



Method Schools Corporation

BOARD PACK

for

Method Schools Board of Directors Meeting

Tuesday, June 24, 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, June 24, 2025
Time:	6:00 PM to 8:00 PM (PDT)
Location:	Method HQ, 27232 Via Industria, Temecula, CA 92590
Board Members:	Carolyn Andrews, Gloria Vargas, Shannon Clark, Steven Dorsey, Tyler Roberts
Attendees:	Jade Fernandez, Jessica Spallino, Mark Holley, Pete Getz, Sarah Avanessian, 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:

- 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
- 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.
- 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

4. Major Decisions

4.1 LCAP Approval-Method Schools, Method Schools LA, & Method Sports Academy

Jade Fernandez

For Decision

Supporting Documents:

4.1.a	LCAP 2025-26 Method Sports Academy (1).docx	7
4.1.b	LCAP 2025-26 MethodSchools (1).docx	70
4.1.c	LCAP 2025-26 Method Schools, LA (1).docx	138

4.2 Education Reimbursement

Jade Fernandez

For Decision

Supporting Documents:

4.2.a	BA PD agreement 25-26.docx.pdf	203
4.2.b	Admin Credential PD agreement 25-26.docx.pdf	206

4.3 2025-26 Handbooks

Jade Fernandez

For Decision

- Student/Parent Handbook

- Employee Handbook

Supporting Documents:

4.3.a	2025-26 Student_Parent Handbook .pdf	209
4.3.b	_2025-26 Employee Handbook.pdf	305

4.4 Resolution -Support & Appreciation for Superintendent Johnson and Dehesa SD

Mark Holley

For Decision

Supporting Documents:

4.4.a	Resolution in Support of and in Appreciation for Superintendent Bradley Johnson and Dehesa School District (1).pdf	335
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4.5 Board Policy 6050 Revision

Sarah Avanessian

For Decision

Supporting Documents:

4.5.a	6150 Work Sample & Attendance Documentation Policy_2025-2.pdf	337
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4.6 Adoption of Amira as Dyslexia Screener

Sarah Avanessian

For Decision

Supporting Documents:

4.6.a	Quote Q-75446 CA_Method Schools LA_AML_N_25-26 5_22_2025.pdf	338
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4.7 Method Sports Academy Resolution- 403b Retirement Offering

Stefanie Bryant

For Decision

Supporting Documents:

4.7.a	Method_Sports_Academy_403b_Resolution.pdf	344
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4.8 Board Member Term Renewals, July 1, 2025- June 30, 2028

Tracy Robertson

For Decision

- Carolyn Andrews: President
- Shannon Clark: Vice President
- Tyler Roberts: Treasurer
- Steven Dorsey: Board Member
- Gloria Vargas: Board Member

4.9 Method Sports Academy MOUs

Pete Getz

For Decision

- Lake Arrowhead Sports Academy
- Frontier Selects Los Angeles LP

Supporting Documents:

4.9.a	Educational Services Agreement FSLA (4916-7910-4058.v9) (1).docx	345
4.9.b	Educational Services Agreement LASA (4913-5758-4442.v10) (1).docx	354

5. Consent Items

5.1 Confirm Minutes- 6-2-2025

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 - 2 Jun 2025	363
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6. Discussion

6.1 Founder Evaluations

6.2 EdFunds

7. Close Meeting

7.1 Close the meeting

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

6/2/2025 Board Meeting Recording Link:

https://methodschoools.zoom.us/rec/share/VQnW3GxIY9NEHkFX2TEWLld_f1dNSSzGWsfliAP1ixmx-XnsCRI64d4yJGoSWIzJ.7rBCGRlzxHndcmi3?startTime=1748910733000

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 Sports Academy	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 Sports Academy (MSA) is a seat-based charter school serving grades TK-12 in San Diego and its contiguous counties. Method Sports Academy will deliver an academic program that combines high-quality, accountable seat-based academics with school-delivered athletics training.

Method Sports Academy's mission is to provide unparalleled academic and athletic education and training, making best-in-class resources and opportunities accessible to all students. We are dedicated to fostering a supportive and inclusive environment where every student can excel and achieve their full potential in the classroom and on the field.

MSA envisions becoming a leading institution recognized for transforming students into well-rounded individuals who excel academically, athletically, and personally. We strive to inspire a lifelong love of learning and sports, cultivate a strong sense of integrity and perseverance, and empower our students to become confident, responsible, and impactful leaders in their communities and beyond. Method champions fair and equitable enrollment practices and prides itself on serving a diverse student population. Method's personalized approach to education lends itself to serving students of all abilities, socioeconomic status, and ethnic backgrounds.

Method's educational program is designed with personalization and flexibility at its core, ensuring that each student receives the support they need to succeed. By meeting students at their ability levels academically and adapting instruction to their unique needs, Method empowers them to achieve their full potential. Some key components of Method's approach include:

- Standards-based coursework completed independently with instructional support from the Method Sports Academy credentialed teacher.
- A Multi-Tiered System of Supports (MTSS) is applied based on data points, observations, and feedback from teachers, students, and parents.
- Strong communication between teachers, students, and families via email, text, or phone with multiple opportunities for additional support through study lounges, Teach Squads, and homework clubs. Further interventions are available as needed.

Reflections: Annual Performance

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

Method Sports Academy will be in its first year of operation. Therefore, the school does not have an existing local data.

While Method Sports Academy does not have state reporting as its own local educational agency, Method utilized DMSA subgroup local data from local diagnostic assessments, educational partner feedback and survey data. Based on this data, Method Sports Academy found the following:

Strengths:

- **High Satisfaction Overall:** 94% of parents and 78% of students report being somewhat to extremely satisfied.
- **Strong Teacher Support:** 86% of parents and 81% of students rate their teachers as extremely or very supportive.
- **Raising achievement levels of below grade level students:**
 - *Reading:* While the fall iReady administration showed only 38% of its students performed at grade level, 49% of DMSA students scored on grade level by the spring assessment - a difference of 11%.
 - *Mathematics:* While the fall iReady administration showed only 29% of its students performed at grade level, 45% of DMSA students scored on grade level by the spring assessment - a difference of 16%.

Areas for Improvement:

- **Increase consistency and clarity in academic expectations:** Parents explicitly requested clearer curriculum guidance and assignment alignment. Multiple parent comments mentioned discrepancies between online lessons and what students were doing in class.
- **Improve communication loops between families and staff:** Based on survey data, parents requested more direct communication with teachers.
- **Expand targeted academic and tech support resources:** Families mentioned needing more support with platforms or additional academic help. Students expressed wanting more help with homework and clarity around iReady diagnostics.
- **Ensure assignment pacing aligns across platforms:** Parents reported that online lessons (e.g., Smartfox) did not always match what students were actively learning. Feedback suggested a disconnect between lesson delivery and pacing expectations.
- **Students performing below grade level:** Based on local diagnostic data, the majority of students enter DMSA performing below grade level. Method Sports Academy will require a strong focus on intervention and support in order to bring students to grade level.

As Method Sports Academy continues to grow, these findings will guide strategic planning and continuous improvement efforts to ensure all students are supported in reaching their full potential.

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 community members in the development of the LCAP. LCAP Approval-Method Scho... 4.1 a

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	Leadership and administrative staff engaged in a comprehensive review of student performance data, enrollment trends, and stakeholder satisfaction metrics. They actively collaborated with internal stakeholders including staff, students, and families, and consulted with the Method Schools Board to align priorities. In addition, leaders maintained ongoing communication and partnership with external community entities such as the Dehesa Elementary School District and its board, as well as local organizations like the Sycuan Tribe, San Diego FC, and Right to Dream Academy, to ensure alignment with community needs and shared educational goals.
Students	Student engagement was facilitated through surveys administered at Dehesa Method Sports Academy during both the fall and spring semesters, allowing students to share their perspectives and experiences. Teachers also played a critical role in understanding student needs by building strong relationships and using those connections to gather informal feedback. Additionally, student performance data—including diagnostic assessments, course progress, and grading information—was analyzed to inform planning and support strategies.
Parents	Families at Dehesa Method Sports Academy were invited to participate in surveys during the fall and spring semesters to share their feedback and insights. Engagement was further supported through group discussions that allowed for deeper conversations about student needs and school experiences. Ongoing parent-teacher communication also served as a vital channel for gathering input and maintaining a strong connection between families and the school community.
Staff	Staff engagement was maintained through consistent communication and discussion during weekly staff meetings, providing a platform for collaboration, feedback, and planning. In addition to these regular meetings, staff were invited to complete satisfaction surveys during the fall and spring semesters, offering valuable insight into their experiences and perspectives on school operations and instructional support.

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

The adopted LCAP was shaped by a collaborative and inclusive engagement process that involved input from students, families, staff, leadership, and community partners. Feedback gathered through surveys, meetings, and ongoing communication helped identify shared priorities and informed the development of goals and actions that are responsive to the needs of the school community. This process ensured that the LCAP reflects a collective vision for student success, staff support, and meaningful family and community engagement.

Based on stakeholder input and a review of school performance data, Method Sports Academy has identified the following key areas for focus and resource allocation:

- **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.
- **Continued enrollment growth** to ensure long term sustainability of the Method Sports Academy program

Goal

Goal #	Description	Type of Goal
1	Within 3 years, Method Sports Academy will meet or exceed academic performance standards outlined by the California School Dashboard.	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 Sports Academy set this goal to align with California School Dashboard standards and ensure all students achieve academic success, despite the absence of baseline data. Stakeholder feedback highlights the need for stronger academic support alongside athletics. This goal reflects a commitment to providing targeted interventions, improving access to instruction, and creating a balanced learning environment that supports both academic and athletic growth.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	ELA Diagnostic	Method Sports Academy is a newly established charter. No baseline data is available.				
2	Math Diagnostic					
3	ELA CAASPP					
4	Math CAASPP					
5	A-G completion rate					
6	Graduation Rate					
7	ELPAC Development Levels					

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.

Not applicable

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

Not applicable

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

Not applicable

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.

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. Not applicable as this is a new charter and first year LCAP.

Action #	Title	Description		
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.	\$11,400	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.	\$60,500	Yes
3	ELA/Math Specialist	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.	37,050	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.	\$104,000	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.	\$1200	Yes

6	Multilingual Development Program	<p>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.</p>		LCAP Approval-Method Scho... 4.1 a
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Goal

Goal #	Description	Type of Goal
2	Method Sports Academy 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.

Method Sports Academy’s goal to develop an inclusive and collaborative environment that exceeds stakeholder expectations is well aligned with current needs. While most parents and students report high satisfaction and strong teacher support, qualitative feedback reveals a desire for clearer academic expectations, improved communication, and better-aligned instructional tools—particularly regarding platforms like iReady. Additionally, while families appreciate the school’s supportive culture and integration of athletics, some express concerns about grading timeliness and lesson alignment. These insights suggest that fostering a more inclusive and responsive academic environment—where families feel heard, informed, and supported—will not only address current challenges but also elevate the overall learning experience beyond expectations.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Advisory Committee Participation	Method Sports Academy is a newly established charter. No baseline data is available.				
2	Parent Satisfaction					
3	Student Satisfaction					
4	Staff Satisfaction					
5	Student Attendance					
6	Staff Evaluation Scores					
7	Leadership Effectiveness					

Goal Analysis for 2024-25

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

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

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

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.

Action #	Title	Description		
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.	\$2300	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.	\$17,800	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.	\$2650	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.	\$27,500	No
5 (3.3)	Director of Learning and Experience Role	The role of a Director of Learning and Experience 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	\$31,700	Yes

6	Shared Land Use	<p>To better serve our students MSA will participate in shared land use within the boundaries of the Dehesa Elementary School District. Primarily using land owned by Method Schools charter school. This strategic partnership ensures compliance with AB1505 and will provide space for future development to support community gatherings, athletic training, recreational use, and educational activities. The site will eventually include buildings designated for instructional, sports, and extracurricular programs, enhancing engagement and access for all Method students and their families.</p>	
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Goal

Goal #	Description	Type of Goal
3	Method Sports Academy will implement a 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 Sports Academy set this goal to refine and improve the Multi-Tiered System of Supports (MTSS) framework based on data indicating significant academic gaps and stakeholder concerns. i-Ready Reading diagnostic results show that over 55% of DMSA students are below grade level, emphasizing the need for a structured intervention system. Additionally, stakeholder feedback highlights challenges with teacher accessibility, classroom resources, and balancing academics with athletics, all of which impact both academic achievement and student well-being. Strengthening MTSS will provide targeted academic interventions, differentiated support, and socio-emotional resources, ensuring all students receive the necessary guidance to thrive both academically and personally.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Student Attendance	Method Sports Academy is a newly established charter. No baseline data is available.				
2	Tiered Reengagement Process Effectiveness					
3	Chronic Absenteeism					

Goal Analysis for 2024-25

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

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

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual U LCAP Approval-Method Scho... 4.1 a
Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update
Table. Not applicable as this is a new charter and first year LCAP.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development Program	Method's 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 Learning and Experience, 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.	\$26,400	Yes
2	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.	\$74,500	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.	\$1800	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Method Sports Academy 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 Sports Academy developed this goal to ensure sustainable 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	Year-over-year student retention rate	Method Sports Academy is a newly established charter. No baseline data is available.				
2	Website traffic and social media engagement					

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.

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

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. Not applicable as this is a new charter and first year LCAP.

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.	\$34,000	No
2	Strengthen retention strategies	Enhance student and family engagement through personalized support, academic resources, and extracurricular opportunities.	\$5600	Yes
3	Expand course offerings and program opportunities	Expand course offerings, career pathways, and extracurricular programs to attract diverse student populations.	\$5600	Yes
4	Monitor and evaluate enrollment growth efforts	Regularly analyze enrollment trends and feedback to adjust strategies as needed.	\$1400	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
\$122,455	\$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
N/A - new school	0%	\$0	0%

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	Effectiveness
1.1	Edmentum	Edmentum Courseware curriculum supports students towards grade level academic standards. Edmentum ExactPath provides targeted curriculum to support students identified below grade level in ELA and Math. Edmentum provides unduplicated students access to standards-aligned, grade level curriculum with appropriate learning supports.	CAASPP Performance, NWEA Diagnostic Data
1.2	Smartfox Curriculum Development	Smartfox curriculum development is competency-based and standards aligned ensuring that educational content directly targets students' learning needs and addressed identified needs by providing a structured framework for comprehensive learning. The implementation fosters equitable access to high quality learning for all students.	CAASPP Performance, 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.	LCAP Approval-Method Scho... 4.1 a Student satisfaction surveys, student participation and attendance
2.4	Leadership Development Program	The leadership development program will address identified needs by equipping educators with necessary skills, knowledge, and support to lead and manage all aspects of the school community, especially the unique needs of its unduplicated students. It is provided to promote collaborative leadership, cultivate continuous improvement, and ensure the development of staff and students.	Leadership evaluation scores
2.5	Director of Learning and Experience Role	The Director of Learning and Experience 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 Learning and Experience is provided on a schoolwide basis to maintain consistency, coherence, and effectiveness across the organization	Staff evaluation and staff satisfaction scores
3.1	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.	LCAP Approval-Method Scho... 4.1 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)	LCAP Approval-Method Scho... 4.1 a 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 (LCAP Approval-Method Scho... 4.1 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.

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- 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 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 adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC 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](#).

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

- For school districts, see [Education Code Section 52062](#);
 - **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 community members in the development of the LCAP. LCAP Approval-Method Scho... 4.1 a

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the target outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

- 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.

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 groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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 commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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 *EC* Section 52064.4, LEAs with 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.

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 the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference 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.

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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 LCAP Approval-Method School District Technical Assistance 4.1 a 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 funds within the LCAP. For each 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, a LCAP Approval-Method Scho... 4.1 a is provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through LCAP Approval-Method Scho... 4.1 a 1t. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students r LCAP Approval-Method Scho... 4.1 a ir
classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

- The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as of the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; 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 not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more un...
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 all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA 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.

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- **5. Total Planned Percentage of Improved Services**

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

- This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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

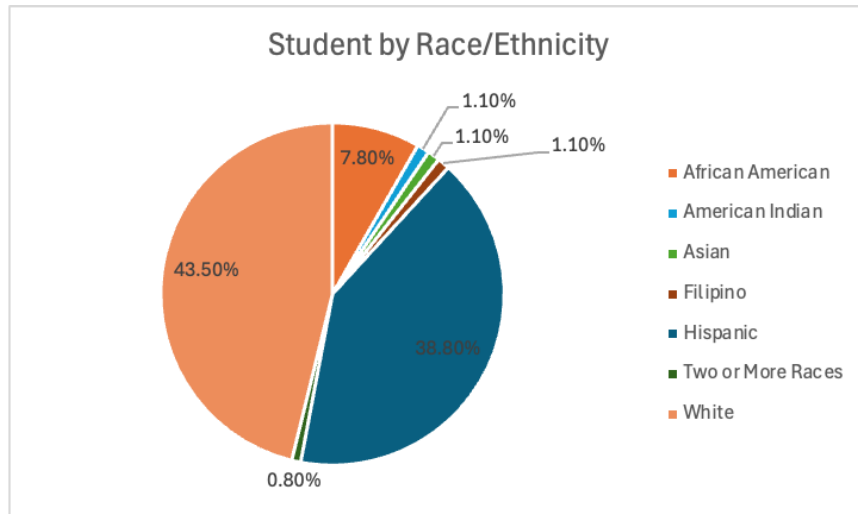
Plan Summary 2025-26

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. LCAP Approval-Method Schools 4.1 b ;

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.

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.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Outcome	from Baseline
1	ELA Diagnostic	<p>The following are % of students meeting or above grade level:</p> <p>K - 100</p> <p>1 - 56</p> <p>2 - 75</p> <p>3 - 47</p> <p>4 - 41</p> <p>5 - 43</p> <p>6 - 45</p> <p>7 - 37</p> <p>8 - 38</p> <p>9 - 62</p> <p>10 - 59</p> <p>11 - 48</p>	<p>The following are % of students meeting or above grade level: D3</p> <p>K- 40%</p> <p>1 -33%</p> <p>2 - 13%</p> <p>3 -50%</p> <p>4 - 51%</p> <p>5 - 11%</p> <p>6 - 27%</p> <p>7 - 23%</p> <p>8 - 41%</p> <p>9 - 80%</p> <p>10 - 81%</p> <p>11 - 65%*</p>	[Insert target outcome here]	Overall average of 65% students at or above grade level.	<p>Method improved in grades 3, 4, 8-11.</p> <p>Method declined in grades K-2 and 5-7.</p>
2	Math Diagnostic	<p>The following are % of students meeting or above grade level:</p> <p>K - 100</p> <p>1 - 44</p> <p>2 - 42</p> <p>3 - 20</p> <p>4 - 55</p> <p>5 - 36</p> <p>6 - 41</p> <p>7 - 33</p> <p>8 - 42</p> <p>9 - 52</p> <p>10 - 58</p> <p>11 - 51</p>	<p>The following are % of students meeting or above grade level: D3</p> <p>K - 40%</p> <p>1 - 20%</p> <p>2 - 14%</p> <p>3 - 6%</p> <p>4 - 24%</p> <p>5 - 14%</p> <p>6 - 29%</p> <p>7 - 33%</p> <p>8 - 39%</p> <p>9 -78%</p> <p>10 -76%</p> <p>11 - 79%*</p>	[Insert target outcome here]	Overall average of 55% students at or above grade level.	<p>Method improved in grades 9-11.</p> <p>Method declined in lower grades K-8.</p>

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.	LCAP Approval-Method Schools' Distance from Standard will be 0. 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.	Method improved their 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 special education specialists. 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 SPED Director and the need for 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 E 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 above the general education 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.

