforeseen challenges in recruitment and staffing, we were unable to hire specialist instructors as originally intended. To ensure students still received necessary support, Method adjusted its by utilizing our current instructional staff to teach intervention classes. Despite these adjustments, our instructors have effectively delivered intervention programs and have worked closely with students to address learning gaps.

- Action 1.4 SPED Supports - Method Schools faced challenges in expanding SPED supports due to the unexpected loss of its 2025-26 Method Schools & M... 6.1 c foundational training on IEP development and meetings. To address this, the school contracted SPED SAI services, allowing SPED staff to focus on training, while also providing additional professional development for general education teachers to improve collaboration with the SPED department.
- Action 1.6 Multi Language Support - Method Schools moderately implemented its Multilanguage Support action by hiring an English teacher with experience in multilanguage support and integrating English Language Development (ELD) courses through the Edmentum Courseware catalog. Challenges included ensuring consistent engagement and support for multilingual learners within the online platform. Moving forward, the school aims to enhance direct instructional support and refine strategies to better meet the needs of multilingual students especially in an online environment.

Non-Implementation

- Action 1.5 Counselor Development - Method Schools planned to enhance counselor development as part of its efforts to improve academic performance and student support. However, this action was not implemented due to the downsizing of the counselor team and the limited availability of remaining counselors to attend professional development conferences. Despite this setback, the school continues to explore alternative training opportunities and strategies to strengthen counseling services within existing capacity.

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

Method experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

Action 1.3 ELA and Math Specialist. Budgeted \$98,000 Est. Expenditure \$45,700. Difference due to unfilled positions, existing positions filled need until specific positions can be hired.

Action 1.4 SPED Supports. Budgeted \$275,000 Est. Expenditures \$249,000. Difference is due to loss of SPED director mid year.

Action 1.5 - Counselor Development. Budgeted \$3000 Est. Expenditure \$0. Action not implemented as noted above.

Action 1.6 Multi-language Development. Budgeted \$50,000 Est. Expenditures \$37,000. Difference due to mid-year timing of hiring this position.

Percentage of Improved Services differences of note: none

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving goal 1, as demonstrated by the above metrics.

- Action 1.1 and Action 1.2 Edmentum and Smartfox curriculum demonstrated strong effectiveness as evidenced by increased ELA and mathematics achievement scores in CAASPP.
- Action 1.3 ELA and Math specialists shows moderate effectiveness as growth varied by grade level. Further analysis of instruction by grade is required to improve overall effectiveness across all grades.

- Action 1.4 SPED support demonstrates strong effectiveness despite its challenges. Special education students showed growth 2025-26 Method Schools & M... 6.1 c population on CAASPP. Qualitatively, teachers report a better understanding of their special education students and the process in prescribing accommodations and supporting their learning.
- Action 1.5 Counselor Development shows limited effectiveness based on A-G completion rate increasing but overall graduation rate declining. Further investment in counselor training and analysis of graduation rate are necessary.
- Action 1.6 English Language supports showed moderate effectiveness as students continue to move toward well developed proficiency per the summative ELPAC assessment.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes to current goal focusing on academic achievement.

Metrics modifications:

Metrics 1.1 and 1.2 - The manner in which the metric was previously reported did not take into account increasing the % of students at or above benchmark will be measured between fall and spring data rather than comparing year by year.

Actions modifications:

Action 1.3 ELA and Math specialists will no longer be hired and rather further investment will go toward expanding the overall teaching staff and supporting their implementation of intervention classes as part of the overall MTSS model.

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

Actions

Action #	Title	Description	Total Funds	Contributin g
1	Edmentum	Edmentum Courseware provides engaging and interactive learning materials, including multimedia resources and interactive assessments, which can increase student engagement and motivation. The data-driven insights provided by Edmentum enable teachers to monitor student progress in real-time, identify areas for improvement, and adjust instruction accordingly. Edmentum Exactpath offers a comprehensive platform tailored to individual student needs, allowing for personalized instruction and targeted intervention. This adaptive approach ensures that students receive instruction at their appropriate skill levels, addressing learning gaps and promoting mastery of key concepts.	\$30,250	Yes

2	Smartfox Curriculum Development	Developing an internal curriculum for grades 2-12 that is competency-based standards-aligned, and tailored to Method Schools' independent study and virtual learning model will significantly enhance student success.		
3	ELA and Math Specialists	Creating two roles, Math and ELA Intervention Specialists, will significantly enhance and improve services by providing structured, targeted instruction to underperforming students. These specialists will offer personalized support and intervention strategies tailored specifically to address students' deficits in math and English language arts (ELA). The specialists will also closely monitor student progress, adjust instruction as needed, and track outcomes to ensure its effectiveness.	\$98,000	Yes
4	SPED Supports	As Method's Special Education population continues to grow, more emphasis on focus on expanding the range of its services, resources, accommodations, and interventions designed to meet the unique needs of students with disabilities or exceptionalities. Method intends to incorporate professional development, parent and family engagement, and an expansion of special education resources available to its students. Funding will come from SPED funds.	\$275,000	Yes
5	Counselor Development	Counselor development refers to the continuous growth, training, and professional development of counselors to enhance their knowledge, skills, and effectiveness in providing counseling services to students. Counselor development will encompass specialized training and attendance at college guidance conferences, expansion of collaboration and advocacy opportunities for students, and supporting counselors to make data informed decisions.	\$3000	Yes
6	Multilingual Development Program	The expansion of Multi-Language Development program will include language acquisition support, differentiated instruction, family and community engagement, and opening access to academic content. By investing in the expansion of the ELD program, schools can enhance the educational experiences and outcomes of English language learners and promote their success in school and beyond.	\$50,000	Yes

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on stakeholder surveys, staff and parent interviews, and engagement data, Method designed this goal to enhance satisfaction by fostering a more inclusive and collaborative school culture. It aims to strengthen communication, increase participation, and ensure all stakeholders feel valued and involved in decision-making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Advisory Committee Participation	Method's Parent Advisory Committee has 16 active members.	Method's Parent Advisory Committee has 2 active members.	[Insert outcome here]	Method's Parent Advisory Committee will equal 10% of student population.	Method's Parent Advisory Committee decreased to 2 active members.
2	Parent Satisfaction	Based on the Fall parent satisfaction survey, Method earned an 85% satisfaction score from parents.	Based on Spring 2025 parent satisfaction survey, Method earned an 86% satisfaction score from parents.	[Insert outcome here]	Method will earned an 95% satisfaction score from parents.	Parent satisfaction increased by 1%
3	Student Satisfaction	Based on the Fall student satisfaction survey, Method earned an 80% satisfaction score from its students.	Based on the Fall student satisfaction survey, Method earned an 74% satisfaction score from its students.	[Insert outcome here]	90% of students will rate Method Schools 9 or 10 in terms of satisfaction.	Student satisfaction decreased by 6%
4	Staff Satisfaction	65% of staff rated their overall satisfaction with their work experience at Method.	76% of staff rated their overall satisfaction with their work experience at Method.	[Insert outcome here]	90% of staff will rate their overall satisfaction with their work experience at Method.	Overall satisfaction increased by 11%
5	Student Attendance	Method Schools maintains an average daily attendance of 95% per LP.	Method Schools average daily attendance	[Insert outcome here]	Method Schools will maintain an average daily attendance of 95%	[Insert current difference from baseline here]
6	Staff Evaluation Scores	Based on midyear evaluations, Method staff achieved an overall staff performance score of 89%.	Based on midyear evaluations, Method staff achieved an overall staff performance score of 89%.	[Insert outcome here]	Method Schools will improve staff performance to 90%.	This is a new metric.
7 (3.3)	Leadership Effectiveness	The following departments rated their leader "Extremely Effective" K-8: 50% High School: 50% SSM: 43% Classified: 50%	87% of staff rated leadership extremely or very effective.	[Insert outcome here]	Across all departments, 90% of staff will rate leadership "extremely effective"	Staff's rating of leadership effectiveness doubled to 87%

Goal Analysis for 2024-25

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

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

Method Schools made moderate progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- Action 2.1 Method added two additional stipend Parent Success Manager roles. The Parent Success Managers facilitate the Parent Advisory Committee, host Parent Workshops, and support parents
- Action 2.3 Method continues to provide opportunities for student leadership, social activities such as bonfires, field days, service learning, and traditional school events like Prom and Grad Night.

Implementation Challenges:

- Action 2.2 Parent Advisory Committee shows a decline in activity due to changes in ways Method incentivize their attendance. Parent surveys show that the majority of parents (58%) prefer a low level of involvement instead wanting to focus on their role as a learning coach only. 10% of parents want a high level of involvement including serving on the Parent Advisory Committee.

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

Method experienced some differences in the planned expenditures and estimated actual expenditures due to varying operational priorities and the realities of implementation.

Expenditures differences of note:

No material differences for goal 2 actions.