Action #	Title	Description	LCAP Approval-Method Scho... 4.1 b		ig
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.	\$160,000		Yes
3	ELA and Math Specialists	Creating two roles, Math and ELA Intervention Specialists, will significantly enhance and improve services by providing structured, targeted instruction to underperforming students. These specialists will offer personalized support and intervention strategies tailored specifically to address students' deficits in math and English language arts (ELA). The specialists will also closely monitor student progress, adjust instruction as needed, and track outcomes to ensure its effectiveness.	\$98,000		Yes
4	SPED Supports	As Method's Special Education population continues to grow, more emphasis on focus on expanding the range of its services, resources, accommodations, and interventions designed to meet the unique needs of students with disabilities or exceptionalities. Method intends to incorporate professional development, parent and family engagement, and an expansion of special education resources available to its students. Funding will come from SPED funds.	\$275,000		Yes
5	Counselor Development	Counselor development refers to the continuous growth, training, and professional development of counselors to enhance their knowledge, skills, and effectiveness in providing counseling services to students. Counselor development will encompass specialized training and attendance at college guidance conferences, expansion of collaboration and advocacy opportunities for students, and supporting counselors to make data informed decisions.	\$3000		Yes

6	Multilingual Development Program	<p>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.</p>		LCAP Approval-Method Scho... 4.1 b
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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. LCAP Approval-Method Scho... 4.1 b

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.

Action #	Title	Description		
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 Learning & Experience	The role of a Director of Learning and Experience is a leadership position responsible for overseeing instructional practices and the implementation of educational programs to enhance student learning outcomes and the overall experience at Method Schools.	\$84,000	Yes

6	Land Acquisition	<p>To better serve our students Method Schools will purchase land within the boundaries of the Dehesa Elementary School District. This strategic acquisition ensures compliance with AB1505 and will provide space for future development to support community gatherings, athletic training, recreational use, and educational activities. The site will eventually include buildings designated for instructional, sports, and extracurricular programs, enhancing engagement and access for all Method students and their families.</p>	
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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 Learning & Experience: The role was hired and has successfully implemented a refined MTSS guide, professional learning plan, and coaching program. With its success, the role has expanded to include the experience of all stakeholders within the Method community
- 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.

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 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 Learning & Experience 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 U LCAP Approval-Method Scho... 4.1 b
Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update
Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1 (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

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.

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.
4	Secure seat-based petition	Method Schools operates 2 separate independent study charters and will open a seat-based charter in 2025-26.	Method Schools will secure an additional			

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	Effectiveness
1.1	Edmentum	Edmentum Courseware curriculum supports students towards grade level academic standards. Edmentum ExactPath provides targeted curriculum to support students identified below grade level in ELA and Math. Edmentum provides unduplicated students access to standards-aligned, grade level curriculum with appropriate learning supports.	CAASPP Performance, NWEA Diagnostic Data
1.2	Smartfox Curriculum Development	Smartfox curriculum development is competency-based and standards aligned ensuring that educational content directly targets students' learning needs and addressed identified needs by providing a structured framework for comprehensive learning. The implementation fosters equitable access to high quality learning for all students.	CAASPP Performance, 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.	LCAP Approval-Method Scho... 4.1 b 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.	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.	LCAP Approval-Method Scho... 4.1 b 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 (LCAP Approval-Method Scho... 4.1 b 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.

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- 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 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 adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC 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](#).

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

- For school districts, see [Education Code Section 52062](#);
 - **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 community members in the development of the LCAP. LCAP Approval-Method Scho... 4.1 b

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the target outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

- 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.

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 groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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 commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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 *EC* Section 52064.4, LEAs with 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.

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 the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference 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.

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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 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 funds within the LCAP. For each 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, a LCAP Approval-Method Scho... 4.1 b is provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through LCAP Approval-Method Scho... 4.1 b 1t. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students r LCAP Approval-Method Scho... 4.1 b ir
classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

- The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as of Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; 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 not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more un...
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 all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA 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.

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- **5. Total Planned Percentage of Improved Services**

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

- This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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@methodschoools.org ; (951) 461-4620 x7000

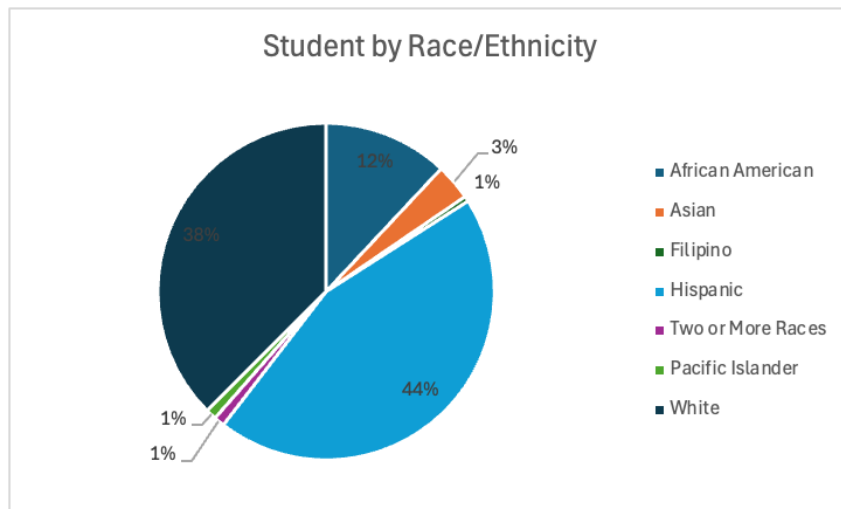
Plan Summary 2025-26

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, 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. LCAP Approval-Method Schools 4.1 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 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.

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.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Outcome	from Baseline
1	ELA Diagnostic	<p>The following are % of students meeting or above grade level:</p> <p>K - 100</p> <p>1 - 56</p> <p>2 - 75</p> <p>3 - 47</p> <p>4 - 41</p> <p>5 - 43</p> <p>6 - 45</p> <p>7 - 37</p> <p>8 - 38</p> <p>9 - 62</p> <p>10 - 59</p> <p>11 - 48</p>	<p>The following are % of students meeting or above grade level: D3</p> <p>K- 40%</p> <p>1 -33%</p> <p>2 - 13%</p> <p>3 -50%</p> <p>4 - 51%</p> <p>5 - 11%</p> <p>6 - 27%</p> <p>7 - 23%</p> <p>8 - 41%</p> <p>9 - 80%</p> <p>10 - 81%</p> <p>11 - 65%*</p>	[Insert target outcome here]	Overall average of 65% students at or above grade level.	<p>Method improved in grades 3, 4, 8-11.</p> <p>Method declined in grades K-2 and 5-7.</p>
2	Math Diagnostic	<p>The following are % of students meeting or above grade level:</p> <p>K - 100</p> <p>1 - 44</p> <p>2 - 42</p> <p>3 - 20</p> <p>4 - 55</p> <p>5 - 36</p> <p>6 - 41</p> <p>7 - 33</p> <p>8 - 42</p> <p>9 - 52</p> <p>10 - 58</p> <p>11 - 51</p>	<p>The following are % of students meeting or above grade level: D3</p> <p>K - 40%</p> <p>1 - 20%</p> <p>2 - 14%</p> <p>3 - 6%</p> <p>4 - 24%</p> <p>5 - 14%</p> <p>6 - 29%</p> <p>7 - 33%</p> <p>8 - 39%</p> <p>9 -78%</p> <p>10 -76%</p> <p>11 - 79%*</p>	[Insert target outcome here]	Overall average of 55% students at or above grade level.	<p>Method improved in grades 9-11.</p> <p>Method declined in lower grades K-8.</p>

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.	LCAP Approval-Method Schools' Distance from Standard will be 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.	Method improved their 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 special educators. 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 SPED Director and the need for 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 E 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 above the general education 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.

Action #	Title	Description	LCAP Approval-Method Scho... 4.1 c		ig
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.	\$160,000		Yes
3	ELA and Math Specialists	Creating two roles, Math and ELA Intervention Specialists, will significantly enhance and improve services by providing structured, targeted instruction to underperforming students. These specialists will offer personalized support and intervention strategies tailored specifically to address students' deficits in math and English language arts (ELA). The specialists will also closely monitor student progress, adjust instruction as needed, and track outcomes to ensure its effectiveness.	\$98,000		Yes
4	SPED Supports	As Method's Special Education population continues to grow, more emphasis on focus on expanding the range of its services, resources, accommodations, and interventions designed to meet the unique needs of students with disabilities or exceptionalities. Method intends to incorporate professional development, parent and family engagement, and an expansion of special education resources available to its students. Funding will come from SPED funds.	\$275,000		Yes
5	Counselor Development	Counselor development refers to the continuous growth, training, and professional development of counselors to enhance their knowledge, skills, and effectiveness in providing counseling services to students. Counselor development will encompass specialized training and attendance at college guidance conferences, expansion of collaboration and advocacy opportunities for students, and supporting counselors to make data informed decisions.	\$3000		Yes

6	Multilingual Development Program	<p>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.</p>	LCAP Approval-Method Scho... 4.1 c	
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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. LCAP Approval-Method Scho... 4.1 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.

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

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.

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.
4	Secure seat-based petitions	Method Schools operates 2 separate independent study charters and will open a seat-based charter in 2025-26.				

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	Effectiveness
1.1	Edmentum	Edmentum Courseware curriculum supports students towards grade level academic standards. Edmentum ExactPath provides targeted curriculum to support students identified below grade level in ELA and Math. Edmentum provides unduplicated students access to standards-aligned, grade level curriculum with appropriate learning supports.	CAASPP Performance, NWEA Diagnostic Data
1.2	Smartfox Curriculum Development	Smartfox curriculum development is competency-based and standards aligned ensuring that educational content directly targets students' learning needs and addressed identified needs by providing a structured framework for comprehensive learning. The implementation fosters equitable access to high quality learning for all students.	CAASPP Performance, 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.	LCAP Approval-Method Scho... 4.1 c 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.	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.	LCAP Approval-Method Scho... 4.1 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)	LCAP Approval-Method Scho... 4.1 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 (LCAP Approval-Method Scho... 4.1 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.

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- 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 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 adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC 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](#).

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

- For school districts, see [Education Code Section 52062](#);
 - **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 community members in the development of the LCAP. LCAP Approval-Method Scho... 4.1 c

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the target outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

- 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.

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 groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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 commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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 *EC* Section 52064.4, LEAs with 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.

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 the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference 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.

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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 LCAP Approval-Method School District 4.1 c 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 funds within the LCAP. For each 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, a LCAP Approval-Method Scho... 4.1 c |s provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through LCAP Approval-Method School 4.1 c 1t. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students r LCAP Approval-Method Scho... 4.1 c ir
classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

- The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as of Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; 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 not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more un...
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 all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA 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.

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- **5. Total Planned Percentage of Improved Services**

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

- This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).



Bachelor's Degree or Teaching Credential Professional Development Agreement

Procedure

Employees must request permission from their immediate supervisor for review and approval for a desired training and/or PD resource. The request must include entity, purpose, job relevance, cost, dates, and times, as applicable.

Reimbursement of expense

Method Schools will pay for or reimburse the Employee for full tuition costs, up to a maximum of **\$2,500** per calendar year.

If Method did not directly cover the costs of approved PD, the employee should submit an employee reimbursement form, and provide documentation to support completion and payment. Receipts for subscriptions, conferences, workshops, membership dues or other similar expenses should be submitted in a timely manner.

Method Schools agrees to reimburse the Employee for tuition expenses incurred while pursuing **an bachelor's degree at [educational institution]**, subject to the terms and conditions outlined in this agreement.

Employee Commitment

In consideration for the tuition reimbursement provided by Method Schools, the Employee agrees to remain employed with Method Schools for a minimum period of **3** years from the date of the final reimbursement payment (the "Commitment Period")

Repayment Schedule: If the Employee voluntarily terminates employment or is terminated for cause within [1 year] of the final reimbursement payment, the Employee agrees to repay [100%] of the reimbursed tuition.

If the employee voluntarily terminates employment or is terminated for cause between 1 year and 2 years] of the final reimbursement payment, the Employee agrees to repay [50%] of the reimbursed tuition.

If the Employee voluntarily terminates employment or is terminated for cause between [2 years and 3 years] of the final reimbursement payment, the Employee agrees to repay [25%] of the reimbursed tuition.

No repayment will be required if the Employee remains employed with Method Schools for more than [3 years] following the final reimbursement payment.

Exceptions: The Employee shall not be required to repay any reimbursed tuition if their employment is involuntarily terminated by Method Schools for reasons other than cause, or if the Employee is unable to continue employment due to death, disability, or other extenuating circumstances as determined by Method Schools as its sole direction.

This agreement constitutes the entire understanding between the parties with respect to the subject matter herein and supersedes any prior agreements or understandings, whether written or oral.

The terms of this agreement may only be modified by a written amendment signed by both parties.

Employee Name:

Amount Requested:

Explanation of Request:

Employee Signature

Date

By signing, the employee agrees to above terms regulating usage of professional development stipend.

Supervisor Signature/Approval

Date

Notes

Employee Signature

Date

By signing, the employee agrees to above terms regulating usage of professional development stipend.

Supervisor Signature/Approval

Date

Notes:



Administrative Credential: Professional Development Agreement

Procedure

Employees must already hold a leadership role. Employees must request permission from their immediate supervisor for review and approval for any desired training and/or PD resource. The request must include entity, purpose, job relevance, cost, dates, and times, as applicable.

Reimbursement of expense

Method Schools will pay for or reimburse the Employee for full tuition costs, up to a maximum of **\$10,000** per calendar year.

If Method did not directly cover the costs of approved PD, the employee should submit an employee reimbursement form, and provide documentation to support completion and payment. Receipts for subscriptions, conferences, workshops, membership dues or other similar expenses should be submitted in a timely manner.

Method Schools agrees to reimburse the Employee for tuition expenses incurred while pursuing **an administrative credential at [educational institution]**, subject to the terms and conditions outlined in this agreement.

Employee Commitment

In consideration for the tuition reimbursement provided by Method Schools, the Employee agrees to remain employed with Method Schools for a minimum period of **3** years from the date of the final reimbursement payment (the "Commitment Period")

Repayment Schedule: If the Employee voluntarily terminates employment or is terminated for cause within [1 year] of the final reimbursement payment, the Employee agrees to repay [100%] of the reimbursed tuition.

If the employee voluntarily terminates employment or is terminated for cause between 1 year and 2 years] of the final reimbursement payment, the Employee agrees to repay [50%] of the reimbursed tuition.

If the Employee voluntarily terminates employment or is terminated for cause between [2 years and 3 years] of the final reimbursement payment, the Employee agrees to repay [25%] of the reimbursed tuition.

No repayment will be required if the Employee remains employed with Method Schools for more than [3 years] following the final reimbursement payment.

Exceptions: The Employee shall not be required to repay any reimbursed tuition if their employment is involuntarily terminated by Method Schools for reasons other than cause, or if the Employee is unable

to continue employment due to death, disability, or other extenuating circumstances as determined by
Method Schools as its sole direction. Education Reimburs... 4.2 b

This agreement constitutes the entire understanding between the parties with respect to the subject
matter herein and supersedes any prior agreements or understandings, whether written or oral.

The terms of this agreement may only be modified by a written amendment signed by both parties.

Employee Name:
Amount Requested:
Explanation of Request:

Employee Signature **Date**

By signing, the employee agrees to above terms regulating usage of professional development stipend.

Supervisor Signature/Approval **Date**

Notes

Employee Signature

Date

By signing, the employee agrees to above terms regulating usage of professional development stipend.

Supervisor Signature/Approval

Date

Notes:



2025-2026



STUDENT/PARENT HANDBOOK

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11. APPENDIX: Student Policies



Welcome!

With more than a decade in operation, we are excited to continue evolving in ways that reflect our deep commitment to student growth, educational innovation, and community impact. With a focus on competency-based learning, we are dedicated to ensuring every student masters essential skills and knowledge at their own pace while maintaining high academic expectations for all.

This year, our efforts are further grounded in a robust Multi-Tiered System of Supports (MTSS), ensuring that every learner receives the personalized academic, social-emotional, and behavioral support they need to thrive. Our goal is clear: to meet or exceed California state standards in every academic area, and to equip students with the tools and mindset necessary for long-term success.

We are also proud to expand the Method Schools network with new schools and programs designed to reach more students and families across the state. This growth reflects our mission to redefine flexible, rigorous education while staying true to the values that make Method unique.

Finally, we are renewing our commitment to improving the overall Method experience—enhancing communication, strengthening our learning community, and continuously refining our practices to meet the needs of students and families.

Thank you for being a part of our journey. We're honored you've chosen Method Schools and look forward to a year of meaningful growth, collaboration, and achievement.

Philosophy and Vision

Our purpose goes beyond academics.

At Method Schools, we shape a thriving educational community that values service, mutual respect, and a shared commitment to personal and academic growth.

Together, we believe that when students are supported by a connected community that honors growth, respect, and service, they are empowered to reach their full potential. As we move forward, we remain committed to this vision—shaping not just successful students, but engaged, compassionate individuals ready to make a positive impact in the world.

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 TK-12 for the current 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. Upon withdrawal, the parent/learning coach and student are required to submit required work samples and sign learning journals to ensure accurate attendance and record keeping. 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 supplemental curriculum and learning software

- 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.

Work Samples

Work samples are collected at the beginning of every Learning Period throughout the school year. Teachers collect 4 work samples each learning period.

Four work samples per enrolled course must be completed in order to maintain satisfactory minimum requirements for attendance. More than 4 work samples is suggested. **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

Tiered Re-Engagement Policy

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:

- If a student fails to complete 4 work samples or fails to meet asynchronous instruction engagement, and/or synchronous instruction participation to determine if a student was "present," the student will enter the tiered reengagement process.

- Synchronous instruction is defined as time spent in a live interaction with a credentialed teacher measured by fractions of an hour per EC 51747.5(b)(1)

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:

- 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.
- When the student fails to attend a 10% minimum instructional time over four continuous weeks.
- When the student fails to participate in 50% of assigned live instructional sessions over the course of a month.
- 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.

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.

Method Schools is committed to ensuring that Independent Study is an effective learning model for all enrolled students. In accordance with the school's 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.

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

Support Classes

Support classes are designed to help students placing 2+ grade levels below current grade level as determined by their annual assessments. These classes are mandatory and students who do not attend will enter the tiered re-engagement process.

Please see the [Attendance Policy](#) for further details.

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 local, internal diagnostic and benchmark assessments that closely align to state assessments. Students are required to participate in our annual beginning of the year, mid year, CAASPP, and end of year assessments 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.

See the full [Assessment Policy](#) for full details.

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:
 - o Completing assigned lessons
 - o Completing assessments

- o Participating in a weekly virtual session with the homeroom teacher (may include supplemental instruction)
- o Participating in a weekly homeroom group session with the homeroom teacher and other homeroom students (may include supplemental instruction)
- o 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:
 - o Not using rude language (including profanity, yelling, badgering) on the phone, email or in person.
 - o 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. All local and state assessments are built into pacing. See [Assessment Policy](#) for more information about required assessments.

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
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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

Method Schools is committed to upholding a culture of academic integrity, fostering student growth through personal effort, and preparing students to become ethical, self-directed learners. This policy outlines expectations and guidelines regarding plagiarism, including the misuse of Artificial Intelligence (AI), and provides a clear framework for maintaining academic accountability.

Policy Overview

Academic integrity is a core value of Method Schools. Students are expected to complete their work independently and honestly. While technology and AI tools can enhance learning, students must use them responsibly, ensuring that all work submitted reflects their own understanding and effort.

Expectations for Student Work

- All assignments submitted by students must be their own work, demonstrating independent thinking and engagement with the learning process.
- The use of AI tools (e.g., ChatGPT, Grammarly, etc.) is permitted only when used responsibly—as a means of support, not substitution.
- Acceptable uses of AI include:
 - Requesting feedback on specific aspects of already completed work (e.g., grammar, clarity).
 - Seeking guidance on how to begin an assignment (e.g., creating an outline).
- Unacceptable uses include submitting AI-generated content as original work or using AI to bypass the learning process.

Response to Violations

If a student submits plagiarized or AI-generated work, the following process will be followed:

1. **Direct Communication:** The teacher will speak directly with the student to discuss the nature of the concern and determine the underlying reasons for the misuse.
2. **Student Reflection and Support:** The conversation will focus on identifying academic challenges the student may be facing and offering appropriate support.
3. **Opportunity to Redo:** The student will be given one opportunity to redo the assignment for full credit, after understanding the expectations and receiving guidance.
4. **Family Notification:** Parents or Learning Coaches will be notified of the concern, reinforcing the school's commitment to academic integrity and outlining steps for improvement.

5. **Repeat Offenses:** An administrator will meet with the family to determine if placement in independent study is still appropriate. Student may be withdrawn if administration determines that placement is not conducive to the student's learning needs.

Parent and Student Partnership

We ask parents and Learning Coaches to partner with us in reinforcing these expectations at home by:

- Reviewing the Academic Integrity Policy with your student as outlined in the Parent/Student Handbook.
- Encouraging open conversations about the importance of personal effort and honesty in schoolwork.
- Supporting students in developing responsible digital habits and using AI as a learning aid, not a replacement.

Ongoing Commitment

Method Schools is committed to maintaining high academic standards while offering students the support they need to succeed. We believe that academic accountability, high expectations, and meaningful support must coexist to build a strong learning culture.

This policy will be reviewed annually to ensure it reflects evolving technology trends and continues to serve the best interests of our students and community.

“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.

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 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.

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 not have the opportunity to earn discussion points assessed on the listening and speaking standards. These points are earned weekly for cameras on, and thoughtful discussion and engagement during the weekly live sessions. 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.

Required Assessments

Assessments conducted during regular intervals assess and determine a student's need for Supplemental Supports under MTSS. Students scores determine if supplemental supports are needed. Students are required to attend the assigned Supplemental Math and/or Language Arts class during the week if they score below grade level. 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.**

4 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.

Required Assessments

Assessments conducted during regular intervals assess and determine a student's need for Supplemental Supports under MTSS. Students scores determine if supplemental supports are needed. Students are required to attend the assigned Supplemental Math and/or Language Arts class during the week if they score below grade level. 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.**

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.

Support Classes - As determined by the annual assessments, any student who places below grade level will be required to attend mandatory support classes in the areas of EAL and/or math. Attendance and participation are required in these live instruction courses.

Academics

Course Placement

After initial enrollment, students will take the BOY (beginning-of-the-year) 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 BOY 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 BOY 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 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.

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.

In alignment with **EC § 51225.31**, and beginning with the class of 2027, students with exceptional needs may be eligible for a diploma if they meet the following requirements:

- a. Eligibility to take the California Alternative Assessment.
- b. Completes state standards-aligned coursework to meet state requirements (min 135 credits).

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)

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

When 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).

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 due to extenuating circumstances.

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 supersede 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.

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: methodschoools.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@methodschools.org

Jade Fernandez
jfernandez@methodschools.org

Special Education

Method Schools offer special education services within our full-inclusion model general education independent study model. These services are available for all students who have been identified as qualifying for special needs. In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the California Education Code, Method works to both identify and serve eligible children. Any parent who suspects that their child may have a disability should discuss their concerns with their child's regular education teacher. Any Special Education needs or concerns should be directed to the Director. Method Schools complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 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.)



2025-2026 Employee Handbook

Revised: 06/2025
Board Approved:

I. Introduction

This Handbook summarizes the Method Schools' (hereinafter referred to as "School" or "Company") personnel policies applicable to all employees. Please review these policies carefully. If you have any questions about the policies outlined in this Handbook, or if you have any other personnel related questions, whether related to policies specifically addressed in this Handbook, please consult the CoFounders, Executive Director, or HR Department. This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. Additionally, personal integrity, good judgment, and strict ethical standards shall always be practiced in all aspects of workplace behavior. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein. With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general workplace policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only the Co-Founders and/or current Executive Director may alter the at-will employment status of any of its employees. Once you have reviewed this Handbook, please sign the employee acknowledgment form at the end of this Handbook. This signed acknowledgment demonstrates to the School that you have read, understand and agree to comply with the policies outlined in the Handbook.

II. Hiring Policies and Procedures

A. At Will Employment

The School is an at-will employer. This Handbook does not in any way reflect a modification to this policy and does not reflect a contract of employment, either express or implied, between you and the School. Accordingly, either you or the School may terminate this relationship at any time, for any reason, with or without cause, and with or without prior notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to any employee in connection with his/her employment shall require the School to have "cause" or reason to terminate an employee or otherwise restrict the School's right to terminate an employee at any time for any reason. No School representative is authorized to modify this policy for any employee, unless in writing, signed by both the Co- Founders and/or current Executive Director and approved in writing by the Board of Directors.

Nothing contained in this Handbook, the employment application, School memoranda or other materials provided to any employee in connection with his/her employment, other than a signed, approved employment contract, shall require the School to have "cause" or reason to terminate an employee or otherwise restrict the School's right to terminate an employee at any time for any reason. No School representative is authorized to modify this policy for any employee, unless in writing, signed by both the Co-Founders and/or current Executive AND approved in writing by the Board of Directors.

B. Equal Employment Opportunity Policy

The School is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunities to all qualified individuals without regard to race, creed, color, religion, national origin, ethnicity, ancestry, sex, sexual orientation, age, physical or mental disability, genetic information, gender identity and expression, gender related appearance and behavior, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees. Furthermore, the School prohibits all unlawful discrimination against any employee or applicant for employment in its programs or activities based on race, color, religion, sex, gender, ethnic group identification, age, national origin, ancestry, genetic characteristics, mental or physical disability, marital status, sexual orientation or other category protected by law. To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result. In order to perform the essential functions of the job, any applicant or employee requiring an accommodation should 306 contact Co-Founders and/or current Executive and request such an accommodation.

C. Fair Employment and Housing Act

The Fair Employment and Housing Act (FEHA) prohibits discrimination of an applicant or employee based on the following protections: race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental and physical), sex, gender, (including pregnancy, childbirth, breastfeeding or related medical conditions), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status. If you believe prohibited discrimination has occurred, please contact your direct supervisor or Co- Founders and/or current Executive immediately. Reports will be investigated and appropriate corrective action will be taken.

D. Immigration Compliance

The School does not discriminate against any individual because of his or her national origin, citizenship, or intent to become a US citizen, in compliance with the Immigration Reform and Control Act of 1986. It is, however, the policy of the School to only employ those individuals that are authorized to work in the United States. In furtherance thereof, the School requires each prospective employee to provide documents verifying his or her identity and authorization to be legally employed in the United States. The employee will also be required to sign a legal verification attesting to her/his authorization to be legally employed in the United States.

E. Employee Classification

The School's employees are classified in the following categories: Exempt, non-exempt, and full-time, part-time or temporary.

Exempt: Exempt employees are those employees with job assignments that meet exemption tests under state and federal law making them exempt from overtime pay requirements. Exempt employees are compensated on a salary basis, not pursuant to overtime pay requirements.

Non-Exempt: Non-exempt employees are those employees with job assignments that do not meet exemption tests under state or federal law. Thus, these employees are paid overtime wages for overtime worked in accordance with the law.

Full Time: Full time employees are those employees who are scheduled to work 40 hours in a week.

Part Time: Part time employees are those employees who are scheduled to work less than 40 hours in a week.

Temporary: Temporary employees are those employees who are hired for a limited time period, or for a specific project

Independent Contractors: Independent contractors are not employees of the School. Rather, independent contractors are free from control and direction of the School in connection with performance of work; contractor performs work outside the usual School's business operations; contractor is customarily engaged in an independently established trade, occupation, or business of the same nature as work performed.

Part time employees working less than 30 hours per week, and temporary employees are not entitled to benefits provided by the School. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School.

If you have any questions about your classification, please consult with HR.

F. Relationships Between Employees

While the School's policies do not permit discrimination based on an individual's marital status, the individual's relations to another School employee or his or her lawful off duty conduct, some situations can create conflicts of interest requiring the School to take the employee's relationship with another employee into account. An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations of favoritism. A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that³⁰⁷ would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arise, both employees shall notify the School so that appropriate measures can be taken to prevent conflicts of

interest or favoritism. The School reserves the right to take appropriate action if employee re interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

G. Certification and Licensure of Instructional Staff

Each of the School's core academic teachers is required to hold a current California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. Paraprofessional staff may also be required to document that they meet federal requirements for paraprofessional staff. It is the responsibility and a condition of continued employment of all instructional staff, including teachers and paraprofessionals to maintain and keep current such certificates, permits or other documentation and provide to the HR team no later than the close of business on the first day the employee reports for duty. If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee should immediately report the same to the Executive Director. Staff who are required to meet these state and federal certification, expertise, and related requirements must maintain such qualifications as a condition of employment at the School. Nothing in this section is intended to alter that at-will status of the employee's employment.

H. Tuberculosis Testing

Except for employees transferring from other schools, no person shall be employed by the School unless the employee has submitted proof of an examination within the past 60 days that the employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous 60 days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis. The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive shall be followed by an X-ray of the lungs.

All employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting "food handlers" who shall be examined annually. After such examination, each employee shall cause to be on file with the School a certificate from the examining physician showing the employee was examined and found free from active tuberculosis.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. However, the cost of the examination shall be a reimbursable expense. Employees should follow the School's reimbursement procedures. The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the School.

J. Criminal Background Checks

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The School will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

III. General Workplace Policies

A. Prohibition of Harassment/Discrimination and Protection Against Retaliation

1. Policy

The School is committed to providing a workplace and educational environment free of sexual harassment, as well as harassment and discrimination based on such factors as race, religion, creed, color, ethnicity, national origin, ancestry, age, medical condition, genetic information, gender identity and expression, gender rela 308 appearance and behavior, marital status, sex, sexual orientation, citizenship status, disability, military and

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veteran status, status as a victim of the crimes enumerated in Labor Code section 230.5, or protected by law. The School will not condone or tolerate harassment or discrimination of any type by any employee, whether supervisory or co-employee, against an employee, third party vendor or student. The School also does not condone or tolerate harassment of its employees by any third parties or students. The School will promptly and thoroughly investigate any complaint of harassment or discrimination and take appropriate corrective action, if warranted. The School will take all reasonable steps to prevent discrimination and unlawful harassment from occurring. Sexual or other unlawful harassment in employment violates the School's policy and is prohibited under Title VII of the Civil Rights Act and the California Fair Employment and Housing Act.

2. Definition of Harassment

Harassment includes verbal, physical or visual conduct that creates an intimidating, offensive or hostile working or educational environment or that unreasonably interferes with job performance. Verbal harassment includes, but is not limited to, epithets, derogatory comments or slurs based on a protected category. Physical harassment includes, but is not limited to, assault, impeding or blocking movement or any physical interference with normal work or movement, when directed at a legally protected individual. Visual harassment includes, but is not limited to, derogatory posters, cartoons or drawings on a basis protected by law.

3. Definition of Sexual Harassment

Federal law defines sexual harassment as unwelcome sexual conduct that is a term or condition of employment. The Equal Employment Opportunity Commission's Guidelines define two types of sexual harassment: "quid pro quo" and "hostile environment." "Unwelcome" sexual conduct constitutes sexual harassment when "submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment." "Quid pro quo harassment" occurs when "submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals." A "hostile environment" claim for harassment occurs when discrimination based on sex has created a hostile or abusive work environment. California law defines unlawful sexual harassment in largely the same ways. Sexual harassment occurs where a term of employment (i.e., compensation or in terms, conditions or privileges of employment), academic status or progress (i.e., a student's grades or promotion to the next grade is explicitly or implicitly conditioned upon submission to unwelcome sexual advances, as more fully described below. Sexual harassment also occurs where the submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual. Additionally, sexual harassment occurs where harassment (unwanted sexual advances, visual, verbal or physical conduct of a sexual nature) is sufficiently severe, persistent, pervasive or objectively offensive so as to alter the conditions of employment and create an abusive or hostile educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.

Sexual harassment occurs where the conduct has the purpose or effect of having a negative impact on the individual's academic performance, work or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. Finally, sexual harassment occurs where submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the School. The educational environment includes, but is not limited to, the School's campus or grounds, the properties controlled or owned by the School and off-campus, if such activity is School sponsored or is conducted by organizations sponsored by or under the jurisdiction of the School. 5 C.C.R. § 4916(e).

The following are examples of offensive behavior:

- Unwanted sexual advances, flirtations, touching or requests for sexual favors
- Verbal abuse of a sexual nature
- Graphic or suggestive comments about dress or body and the sexual uses to which it could be put
- Unwarranted graphic discussion of sexual acts
- Sexually degrading words
- Suggestive or obscene letters, notes or invitations;
- Verbal harassment including, but not limited to, unwelcome epithets, jokes, derogatory comments, or slurs of a sexual nature, or sexually degrading words used to describe a person
- Physical harassment including, but not limited to, assault, impeding or blocking movement or any physical interference with normal work or activities or movement, when done because of your sex

- Visual harassment including, but not limited to, leering, making sexual or obscene gestures, sexually explicit or derogatory posters, cartoons or drawings, or computer-generated images of a sexual nature

- Making or threatening retaliatory action after receiving a negative response to sexual advances.

3.What to do if Sexual or Other Unlawful Harassment Occurs

Internal Procedures:

School Level Investigation: Each employee has the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment. Consequently, should Co-Founders or supervisors become aware of any conduct that may constitute sexual harassment, discrimination or other prohibited behavior, immediate action will be taken to address and remediate such conduct. Any employee who has experienced or is aware of a situation that is believed to be sexually or otherwise unlawfully harassing has a responsibility to report the situation immediately to Tracy Robertson or Jade Fernandez at 951-461-4620. A Harassment Complaint Form may be obtained from Jessica Spallino. A prompt investigation will take place and appropriate corrective action will take place where warranted. Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter.

If an employee has a complaint regarding an alleged violation of federal or state law or regulations governing educational programs (including but not limited to Consolidated Categorical Aid Programs, Migrant Education, Special Education Programs), including allegations of unlawful discrimination not involving employment, the employee should utilize the Uniform Complaint Procedure adopted by the School.

Any employee found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible dismissal.

External Procedures: Filing a Complaint with the Department.

Employees or job applicants who believe that they have experienced unlawful employment discrimination may file a complaint directly with the Department. The Department serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the Department finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the Department may file a formal accusation. Employees can also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the Department and a Right to Sue Notice has been issued. For more information, contact the Department toll free at (800) 884-1684, in the Sacramento area and out of state at (916) 227-0551 or visit its website at www.dfeh.ca.gov. To contact the nearest field office of the Equal Employment Opportunity Commission ("EEOC"), call 1-800-669-4000. You should be aware that state and federal law provide time limits within which complaints must be filed. Contact the relevant agency to determine the applicable time limit.

5.Retaliation Policy

It is in violation of the School's policy for the School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the School may make, adversely affect working conditions or otherwise deny any employment benefit to or take actions that are materially adverse against an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, proceeding or hearing conducted by the Department or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the School's retaliation policy include seeking advice from the Department; filing a complaint with the Department, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis. Nothing in this policy shall be construed to prevent the School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to

B. Workplace Violence

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. You should report any act or threat of violence immediately to your direct manager.

C. Open Door Policy

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or complaints relating to your job, conditions of employment, the School or the treatment you are receiving. Other than in situations involving harassment (as outlined and described above), please contact HR preferably in writing who will further investigate the issue.

D. Drug Free Workplace

It is the School's policy to maintain a drug and alcohol-free workplace. No employee may use, possess, offer for sale or be under the influence of any illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils or on School property at any time. Engaging in any of the activities above shall be considered a violation of School policy and the violator will be subject to discipline, up to and including termination. The School complies with all federal and state laws and regulations regarding drug use while on the job.

E. Smoking

All School buildings and facilities are non-smoking facilities. Vaping/e-cigarettes are also prohibited

F. Health, Safety and Security Policies

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. The School maintains an Injury and Illness Prevention Program, which is kept by Human Resources and is available for your review. You are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. You are required to immediately report to your supervisor any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

The School has also developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances, exits and service areas. Report any suspicious persons or activities to your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. You should immediately notify your supervisor when keys are missing or if security access codes, identification materials, or passes have been breached. The security of the facilities, as well as the welfare of our employees, depends upon the alertness and sensitivity of every individual.

G. Company Property Inspections

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other school provided storage devices.

The School also reserves the right to inspect any vehicle, its trunk, glove compartment or any container therein that is parked on the School property or premises. The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

H. Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for a organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter or is conducted in areas where other employees are working. Solicitation during non- work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non- employees is strictly prohibited.

I. Use of Company Communication Equipment and Technology

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for non-business use. Any devices or equipment provided by the School must be recorded on Property Issuance Form, and returned at the termination of employment. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School. Additionally, the School uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, internet access harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter. Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide to the IT Department all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or changed. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination. Internet use is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use the School's communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors. The e-mail system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted. The e-mail system and internet access is not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students. Employees should not attempt to gain access to another employee's email files or voicemail messages without the latter's express permission. Each employee is responsible for the content of the messages sent out using his/her School issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless that employee expressly authorizes such use.

Communication Policy

Method Schools teachers and staff may not communicate with students via personal text message. All communication with students is to be sent only through the following public communication platforms: SmartFox Broadcast Messaging, Zoom, Email, Sagebot and any other Method approved platforms.

J. Employee Blogs and Social Media

If an employee decides to keep a personal blog, or use other social media (including, but not limited to

Facebook, Instagram, Twitter, Snapchat, etc.), that discusses any aspect of his/her workplace following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes
- Student and employee confidentiality policies must be adhered to
- Employees must make clear that the views expressed in their blogs are their own and not those of the School
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf, unless authorized in writing by Mark Holley
- Employees are not authorized to publish any confidential information maintained by the School
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation and employee interaction policy in the board manual.

The School reserves the right to take disciplinary action against any employee whose blog violates this or other School policies.