Percentage of Improved Services differences of note: none

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving goal 2, as determined by both quantitative and qualitative indicators.

- Action 2.1 and 2.3 shows strong effectiveness as evidenced by an increase in overall satisfaction and an overall growth in student attendance and enrollment.
- Action 2.2 shows limited effectiveness as evidenced by low turnout in the Parent Advisory Committee. Further exploration revealed that the majority of parents do not want a high level of involvement at school and desire only to focus on their role as learning coach. Action 2.2 should be revised to meet parents' expressed needs.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year on prior practice. 2025-26 Method Schools & M... 6.1 c

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP Cycle:

Goal Description: No changes to current goal focusing on active engagement of all stakeholders.

Metrics Modifications:

- Removed: Professional Development Surveys metrics as it is not measurable.
- Removed: Metric 2.4 Staff Satisfaction will no longer include eNPS and will be measured by overall satisfaction on staff surveys.
- Removed: ADA metric will be removed. In lieu of measuring student growth, Method will utilize student enrollment numbers and this metric will be moved to fall under Goal 4.
- Added: Staff evaluation scores were added as a measure of overall effectiveness of professional learning.

Actions Modifications:

To better reflect the engagement and satisfaction of all stakeholders, Method will move the actions 3.1 and 3.3 to Goal 2. These actions involve improving the professional development and training of all Method staff.

Expected Outcomes:

- Based on parent feedback, the Parent Advisory Target Outcome will be adjusted to reflect 10% of the student population.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Success Program	Method's Parent Success Program involves a structured initiative designed to provide assistance, resources, guidance, and empowerment to parents or guardians in supporting their children's academic, social, emotional, and developmental needs. This includes providing parent workshops, parent education, and parent support through Parent Success Managers. By equipping parents with the support and resources they need, schools can create a collaborative and supportive educational environment that promotes the success and well-being of all students.	\$6,100	Yes
2	Parent Advisory Committee	A Parent Advisory Committee (PAC) is a group of parents or guardians who come together to advise, collaborate with, and provide feedback to the school on matters related to education, school policies, programs, and initiatives. By expanding the committee's reach and influence, schools can strengthen partnerships with families, enhance communication and decision-making processes, and ultimately improve outcomes for all students.	\$47,000	Yes
3	Student Clubs and Leadership	Method intends to increase the variety of extracurricular activities available to students and providing opportunities for student leadership roles within these clubs. Student clubs cover a wide range of interests, including academic, artistic, athletic, cultural, and service-oriented pursuits. These clubs often provide a platform for students to explore their interests, develop skills, build relationships, and take on leadership roles.	\$7,000	Yes
4 (3.1)	Leadership Development Program	Method developed a structured initiative designed to cultivate and enhance the leadership skills, abilities, and qualities of individuals within Method. This includes a combination of training, coaching, mentoring, experiential learning, and professional development activities aimed at equipping participants with the knowledge, competencies, and mindset necessary to effectively lead and influence others. Its intent is to develop communication and collaboration skills, promote role modeling and mentor support, and empowerment of Method leaders to better support its teams.	\$72,850	No
5 (3.3)	Director of Instruction Role	The role of a Director of Instruction is a leadership position responsible for overseeing instructional practices and the implementation of educational programs to enhance student learning outcomes. The role will provide structure and guidance toward	\$84,000	Yes

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Student Attendance	Method Schools maintains an average daily attendance of 95% per LP.	Method Schools	[Insert outcome here]	Method will maintain an average daily attendance rate of 95% per learning period.	Metho
2	Tiered Reengagement Process Effectiveness	5% of student population (16% of withdrawn students) were withdrawn due to not meeting requirements of the program.	5% of student population (16% of withdrawn students) were withdrawn due to not meeting requirements of the program.		Method Schools will reduce the % of withdrawn students due to not meeting requirements of the program to 5%.	This is a new metric.
3	Chronic Absenteeism	17.4% of students were chronically absent in 2024.	9.5% of students were chronically absent in 2024.		Method Schools will reduce the % of chronically absent students to 5%	This is a new metric.

Goal Analysis for 2024-25

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

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

Method made significant progress towards the implementation and planned actions while adapting to emerging needs and challenges throughout the year.