K. Participation in Recreational or Social Activities

Employees may participate in activities sponsored by or supported by the School. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and the School disclaims any and all liability arising out of the employee's participation in these activities.

L. Personnel Files and Record Keeping Protocols

At the time of your employment, a personnel file is established for you. Please keep the Business and/HR department advised of changes that should be reflected in your personnel file. Such changes include: change in name, address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records. You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. A request for inspection or copying of information contained in the personnel file must be directed to the Business and/HR department.

The School will restrict disclosure of your personnel file to authorized individuals within the School. Only the Business and/HR department is authorized to release information about current or former employees. The School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

IV. Hours of Work, Overtime and Attendance

A. Work Hours and Schedules

The School's normal working hours are from 8:00 AM to 5:00PM Monday through Friday. The work schedule for full-time non-exempt employees is normally 40 hours per week. Your supervisor will assign your work schedule.

B. Overtime

The School follows all federal and state laws regarding the payment of overtime wages by compensating all non-exempt employees for overtime hours worked. For purposes of overtime calculations for non-exempt employees, the School's workweek begins on Monday and ends the following Sunday. The workday begins at midnight and ends the following day at 11:59 p.m. You will be informed when you are required to work overtime hours. All overtime hours worked must be pre-authorized in writing by your direct manager. Only those hours that are actually worked are counted

to determine an employee's overtime pay. Compensated holidays, for example, are not and are therefore not counted in overtime calculations.

C. Make Up Time

You may request in writing that you be able to make up work time that is or would be lost as a result of a personal obligation. The hours of that make-up work may only be performed in the same workweek in which the work time was lost and must not exceed 11 hours of work in one day or 40 hours of work in one week. You shall provide a signed written request for each occasion that you make a request to make up work time and authorization is at the option of the School.

D. Work Breaks

Non-exempt School employees are allowed one duty free 30 minutes minimum; 60-minute maximum unpaid meal break each work day where the employee works more than six (6) hours in one day. Non-exempt employees are not allowed to work more than five (5) hours in one period without taking a meal break, unless the employee does not work more than six (6) hours in one day and the employer and employee mutually agree to waive the meal period. Non-exempt employees must take two ten-minute paid break periods for each full workday, as close as practicable to the mid-point of any continuous four (4) hour work period, or major fraction thereof. Non-exempt employees should contact their immediate supervisor to schedule their meal and break periods.

E. Pay Days For all employees, paydays are scheduled on the 15th and the last day of each month unless otherwise notified. There may be changes to the paydays throughout the school year to which all employees will be notified with ample notice. Each paycheck will include earnings for all reported work performed through the end of the payroll period. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the nearest business day. Unless other arrangements are made all employees will receive pay by direct deposit to the checking or savings account they designate at hiring. You should promptly notify the business and/or HR department if you have a question regarding the calculations of your paycheck; any corrections will be noted and will appear on the following payroll.

F. Payroll Withholdings

The School is required by law to withhold Federal Income Tax, State Income Tax, Social Security

(FICA) and State Disability Insurance from each employee's pay as follows: Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount. State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability. Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Business and/or HR Department to explain them to you. You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting through Zenefits. The School's HR department can also assist with providing these forms. All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the employee's W-4 form, which should be completed upon hire. It is the employee's responsibility to report any changes in filing status to the Business and/or HR Department. It is also the employee's responsibility to fill out a new W-4 form if his/her filing status changes. At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages. The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks. The amount that is deducted is 20% of the monthly premium on a pre-tax basis. In other words, the School agrees to pay for the first \$500 plus 80% of anything over \$500 toward the monthly insurance premium.

For employees who voluntarily choose not to participate in the School's medical insurance, the School agrees to reimburse \$150 per month toward the employee that will be added to the employee's check in \$75 increments each pay period. This applies only to employees who are eligible for school sponsored benefits (i.e. employees who work at least 30 hours per week).

G. Attendance Policy

Employees are expected to adhere to regular attendance and to be punctual. If you find it necessary to be absent or late, you are expected to arrange it in advance with their immediate supervisor. If it is not possible to arrange your absence or tardiness in advance, you must notify your supervisor no later than one-half hour before the start of your workday. If you are a teacher, you are also responsible to arrange for a qualified substitute to be approved by your supervisor. If you are absent from work longer than one day, you are expected to keep your supervisor sufficiently informed of your situation. Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination. An absence or tardiness without notification to your supervisor will lead to disciplinary action, up to and including termination.

If you fail to come to work for three consecutive work days without authorization, the School will presume that you have voluntarily terminated your position with the School.

H. Remote Work Policy

Compensation and Work Hours The employee's compensation, benefits, work status and work responsibilities will not change due to working remotely.

The amount of time the employee is expected to work per day or pay period will not change as a result of participation in the teleworking program.

Equipment/Tools Method Schools may provide specific tools/equipment for the employee to perform his/her current duties. This may include computer hardware, computer software, phone lines, email, voicemail, connectivity to host applications, and other applicable equipment as deemed necessary. The use of equipment, software, data supplies and furniture when provided by Method Schools for use at the remote work location is limited to authorized persons and for purposes relating to company business. Method Schools will provide for repairs to company equipment. When the employee uses her/his own equipment, the employee is responsible for maintenance and repair of equipment. A loaner laptop may be provided when available. Loaner computers will vary in performance and configuration. Loaners must be returned upon request.

Workspace The employee shall designate a workspace within the remote work location for placement and installation of equipment to be used while teleworking. The employee shall maintain this workspace in a safe condition, free from hazards and other dangers to the employee and equipment. Method Schools must approve the site chosen as the employee's remote workspace. Any company materials taken home should be kept in the designated work area at home and not be made accessible to others.

Office Supplies Office supplies will be provided by Method Schools as needed. Out-of-pocket expenses for other supplies will not be reimbursed unless by prior approval of the employee's manager.

Dependent Care Teleworking is not a substitute for dependent care. Teleworkers will not be available during company core hours to provide dependent care.

Income Tax It will be the employee's responsibility to determine any income tax implications of maintaining a home office area. Method Schools will not provide tax guidance nor will Method Schools assume any additional tax liabilities. Employees are encouraged to consult with a qualified tax professional to discuss income tax implications.

Communication Employees must be available by phone and email during core hours. All client interactions will be conducted on a client or company site. Participants will still be available for staff meetings, and other meetings deemed necessary by management. Method Schools will pay

Compliance with Policies

Remote employees must follow Method Schools' policies like their office-based colleagues.

Examples of policies that all employees should abide by are (full list of policies can be referenced in Board Policy Manual):

- Attendance
- Employee Code of Conduct
- Anti-discrimination/Equal Opportunity
- Dress Code

Evaluation The employee shall agree to participate in all studies, inquiries, reports and analyses relating to this program.

The employee remains obligated to comply with all company rules, practices and instructions.

I. Time Records

Time records must be accurately kept reflecting all regular hours and overtime hours worked and meal periods taken by non-exempt employees. Time records must be submitted through Trinet, verifying and attesting to the truth of the information contained therein. All absences, tardies and overtime must be accurately reflected on the time record. Time sheets must be submitted timely and accurately, failure to do so may result in pay reported late or incorrect to be deferred until the following pay period. Exempt employees must report only full day absences from work and pay deductions will only be as provided by law.

J. Mandatory Training and Meetings

The School will pay non-exempt employees for attendance at mandatory training taking place outside of regular business hours. Employees of Method Schools are required to attend quarterly in person meetings as well as some events that take place throughout the school year. All mandatory training, lectures and meetings will be identified as such. The School will not pay nonexempt employees for attendance at voluntary trainings. All non-exempt employees must accurately reflect attendance at all mandatory training, lectures and meetings outside of regular working hours on their time records.

V. Standards of Conduct

A. Personal Appearance

Employees are expected to wear clothes that are neat, clean and professional while on duty, including during Zoom meetings with staff and students, field trips, and at any School-related events. Employees are expected to appear well-groomed and appear within professionally accepted standards suitable for the employee's position, and wear shoes at all times. Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.

B. Student Safety

In accordance with the School's policies providing student safety, including those covering anti harassment, anti-discrimination, anti-intimidation and anti-bullying, each employee is expected to assist in maintaining a student-safe environment. Thus, each employee is required to take immediate steps to intervene when it is safe to do so if the employee witnesses an act of discrimination, harassment, intimidation or bullying of a student. The employee is also required to report such actions to administration as soon as practicable. Additionally, employees are obligated to report any potential risk (to self) or threat (to others) dangers to administration. See appendix A for risk and threat assessment protocols.

C. Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and

and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the at-will employment relationship the employee has with the School.

- Unexcused absence and/or lack of punctuality
- Release of confidential information without authorization
- Possession of, or reporting to work while under the influence of, alcohol or illegal drugs and controlled substances
- Theft or embezzlement
- Willful destruction of property
- Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position
- Falsification, fraud or omission of pertinent information when applying for a position • Any willful act that endangers the safety, health or wellbeing of another individual • Horseplay
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school
- Misuse of School Property
- Possession of firearms, or any other dangerous weapon, while acting within the course of School of your employment with the School
- Acts of discrimination or illegal harassment based on gender, ethnicity or any other basis protected by state or federal law
- Failure to comply with the School's safety procedures
- Insubordination
- Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School
- Violations of federal, state or local laws affecting the organization or your employment with the organization
- Unacceptable job performance
- Dishonesty
 - Failure to keep a required license, certification or permit current and in good standing • Recording the work time of any other employee, or allowing any other employee to record time on one's own time record or falsifying any time record
- Unreported absence of any three consecutively scheduled workdays • Unauthorized use of School equipment, materials, time or property • Working unauthorized overtime or refusing to work assigned overtime • Abuse of sick leave
- Sleeping or malingering on the job

D. Confidential Information

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

E. Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action.

F. Child Neglect and Abuse Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the appropriate police or sheriff's department, or to a county probation department (if authorized to receive mandated reports) or the county welfare office. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by

another person.” School employees are required to report instances of child abuse when an employee has a “reasonable suspicion” that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect. Child abuse should be reported immediately by phone to the appropriate police or sheriff’s department, or to a county probation department (if authorized to receive mandated reports) or the county welfare office. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child’s parents. Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School administrator, coworker or other person shall not be a substitute for making a mandated report to the appropriate police or sheriff’s department, or to a county probation department (if authorized to receive mandated reports) or the county welfare office.

Employees may call 1-800-442-4918 in Riverside County, 1-800-344-6000 in San Diego County, 1-800-827-8724 in San Bernardino County or submit a mandated reporter form at www.mandreptla.org in Los Angeles county to report suspected child abuse.

Employees must notify their direct supervisor of any mandated report filed within 24 hours of the report.

G. Outside Employment

Employees should not accept any employment or consulting relationship with another person or entity while employed by the School that would interfere with their ability to satisfactorily perform their job duties. The School will hold all employees to the same standards of performance and scheduling demands and will not make any exceptions for employees who also hold outside jobs.

H. Expense Reimbursements

The School will reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the School’s policy regarding expenditures. In general, all expenses must have been previously approved in writing by the direct manager. All reimbursement forms must be complete and submitted to your supervisor

VI. Employee Benefits

A. Paid Time Off

The School provides PTO benefits to eligible employees to enable them to take paid time off for vacation and sick leave needs. The School believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with the School personally satisfying.

In addition, employees may reference the linked [calendar](#) regarding paid breaks and holidays for eligible staff.

B. Sick Leave

Sick leave is provided as part of the employee’s annual PTO.

C. Insurance Benefits

1. Health Insurance

Employees who work at least 30 hours per week are entitled to health insurance benefits in accordance with the School’s health insurance plan as set forth in the Summary Plan Description (“SPD”). The School will cover approximately \$500 plus 80% percent of the premium for eligible employees who work at least 30 hours per week. The employee’s portion of monthly premiums will be deducted from the employee’s paycheck. If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence of more than 20 consecutive days are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage may result in the loss of coverage.

2. 403b Retirement Savings Plan Method Schools will match (up to 6%) of employee’s contribution

3. Disability Insurance All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage- replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the Business and/or HR Department. Additionally, Method provides STD and LTD coverage for its eligible employees.

4. Family Leave Insurance

Employees covered by the California Disability Insurance program are also covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to six weeks of wage replacement benefits when they suffer a wage loss for taking time off to care for a seriously ill child, spouse, parent, domestic partner, grandparent, grandchild, sibling or parent-in-law or to bond with a new child within one year of birth or placement of the child in connection with foster care or adoption. Specific rules and regulations relating to Family Leave Insurance are available from the Business and/or HR Department.

5. Workers' Compensation Insurance

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See the Director of Human Resources for further details of making a claim for Workers' Compensation Insurance benefits.

6. Family Leave Policy:

Board Policy 4140

Method Schools California CFRA/FMLA Leave

Medical and Caregivers' Leave

Method Schools may provide up to 3 weeks of leave, paid at 100% of the employee's regular rate of pay, in order to care for a family member or in the case of the employee's own serious medical condition, per the stipulations listed below:

- To care for a family member with a serious health condition who is the employee's: Spouse, parent or child under age 18, or age 18 or older who is incapable of self-care. A domestic partner, child or registered domestic partner's child of any age, sibling, grandparent, or grandchild.
- The employee's own serious health condition that makes the employee unable to perform his or her job, excluding leave for the medical disability related to pregnancy and birth. This leave does not apply to family bonding/birth of a child
- Doctor's note may be required

Bereavement

Employees may be allowed up to 2 consecutive weeks off, paid at 100% of the employee's regular rate of pay, to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a current spouse, parent, legal guardian, sibling, child, current parent-, sister-, or brother-in-law, grandparent, grand child, or domestic partner.

Family Bonding

Method Schools understands and respects the family care and bonding needs of its employees. In concurrence with the 12 weeks unpaid Family and Medical Leave Act and the California Family Rights Act, Method offers the following paid bonding leave to eligible employees after the birth of a child:

- Birth mother: 8 weeks paid leave
- Non-birth parent: 4 weeks paid leave
- 12-week job protection

Employees are encouraged to use CFRA/PFL for State benefits to cover their wages after the 8 weeks of Method paid time off. These State benefits cover 60-70% of an employee's wages while on FMLA. Method's unlimited PTO plans are not meant to cover the additional leave of absence, but may be used to fill the gap between CFRA/PLF paid leave of 60-70% of an employee's wages and regular pay. The gap would equate to 16 hours per week for 40% gap and 12 hours per week for a 30% gap. PTO plans which accrue PTO balances, those on a schedule, may be used.

Staff members employed with Method for a minimum of six months but less than one year qualify for

the following: • Birth mother: 4 weeks paid leave

- Non-birth parent: 2 weeks paid leave
- Job protection for the duration of leave

Purpose/Objective

The federal Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA) provide eligible employees the opportunity to take unpaid, job-protected leave for certain medical and nonmedical needs for themselves and family members. Each of these leaves is explained below. The maximum amount of leave available under this policy is twelve (12) weeks of CFRA leave in a 12-month period and twenty-six (26) weeks of FMLA leave (where military caregiver leave applies) in a 12-month period, some or all of which may run concurrently. For more information regarding leave under this policy, employees should contact Human Resources.

Eligibility 22 To be eligible for leave under this policy, employees must meet all of the following requirements:

1. Have worked at least twelve (12) months for Method Schools in the preceding seven (7) years (exceptions apply to the seven-year requirement).
2. Have worked at least 1,250 hours for Method Schools over the twelve (12) months preceding the date the leave would commence.
3. FMLA only: Currently work at a location where there are at least fifty (50) employees within seventy-five (75) miles.

All periods of absence from work due to or necessitated by service in the uniformed services are counted as hours worked in determining eligibility.

Conditions Triggering Leave

The FMLA and CFRA have differing definitions of “family member,” and only the FMLA allows employees to take up to twenty-six (26) weeks of leave to provide care for an injured military family member. Because of this, FMLA and CFRA leaves may not always run concurrently. In general, CFRA/FMLA leave may be taken for any of the following reasons:

Reasons for Leave (See related definitions at the end of the policy.)		CFRA	FMLA	Both
To care for or bond with:	<p>An employee’s newborn child or newly placed foster or <u>adopted child</u>.</p> <p>A domestic partner’s newborn child or newly placed foster or adopted child.</p>	X		X

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To care for a family member with a serious health condition who is the employee’s:	Spouse, parent or child under age 18, or age 18 or older who is incapable of self-care.			X
	A domestic partner, child or registered domestic partner’s child of any age, sibling, grandparent, or grandchild.	X		
The employee’s own serious health condition makes the employee unable to perform his or her job, excluding leave for the medical disability related to pregnancy and birth.				X
The employee’s own medical disability related to pregnancy and birth.			X	
A qualifying military exigency related to the covered active duty or call to covered active duty of an employee’s spouse, parent or child in the United States armed forces.				X
Military caregivers leave for a service member with a serious health condition (defined under “Definitions”) who is the employee’s spouse, domestic partner, child, parent or next of kin.*			X	

*CFRA leave will run concurrently when the family member, regardless of military status and with the exception of next of kin, meets the standard criteria for a serious health condition.

The 12-Month Measurement Period

Method Schools measures the period of twelve (12) months in which leave is taken by *[enter defined 12-month period]*.

For military caregiver leave, an eligible employee may take up to twenty-six (26) workweeks of leave in a single 12-month period. The single 12-month period begins on the first day leave is taken to care for a covered service member and ends twelve (12) months thereafter, regardless of the method used to determine leave availability for other CFRA/FMLA-qualifying reasons.

Intermittent and Reduced-Schedule Leave

Eligible employees may take leave in a single block of time, intermittently (in separate blocks of time) or by reducing the normal work schedule. [*Optional:* Intermittent leave to bond with a new child must be taken in two-week increments, with a shorter duration allowed on two occasions.]

Employees who require intermittent or reduced-schedule leave must try to schedule their leave so that it will not unduly disrupt Method Schools' operations. Intermittent leave is permitted in the same increments as provided in Method School's [vacation, sick or paid-time-off leave] policy.

Interaction with Paid Leave

Depending on the purpose of the leave request, employees may choose (or Method Schools may require employees) to use *accrued* PTO concurrently with some or all of the leave taken under this policy. To use accrued PTO for FMLA/CFRA leave, eligible employees must comply with Method

Schools normal procedures (e.g., call-in procedures, advance notice) for the applicable paid-leave policy. Unlimited PTO does not carry an accrual.

Employee paid-leave accruals (PTO) will continue while paid leave is being used during periods of FMLA/CFRA absence and in accordance with those individual policies.

Employee paid-leave accruals will not continue during unpaid periods of FMLA/CFRA absence or when only disability payments are being received.

Maintenance of Health Benefits

If employees and/or their families participate in Method School's group health plan, Method Schools will maintain coverage during FMLA/CFRA leave on the same terms as if employees had continued to work. If applicable, employees must make arrangements to pay their share of health plan premiums while on leave. In some instances, Method Schools may recover the premiums it paid to maintain health coverage or other benefits for employees and/or their families while employees were absent. Use of FMLA/CFRA leave will not result in the loss of any employment benefit that accrued prior to the start of leave under this policy. Employees should consult the applicable benefit plan document for information regarding eligibility, coverage and benefits.

Procedures

When seeking leave under this policy, employees must provide the following to Human Resources: 1. Thirty (30) days' notice of the need to take FMLA/CFRA leave if the need for leave is foreseeable. In the case of unforeseeable leave, notice must be provided as soon as practicable and in compliance with Method Schools' normal call-in procedures, absent unusual circumstances.

2. Medical certification supporting the need for leave due to a serious health condition affecting the requesting employee or a covered family member or service member within fifteen (15) calendar days of Method Schools' request for the certification (additional time may be permitted in some circumstances). Second or third medical opinions may also be required when allowed.
3. For qualifying exigency leave: Within fifteen (15) days of the request, an employee requesting qualifying exigency leave may be required to provide appropriate supporting documentation in the form of a copy of the covered military member's active duty orders or other military documentation indicating the appropriate military status and the dates of active duty status, along with a statement setting forth the nature and details of the specific exigency, the amount of leave needed and the employee's relationship to the military member.

4. An employee must provide periodic reports as deemed appropriate during the leave regarding the employee's status and intent to return to work.
5. [Optional: A return-to-work release before returning to work if the leave was due to the employee's serious health condition.]

Failure to comply with these requirements may result in delay or denial of leave or disciplinary action, up to and including termination. Leave under this policy will be governed by and handled in accordance with CFRA- and FMLA-applicable regulations, and nothing within this policy should be construed to be inconsistent with those regulations.

Employer Responsibilities

To the extent required by law, Method Schools will inform employees whether they are eligible for leave under the FMLA/CFRA. Should employees be eligible for FMLA/CFRA leave, Method Schools will provide eligible employees with a notice that specifies any additional information required, as well as their rights and responsibilities. Method Schools will also inform employees if leave will be designated as FMLA/CFRA-protected and, to the extent possible, note the amount of leave counted against employees' leave entitlement. If employees are not eligible for FMLA/CFRA leave, Method Schools will provide a reason for the ineligibility.

Job Restoration

Upon returning from FMLA/CFRA leave, employees will typically be restored to their original position or to an equivalent position with equivalent pay, benefits and other employment terms and conditions.

Failure to Return After Leave

If an employee fails to return to work as scheduled after FMLA/CFRA leave or if an employee exceeds the authorized FMLA/CFRA entitlement, the employee will be subject to Method Schools's other applicable leave of absence, accommodation and attendance policies. This may result in termination if the employee has no other Method Schools -provided leave available to her or him that applies to the continued absence. Likewise, following the conclusion of the FMLA/CFRA leave, Method Schools' obligation to maintain the employee's group health plan benefits ends (subject to any applicable COBRA rights).

Military Caregiver Leave

Military caregiver leave is designed to allow eligible employees to care for certain family members who have sustained serious injuries or illness while on active duty. Within the single 12-month period described above, an eligible employee may take a total of twenty-six (26) weeks of CFRA/FMLA leave, including up to twelve (12) weeks of leave for any other CFRA/FMLA-qualifying reason (i.e., birth or adoption of a child, serious health condition of the employee or close family member, or a qualifying exigency). For example, during the single 12-month period, an eligible employee may take up to sixteen (16) weeks of CFRA/FMLA leave to care for a covered service member when combined with up to ten (10) weeks of CFRA/FMLA leave to care for a newborn child.

Military caregiver leave applies on a per-injury basis for each service member. Consequently, an eligible employee may take separate periods of caregiver leave for each covered service member and/or for each serious injury or illness of the same covered service member. A total of no more than twenty-six (26) workweeks of military caregiver leave, however, may be taken within any single 12-month period.

Qualifying Exigency Leave

Employees who meet the eligibility standards set forth above are eligible to request qualifying exigency leave. Although qualifying exigency leave may be combined with leave for other FMLA-qualifying reasons,

under no circumstances may the total leave exceed twelve (12) weeks in any 12-month period, with the exception of military caregiver leave as set forth above).

Eligible employees may take unpaid qualifying exigency leave to tend to certain exigencies arising out of the duty under a call or order to active duty of a covered military member (i.e., the employee's spouse, child or parent). Up to twelve (12) weeks of qualifying exigency leave is available in any twelve (12) month period, as measured by the same method that governs measurement of other forms of leave within this policy, with the exception of military caregiver leave, which is subject to a maximum of twenty-six (26) weeks of leave in a single 12-month period. The maximum amount of qualifying exigency leave an employee may use to bond with a military member on short-term, temporary rest and recuperation during deployment is fifteen (15) days.

Persons who can be ordered to active duty include active and retired members of the armed forces, certain members of the retired Reserve and various other Reserve members, including in the Ready Reserve, Selected Reserve, Individual Ready Reserve, National Guard, state military, Army Reserve, Navy Reserve, Marine Corps Reserve, Air National Guard, Air Force Reserve and Coast Guard Reserve.

A call to active duty refers to a federal call to active duty, and state calls to active duty are not covered unless under order of the president of the United States pursuant to certain laws.

Qualifying exigency leave is available under the following circumstances:

1. **Short-notice deployment:** To address any issue that arises out of short notice (within seven (7) days or less) of an impending call or order to active duty.
2. **Military events and related activities:** To attend any official military ceremony, program or event related to active duty or a call to active duty status, or to attend certain family-support or assistance programs and informational briefings.
3. **Child care and school activities:** To arrange for alternative child care; to provide child care on an urgent, immediate-need basis; to enroll a child in or transfer a child to a new school or day care facility; or to attend meetings with staff at a school or day care facility.
4. **Financial and legal arrangements:** To make or update various financial or legal arrangements or to act as the covered military member's representative before a federal, state or local agency in connection with service benefits.
5. **Counseling:** To attend counseling (provided by someone other than a healthcare provider) for the employee, the covered military member, or a child or dependent when necessary as a result of duty under a call or order to active duty.
6. **Temporary rest and recuperation:** To spend time with a covered military member who is on short-term, temporary rest and recuperation leave during the period of deployment. Eligible employees may take up to fifteen (15) days of leave for each instance of rest and recuperation.
7. **Post-deployment activities:** To attend arrival ceremonies, reintegration briefings and events, and any other official ceremony or program sponsored by the military for a period of up to ninety (90) days following termination of the covered military member's active duty status. This also encompasses leave to address issues that arise from the death of a covered military member while on active duty status.
8. **Mutually agreed leave:** Other events that arise from the close family member's call or order to active duty, provided that Method Schools and the employee agree that such leave shall qualify as an exigency and agree to both the timing and duration of such leave.

Definitions

A *serious health condition* is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility or continuing treatment by a health care provider, and

either prevents the employee from performing the functions of his or her job or prevents member from participating in school or other daily activities. Subject to certain conditions, the continuing-treatment requirement includes an incapacity of more than three (3) full calendar days and two (2) visits to a health care provider, or one (1) visit to a health care provider and a continuing regimen of care; an incapacity caused by a chronic condition or permanent or long-term conditions; or absences due to multiple treatments. Other situations may also meet the definition of “continuing treatment.”

Qualifying exigencies include activities such as short-notice deployment, military events, arranging alternative child care, making financial and legal arrangements related to deployment, rest and recuperation, counseling, parental care, and post-deployment debriefings.

A *covered service member* is either 1) a current service member of the armed forces, including a member of the National Guard or Reserves, with a serious injury or illness incurred in the line of duty for which the service member is undergoing medical treatment, recuperation or therapy; otherwise in outpatient status; or otherwise on the temporary disability retired list; or 2) a covered veteran who is undergoing medical treatment, recuperation or therapy for a serious injury or illness.

A *covered veteran* is an individual who was discharged under conditions other than dishonorable during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran. The period between October 28, 2009, and March 8, 2013, is excluded in determining this five-year period.

Next of kin means the nearest blood relative of the service member, other than the service member’s spouse, domestic partner, parent, son or daughter, in the following order of priority: blood relatives who have been granted legal custody of the service member by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the service member has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave.

The definition of “serious injury or illness” for current service members and veterans is distinct from the definition of “serious health condition” for CFRA/FMLA leave. For purposes of this policy, “serious injury or illness” means an injury or illness incurred by the service member in the line of duty while on active duty in the armed forces that may render the service member medically unfit to perform the duties of the service member’s office, grade, rank or rating or that existed before the beginning of active duty and was aggravated by service while on active duty.

With regard to covered veterans, the serious injury or illness may manifest itself before or after the individual assumed veteran status and is 1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the armed forces and rendered the service member unable to perform the duties of the service member’s office, grade, rank or rating; 2) a physical or mental condition for which the covered veteran has received a VA service-related disability rating of 50 percent or greater, and such rating is based, in whole or in part, on the condition precipitating the need for caregiver leave; 3) a physical or mental condition that substantially impairs the veteran’s ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would absent treatment; or 4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

Purpose/Objective

Method Schools provides female employees with job-protected unpaid leave, up to four months, for disabilities relating to pregnancy, childbirth or related medical conditions (meaning a physical or mental condition intrinsic to pregnancy or childbirth). For the purposes of leave under this policy, “four months” mean the number of days the employee would normally work within four calendar months (one-third of a year equaling 17 1/3 weeks), if the leave is taken continuously, following the date the pregnancy leave commences.

The company also provides reasonable accommodations, to the extent required by law, for conditions related to pregnancy, childbirth or related medical conditions. In addition, a transfer to a less strenuous or hazardous

position or duties may be available pursuant to an employee's request, if such a transfer is not possible. Employees requesting a leave or reasonable accommodation should promptly notify Human Resources.

For more information regarding leave under this policy employees should contact Human Resources

Eligibility

All employees who experience disabilities relating to pregnancy, childbirth or related medical conditions (meaning a physical or mental condition intrinsic to pregnancy or childbirth) may request leave or a reasonable accommodation under this policy.

Use of accrued paid leave

Accrued PTO must be used concurrently with leave taken under this policy. If SDI benefits have begun, the employee may choose to supplement those benefits with accrued PTO. PTO and SDI benefits combined may not exceed 100% of regular pay.

Additionally, employees may choose to use accrued PTO, concurrently with some or all of the leave under this policy. To receive paid leave, eligible employees must comply with the company's normal procedures for the applicable paid-leave policy (e.g., call-in procedures, advance notice). If SDI benefits are being paid, accrued paid leave and SDI payments combined may not exceed 100% of pay.

Maintenance of health benefits

If employees and their families participate in the company's group health plan, the company will maintain coverage during leave under this policy on the same terms as if employees had continued to work. If applicable, employees must make arrangements to pay their shares of health plan premiums while on leave. In some instances, the company may recover premiums it paid to maintain health coverage or other benefits for employees and their families. Use of leave under this policy will not result in the loss of any employment benefit that accrued prior to the start of leave under this policy. Employees should consult the applicable plan document for information regarding eligibility, coverage and benefits.

Procedures

When seeking leave or a reasonable accommodation under this policy, an employee must provide Human Resources with the following:

1. As soon as practicable and if possible prior to commencing leave, a statement from his or her health care provider supporting the request for leave or reasonable accommodation. The statement should confirm that the requested leave or reasonable accommodation is based on a pregnancy-related disability, and if the statement is provided in support of a leave request, the statement should include an anticipated start and end date. An employee must also supply periodic reports as deemed appropriate during the leave regarding the employee's status and intent to return to work.
2. [If the company requires a fitness-for-duty certification for other disability leaves:] Upon return from leave, medical certification of fitness for duty before returning to work. The company will require this certification to address whether employees can perform the essential functions of their positions.

Failure to comply with the foregoing requirements may result in delay or denial of leave, or disciplinary action, up to and including termination.

Employer responsibilities

To the extent required by law, the company will inform employees whether they are eligible for leave under this policy.

policy. Should employees be eligible for leave, the company will provide eligible employees with specifies any additional information required, as well as their rights and responsibilities.

As detailed in the California Family Rights Act (CFRA)-Family and Medical Leave Act (FMLA) Policy, the company will also inform employees if leave will be designated as FMLA-protected and, to the extent possible, note the amount of leave counted against employees' leave entitlements. If employees are not eligible for FMLA leave, the company will provide a reason for the ineligibility.

Additionally, the company will engage in an interactive process with employees who request a reasonable accommodation under this policy.

Job restoration

Upon returning from leave, employees will typically be restored to their original positions or to equivalent positions with equivalent pay, benefits, and other employment terms and conditions.

Failure to return after leave

If an employee fails to return to work as scheduled after leave under this policy, or if an employee exceeds the leave entitlement, the employee will be subject to the company's other applicable leave of absence, accommodation and attendance policies. This may result in termination if the employee has no other company-provided leave available to her that applies to the continued absence.

7. Personal Leave of Absence

The School recognizes that special situations may arise where an employee must leave his or her job temporarily. In the School's sole discretion, the Co-Founders may grant employees unpaid leave of absences. Taking an unpaid personal leave of absence may affect your eligibility for employee benefits, including medical benefit plan coverage. Ask the Business and/or HR Department for information on personal leaves of absence.

8. Funeral/Bereavement Leave

Refer to the Family Leave Policy. For purposes of this policy, an employee's immediate family member includes a current spouse, parent, legal guardian, sibling, child, current parent-, sister-, or brother-in-law, grandparent, grand child, or domestic partner.

9. Military Leave of Absence The School provides military leaves of absence to employees who serve in the uniformed services as required by the Uniformed Services Employment and Reemployment Rights Act of 1994 and applicable state laws. Leave is available for active duty, active duty for training, initial active duty for training, inactive duty training, full-time National Guard duty and for examinations to determine fitness for any such duty. Total military leave time taken may not exceed five years during employment, except in special circumstances. Advance notice of leave is required. Please inform your supervisor and the HR Department of anticipated military leave time as far in advance as possible. Accrued vacation will be paid during military leave at your request and health plan coverage continuance can be arranged for up to 24 months during military leave if required premium payments are made by you. As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in termination of employment.

Upon a return from military leave up to five years, an employee is entitled to reemployment within two weeks after the employee submits his/her reemployment application. Eligible employees may be entitled to other leave rights related to military leave. Please contact the Business and/or HR Department to understand all leave rights that may be available to you.

10. Time Off to Attend Child's School Discipline

Any employee who is a parent or legal guardian of a child that has received written notice from the child's school requesting his or her attendance at a disciplinary conference is entitled to take unpaid leave to attend the conference. Please contact the School Director to determine eligibility and scheduling before taking any leave to attend a disciplinary conference.

11. Time Off to Serve as Election Official

Any employee who serves as an election official is eligible for unpaid leave on election day if service. Please notify your supervisor of your commitment to act as election official as far in advance as possible.

12. Time Off for Jury and Witness Duty

The School will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide employees unpaid leave to appear in court or other judicial proceedings as a witness, as permitted by law, to comply with a valid subpoena or other court order. Please notify your supervisor of your commitment to serve on a jury or as a witness as far in advance as possible.

13. Time Off for Victims of Crime or Domestic Violence

Employees who are victims of domestic violence, sexual assault or stalking will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advance notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim/domestic violence leave. Please notify your supervisor of your need to seek relief or for a reasonable accommodation as far in advance as possible. If applicable, an employee may use accrued vacation leave for these purposes.

14. Time Off for Victims of Crime

An Employee who is a victim of certain crimes (violent felonies, felony thefts, serious felonies and crimes identified in Labor Code section 230.5 and as defined by law) or is an immediate family member of a victim, is a registered domestic partner of a victim or the child of a registered domestic partner of a victim will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advance notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim leave. Please notify **your supervisor** of your need for time off as far in advance as possible. As applicable, an employee may use accrued vacation leave or sick leave for crime victim leave purposes.

15. Time Off for Volunteer Firefighters

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance with the law. Employees are requested to alert the Co-Founders of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify their supervisor before leaving the School's premises.

16. Time Off for Voting

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact your supervisor to request and schedule time off to vote.

17. Workers' Compensation Leave

Employees that are temporarily totally disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of the School. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

VII. Employment Evaluation and Separation

A. Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by administration. Performance evaluations will be conducted at least once annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of your job. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your direct manager and that you are aware of its contents. The evaluation system in no way alters the employment at-will relationship.

B. Discipline and Involuntary Termination

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions or termination. The School's disciplinary system is informal, and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

C. Voluntary Termination

Either the employee or the School may terminate the employment relationship at any time, with or without prior notice and with or without cause. While it is not required, the School requests that employees electing to resign to give as much advance notice as possible (preferably two weeks) to allow the School to plan for your departure.

An exit interview will normally be scheduled on the last day of work with HR. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any company property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School. The School appreciates receiving candid opinions of the employee's employment. Final pay, including pay for any earned but unused vacation time, will be provided in accordance with state law.

D. References

All requests for references and employment verifications must be promptly directed to the HR Department. When contacted for a reference or employment verification, the School will only provide information concerning dates of employment and the title of the last position held. Other employees may not provide any employment verifications or act as a reference for any other employees.

E. School Culture

The School has outlined "acceptable behavior" that if violated, will be treated as a performance issue.

- Respect for the worth of the individual
- Commitment to high standards
- Contributing to the community
- Achievement through teamwork

- Dependable to the entire School community
- Practice constructive communication to all members of the School community
- Highly collaborative to all members of the School community
- Consistently behave with high professionalism
- Regularly take initiative
- Practice absolute and consistent respect for oneself all other members of the School community,

The School's employees will treat others – including co- workers and customers - with respect. **E.**

Professional Development

For the school year, each certificated staff member will be required to participate in professional development opportunities throughout the school year.

All employees must get pre-approval of PD requests from their Director before registering or making any travel arrangements. Please reference the separate Professional Development Policy & Procedures.



Confidentiality Agreement

This agreement is made between ("Employee") and Method Schools on _____, 2025.

Employee will perform services for Method Schools that may require Method Schools to disclose confidential and proprietary information ("Confidential Information") to Employee. (Confidential Information is information and data of any kind concerning any matters affecting or relating to Method Schools, the business or operations of Method Schools, and/or the products, drawings, plans, processes, or other data of Method Schools not generally known or available outside of the company.)

Accordingly, to protect the Confidential Information that will be disclosed during employment, the Employee agrees as follows:

1. Employee will hold the Confidential Information received from Method Schools in strict confidence and will exercise a reasonable degree of care to prevent disclosure to others.
2. Employee will not disclose or divulge either directly or indirectly the Confidential Information to others unless first authorized to do so in writing by Method Schools management.
3. Employee will not reproduce the Confidential Information nor use this information commercially or for any purpose other than the performance of his/her duties for Method Schools.
4. Employee will, upon request or upon termination of his/her relationship with Method Schools, deliver to Method Schools any drawings, notes, documents, equipment, and materials received from Method Schools or originating from employment with Method Schools.
5. Method Schools will have the sole right to determine the treatment of all inventions, writings, ideas and discoveries received from Employee during the period of employment with Method Schools, including the right to keep the same as a trade secret, to use and disclose the same without prior patent applications, to file copyright registrations in its own name, or to follow any other procedure as Method Schools may deem appropriate.
6. Method Schools reserves the right to take disciplinary action, up to and including termination, for violations of this agreement in addition to pursuing civil or criminal penalties.
7. This agreement will be interpreted under and governed by the laws of the state of California.
8. All provisions of this agreement will be applicable only to the extent that they do not violate any applicable law and are intended to be limited to the extent necessary so that they will not render this agreement invalid, illegal or unenforceable. If any provision of this agreement or any application thereof will be held to be invalid, illegal or unenforceable, the validity, legality and enforceability of other provisions of this agreement or of any other application of such provision will in no way be affected

Immunity from Liability for Confidential Disclosure of a Trade Secret to the Government or in a Court Filing:

(1) Immunity—An individual will not be held criminally or civilly liable under any federal or state trade secret law for the disclosure of a trade secret that (A) is made (i) in confidence to a federal, state or local government official, either directly or indirectly, or to an attorney and (ii) solely for the purpose of reporting or investigating a suspected violation of law or (B) is made in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal.