Successful implementation:

- Action 3.1 Leadership Development Program: By the year end, Method will have completed Year 1 of the Leadership Development program. Based on a winter survey, 87% of staff rated Method leadership extremely or very effective.
- Action 3.2 Director of Instruction: The role was hired and has successfully implemented a refined MTSS guide, professional learning plan, and coaching program.
- Action 3.3 Professional Development Program: A school leadership development program that mirrors the leadership development program is in its initial phases. A full year of professional learning including workshops, school wide professional learning and professional coaching has been successfully implemented.
- Action 3.4 MTSS Implementation: Method refocused training on the pillars of Multi-Tiered System of Supports, a MTSS guide has been published, and instructional staff participates in training and collaborate towards ongoing improvement.

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

Method experienced some differences in the planned expenditures and estimated actual expenditures due to v... and the realities of implementation.

Expenditures differences of note:

Action 3.3 - Budgeted \$70,000 Est. Expenditures \$37,500. The difference between budgeted and estimated expenditures is simply due to an overestimation of budget needs. This goal coincides with related goals and the needed resources were less than anticipated.

Percentage of Improved Services differences of note: none

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

Based on our analysis of metrics and outcomes, the implementation of the actions should a high level of effectiveness in achieving goal 3 as demonstrated by both quantitative and qualitative data.

- Action 3.4 Staff feedback demonstrates a better understanding of Multi-Tiered System of Supports as well as intensive interventions for students with disabilities including special education and students with 504 plans. Further, Method showed significant gains in chronic absenteeism between 2023 and 2024.
- Between fall and spring semester, Method shows a higher effectiveness in supporting students proactively and avoiding tiered re-engagement altogether. Tiered re-engagement process effectiveness will be measured moving forward by measuring percentage of students who reached tier 4 in the tiered engagement process.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP Cycle:

Goal Description: No changes to current goal focusing on the implementation and refinement of Multi-Tiered System of Supports.

Metrics Modifications:

Removed: Classroom Observation Data metric was removed as lesson engagement does not accurately reflect effectiveness of the Multi-Tiered System of Supports.

Additionally, Method instructional staff no longer use the platform that measures engagement data within their live instruction.

Removed: Professional Development Survey goal as it does not accurately reflect progress towards Goal 3.

Moved: Metric 3.3 Leadership Effectiveness will fall under Goal 2 as a measurement of meeting and exceeding the expectations of all stakeholders. Method modified professional development metric to include survey data on effectiveness of professional learning.

Added: New metrics Tiered Re-engagement Effectiveness and Chronic Absenteeism to properly measure effectiveness of Multi-Tiered System of Supports

Actions Modifications:

Moved: Action 3.1 Leadership Development and 3.2 Director of Instruction will fall under Goal 2.

Added: Action 3.5 Smartfox MTSS Tracker

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

Actions

Action #	Title	Description	Total Funds	Contributing
1 (3.3)	Professional Development Program	Method's restructuring of its professional development program will encompass ongoing training, learning opportunities, and support for educators to enhance their knowledge, skills, and effectiveness in teaching and supporting students. Guided by the Director of Instruction, the professional development program will directly target teacher needs including training on Multi-Tiered System of Supports, Instructional coaching, classroom observations, and personalized learning approaches for Method's teaching staff.	\$70,000	Yes
2 (3.4)	Schoolwide MTSS Implementation	The Multi-Tiered System of Supports (MTSS) is a comprehensive framework designed to provide systematic, data-driven support to all students by addressing their academic, behavioral, and social-emotional needs. Refocusing on the MTSS framework can contribute to increasing or improving services, especially for special education and unduplicated students, in several ways: early intervention and identification, differentiated instruction, collaboration and data-based decision making, resource allocation, and personalized support.	\$197,200	Yes
3	Smartfox MTSS Tracker	An efficient system for tracking student engagement in all components of Method's independent study program is required in order to better identify students who may need additional intervention and better track the effectiveness of interventions implemented for students.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Method Schools will expand its reach to students through targeted outreach, retention strategies, and program enhancements to ensure sustainable growth and long-term success.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement

Priority 5: Student Engagement

Priority 7: Conditions of Learning

An explanation of why the LEA has developed this goal.

In response to several key factors impacting student enrollment, retention, and overall educational access, Method Schools developed this goal to ensure continued student success, financial stability, and program expansion. Increasing enrollment extends Method's high-quality education model to students particularly those who find success in a non-traditional learning environment. Student retention helps maintain steady enrollment numbers as well as supports Method's goal of academic achievement as data shows that the longer students stay at Method, the more successful they are.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Annual student enrollment	Student enrollment in 2024 was 205.	Student enrollment in 2024 was 205.		Overall student enrollment in 2027 will be 250.	This is a new goal.
2	Sports Academy Enrollment Growth	Student enrollment in 2024 was 84.	Student enrollment in 2024 was 84.		Sports Academy enrollment will be 150 students.	This is a new goal.
3	The Academy at Method Schools Enrollment Growth	The Academy at Method Schools was revamped in 2024-25. Enrollment this year is 0.	The Academy at Method Schools was revamped in 2024-25. Enrollment this year is 0.		The Academy at Method Schools enrollment will be 50 students	This is a new goal.

Goal Analysis for 2025-26

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

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

This is a new goal. Not applicable in 2025-26.

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

This is a new goal. Not applicable in 2025-26.

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

This is a new goal. Not applicable in 2025-26.

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

This is a new goal. Not applicable in 2025-26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Director of Expansion role	The Director of Expansion role will drive strategic enrollment growth and outreach efforts. This position will focus on developing and implementing targeted recruitment strategies, strengthening community partnerships, and enhancing marketing efforts to attract and retain students.	\$90,000	No
2	Strengthen retention strategies	Enhance student and family engagement through personalized support, academic resources, and extracurricular opportunities.	\$15,000	Yes
3	Expand course offerings and program opportunities	Expand course offerings, career pathways, and extracurricular programs to attract diverse student populations.	\$15,000	Yes
4	Monitor and evaluate enrollment growth efforts	Regularly analyze enrollment trends and feedback to adjust strategies as needed.	\$3750	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$651,416	\$2692

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9%	0%	\$0	9%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

1.2	Smartfox Curriculum Development	Smartfox curriculum development is competency-based and standards aligned ensuring that educational content directly targets students' learning needs and addressed identified needs by providing a structured framework for comprehensive learning. The implementation fosters equitable access to high quality learning for all students.	2025-26 Method Schools & M... 6.1 c CAASPP Performance, Diagnostic Data
1.3	ELA and Math Specialists	The ELA and Mathematics intervention roles address identified needs by offering targeted supports to struggling in core subjects, ensures individualized assistance to improve proficiency levels and ensures access to resources necessary for academic success to all students.	CAASPP Performance, Diagnostic Data
1.5	Counselor Development	Counselor development and training ensures students are supported in their pathways to high school diplomas as well as transitions to postsecondary plans. Counselor development and training will provide effective workshops and education to students will support college and career readiness for unduplicated students.	Graduation Rate, A-G Completion, CCI Indicator
2.1	Parent Success Program	Parent Success Program meets the needs of independent study students. It includes parent education workshops and targeted parent support from the parent success manager for students identified by the MTSS framework.	Parent workshop and event attendance and Parent satisfaction surveys
2.2	Parent Advisory Committee	The Parent Advisory Committee (PAC) will provide parent input on the specific needs and wants of Method families. PAC provides invaluable feedback for all its students including the needs of unduplicated.	Parent advisory committee participation, parent satisfaction surveys
2.3	Student Clubs and Leadership	Student clubs and leadership opportunities fosters a sense of belonging, student voice and agency, personal growth, and skill development among students. It is provided on a schoolwide basis to promote inclusivity and enhance student engagement.	Student satisfaction surveys, student participation and attendance

2.4 (3.1)	Leadership Development Program	The leadership development program will address identified needs by equipping educators with necessary skills, knowledge, and support to lead and manage all aspects of the school community, especially the unique needs of its unduplicated students. It is provided to promote collaborative leadership, cultivate continuous improvement, and ensure the development of staff and students.	2025-26 Method Schools & M... 6.1 c Leadership evaluation scores
2.5 (3.2)	Director of Instruction Role	The director of instruction role will address identified needs of teacher instruction especially instructional strategies, assessment practices to ensure alignment to specific learning needs of unduplicated students and the wider student population. Director of instruction is provided on a schoolwide basis to maintain consistency, coherence, and effectiveness across the organization	Staff evaluation and staff satisfaction scores
3.1 (3.3)	Professional Development Program	The professional development program will offer specific and tailored training and support to educators through coaching and offering best instructional practices. The specific focus on Multi-Tiered System of Supports framework addresses staff's ability to meet diverse student needs and provides a cohesive approach to improvement and growth.	Staff evaluation scores
4.1	Director of Expansion role	Unduplicated students, including low-income, foster youth, and English learners, benefit from increased access to diverse educational opportunities and personalized support. The new role will enhance outreach efforts, ensuring these students and their families are aware of and have access to Method Schools' programs. This role will operate school-wide to support overall enrollment growth while prioritizing equity in recruitment and retention.	Overall student enrollment growth, Sports Academy enrollment growth, The Academy enrollment growth