(2) Use of Trade Secret Information in Anti-Retaliation Lawsuit—An individual who files a lawsuit for retaliation by an employer for reporting a suspected violation of law may disclose the trade secret to the attorney of the individual and use the trade secret information in the court proceeding, if the individual (A) files any document containing the trade secret under seal and (B) does not disclose the trade secret, except pursuant to court order.

Employee represents and warrants that he or she is not under any pre-existing obligations inconsistent with the provisions of this agreement.

I agree to the terms and conditions of the agreement stated above.

Printed Name/Signature Date



Board Policy 4150

Employment Integrity Agreement

Restrictions on Outside (Non-Method) Work

Except as otherwise agreed upon, employment by Method Schools shall be deemed to be "full-time." Method Schools recognizes the fact that an employee may be justified, under some circumstances, in accepting casual outside employment to be performed after working hours if no conflict with Method Schools' interest is involved. However, no employee shall engage in work that occurs during regular Method weekday, daytime working hours.

Conflict of Interest

No employee shall ever be permitted to engage his or her time or talents with a company that competes with Method Schools. No employee can be permitted to reveal what he or she learns regarding techniques, policy, programs, and so forth to any other individual or company whether a competitor or not.

If you wish to work part-time for another company, please discuss the matter with your supervisor prior to accepting the job. Permission to hold any outside employment or business interests with anybody doing business with Method Schools, must be secured in writing from Method Schools. Failure to secure advance permission may result in immediate termination.

Alternate Work Locations

Under Method's Remote Work Policy, it is the expectation that employees conduct the majority of their work days/responsibilities from their homes. Occasionally working from alternate locations is permitted, however, any situation in which an employee plans to work more than one month away from his/her primary residence must be approved in advance by the Senior Director of Schools

Additionally, plans to relocate beyond district boundaries and/or out-of-state must be discussed with the Senior Director of Schools. Unless prior arrangements are made during the hiring/contract renewal process, employees are expected to reside within the southern California region, as many positions require in-person responsibilities such as Teach Squad and field trips.

Unemployment

Full-time Method Schools employees may not claim unemployment benefits while employed with Method Schools.

Printed Name/Signature Date

ACKNOWLEDGEMENT OF HANDBOOK AND AT WILL EMPLOYMENT

I acknowledge that I have received Method Schools' Employee Handbook. I have read the Handbook and understand the contents of the Handbook. I agree to abide by all of the School's policies. I understand and agree to my at-will employment status as described in the Handbook, summarized as follows:

- This Handbook does not in any way reflect a contract of employment, either expressed or implied between me and the School.
- The School is an at-will employer. I am free to terminate the employment relationship with the School at any time; the School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me for any or no reason at any time. Specifically, the School may modify all terms of employment including any policy or practice and/or my hours, wages, working conditions, job assignments, position title, compensation rates and benefits in its sole discretion.
- Nothing in this Handbook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for me. Further, there is no agreement, express or implied, written or verbal, between the employee and the School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.
- I understand that other than the Co-Founders, no supervisor or representative of the School has the authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will.
- I understand that only the Co-Founders have the authority to make any such agreement and then only in writing signed by the Co-Founders.

Employee Name:

Employee Signature:

Date:



Resolution in Support of and in Appreciation for Superintendent Bradley Johnson and Dehesa School District

Date: June 24, 2025

WHEREAS, the Method Schools Board of Directors acknowledges and deeply values the ongoing partnership between Method Schools and Dehesa School District; and

WHEREAS, Superintendent Bradley Johnson has consistently demonstrated visionary leadership, unwavering integrity, and a deep commitment to educational innovation; and

WHEREAS, under Superintendent Johnson's leadership, Dehesa School District has fostered an environment of collaboration, flexibility, and forward-thinking that has been essential to the success of multiple Method Schools programs; and

WHEREAS, Superintendent Johnson's innovative vision and steadfast support have been instrumental in the successful development and launch of several key initiatives at Method Schools, including the Method Online Program and the Method Sports Academy; and

WHEREAS, these programs have significantly advanced Method Schools' mission to provide high-quality, flexible, and student-centered education to a diverse and growing student population throughout the San Diego area; and

WHEREAS, the Dehesa School District Board of Trustees has played a critical role in supporting and sustaining this partnership through their thoughtful governance, openness to innovation, and commitment to expanding educational opportunities for all students; and

WHEREAS, the Dehesa–Method relationship continues to serve as a model for productive, charter-authorizing partnerships grounded in mutual respect and shared educational goals;

NOW, THEREFORE, BE IT RESOLVED, that the Method Schools Board of Directors formally expresses its sincere appreciation for the leadership of Superintendent Bradley Johnson and the collective support of the Dehesa School District Board of Trustees, and affirms its enthusiastic support for the continued positive relationship between Method Schools and the Dehesa School District.

BE IT FURTHER RESOLVED, that this resolution be recorded in the official minutes of the Method Schools Board of Directors and that a copy be provided to Superintendent Bradley

Johnson and the Dehesa School District Board of Trustees as a symbol of our gratitude and shared commitment to educational excellence.

APPROVED AND ADOPTED by the Method Schools Board of Directors on this 24th day of June, 2025.



Method Schools Work Sample & Attendance Documentation Policy

Revised: May 2025

Board Approved:

Enrollment Qualification:

Every student will demonstrate ongoing academic progress as monitored and evaluated by a credentialed teacher to ensure qualification for continuous enrollment.

Work Sample Policy:


To comply with state law and ensure accurate attendance accounting, Method Schools uses a combination of **verified student work samples**, **asynchronous instruction engagement**, and **synchronous instruction participation**. Attendance is determined through teacher verification of time value, engagement logs, and documented interaction.

Method Schools' staff will ensure the following criteria is met in order to claim ADA for each enrolled student:

- 1) Collect a minimum of four (4) work samples **and/or Asynch/Synch time log**.
 - **Work samples must include: correct name, date, and course title, and feedback, per LP, for each student**
 - **Asynch/Synch time log must include: course, assignment name, work type and time value**
- 2) Collect a learning journal signed by parent and/or designated learning coach per month/learning period.

Attendance Documentation Policy:

- If a student completes the Work Sample Policy as stated above within the LP, the student will receive full (100%) attendance for that LP.
- If a student completed fewer than 4 Work Samples, the teacher documents a combination of **verified student work samples**, **asynchronous instruction engagement**, and/or **synchronous instruction participation on the asynch/synch time log to determine if a student was "present."**
- Synchronous instruction is defined as time spent in a live interaction with a credentialed teacher measured by fractions of an hour per EC 51747.5(b)(1)

*Per Ed Code, in Independent  Study ADA may be claimed for traditional independent study only to the extent of the time value of pupil work products, as personally judged in each instance by a certificated teacher employed by the LEA **or a combination of time value of the work product and participation in synchronous instruction**, as applicable by grade level. EC [Section 51747.5\(b\)\(1\)](#)

Method Modern Public Schools / methodschools.org / info@methodschools.org / 951-461-4620

methodschools.org



Quote

Amira Q-75446

Prepared For

Method Schools La (District)

, CA,

Your Amira Partner

Carla Acosta
carla.acosta@amiralearning.com



Quote: Q-75446

Prepared For: Method Schools La (District)

Expires On: 12/31/2025

Amira Assessment Student License K-2

QTY	Product	Campus	Start Date	Months	Sales Price
50	Amira Assessment Student License K-2		7/01/2025	12	\$249.50

Start Date: 7/01/2025

Term: 12

End Date: 6/30/2026

List Amount	\$249.50
Tax Amount	\$0.00
Customer Total	\$249.50



Quote: Q-75446

Prepared For: Method Schools La (District)

Expires On: 12/31/2025

Disclaimer: Pricing is as quoted and is subject to change based on any modifications to bundle configurations, enrollment updates, or other adjustments. Additional options are to be paid in full. Totals include applicable taxes, which should be reflected on your Purchase Order (if applicable).

To avoid delays in processing your order, please ensure the following:

- Email your Purchase Order, including the provided quote number, to orders@amiralearning.com.
- Digitally sign the contract provided upon commitment with your Amira partner.

Amira Terms of Use: <https://amiralearning.com/amira-terms>

Amira Privacy Policy: <https://amiralearning.com/amira-privacy>

Istation Terms of Use: <https://amiralearning.com/istation-terms>

Istation Privacy Policy: <https://amiralearning.com/istation-privacy-policy>



Effective June 2024, Istation is a 100% wholly owned subsidiary of Amira Learning, Inc. As part of our integration efforts and to enhance efficiency across our organization, we are integrating our financial and banking structures under a single Federal Employer Identification Number (FEIN).

Effective immediately, all transactions, invoices, and financial documentation should be processed using the following federal employer identification number and banking information:

Federal Employer Identification Number (FEIN): 82-2207220

Banking Information

ACH Payments (preferred):

Bank Name: Western Alliance Bank

ABA Routing Number: 121143260

Bank Address: One East Washington Street Ste 2500 Phoenix, Arizona 85004 U.S.A

Account Name: Amira Learning Inc

Account Number: 8996514912

Beneficiary Address: 5214f Diamond Heights Blvd # 3255 San Francisco, CA 94131

Check Payments:

Amira Learning Inc

PO BOX 92448

Las Vegas, NV 89193-2448

(Note: Please do not send check payments to the beneficiary address noted on the W-9.

Check payments should be sent to Amira Learning, Inc.'s lockbox, which is administered by Western Alliance Bank. This address differs from the one listed on the W-9.)

To assist in updating your records, we have attached the following documents:

- Amira Learning, Inc. Form W-9
- Official Banking Letters confirming our updated banking details

Please update your records to reflect this change and ensure that all future payments and correspondence are directed accordingly.

If you have any questions or require additional information, please do not hesitate to reach out to AccountsReceivable@amiralearning.com.

We appreciate your partnership and cooperation.

Sincerely,

Monika Flood

Monika Flood, CFO
Amira Learning, Inc.

Request for Taxpayer Identification Number and Certification

Go to www.irs.gov/FormW9 for instructions and the latest information.

**Give form to the
requester. Do not
send to the IRS.**

Before you begin. For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See Specific Instructions on page 3.	1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.) Amira Learning, Inc.	
	2 Business name/disregarded entity name, if different from above.	
	3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only one of the following seven boxes. <input type="checkbox"/> Individual/sole proprietor <input checked="" type="checkbox"/> C corporation <input type="checkbox"/> S corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) _____ Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) _____	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any) _____ (Applies to accounts maintained outside the United States.)
	3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions _____ <input type="checkbox"/>	
	5 Address (number, street, and apt. or suite no.). See instructions. 5214F Diamond Heights Blvd #3255 6 City, state, and ZIP code San Francisco, CA 94131 7 List account number(s) here (optional)	Requester's name and address (optional)

Remit to: P.O. Box 92448, Las Vegas, NV 89193-2448

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number									
			-				-		
or									
Employer identification number									
8	2	-	2	2	0	7	2	2	0

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here Signature of U.S. person *Monika Flood*

Date April 27, 2025

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

What's New

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they

BANK ACCOUNT VERIFICATION LETTER**2/18/2025****RE: Amira Learning Inc**

To Whom It May Concern,

This letter is to inform you that **Amira Learning Inc** has an account with Western Alliance Bank.The routing number: **122105980**Account number: **8996514912**

We are pleased to confirm the account is in good standing and the information below for Incoming Wire Transfer and Incoming ACH Payments:

Beneficiary Bank Information

Bank Name: Western Alliance Bank
SWIFT Code: BBFXUS6S
ABA Routing #: 122105980
Bank Address: One East Washington Street Ste 2500
Phoenix, Arizona 85004 U.S.A

Beneficiary Information

Account Name: **Amira Learning Inc**
Account Number: **8996514912**
Beneficiary Address: **5214f Diamond Heights Blvd # 3255**
San Francisco, CA, 94131

The information is supplied solely for the purposes of reference, without any responsibility on the part of Western Alliance Bank, its agents, representatives, or affiliates for errors or omissions.

Sincerely,



Matthew Benidt

Head of Branch Banking

METHOD SPORTS ACADEMY

BOARD OF DIRECTORS RESOLUTION

Authorization to Provide Retirement Benefits via 403(b) Plan

WHEREAS, Method Sports Academy (“the School”) is committed to attracting and retaining high-quality employees by providing a competitive and comprehensive benefits package; and

WHEREAS, the Board of Directors recognizes the importance of supporting the long-term financial well-being of the School’s employees; and

WHEREAS, a 403(b) retirement plan is a tax-advantaged retirement savings plan available to nonprofit organizations, including charter schools;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Method Sports Academy hereby authorizes the establishment and implementation of a 403(b) retirement plan for eligible employees of the School;

BE IT FURTHER RESOLVED, that the Chief Business Officer, or designee, is authorized to select and enter into agreements with a third-party plan administrator and investment provider(s), and to take any and all actions necessary to implement and maintain the 403(b) plan in compliance with applicable federal and state laws and regulations;

BE IT FURTHER RESOLVED, that the plan shall allow for employee elective salary deferrals, and may include an employer contribution component as approved by the Board;

BE IT FINALLY RESOLVED, that the Human Resources Director shall ensure appropriate communication of the plan to eligible employees and provide for ongoing compliance, reporting, and plan oversight.

PASSED AND ADOPTED by the Board of Directors of Method Sports Academy on this 24th day of June, 2025, by the following vote:

AYES	_____
NOES	_____
ABSTAIN	_____
ABSENT	_____

Secretary of the Board

Signature: _____

Printed Name: _____

Date: _____

AGREEMENT FOR PROVISION OF EDUCATIONAL SERVICES

THIS AGREEMENT FOR PROVISION OF EDUCATIONAL SERVICES

is made this 1st day of July 2025 (“**Agreement**”)

BETWEEN

METHOD SCHOOLS CORPORATION, a California nonprofit public benefit corporation that operates an online K-12 charter school (hereinafter referred to as “**METHOD SCHOOLS**”)

-and-

FRONTIER SELECTS LOS ANGELES LP, a Delaware limited partnership that operates an athletics academy (hereinafter referred to as “**FSLA**”). **METHOD SCHOOLS** and **FSLA** shall be referred to herein individually as a “**Party**” or collectively as the “**Parties.**”

RECITALS

WHEREAS, **FSLA** has been operating a Sports Academy (“Sports Academy”) in and around the State of California area for several years and has decided to re-locate its Sports Academy program to two new locations, which shall operate independently but collaboratively with **METHOD SCHOOLS**;

WHEREAS, **METHOD SCHOOLS** operates a public charter school in the State of California, which has the capacity to enroll and educate students who are enrolled in **FSLA**’s Sports Academy;

WHEREAS, **FSLA** has been recruiting and intends to continue recruiting students in southern California to enroll in its Sports Academy for the 2025-2026 school year, and is expecting approximately eighteen to twenty-five students at each of its two new locations to enroll in the Sports Academy for the 2025-26 school year;

WHEREAS **METHOD SCHOOLS** is prepared to offer these students enrollment in its online independent study charter school program, subject to compliance with all statutory requirements applicable to online independent study charter schools;

WHEREAS **FSLA** will continue to recruit student participants in subsequent years and **METHOD SCHOOLS** anticipates having the capacity to provide the educational needs of each additional student enrolled in the Sports Academy; and

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

NOW THEREFORE, the Parties agree as follows:

AGREEMENT

1. Purpose

The purpose of this Agreement is to set forth a framework for:

- 1.1 Cooperation and coordination between the two parties relative to the education of the student participants in the Sports Academy;
- 1.2 The exchange of information between the parties, subject to appropriate consents being obtained in compliance with statutory obligations applicable to each party, including particularly the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g (“FERPA”).
- 1.3 The Parties shall each comply with all applicable federal, state, and local laws, rules, regulations, and ordinances in the performance of this Agreement. This includes all laws pertaining to backgrounds checks, fingerprinting, and credentialing.

2. Definitions

The following definitions apply to this Agreement:

- 2.1 “Sports Academy” means all hockey-related operations carried on by FSLA including, but not limited to recruitment, coaching, travel, training events, and related activities;
- 2.2 “Designated Employee” means the employee appointed by each respective Party that addresses the day-to-day matters implicated by this Agreement;
- 2.3 “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 by Education Act section 49061. A copy of each parental consent shall be provided to METHOD SCHOOLS thirty (30) days prior to the start of the school year; and
- 2.4 “Student participant” means any student recruited by FSLA and enrolled at METHOD SCHOOLS following development and execution of an independent study written agreement as required by applicable law and METHOD SCHOOLS’ policy.

3. Meetings

- 3.1 Officials of FSLA and METHOD SCHOOLS shall inform the other party in writing of their Designated Employee for the purposes of this Agreement at the beginning of every school year (i.e., July 1), at any time the Designated Employee changes, or at the request of the other Party.
- 3.2 The Designated Employees of the Parties shall meet or communicate with each other as required by this Agreement to ensure the goals of the Agreement are carried out.

4. Confidentiality

- 4.1 FSLA shall provide METHOD SCHOOLS with timely information regarding the projected number of student participants for the coming year on or before April 30 of each year during the Term of this Agreement . Such information should include the number of projected students, by grade level, address of residence, and age.
- 4.2 FSLA may, upon written provision of parental consent, obtain information from METHOD SCHOOLS confirming that the student has met all of the requirements to attend a school operated by METHOD SCHOOLS.
- 4.3 FSLA and its employees will comply with the relevant requirements of FERPA and all other applicable federal and state laws regarding the confidentiality of personally identifiable student information provided by METHOD SCHOOLS. To protect the confidentiality of student education records provided by METHOD SCHOOLS, FSLA will limit access to such records to those FSLA employees who reasonably need access to them in order to perform their responsibilities under this Agreement and in conformance with FERPA and applicable California law governing student records and confidentiality. A list of those individuals who FSLA gives access to will be provided to METHOD SCHOOLS within thirty (30) days of execution of this Agreement and at any time upon request of METHOD SCHOOLS. METHOD SCHOOLS will have the right to deny individuals access if access is not reasonably needed. METHOD SCHOOLS agrees that as a provider of student educational services, FSLA has a legitimate educational interest in accessing personally identifiable information about METHOD SCHOOL students who are enrolled in FSLA's programs.

5. Fees and Costs

- 5.1 All Sports Academy fees shall be paid by the student participants directly to FSLA. METHOD SCHOOLS acknowledges that it is not entitled to any Sports Academy fees paid by student participants to receive athletics instruction.
- 5.2 METHOD SCHOOLS is a public charter school in the State of California and does not charge tuition or any fees for enrollment or participation in its academic program. FSLA acknowledges that it is not entitled to any state apportionment funding paid by the State of California to METHOD SCHOOLS in connection with its instruction of students.
- 5.3 The parties understand and agree that FSLA shall not pay any fee or any monies to METHOD SCHOOLS in relation to the operation of the Sports Academy or for the enrollment or referral of students for enrollment at METHOD SCHOOLS. METHOD SCHOOLS shall not pay FSLA any fee or monies related to the operation of the METHOD SCHOOLS academic program or for the enrollment or referral of students for enrollment at METHOD SCHOOLS.

- 5.4 Both Parties understand and agree that each Party shall be solely responsible for all financial, administrative, and operational costs associated with the operation, maintenance, and implementation of its respective program. This includes, but is not limited to, costs related to staffing, facilities, equipment, materials, insurance, transportation, utilities, and any other expenses necessary for the continued operation of each Party's program. Neither Party shall be liable for or obligated to reimburse the other for any costs incurred in connection with the development, delivery, or administration of the other Party's program.

6. Insurance and Liability; Indemnity

- 6.1 Types and Limits of Coverage: Each Party, at its own expense and for the full Term of this Agreement, shall procure and maintain the following insurance with carriers rated no lower than A- by A.M. Best & Co.:
- Student Accident Insurance with a medical-claims maximum limit of US \$5,000,000 per occurrence and in the aggregate.
 - Commercial General Liability Insurance (including blanket contractual liability) for bodily injury and property damage in the amount of US\$ \$1,000,000 combined single limit per occurrence and US\$ \$3,000,000 annual aggregate.
 - Workers' Compensation Insurance providing statutory benefits as required by applicable law in the state(s) where Transportation Services (or any other services under this Agreement) are performed, together with employer's-liability limits as required by such law.
- 6.2 Additional Insureds. Within thirty (30) days after the Effective Date and annually thereafter, each Party shall name the other Party, and its affiliates, directors, officers, employees, and contractors (as applicable), as additional insureds on the policies listed above. All required policies shall be written on an "occurrence" basis (or provide equivalent "claims-made" tail coverage) to cover claims incurred, discovered, manifested, or made during or after the Term of this Agreement.
- 6.3 Evidence of Insurance. Each Party will furnish a certificate of insurance evidencing such coverage to the other Party within seven (7) days of written request by a Party. The Parties will endeavor to provide thirty (30) days' advance written notice to the other Party of any cancellation or material adverse change.
- 6.4 No Limitation on Rights. A Party's insurance will be its primary coverage and any insurance the other Party may purchase shall be excess and non-contributory for all claims directly related to actions or omissions of the said covered Party. The minimum amounts of insurance coverage required herein will not be construed to impose any limitation on a Party's indemnification obligations expressly set forth herein.
- 6.5 Indemnity: FSLA agrees, to the fullest extent permitted by the law, to defend, indemnify,

and hold harmless METHOD SCHOOLS, its governing board members, officers, employees, contractors, and agents (“METHOD SCHOOLS Parties”), from and against all damages, actions, lawsuits, administrative proceedings, injuries, claims, losses, liability, penalties, costs, expenses, fees (including reasonable attorneys’ fees), judgments, and any other harm (economic or otherwise) of any kind whatsoever arising out of or resulting from the acts, omissions, or conduct of FSLA, its officers, employees, agents, or contractors, excepting claims wholly based on the intentional misconduct of any of the METHOD SCHOOLS Parties.

7. Term

- 7.1 The Term of this Agreement shall begin on July 1, 2025 and end on June 30, 2027 (the “Term”), subject to earlier termination in accordance with article 11 of this Agreement . Unless and until this Agreement is terminated in accordance with Article 11, the Term shall be automatically extended by successive one-year periods, first on June 30, 2027 and at the end of every successive year of the Term.

8. Independent Operations

- 8.1 The Parties are each directed and governed solely by their respective, independent governing bodies. This Agreement was developed and entered into through arms-length negotiations involving each Party’s separate counsel. Each Party shall be solely responsible for its own liabilities and obligations arising out of this Agreement. The Parties shall not be jointly and severally liable for any obligations incurred under this Agreement. This Agreement does not create or confirm any partnership, joint venture, or other similar business association between the Parties, and the actions of each Party in operating pursuant to this Agreement shall remain the responsibility of each Party’s own separate governing body. Neither Party has the right to hire or direct the other’s employees or contractors, and the Parties shall not share any employees or contractors absent an express written agreement specifying the terms of such arrangement. No member of the governing board of either Party shall serve on the governing board of the other Party or shall serve as an officer or employee of the other Party.
- 8.2 Neither FSLA nor any of its partners, directors, officers, employees, contractors, or agents are or shall be an agent of METHOD SCHOOLS. FSLA and its partners, directors, officers, employees, contractors, and agents have no authority to make any statements, representations, or commitments of any kind on behalf of METHOD SCHOOLS or to take any action purporting to bind METHOD SCHOOLS.
- 8.3 No employee of FSLA shall be or be deemed to be an employee of METHOD SCHOOLS nor shall they be eligible to participate in any of METHOD SCHOOLS’ employee benefit programs. FSLA shall be wholly responsible for obtaining workers' compensation insurance at legal limits for all of its workers. FSLA shall at all times be deemed to be

entirely independent of METHOD SCHOOLS in all aspects of its operations.

- 8.4 Neither METHOD SCHOOLS nor any of its directors, officers, employees, contractors, or agents are an agent of FSLA. METHOD SCHOOLS and its directors, officers, employees, contractors, and agents have no authority to make any statements, representations, or commitments of any kind on behalf of FSLA or to take any action purporting to bind FSLA.
- 8.5 No employee of METHOD SCHOOLS shall be or be deemed to be an employee of FSLA nor shall they be eligible to participate in any of FSLA's employee benefits programs. METHOD SCHOOLS shall, at all material times, be deemed to be entirely independent of the Sports Academy in all aspects of its operations.
- 8.6 FSLA may use the name of METHOD SCHOOLS and may advertise the relationship between the Parties, as set forth in this Agreement, in website, outreach, and public-facing marketing materials and literature, provided that all such materials are approved in advance by METHOD SCHOOLS's Designated Employee to confirm that such materials accurately describe the relationship between the Parties and what METHOD SCHOOLS can and cannot offer to prospective students.

9. Obligations Beyond Term

- 9.1 The provisions of Articles 4 (Confidentiality) and 8 (Independent Operations) and Paragraph 6.5 (Indemnity) shall survive the termination of this Agreement and any subsequent renewal or extension thereof.

10. Notices

- 10.1 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.
- 10.2 Any notices to the METHOD SCHOOLS 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 :

Method Schools Corporation:

Attention: Jessica Spallino

27232 Via Industria

Temecula, CA 92590

Telephone: 866-METHOD-8

FSLA:

Attention: Mr. Justin Reynolds,
 Director,
 Frontier Selects Los Angeles LP

ADDRESS

Telephone: 250-888-0911

11. Termination; Default and Cure

- 11.1 This Agreement may be terminated by either Party by providing written notice to the other on or before April 30 of the school year prior to the next school year, at which point the Agreement will terminate effective as of June 30 of that year. For the sake of clarity, notice of termination given on April 30, 2026 will terminate the Agreement at the end of the 2025-26 school year on June 30, 2026. Absent such notice, the Agreement will auto-renew after the initial Term on June 30 each calendar year for a one-year period.
- 11.2 This Agreement shall be terminated automatically upon the revocation, nonrenewal, or other expiration or termination of METHOD SCHOOLS' charter petition, which termination shall be effective on the date that such charter petition is no longer in effect. METHOD SCHOOLS shall have the option to terminate this Agreement if it receives a written demand from any of its chartering authorities demanding termination of the Agreement. Such termination shall be effective immediately, or at a later date specified by METHOD SCHOOLS, after METHOD SCHOOLS provides written notice to FSLA that it is terminating the Agreement on this basis.
- 11.3 Either Party may terminate this Agreement for cause if the other party materially defaults in the performance of its obligations under this Agreement and subsequently fails to cure such default within thirty (30) days of receipt of a written default notice specifying the grounds for default. Termination may occur in less than thirty (30) days if the material default threatens student safety or constitutes a violation of applicable legal requirements.

12. Dispute Resolution

- 12.1 In the event of any dispute, controversy, or claim arising out of or relating to this Agreement, the Parties agree to first attempt to resolve the matter through informal discussions between their respective lead administrators. Such discussions shall occur within ten (10) business days of written notice from one Party to the other identifying the dispute.
- 12.2 If the dispute is not resolved through such discussions, the Parties agree to proceed to non-binding mediation. The Parties shall mutually agree to a mediator within thirty (30) days of the initial written notice of the dispute. If the Parties are unable to agree on a mediator within that timeframe, they shall select a mediator through the Judicial Arbitration and

Mediation Services (JAMS). Mediation shall be completed within sixty (60) days of the initial written notice of the dispute, unless otherwise mutually agreed in writing by the Parties.

- 12.3 Each Party shall bear its own costs of participation in the mediation, and the Parties shall share equally the mediator's fees and any administrative costs.
- 12.4 Nothing in this clause shall prevent either Party from seeking interim or injunctive relief if reasonably necessary to protect its rights pending resolution of the dispute through the process described above.

13. General

- 13.1 This Agreement 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.
- 13.2 During the Term of this Agreement, any amendments or alterations deemed necessary will be made collaboratively with input and agreement from both METHOD SCHOOLS and FSLA. Modifications will be reflected in written and signed amendments to this Agreement, specifying the date the modifications are to take effect.
- 13.3 Neither Party shall assign its rights, duties, or privileges under this Agreement, nor shall either party attempt to confer any of its rights, duties, or privileges under this Agreement to any third party without the written consent of the other party.
- 13.4 Any word or words in this Agreement importing the singular shall include the plural and vice versa.
- 13.5 This Agreement 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 Agreement, which either original counterpart shall sufficiently evidence.
- 13.6 The enforcement and interpretation of this Agreement shall be governed in accordance with the laws of the State of California without regard to its choice of laws principles.
- 13.7 This Agreement will be binding upon and inure to the benefit of the Parties and their respective successors and permitted assigns.
- 13.8 In the event any term, provision, or restriction herein is held to be illegal, invalid, or unenforceable in any respect, such finding shall in no way affect the legality, validity, or enforceability of all other provisions of this Agreement.
- 13.9 The Parties acknowledge and agree that each has participated in the drafting of this Agreement and has had an opportunity to review the Agreement with advice of counsel and that therefore the terms and provisions of this Agreement shall not be interpreted against any one Party.

- 13.10 This Agreement is made for the sole benefit of the Parties and their respective successors and permitted assigns. Except as set forth herein, nothing in this Agreement shall create or be deemed to create a relationship between the Parties to this Agreement, or any of them, and any third person including a relationship in the nature of a third-party beneficiary or fiduciary.
- 13.11 In the event that an action is brought to enforce or interpret the terms of this Agreement, the prevailing party in such action shall be entitled to an award of reasonable attorneys' fees.

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

METHOD SCHOOLS CORPORATION, PRESIDENT

Per:_____

FRONTIER SELECTS LOS ANGELES LP

Per:_____

AGREEMENT FOR PROVISION OF EDUCATIONAL SERVICES

THIS AGREEMENT FOR PROVISION OF EDUCATIONAL SERVICES

is made on this 1st day of July 2025 (“Agreement”)

BETWEEN

METHOD SCHOOLS CORPORATION, a California nonprofit public benefit corporation that operates an online K-12 charter school (hereinafter referred to as “**METHOD SCHOOLS**”)

-and-

LAKE ARROWHEAD SPORTS ACADEMY, a California nonprofit public benefit corporation planning to operate an athletics academy (hereinafter referred to as “**LASA**”). **METHOD SCHOOLS** and **LASA** shall be referred to herein individually as a “**Party**” or collectively as the “**Parties.**”

RECITALS

WHEREAS **LASA** will be establishing a sports academy (“Sports Academy”) in the Lake Arrowhead area in the State of California and wishes to operate independently from but collaboratively with **METHOD SCHOOLS** by having **METHOD SCHOOLS** provide online independent study public charter school instruction to students enrolled in the Sports Academy;

WHEREAS **METHOD SCHOOLS** operates a public charter school in the State of California, which currently has the capacity to enroll and educate students who are enrolled in the **LASA**’s Sports Academy;

WHEREAS **LASA** has been recruiting and intends to continue recruiting students in the Lake Arrowhead area to enroll in its Sports Academy for the 2025-2026 school year , and is expecting approximately ## students to enroll in the Sports Academy for the 2025-26 school year;

WHEREAS **METHOD SCHOOLS** is prepared to offer these students enrollment in its online independent study public charter school program, subject to compliance with all statutory requirements applicable to online independent study charter schools;

WHEREAS **LASA** will continue to recruit student participants in subsequent years and **METHOD SCHOOLS** anticipates having capacity to provide the educational needs of each additional student enrolled in the Sports Academy; and

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

NOW THEREFORE, the Parties agree as follows:

AGREEMENT

1. Purpose

The purpose of this Agreement is to set a framework for:

- 1.1 Cooperation and coordination between the two parties relative to the education of the student participants in the Sports Academy;
- 1.2 The exchange of information between the parties, subject to appropriate consents being obtained in compliance with statutory obligations applicable to each party, including particularly the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g (“FERPA”).
- 1.3 The Parties shall each comply with all applicable federal, state, and local laws, rules, regulations, and ordinances in the performance of this Agreement. This includes all laws pertaining to backgrounds checks, fingerprinting, and credentialing.

2. Definitions

The following definitions apply to this Agreement:

- 2.1 “Sports Academy” means all sports-related operations carried on by LASA, including but not limited to recruitment, coaching, travel, training, events, and related activities;
- 2.2 “Designated Employee” means the employee appointed by each respective Party who addresses the day-to-day matters implicated by this Agreement;
- 2.3 “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 by Education Act section 49061. A copy of each parental consent shall be provided to METHOD SCHOOLS thirty (30) days prior to the start of the school year; and
- 2.4 “Student participant” means any student recruited by LASA and enrolled at METHOD SCHOOLS following development and execution of an independent study written agreement as required by applicable law and METHOD SCHOOLS’ policy.

3. Meetings

- 3.1 Officials of LASA and METHOD SCHOOLS shall inform the other party in writing of their Designated Employee for the purposes of this Agreement at the beginning of every school year (i.e., July 1), at any time the Designated Employee changes, or upon request of the other Party.
- 3.2 The Designated Employees of the Parties shall meet or communicate with each other as required by this Agreement to ensure the goals of the Agreement are carried out.

4. Confidentiality

- 4.1 LASA shall provide METHOD SCHOOLS with timely information regarding the projected number of student participants for the coming year on or before April 30 of each year during the Term of this Agreement. Such information should include the number of projected students by grade level, address of residence, and age.
- 4.2 LASA may upon written provision of parental consent, obtain information from METHOD SCHOOLS, confirming that the student has met all of the requirements to attend a school operated by METHOD SCHOOLS.
- 4.3 LASA and its employees will comply with the relevant requirements of FERPA and all other applicable federal and state laws regarding the confidentiality of personally identifiable student information provided by METHOD SCHOOLS. To protect the confidentiality of student education records provided by METHOD SCHOOLS, LASA will limit access to such records to those LASA employees who reasonably need access to them in order to perform their responsibilities under this Agreement and in conformance with FERPA and applicable California law governing student records and confidentiality. A list of those individuals who LASA gives access to will be provided to METHOD SCHOOLS within thirty (30) days of execution of this Agreement and at any time upon request of METHOD SCHOOLS. METHOD SCHOOLS will have the right to deny individuals access if access is not reasonably needed. METHOD SCHOOLS agrees that as a provider of student educational services, LASA has a legitimate educational interest in accessing personally identifiable information about METHOD SCHOOL students who are enrolled in FSLA's programs.

5. Fees and Costs

- 5.1 All Sports Academy fees, if any, shall be paid by the student participants directly to LASA. METHOD SCHOOLS acknowledges that it is not entitled to any Sports Academy fees that student participants pay to receive athletics instruction.
- 5.2 METHOD SCHOOLS is a public charter school in the State of California and does not charge any fees for enrollment or participation in its academic program. LASA acknowledges that it is not entitled to any state apportionment funding paid by the State of California to METHOD SCHOOLS in connection with its instruction of students..
- 5.3 The parties understand and agree that LASA shall not pay any fee or other monies to METHOD SCHOOLS in relation to the operation of the Sports Academy or the enrollment or referral of students for enrollment at METHOD SCHOOLS. METHOD SCHOOLS shall not pay LASA any fee or other monies related to the operation of the METHOD SCHOOLS academic program or for the enrollment or referral of students for enrollment at METHOD SCHOOLS.
- 5.4 Both Parties understand and agree that each Party shall be solely responsible for all

financial, administrative, and operational costs associated with the operation, maintenance, and implementation of its respective program. This includes, but is not limited to, costs related to staffing, facilities, equipment, materials, insurance, transportation, utilities, and any other expenses necessary for the continued operation of each Party's program. Neither Party shall be liable for or obligated to reimburse the other for any costs incurred in connection with the development, delivery, or administration of the other Party's program.

6. Insurance and Liability; Indemnity

6.1 Types and Limits of Coverage: Each Party, at its own expense and for the full Term of this Agreement, shall procure and maintain the following insurance with carriers rated no lower than A- by A.M. Best & Co.:

- Student Accident Insurance with a medical-claims maximum limit of US \$5,000,000 per occurrence and in the aggregate.
- Commercial General Liability Insurance (including blanket contractual liability) for bodily injury and property damage in the amount of US\$ \$1,000,000 combined single limit per occurrence and US\$ \$3,000,000 annual aggregate.
- Workers' Compensation Insurance providing statutory benefits as required by applicable law in the state(s) where Transportation Services (or any other services under this Agreement) are performed, together with employer's-liability limits as required by such law.

6.2 Additional Insureds. Within thirty (30) days after the Effective Date and annually thereafter, each Party shall name the other Party, and its affiliates, directors, officers, employees, and contractors (as applicable), as additional insureds on the policies listed above. All required policies shall be written on an "occurrence" basis (or provide equivalent "claims-made" tail coverage) to cover claims incurred, discovered, manifested, or made during or after the Term of this Agreement.

6.3 Evidence of Insurance. Each Party will furnish a certificate of insurance evidencing such coverage to the other Party within seven (7) days of written request by a Party. The Parties will endeavor to provide thirty (30) days' advance written notice to the other Party of any cancellation or material adverse change.

6.4 No Limitation on Rights. A Party's insurance will be its primary coverage and any insurance the other Party may purchase shall be excess and non-contributory for all claims directly related to actions or omissions of the said covered Party. The minimum amounts of insurance coverage required herein will not be construed to impose any limitation on a Party's indemnification obligations expressly set forth herein.

6.5 Indemnity: LASA agrees, to the fullest extent permitted by the law, to defend,

indemnify, and hold harmless METHOD SCHOOLS, its governing board members, officers, employees, contractors, and agents (“METHOD SCHOOLS Parties”), from and against all damages, actions, lawsuits, administrative proceedings, injuries, claims, losses, liability, penalties, costs, expenses, fees (including reasonable attorneys’ fees), judgments, and any other harm (economic or otherwise) of any kind whatsoever arising out of arising out of or resulting from the acts, omissions, or conduct of LASA, its officers, employees, agents, or contractors, excepting claims wholly based on the intentional misconduct of any of the METHOD SCHOOLS Parties.