4.2	Strengthen retention strategies	Many unduplicated students require additional academic, social-emotional, and engagement support to persist in their education and succeed. Strengthening retention strategies, including academic interventions, mentorship programs, and family engagement, ensures these students receive targeted, ongoing support. This action is implemented LEA-wide to create a stable, supportive environment for all students while prioritizing those facing systemic barriers.	2025-26 Method Schools & M... 6.1 c Overall student enrollment, Tiered Reengagement
4.3	Expand course offerings and program opportunities	Unduplicated students benefit from diverse academic pathways, career training, and extracurricular options to support individualized learning and future readiness. Expanding course offerings and programs—including career and technical education (CTE), dual enrollment, and specialized learning tracks—provides these students with more accessible and flexible pathways. This action is school-wide, ensuring all students benefit while addressing the unique needs of unduplicated student groups.	Overall student enrollment, sports academy enrollment growth, Academy enrollment growth
4.4	Monitor and evaluate enrollment growth efforts	Ensuring equitable access to Method Schools requires continuous assessment of enrollment patterns, outreach effectiveness, and student success rates. Implementing data-driven monitoring and evaluation allows the LEA to adjust strategies and target support where it's needed most. This action is LEA-wide, ensuring sustainable growth while maintaining a strong focus on equitable access for unduplicated student groups.	Overall student enrollment growth, Sports Academy enrollment growth, The Academy enrollment growth

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	2025-26 Method Schools & M... 6.1 c Effectiveness
1.4	SPED Supports	The expansion of Special Education services ensures high-quality instruction and individualized attention to special education students. The expansion of services and resources for special education population will ensure varied services and resources that meet individualized learner needs.	CAASPP Performance, Diagnostic Data
1.6	As Method's English Learner population increases annually, Method recognizes the need to build a comprehensive Multi-Language Development program that addresses the unique and specific English development learning needs of the English Learner population.	A comprehensive multi-language development program will support English learner students to develop fluency with a particular focus on academic English. The program will include: identifying multi-language learners, ensure curriculum supports EL needs, develop instructional strategies, and provide support services including the creation of an English Learner Advisory Committee to ensure the needs of specifically English Learners are heard and addressed.	ELPI Indicator, Reclassification rates, and ELPAC scores

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

[Provide description here]

Additional Concentration Grant Funding

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

[Provide description here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	127:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	18:1

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input (2025-26 Method Schools & M... 6.1 c partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2025-26 Method Schools & Metrics Dashboard; and/or
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for

LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas of need, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

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

- When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student performance levels on the Dashboard that the Focus Goal is addressing; or,
- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or

guides the modification of those services and supports. Evidence-based supports and strategies are most common when based on research and/or metrics of LEA, school, and/or student performance. 2025-26 Method Schools & Metrics 6.1 c

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *E 2025-26 Method Schools & M... 6.1 c* the unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their

educational partners in the decision of whether or not to revise a baseline and to communicate with their educational partners. 2025-26 Method Schools & M... 6.1 c

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG fund action supported by LREBG funding the action description must:

- Identify the action as an LREBG action;
- Include an explanation of how research supports the selected action;
- Identify the metric(s) being used to monitor the impact of the action; and
- Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services

requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (S 2025-26 Method Schools & M... 6.1 c) provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42263.2, that the LEA expects it will receive in the coming year.

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

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

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the L 2025-26 Method Schools & M... 6.1 c condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

Action Tables

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will 2025-26 Method Schools & M... 6.1 c based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry 2025-26 Method Schools & M... 6.1 c quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned a 2025-26 Method Schools & M... 6.1 c Percentage of Improved Services will display “Not Required.”

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by 1 2025-26 Method Schools & M... 6.1 c converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