7. Term

- 7.1 The Term of this Agreement shall begin on July 1, 2025 and end on June 30, 2027 (the “Term”), subject to earlier termination in accordance with article 11 of this Agreement . Unless and until this Agreement is terminated in accordance with Article 11, the Term shall be automatically extended by successive one-year periods, first on June 30, 2027 and at the end of every successive year of the Term.

8. Independent Operations

- 8.1 The Parties are each directed and governed solely by their respective, independent governing bodies. This Agreement was developed and entered into through arms-length negotiations involving each Party’s separate counsel. Each Party shall be solely responsible for its own liabilities and obligations arising out of this Agreement. The Parties shall not be jointly and severally liable for any obligations incurred under this Agreement. This Agreement does not create or confirm any partnership, joint venture, or other similar business association between the Parties, and the actions of each Party in operating pursuant to this Agreement shall remain the responsibility of each Party’s own separate governing body. Neither Party has the right to hire or direct the other’s employees or contractors, and the Parties shall not share any employees or contractors absent an express written agreement specifying the terms of such arrangement. No member of the governing board of either Party shall serve on the governing board of the other Party or shall serve as an officer or employee of the other Party.
- 8.2 Neither LASA nor any of its directors, officers, employees, contractors, or agents are or shall be an agent of METHOD SCHOOLS. FSLA and its partners, directors, officers, employees, contractors, and agents have no authority to make any statements, representations, or commitments of any kind on behalf of METHOD SCHOOLS or to take any action purporting to bind METHOD SCHOOLS.
- 8.3 No employee of LASA shall be or be deemed to be an employee of METHOD SCHOOLS nor shall they be eligible to participate in any of METHOD SCHOOLS’ employee benefit programs. LASA shall be wholly responsible for obtaining workers’ compensation insurance at legal limits for all of its workers. LASA shall at all times be

deemed to be entirely independent of METHOD SCHOOLS in all aspects of its operations.

- 8.4 Neither METHOD SCHOOLS nor any of its directors, officers, employees, contractors, or agents are an agent of LASA. METHOD SCHOOLS and its directors, officers, employees, contractors, and agents have no authority to make any statements, representations, or commitments of any kind on behalf of LASA or to take any action purporting to bind LASA.
- 8.5 No employee of METHOD SCHOOLS shall be or be deemed to be an employee of LASA nor shall they be eligible to participate in any of LASA's employee benefits programs. METHOD SCHOOLS shall, at all material times, be deemed to be entirely independent of the Sports Academy in all aspects of its operations.
- 8.6 LASA may use the name of METHOD SCHOOLS and may advertise the relationship between the Parties, as set forth in this Agreement, in website, outreach, and public-facing marketing materials and literature, provided that all such materials are approved in advance by METHOD SCHOOLS's Designated Employee to confirm that such materials accurately describe the relationship between the Parties and what METHOD SCHOOLS can and cannot offer to prospective students.

9. Obligations Beyond Term

- 9.1 The provisions of Articles 4 (Confidentiality) and 8 (Independent Operations) and Paragraph 6.5 (Indemnity) shall survive the termination of this Agreement and any subsequent renewal or extension thereof.

10. Notices

- 10.1 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.
- 10.2 Any notices to METHOD SCHOOLS 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:

Attention: Jessica Spallino
27232 Via Industria
Temecula, CA 92590

Telephone: 866-METHOD-8

Lake Arrowhead Sports Academy

4NTENT
PO Box 3079
Lake Arrowhead, CA 92352
angie@4ntent.com
323-682-0451

11. Termination; Default and Cure

- 11.1 This Agreement may be terminated by either party by providing written notice to the other on or before April 30 of the school year prior to the next school year, at which point the Agreement will terminate effective as of June 30 of that year. For the sake of clarity, notice of termination given on April 30, 2026 will terminate the Agreement at the end of the 2024-25 school year on June 30, 2026. Absent such notice, the Agreement will auto-renew after June 30 each calendar year for a one-year period.
- 11.2 This Agreement shall be terminated automatically upon the revocation, nonrenewal, or other expiration or termination of METHOD SCHOOLS's charter petition, which termination shall be effective on the date that such charter petition is no longer in effect. METHOD SCHOOLS shall have the option to terminate this Agreement if it receives a written demand from any of its chartering authorities demanding termination of the Agreement. Such termination shall be effective immediately, or at a later date specified by METHOD SCHOOLS, after METHOD SCHOOLS provides written notice to LASA that it is terminating the Agreement on this basis.
- 11.3 Either Party may terminate this Agreement for cause if the other party materially defaults in the performance of its obligations under this Agreement and subsequently fails to cure such default within thirty (30) days of receipt of a written default notice specifying the grounds for default. Termination may occur in less than thirty (30) days if the material default substantially threatens student safety or constitutes a violation of applicable legal requirements.

12. Dispute Resolution

- 12.1 In the event of any dispute, controversy, or claim arising out of or relating to this Agreement, the Parties agree to first attempt to resolve the matter through informal discussions between their respective lead administrators. Such discussions shall occur within ten (10) business days of written notice from one Party to the other identifying the dispute.
- 12.2 If the dispute is not resolved through such discussions, the Parties agree to proceed to

non-binding mediation. The Parties shall mutually agree to a mediator within thirty (30) days of the initial written notice of the dispute. If the Parties are unable to agree on a mediator within that timeframe, they shall select a mediator through the Judicial Arbitration and Mediation Services (JAMS). Mediation shall be completed within sixty (60) days of the initial written notice of the dispute, unless otherwise mutually agreed in writing by the Parties.

- 12.3 Each Party shall bear its own costs of participation in the mediation, and the Parties shall share equally the mediator's fees and any administrative costs.
- 12.4 Nothing in this clause shall prevent either Party from seeking interim or injunctive relief if reasonably necessary to protect its rights pending resolution of the dispute through the process described above.

13. General

- 13.1 This Agreement 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.
- 13.2 During the Term of this Agreement, any amendments or alterations deemed necessary will be made collaboratively with input and agreement from both METHOD SCHOOLS and LASA. Modifications will be reflected in written and signed amendments to this Agreement, specifying the date the modifications are to take effect.
- 13.3 Neither Party shall assign its rights, duties, or privileges under this Agreement, nor shall either party attempt to confer any of its rights, duties, or privileges under this Agreement to any third party without the written consent of the other party.
- 13.4 Any word or words in this Agreement importing the singular shall include the plural and vice versa.
- 13.5 This Agreement 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 Agreement, which either original counterpart shall sufficiently evidence.
- 13.6 The enforcement and interpretation of this Agreement shall be governed in accordance with the laws of the State of California without regard to its choice of laws principles.
- 13.7 This Agreement will be binding upon and inure to the benefit of the Parties and their respective successors and permitted assigns.
- 13.8 In the event any term, provision, or restriction herein is held to be illegal, invalid, or unenforceable in any respect, such finding shall in no way affect the legality, validity, or enforceability of all other provisions of this Agreement.
- 13.9 The Parties acknowledge and agree that each has participated in the drafting of this Agreement and has had an opportunity to review the Agreement with advice of counsel

and that therefore the terms and provisions of this Agreement shall not be interpreted against any one Party.

- 13.10 This Agreement is made for the sole benefit of the Parties and their respective successors and permitted assigns. Except as set forth herein, nothing in this Agreement shall create or be deemed to create a relationship between the Parties to this Agreement, or any of them, and any third person including a relationship in the nature of a third-party beneficiary or fiduciary.
- 13.11 In the event that an action is brought to enforce or interpret the terms of this Agreement, the prevailing party in such action shall be entitled to an award of reasonable attorneys' fees.

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

Per: _____

MINUTES (in Review)



METHOD SCHOOLS- BOARD OF DIRECTORS MEETING

Name:	Method Schools Corporation
Date:	Monday, June 2, 2025
Time:	6:01 PM to 7:28 PM (PDT)
Location:	Method HQ, 27232 Via Industria, Temecula, CA 92590
Board Members:	Carolyn Andrews, Gloria Vargas, Shannon Clark, Steven Dorsey, Tyler Roberts
Attendees:	Jade Fernandez, Jessica Spallino, Mark Holley, Pete Getz, Sarah Avanesian, Sarah Delawder, Stefanie Bryant, Tracy Robertson, Yvette Serratos

1. Opening Meeting

1.1 Roll Call

Start 6:01 PM

Board Members:

Present: Tyler Roberts, Steven Dorsey, Shannon Clark, Gloria Vargas, Carolyn Andrews

Absent: None

Staff:

Jessica Spallino

Mark Holley

Jade Fernandez

Stefanie Bryant

Pete Getz

Sarah Delawder

Sarah Avanesian

Tracy Robertson

Yvette Serratos

2. Public Comment

2.1 Instructions for Presentations to the Board by Parents and Citizens

3. Management Reports

3.1 CEO Report

- Jessica Spallino:
 - New staff:
 - Eve Laurelin (Accounting) and Tiffany Ramos (CALPADS).
 - OKRs:
 - 2024-25: We ended the year meeting the majority of OKRs.
 - 2025-26: Our vision is to hit green in some areas. Our goal for NPS score is 50. We have ADA growth goals for P1 and P2. Leadership Development Program: We're developing an Executive program, School-Based program, a program for Method Sports Academy, and a program for the enrollment team.
- Pete Getz:
 - Renewals and Expansion Update:
 - Dehesa renewal (June 2025), Method Sports Academy- new seat based school (land purchase, phase plan), MISA (July 2025), and Acton Renewal (June 2026).

3.2 CBO Report

- Mark Holley:
 - Legislative update:
 - California Assembly Bill 84 would cap funding by 30% per student and there would be an enrollment cap. Senate Bill 414 addresses some issues but in a more balanced way. We're looking at strategic actions we can take in response to AB 84.

3.3 CAO Report

- Jade Fernandez:
 - Dashboard Local Indicators:
 - 1) Basic Conditions
 - 2) Implementation in Academic Standards
 - 3) Parent & Family Engagement
 - 4) School Climate
 - 7) Access to a broad course of study.
 - Annual Board Approvals:
 - This document gives you general guidelines on what to expect each year at each board meeting.

3.4 Governance Updates- Founder Evaluations & Training Requirements

- Amendment to Agenda:

- The agenda was revised prior to the meeting to reflect updates to the **Proposed 2025–26 Meeting Dates**. Specifically, the October meeting date was changed from *September 30th* to *October 7th*, and the December meeting date was changed from *December 2nd* to *December 9th*.
- Founder Evaluations:
 - Tracy Robertson: The board should have received these on Friday, for them to submit. We'll review them at the next board meeting, once they're all completed.
- Training Requirements:
 - Tracy Robertson: Almost everyone has completed the Brown Act training. In the next school year, we'll need to add in the Ethics requirement.
- Proposed 2025-26 Meeting Dates:
 - Jessica Spallino: These are the proposed board meeting dates for 2025-26. Also, an LCAP needs to be approved for Method Sports Academy, so since the MSA LCAP public hearing is being held at this meeting, the MSA LCAP approval will be held on June 24, 2025.
 - October 7th, 2025
 - December 9th, 2025
 - March 3rd, 2026
 - June 3rd, 2026 (graduation)
- Board Term Renewals:
 - Tracy Robertson: Board terms are expiring on 6/30/2025. This will be voted on in the next meeting on June 24, 2025.

4. Major Decisions

4.1 2025-26 Compensation

- Mark Holley: For 2025-26, we are proposing a 6% COLA, 7% 403(b) match (up from 6%), \$2000 loyalty base increase for 5 and 10 years of service, eligible for up to 6% OKR performance bonus, and no change to employee medical insurance despite inflation. I think our compensation/benefits package is helping us retain employees.



2025-26 Compensation

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts

0 Opposed:

0 Abstained:

Decision Date: Jun 2, 2025
Mover: Shannon Clark
Seconder: Steven Dorsey
Outcome: Approved

4.2 Board Policy Package

- BP 5130-Graduation Requirements Policy

- Sarah Delawder: California now has an alternative pathway to a diploma, for our students with extreme exceptionalities.
- BP 6060-Independent Study Policy (revision)
 - Independent Study Master Agreement
- BP 6150-Work Sample & Attendance Documentation Policy (revision)
 - Jade Fernandez: The revisions to Board Policy 6060 and Board Policy 6150 show that we are going to collect four work samples every learning period, and that we are able to take into account both synchronous and asynchronous instruction when it comes to time value.
- BP 6170 Assessment Policy (new)
 - Sara Avanessian: We are going to require that students participate in our assessments at the beginning and end of the school year, and that they participate in CAASPP or in an alternative assessment.
- BP 6180 SPED Independent Evaluator Policy & Guidelines [Click for Link to Guidelines](#)
 - Jade Fernandez: This is regarding students who have IEPs who want an independent evaluator to come in. This outlines the cost limits, who they can select, and we have the right to disagree with their independent evaluator.
- BP 6190-Academic Integrity Policy (new)
 - Sarah Avanessian: We re-wrote this policy to include AI (artificial intelligence), mentioning AI is permitted when used responsibly.



Board Policy Package

- BP 5130-Graduation Requirements Policy (revision)
- BP 6060-Independent Study Policy (revision)
 - Independent Study Master Agreement
- BP 6150-Work Sample & Attendance Documentation Policy (revision)
- BP 6170 Assessment Policy (new)
- BP 6180 SPED Independent Evaluator Policy (new) & Guidelines [Click for Link to Guidelines](#)
- BP 6190-Academic Integrity Policy (new)

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts

0 Opposed:

0 Abstained:

Decision Date: Jun 2, 2025
Mover: Shannon Clark
Second: Gloria Vargas
Outcome: Approved

4.3 Comprehensive Safety Plan

- Jade Fernandez: Part of the latest law is that we have to include an Instructional Continuity Plan as part of our School Safety Plan. We already do this. We are letting our students and families know how we're going to reach them and how we're going to continue teaching them if the case presents itself.



Comprehensive Safety Plan

To include Instructional Continuity Plan

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts

0 Opposed:

0 Abstained:

Decision Date: Jun 2, 2025
Mover: Tyler Roberts
Second: Steven Dorsey
Outcome: Approved

4.4 Instructional Materials List

- Sarah Delawder: This is something that we need in order to align with the Williams Act. This is a curriculum inventory that lists the current curriculum platforms we are using to serve our students.



Instructional Materials List

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts

0 Opposed:

0 Abstained:

Decision Date: Jun 2, 2025
Mover: Gloria Vargas
Second: Shannon Clark
Outcome: Approved

4.5 Adopted 2025-26 Budgets

- Stefanie Bryant: There are three budgets instead of two, as we've added Method Sports Academy. With bringing our Staff Accountant Eve on, we'll be able to do a deeper dive into budgets. Primary revenue stream is LCFF-based on ADA. Expenditures primarily allocated by percent of total revenues. Internal Loan- \$300K short term loan from San Diego to Method Sports Academy for initial cash flow needs, paid off in the current year (attorney reviewed).



Adopted 2025-26 Budgets

2025-26 Budgets

- Method Schools
- Method Schools, LA
- Method Sports Academy

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts

0 Opposed:

0 Abstained:

Decision Date: Jun 2, 2025
Mover: Shannon Clark
Seconders: Steven Dorsey
Outcome: Approved

4.6 24-25 Prop 28 Annual Report and Annual Certification

- Stefanie Bryant: The state implemented this funding. We have used some of it. The annual certification has to go to the state and tells them how we're using the money.



24-25 Prop 28 Annual Report and Annual Certification

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts

0 Opposed:

0 Abstained:

Decision Date: Jun 2, 2025
Mover: Steven Dorsey
Seconders: Tyler Roberts
Outcome: Approved

4.7 Board Resolution Authorizing Capital for the Purchase of Vacant Land

- Stefanie Bryant: This is a resolution to say that the board is okay with the purchase of the vacant land for the amount of \$1,350,000.



Board Resolution Authorizing Capital for the Purchase of Vacant Land

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts

0 Opposed:

0 Abstained:

Decision Date: Jun 2, 2025
Mover: Gloria Vargas
Seconders: Shannon Clark
Outcome: Approved

4.8 Resolutions for the EPA funds

- Stefanie Bryant: This outlines the intent of how we will use the EPA funds and that we will do it under the law.



Resolutions for the EPA funds

- Final 24-25 for SD and LA
- Preliminary 25-26 for SD, LA and MSA

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts

0 Opposed:

0 Abstained:

Decision Date: Jun 2, 2025
Mover: Tyler Roberts
Seconder: Steven Dorsey
Outcome: Approved

5. Consent Items**5.1 Confirm Minutes- 3-11-2025**

Method Schools Board of Directors Meeting Mar 11, 2025, the minutes were confirmed as presented.

**5.1 Confirm Minutes- 3-11-2025**

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts

0 Opposed:

0 Abstained:

Decision Date: Jun 2, 2025
Mover: Shannon Clark
Seconder: Gloria Vargas
Outcome: Approved

5.2 Check Register (March-May)**5.2 Check Register (March-May)**

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts

0 Opposed:

0 Abstained:

Decision Date: Jun 2, 2025
Mover: Shannon Clark
Seconder: Gloria Vargas
Outcome: Approved

5.3 Quarterly Investment Report**5.3 Quarterly Investment Report**

5 Supported: Carolyn Andrews , Gloria Vargas , Shannon Clark , Steven Dorsey , Tyler Roberts

0 Opposed:

0 Abstained:

Decision Date: Jun 2, 2025
Mover: Shannon Clark
Seconder: Gloria Vargas
Outcome: Approved

6. Discussion

6.1 2025-26 Method Sports Academy LCAP Hearing

- **Public Hearing Opened: 7:22 P.M.**
- Jade Fernandez: We came up with four goals, in alignment with Method Schools and Method Schools, LA.
 - Goal 1) Within 3 years, Method will meet or exceed academic performance standards outlined by the CA School Dashboard.
 - Goal 2) Method Sports Academy will develop an inclusive and collaborative environment that actively engages and ultimately exceeds the expectations of all its stakeholders.
 - Goal 3) Method Sports Academy will implement a Multi-Tiered System of Supports (MTSS) framework to enhance academic achievement and foster socio-emotional well-being for all students.
 - Goal 4) Method Sports Academy will expand its reach to students through targeted outreach, retention strategies, and program enhancements to ensure sustainable growth and long-term success. We'll be able to vote on the LCAP in June.
- Stefanie Bryant: Part of the LCAP is going over the budgets. This outlines how much we have budgeted towards our goals and where the money is being spent.
- **Public Hearing Closed: 7:27 P.M.**

6.2 Follow-up June Meeting for MSA LCAP Approval

- No notes, as this was a duplicate item this was discussed in agenda item 3.4.

6.3 Founder Evaluations

- No notes, as this was a duplicate item this was discussed in agenda item 3.4.

6.4 Annual Board Approvals

- No notes, as this was a duplicate item this was discussed in agenda item 3.3.

6.5 Dashboard Local Indicators

- No notes, as this was a duplicate item this was discussed in agenda item 3.3.

7. Close Meeting

7.1 Close the meeting

Next meeting: Method Schools Board of Directors Meeting - Jun 24, 2025, 6:00 PM

6/2/2025 Board Meeting Recording Link:

https://methodschools.zoom.us/rec/share/VQnW3GxIY9NEHkFX2TEWLId_f1dNSSzGWsfliAP1ixmx-XnsCRI64d4yJGoSWIzJ.7rBCGRlzxHndcmi3?startTime=1748910733000

Signature:_____

Date:_____