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

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

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

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

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

California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Method LA

CDS Code: 1697

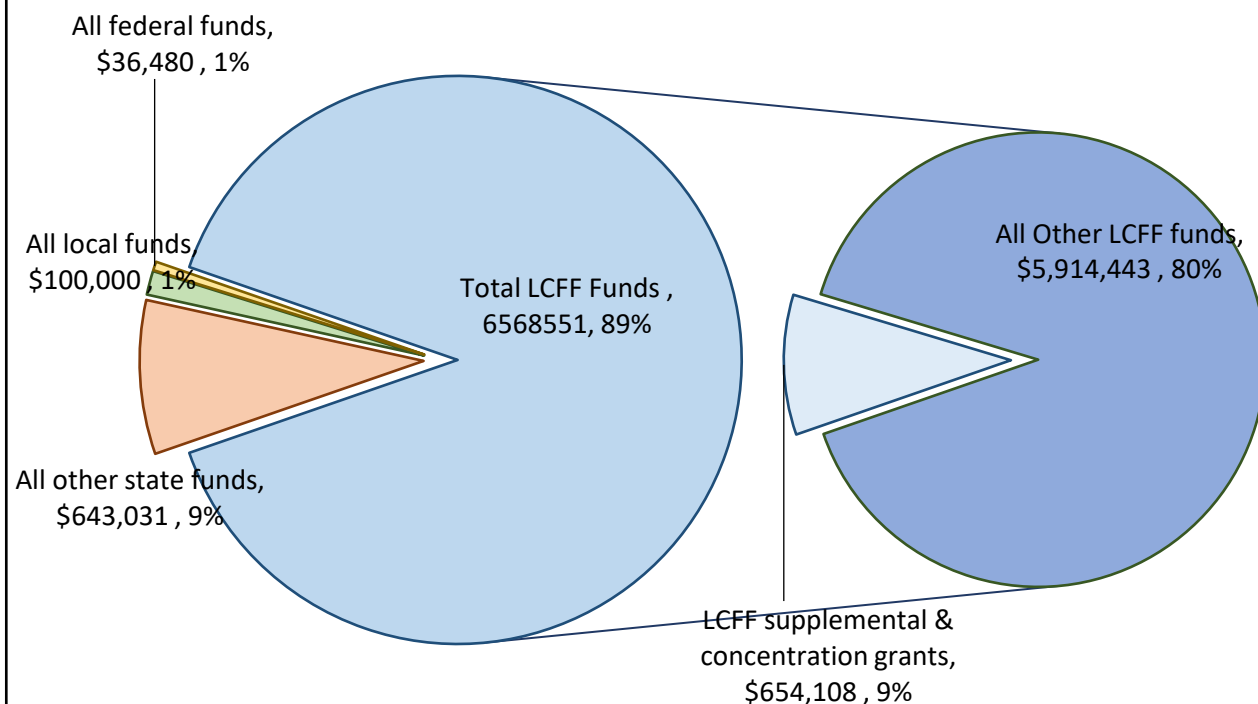
School Year: 25-26

LEA contact information: Stefanie bryant

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 25-26 School Year

Projected Revenue by Fund Source

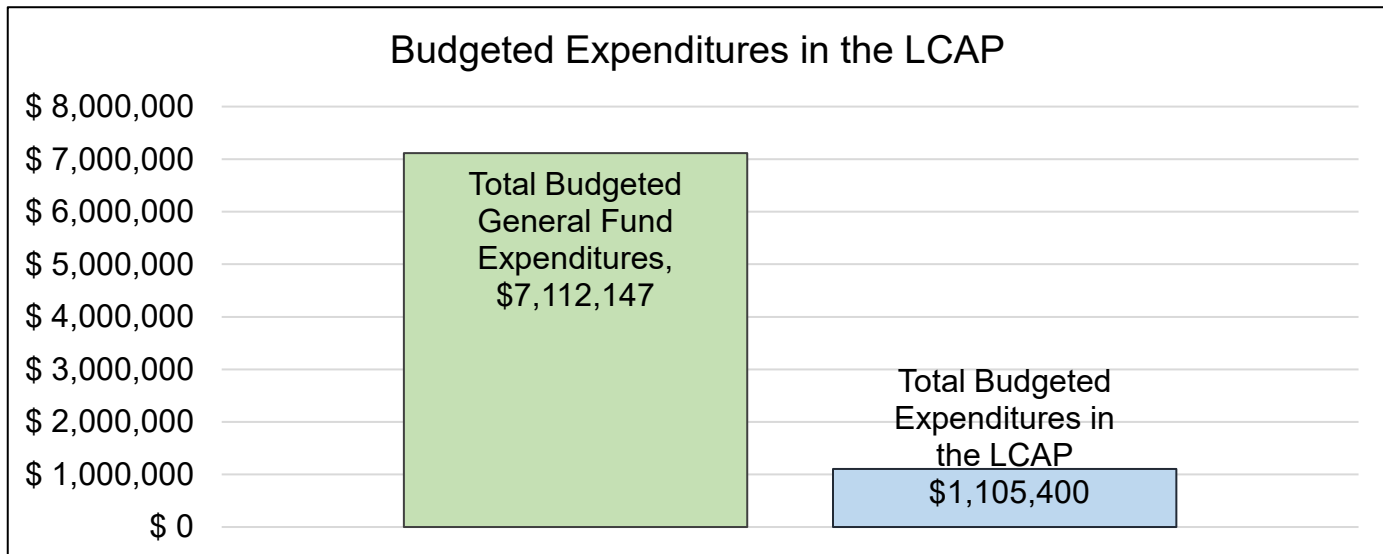


This chart shows the total general purpose revenue Method LA expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Method LA is \$7,348,062.00, of which \$6,568,551.00 is Local Control Funding Formula (LCFF), \$643,031.00 is other state funds, \$100,000.00 is local funds, and \$36,480.00 is federal funds. Of the \$6,568,551.00 in LCFF Funds, \$654,108.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Method LA plans to spend for 25-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Method LA plans to spend \$7,112,147.00 for the 25-26 school year. Of that amount, \$1,105,400.00 is tied to actions/services in the LCAP and \$6,006,747.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund revenue not included in the LCAP plan includes all day to day instructional operations and administrative costs

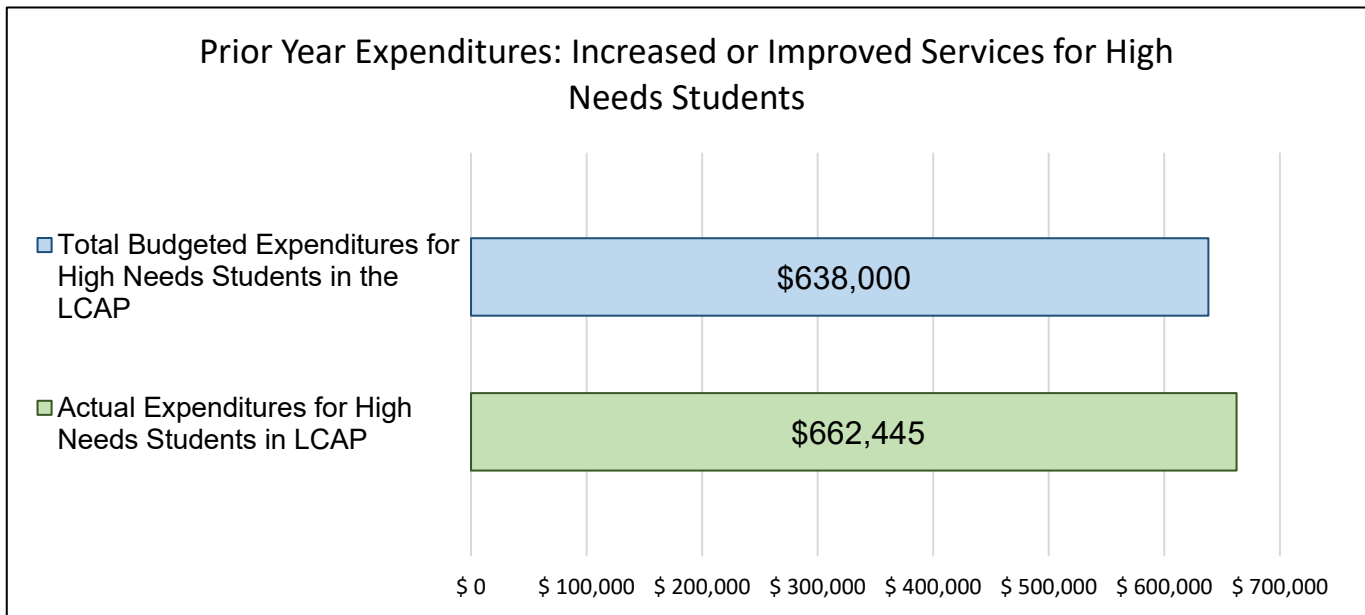
Increased or Improved Services for High Needs Students in the LCAP for the 25-26 School Year

In 25-26, Method LA is projecting it will receive \$654,108.00 based on the enrollment of foster youth, English learner, and low-income students. Method LA must describe how it intends to increase or improve services for high needs students in the LCAP. Method LA plans to spend \$638,000.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

Method's day to day instructional operations includes services and attention to improved services.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 24-25



This chart compares what Method LA budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Method LA estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 24-25, Method LA's LCAP budgeted \$638,000.00 for planned actions to increase or improve services for high needs students. Method LA actually spent \$662,445.00 for actions to increase or improve services for high needs students in 24-25.